# Conference Calendar: 2010 CCCC

## Wednesday, March 17
- Registration and Information: 8:00 a.m.– 6:00 p.m.
- Select Meetings and Other Events: various times
- Full-Day Workshops: 9:00 a.m.– 5:00 p.m.
- Half-Day Workshops: 9:00 a.m.– 12:30 p.m.
- Half-Day Workshops: 1:30 p.m.– 5:00 p.m.
- Newcomers’ Orientation: 5:15 p.m.– 6:15 p.m.

## Thursday, March 18
- Newcomers’ Coffee Hour: 7:00 a.m.– 8:15 a.m.
- Registration and Information: 8:00 a.m.– 6:00 p.m.
- Opening General Session: 8:30 a.m.– 10:00 a.m.
- Exhibit Hall Open: 10:00 a.m.– 6:00 p.m.
- A Sessions: 10:30 a.m.– 11:45 a.m.
- B Sessions: 12:15 p.m.– 1:30 p.m.
- C Sessions: 1:45 p.m.– 3:00 p.m.
- D Sessions: 3:15 p.m.– 4:30 p.m.
- E Sessions: 4:45 p.m.– 6:00 p.m.
- Scholars for the Dream: 6:00 p.m.– 7:00 p.m.
- Special Interest Groups: 6:30 p.m.– 7:30 p.m.
- Humor Night: 8:00 p.m.– 10:00 p.m.

## Friday, March 19
- Registration and Information: 8:00 a.m.– 5:00 p.m.
- Exhibit Hall Open: 8:00 a.m.– 9:15 a.m.
- F Sessions: 8:00 a.m.– 9:15 a.m.
- G Sessions: 9:30 a.m.– 10:45 a.m.
- H Sessions: 11:00 a.m.– 12:15 p.m.
- I Sessions: 12:30 p.m.– 1:45 p.m.
- J Sessions: 2:00 p.m.– 3:15 p.m.
- K Sessions: 3:30 p.m.– 4:45 p.m.
- Awards/Recognition Reception: 5:00 p.m.– 6:30 p.m.
- TYCA Talks: 6:30 p.m.– 7:30 p.m.
- Special Interest Groups: 6:30 p.m.– 7:30 p.m.
- Poetry Forum: 7:30 p.m.– 10:30 p.m.
- The 4C’s Jam: 9:30 p.m.– 1:00 a.m.

## Saturday, March 20
- Registration and Information: 8:00 a.m.– 2:30 p.m.
- Exhibit Hall Open: 10:00 a.m.– 1:00 p.m.
- Town Hall Meeting: 8:00 a.m.– 9:15 a.m.
- L Sessions: 9:30 a.m.– 10:45 a.m.
- M Sessions: 11:00 a.m.– 12:15 p.m.
- N Sessions: 12:30 p.m.– 1:45 p.m.
- O Sessions: 2:00 p.m.– 3:15 p.m.
- P Sessions: 3:30 p.m.– 4:45 p.m.
Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2010 Convention.

<table>
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<tr>
<th>Wednesday</th>
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<tr>
<th>Workshop</th>
<th>Opening General Session 8:30 a.m.–10:00 a.m.</th>
<th>Award/Recognition Reception 5:00 p.m.–6:30 p.m.</th>
<th>Annual Business/ Town Meeting 8:00 a.m.–9:15 a.m.</th>
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<tr>
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<td>10:30 a.m.–11:45 a.m. Session A_____</td>
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<td>12:15 p.m.–1:30 p.m. Session B_____</td>
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<td>2:00 p.m.–3:15 p.m. Session O_____</td>
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<td>3:30 p.m.–4:45 p.m. Session P_____</td>
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<td>3:30 p.m.–4:45 p.m. Session K_____</td>
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<td>6:30 p.m.–7:30 p.m. TSIG._____</td>
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Conference on College Composition and Communication
March 17-20, 2010
Marriott & Louisville Convention Center
Louisville, Kentucky

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Syracuse University
New York, NY

So, here’s the deal. The rules of this game are actually up to you. This is not a world made up of passive consumers anymore. That era is over. This world is made up of collaborators. We can create and share. We can change laws and act.

Brett Gaylor,
RiP! A Remix Manifesto

Welcome and thank you for joining us here in Louisville for the 61st Annual Conference on College Composition and Communication! The success of this conference actually is up to all of you. Your energy, passion and knowledge must be included as we collaborate, create, share and think about the change we’d like to make happen. Anyone who knows anything about writing teachers knows that we are far from “passive consumers.” After decades of innovative teaching and cutting-edge scholarship, the 2010 conference is a space for us to revisit, rethink, revise and renew our vision for the future of the field.

Marilyn Valentino’s chair’s address, “Rethinking the 4th C: Call to Action,” will jump-start our thinking and get us all moving in the right direction. Then, with over 600 panels to choose from, we’ll revisit the topics we have always dealt with such as writing theories/pedagogies and rhetorical theories/histories. But we’ll also give these topics a remix that will have us—as the creative panel titles suggest—rethinking prose style, remixing our roots, re-imagining first year composition, reclaiming the rural, recovering critical pedagogy and realizing the potential of writing studies. From mashups to CLUSTERF*#%!s and all the wikis, flashbacks, multimodalities, and mapping in between, the presentations for this year’s conference will push our discussions further. They might even tell us if Aristotle is in the DJ booth or on twitter.

It couldn’t be a remix without getting into the nuts and bolts of how change really happens in our organization. “Remix: Committee Confluence and the Future of the CCCC,” is a special session devoted to the important work that goes on behind the scenes. The chairs from the various special committees will come together for dialogue aimed at sparking a collaboration that encourages crosstalk and pushes us past our special interests and niches. Another featured panel examines the current politics of rhetorical historiography by revisiting the Octalog. Other featured panels re-examine Civil Rights, Feminist Rhetorics, Disability Studies, Digital Composing and much more. With distinguished featured speakers from our field—such as Akua Duku Anoye, Brenda Brueggeman, Ralph Cintrón, Keith Gilyard, Cheryl Glenn, Andrea Lunsford, LuMing Mao, Malea Powell and Jacqueline Jones Royster, to name only a few—the convention line-up offers a rich and rewarding experience with something for everyone.
Some of the invited featured speakers from outside of our discipline will further push our thinking about writing, identity, race and gender. Renowned scholar and Duke University Professor of Black Popular Culture Mark Anthony Neal, examines issues of legibility, illegibility and black masculinity in the world of *The Wire*. “Black Womanhood and the Memoir, a Remix,” features renowned award-winning journalist Joan Morgan, Elaine Richardson and Aisha Durham and examines how literacy, theory and memoir are remixed by the remembered lives of black women.

We’ll also have several novelists and poets helping us to further explore writing, language and the remix. Award-winning author of *Song of the Water Saints* Nelly Rosario addresses the process of writing the novel in her presentation, “Deejaying the Siren Song: Research & Fiction.” In the featured panel “Writing Reclaimed and Remixed: The Melding of Activism and Art,” Sofia Quintero (Black Artemis), JLove Calderon and DuEwa Frazier share the way their work outside of academia as novelists, spoken-word artists, filmmakers and activists can broaden the work we’re doing in our classrooms.

We also have traditional and longstanding conference events like the Newcomer’s Welcome, Scholars for the Dream Reception, TYCA Talks, Humor Night and the Jim Berlin Memorial Run/Walk/Pub Crawl. The CCCC Story Booth and Digital Archive are back as well as childcare in the form of Camp CCCC. However, the standard Friday rock-n-roll party is getting a bit of a remix. This year on Friday night we’ll party at ‘The 4 C’s Jam!’ And the Local Arrangements Committee has made sure that you’ll have a variety of options to fill your time after attending all of the amazing sessions.

This conference, like any good remix, takes a lot of thought, time and energy. This remix was brought to you by: the On-line Coaches, the Stage I and Stage II Reviewers, the presenters, the session chairs, the conference attendees, my assistant Rebecca Candace Epps-Robertson as well as Local Committee Chair Michelle Bachelor Robinson and her stellar committee. I’d like to take this moment to publicly thank them all. All of these people are proof positive that a group of people working together towards a common goal can make wonderful things happen!

I’d like to especially thank the dedicated and supportive NCTE staff, especially NCTE Convention Manager, Eileen Maley and NCTE Convention Director Jacqui Joseph-Biddle for helping me and keeping me on track. Eileen Maley is not just amazing; she rocks! And I’m not exaggerating when I say that the convention wouldn’t be a success year after year without her. I also have to thank Tom Jaczak for taking my desire for a “hot” cover and making it a reality in ways I never could have imagined.
All of these people and all of you reading this greeting right now have collaborated with me to make this a strong and invigorating conference that will leave us all revived and renewed.

That’s why it doesn’t matter if you call it C’s in Looavul, 4 C’s in Luhvul, The C’s in Louveille, The Four C’s in Looaville, CCCC in Looeyville or the Conference on College Composition and Communication in Louisville. The one thing you won’t call your time at the conference is boring! We have lots of intellectually stimulating panels and plenty of activities to keep you busy. I’m so glad you’re here. Have fun and let’s make this one to remember!

Gwendolyn D. Pough
2010 Program Chair
Acknowledgments

Online Coaches

Linda Adler-Kassner  Alice Horning  Carol Mattingly
Lena Ampadu  David Horning  Mike Palmquist
Joyce Rain Anderson  Kim Brian Lovejoy  Dickie Selfe
Collin Gifford Brooke  Paul Kei Matsuda  Chris Thaiss

Stage I Reviewers

Aesha Adams-Roberts  Gail E. Hawisher  Katrina M. Powell
Lois Agnew  Paul Heilker  Margaret Price
Lena Ampadu  Margaret Himley  Eric Darnell Pritchard
Paul Anderson  David Holmes  Paul Puccio
Chris Anson  Alice Horning  Dora Rhamirez-Dhoore
Damian Baca  Rebecca Moore Howard  Keith Rhodes
Sandra Barnhouse  Sybil Ishman  Rebecca Rickly
Ellen Barton  Susan Jarratt  Kelly Ritter
Eric Bateman  Stephanie Kerschbaum  Susan Romano
Patricia Bizzell  Carol Lipson  Carol Rutz
Samantha Blackmon  Kim Brian Lovejoy  John Scenters-Zapico
Ahisma Timoteo Bodran  Kevin Mahoney  Eileen Schell
Melody Bowdon  LuMing Mao  Stuart Selber
Deborah L. Brandt  Paul Kei Matsuda  Graham Smart
Collin Gifford Brooke  Carol Mattingly  Kathy Sohn
Terry Carter  Mahli Xuan Mechenbier  Nancy Sommers
Michael Carter  Joyce Middleton  Madeleine Sorapure
Davida Charney  Cecilia Rodrigues Milanes  Jenny Spinner
Irene L. Clark  Hildy Miller  Clay Spinuzzi
Jennifer Clary-Lemon  Sharon Mitchler  Jill Wienciek
Ellen Cushman  Terese Guinsatao Monberg  Pam Takayoshi
Fenobia Dallas  Gretchen Flesher Moon  Christine Tardy
Danielle Nicole DeVoss  Peter Leslie Mortensen  Elizabeth Tebeaux
Christopher Dean  Joe Moxley  Chris Thaiss
Jane Detweiler  Vorris Nunley  Denise Troutman
Jay Dolmage  Hans Ostrom  Amy Vidali
John Duffy  Jason Palmeri  Robin Zeff Warner
Frank Farmer  Michael Palmquist  Irwin H. Weiser
Tom Fox  Iswari Pandey  Michael Williamson
Clint Gardner  Steve J. Parks  Cindy Lewiecki Wilson
Barbara Gleason  Eva Payne  Anne Frances Wysocki
Kay Halasek  Louise Wetherbee Phelps  Steve Youra
Stage II Reviewers

Jay Dolmage
Clint Gardner
Jaime Armin Mejia
Sharon Mitchler
Rashida Jaami Muhammed
Malea Powell
Eric Darnell Pritchard
Michelle Bachelor Robinson
Morris Young

Thanks

CCCC would like to thank the following sponsors:
Bedford/St. Martin’s
McGraw-Hill
Pearson
Wadsworth/Cengage Learning
W.W. Norton

In Memoriam

Ken Macrorie
First Time to the Convention?

With pleasure, the CCCC Newcomers’ Orientation Committee welcomes all of you to the 2010 CCCC convention, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference. (These events and their locations are listed in the Special Events schedules in the convention program.)

On Wednesday, from 5:15–6:15 p.m., our committee will host a brief Orientation Session. We will discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention’s many events, and how to meet others. We also look forward to meeting you at the Newcomers’ Coffee on Thursday from 7:00–8:15 a.m.—a congenial start to the first full day of activities.

Throughout the conference, members of this Committee and other CCCC members will be available in a “Newcomers’ Station” to answer questions, chat about the conference, talk about our shared interests, learn about your work, and discuss how CCCC can support you. Committee members will also be present throughout the conference—we’ll have specially marked badges—always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

With warm good wishes,
Paul M. Puccio, Chair
Paul Butler
Virginia Chappell
Jennifer Clary-Lemon
Amanda Espinosa-Aguilar
Paul Hanstedt
Paul Heilker
Joseph Janangelo
Martha Marinara
Clyde Moneyhun
Eva Payne
Suzanne Kesler Rumsey
Cindy Selfe
Joonna Trapp
Christine Tulley
Leslie Werden
Local Arrangements Committee Welcome

As Local Chair of this fine conference, and a native Louisvillian, let me be the first to welcome you to Louisville, Kentucky, the biggest small town you will ever visit. Boasting of a population of more than 700,000, Metro Louisville manages to maintain a quaint, hometown feeling that makes many visitors love to come here year after year. You may choose to do many things while conferencing in Louisville, and most are within minutes of the downtown area. Just a few blocks northwest of the conference hotel are a number of museums, the most notable of which is named for the famous Louisvillian Muhammad Ali. The Ali Center is a multimedia, interactive experience that no visitor to CCCC will want to miss. Other museum attractions in close proximity include the Frazier International History Museum, the Louisville Slugger Museum and Factory, and the Kentucky Museum of Art and Craft. Those who want to branch out beyond the downtown area might visit the Kentucky Derby Museum, the Speed Art Museum (housed on the campus of the University of Louisville), and the Louisville Stoneware Factory.

If you have a flair for the performing arts, our downtown area is the home of the Brown Theater, the Louisville Palace, and Actors Theater, which during your visit will be featuring the renowned Humana Festival, a look into the future of American Theater by featuring the works of playwrights of tomorrow. The Kentucky Center for the Arts features Broadway Shows, the Louisville Orchestra, and the Louisville Ballet. Other activities that may be of interest to you include the beautiful architecture featured in the city of Louisville. The Old Louisville area is a National Preservation District featuring a vast number of beautiful historic homes. It is the third largest historic district in the nation, and the largest Victorian district in the United States. Equally notable is the West Main Street area. During the 1970s, West Main Street was designated a local and a national historic district, in recognition of its importance to Louisville’s economic development and the quality of its architecture. The district contains a significant concentration of nineteenth-century, cast-iron commercial buildings, rivaled only by such cities as New York and Portland, Oregon.

If you are the connoisseur-type, an attraction that brings visitors far and wide to our state is the Bourbon Trail which consists of eight distilleries in various locations throughout the state of Kentucky. Though this attraction is highly unlikely for your short visit to Louisville, Louisville has its own version of the Bourbon Trail, the “Urban” Bourbon Trail. The “Urban” Bourbon Trail consists of nine different restaurants that serve the various bourbons distilled in Kentucky and some even feature bourbon-inspired cuisine. The “Urban” Bourbon Trail is a must do. Passports and brochures will be available at the hospitality center for those who are interested.

Last but certainly not least, one of the appealing dynamics of conferencing is the opportunity to be social after conference hours. Louisville is the home of many fabulous restaurants and interesting nightlife. CCCC opens on Saint Patrick’s Day, and Louisville’s Baxter Avenue is home to four Irish Pubs within a two block radius—a festive way to open the conference—that is if everyone is up and ready for the opening session the following morning. If you want to avoid the craziness of St. Patty’s Day celebrators, Bardstown Road or Frankfort Avenue, as well as downtown Louisville has an abundance of restaurants with excellent cuisine. Please refer to the conference dining...
guide for more details. If you are not up for the short commute to the Baxter Avenue/ Bardstown Road area or Frankfort Avenue, Fourth Street Live houses several restaurants, lounges, and bars and is located a mere two blocks from the conference hotel.

I guess it goes without saying that I love this city, and I hope that you will find our quaint little treasures as enjoyable as many of our residents and repeat visitors do.

**Local Chair:** Michelle Bachelor Robinson, University of Louisville  
**Information:** Kate B. Warrington, Lindsey Wilson College  
**Room Arrangements:** William H. Hamilton, Jr., Jefferson Community & Technical College  
**Registration:** Virginia Anderson, Indiana University Southeast  
**Exhibits:** Anne Heintzman, University of Louisville  
**Special Events (James Berlin Walk/Run):** Alanna Frost, University of Alabama Huntsville

### About the CCCC Convention

**CCCC Membership: Please Join Us!**

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

**Registration**

The Conference Registration Desk is in the Kentucky International Convention Center, Exhibit Hall 1AB, Level 1, and is open Wednesday, March 17, 8:00 a.m.–6:00 p.m.; Thursday, 8:00 a.m.–6:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and, Saturday, 8:00 a.m.–2:30 p.m. Those who ordered a *Convention Program* in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their *Program* at the *Program* Pick-up Counters at the Registration Desk. For replacement name badges (free) and/or replacement program books (at $15), preregistrants should inquire at the Replacement Counter.

**Exhibits**

The exhibits are located in the Kentucky International Convention Center, Exhibit Hall 1 AB, Street Level. Exhibit hours are Thursday, 10:00 a.m.–6:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–1:00 p.m.
Local Committee Headquarters
The headquarters for Local Committee Chair Michelle Bachelor Robertson and other members of the Local Arrangements Committee is the Conference Registration Desk.

Location of Meeting Rooms
All meetings of the 2010 CCCC are in the Kentucky International Convention Center and the Marriott Downtown.

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

Location of Child Care
Child care will once again be provided by ACCENT on Children’s Arrangements, Inc. They will be located in the Kentucky International Convention Center, Rooms 203-206. Child care is provided for Thursday, Friday, and Saturday.

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

Opening General Session
The CCCC Convention’s Opening General Session is one of two opportunities for convention participants to meet as a group. This session features the Chair’s address by Marilyn Valentino.
Concurrent Sessions

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

Special Interest Groups/Business Meetings and Caucuses

On Thursday, and Friday evenings, individuals who share common concerns and/or interests will meet in Special Interest Groups and Caucuses. For a complete listing of these groups, see pages 150–153 and 260–262.

CCCC 2010 Online

To find links to past versions of CCCC Online and to search the collection, visit [http://www.ncte.org/cccc/review](http://www.ncte.org/cccc/review). For this year, home (homepage, that is) is at [http://www.ncte.org/cccc/conv](http://www.ncte.org/cccc/conv).

“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 inside the Exhibit Hall. 
Cynthia Selfe, H. Lewis Ulman

The NCTE/CCCC Mobile Technology Center

**Computer Connection Presentations**

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

Sponsored by the CCCC Committee on Computers and Composition, the Computer Connection offers presentations on new software and technologies for teaching composition and literature, computer-facilitated classroom practices, best practices for teaching online, new technology resources, and electronic journals. The Computer Connection takes place in the Kentucky International Convention Center, Room L14, Lower Level. The presentations are offered throughout the day on Thursday, March
18, and Friday, March 19. Information about current and past presentations is available online at http://computersandwriting.org/cc/. The CC presentations run 25 minutes each, so you can attend them individually or as full concurrent sessions. Questions or comments about the Computer Connection may be directed to Douglas Eyman, CC Coordinator (eymand@msu.edu).

General Information and Services

Audiovisual Equipment
Convention Center, Level 2, Between Room 211 and 213
Marriott, Win Room, First Floor
Audiovisual equipment should have been ordered by February 9, 2010. Scheduling of equipment ordered by that date is handled by Pick’s A.V., with offices in the Kentucky International Convention Center and Marriott Downtown.

Committee on Resolutions
An open meeting of the CCCC Committee on Resolutions, chaired by Paul Heilker, will be held Thursday, March 18, 5:30–6:30 p.m. (open), 6:30–7:30 p.m. (closed) in Convention Center, Terrace Suite 1.5B, Suite Level.

Nominating Committee
An open meeting of the CCCC Nominating Committee, chaired by William Condon, will be held on Thursday, March 18, 1:00–3:00 p.m., in the Convention Center, Terrace Suite 1.5B, Suite Level.

Planning for Next Year’s CCCC Convention
Individuals interested in discussing program proposals for the 2011 CCCC Convention in Atlanta, GA, April 6-9, are invited to meet with Malea Powell, 2011 Program Chair, at the CCCC Registration Desk, Kentucky International Convention Center, Exhibit Hall 1 AB, Friday, March 19, between 10:00 a.m. and noon.

Smoking
The Marriott and the Convention Center has a smoke-free environment. No smoking is allowed in the hotel or Center.

Nonsexist Language
All CCCC/2010 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their session.
Copying Service

CCCC cannot provide onsite duplicating service; however, copying services are provided at the Marriott’s Business Center.

Emergencies

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

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

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

As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there’s a fire alarm or warning call from the hotel management, don’t stop to gather personal belongings or work papers. Just get out as quickly as possible. Take your room key. You may find it necessary to retreat to your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) If the door is hot, do not open it. Soak blankets or towels in water and pack them around the door.

If you must crawl to an exit door, stay close to the wall to avoid anyone running. If you can’t leave your room, wait by the window to be rescued. Stay close to the floor to avoid breathing smoke. To increase ventilation, open or break the window (if you don’t see smoke or flames rising past the window). Don’t jump from the upper floors of a burning building. Wait for the firefighters to rescue you. Let them know you’re there by waving towels or coats out the windows.
WEDNESDAY'S SPECIAL EVENTS:
March 17

NCTE/NCATE Reviewers Training
Marriott, Paddock Room, Second Level
9:00 a.m.–5:00 p.m.

Digital Media and Learning in a Social World
Convention Center, Room 208, Level 2
9:00 a.m.–12:30 p.m.
Chair: Dickie Selfe, The Ohio State University, Columbus
This is a FREE 1/2 day preconference poster session that will provide participants with a wide range of technology-rich assignments/approaches (over 20 teams of teachers, some with students) as well as shared materials and guidelines. Two groups of poster presenters will provide visitors with
- a description of the assignment/approach itself and a justification for its importance
- grading criteria or rubrics for assessment
- a teacher’s reflection on the assignment/approach and what they will do to improve it
- (with permissions) some student work that resulted
- student reflections (written, audio, video, in-person) on the assignment
- hand outs

POSTER SESSION STRUCTURE
After a very short introduction, half of the poster presenters will spend 50 minutes demonstrating and answering questions. By 10:20 the second set of poster presentations will have set up and begun sharing. We will save enough time at the end of the session to allow the PARTICIPANTS to report on what they learned and their own assignments and approaches. Materials and contact information will available on our E-WAVE wiki site during and after the session @ <http://e-wave.wikispaces.com>.
Consortium of Doctoral Programs in Rhetoric and Composition  
Convention Center, Room L4, Lower Level  
1:30–5:00 p.m.

Chair: John Ackerman, University of Colorado, Boulder

The Consortium of Doctoral Programs in Rhetoric and Composition, representing over 70 universities, has met since 1992 at CCCC and most recently on Wednesday afternoon. CCCC is home for our annual meeting, and we use this forum to link doctoral education with the discipline, with masters degrees and undergraduate programs, and with local and national assessment projects. Most recently, we have sponsored the Visibility Project that has insured that graduate training in Rhetoric and Composition is recognized by the National Research Council and other national databases and classification systems such as the National Center for Educational Statistics and the Survey of Earned Doctorates. These efforts provide Consortium members and our field with evidence to defend and extend doctoral education in a variety of locales.

In keeping with the 2010 CCCC Program theme—The Remix—we offer a two-part meeting that begins with cross talk on a special topic, and then, after 3:00 PM break, closes with our business meeting. For the 2010 Consortium in Louisville, our topic is Research that Serves Public Policy, and we invite brief presentations on how scholarship and research in Rhetoric and Composition contribute to “national, state, and local policies that have an impact on our classrooms and the students we teach” (and the communities and stakeholders we serve). In proposing this session, we are keenly aware of financial pressures on our campuses and in our communities and of the multifarious roles and identities we enact in a century defined by globalization and international cooperation.

By framing our research through the lenses of public policy, we will engender a discussion of doctoral course work, methodological training, and professional acumen. We invite CCCC members to join us in discussing how to make our graduate programs more relevant and how our projects and collaborations directly contribute to the health of our institutions and of our supporting communities.

The business meeting consists of reports from the Consortium officers, elections of new officers, planning for the 2011 Consortium of Doctoral Programs in Rhetoric and Composition in Atlanta, and planning for how the Consortium through our website and membership can connect with stakeholder groups inside and outside of CCCC.

Intellectual Property in Composition Studies  
Convention Center, Room L7, Lower Level  
2:00–5:30 p.m.

Co-Chairs: Traci Zimmerman, James Madison University, Harrisonburg, VA  
Kim Gainer, Radford University, VA

Since 1994, the Caucus on Intellectual Property and Composition/Communication Studies (CCCC-IP) has sponsored explorations of intellectual property issues pertinent to teachers, scholars, and students. Meeting in roundtables, participants discuss topics such as plagiarism and authorship, student and teacher IP rights, open access
and open source policies, and best practices in teaching students and instructors about IP. Roundtable speakers provide overviews of their topics, and participants then create action plans, develop lobbying strategies, and produce documents for political, professional, and pedagogical use. At the end of the workshop, participants reconvene to share their plans and recommendations for future action.

Appropriation of Instructors’ Intellectual Property via Uploading to Instructor-Rating Sites: Speakers 1, 2, 3, and 4 will lead participants in a discussion of the appropriation of instructors’ intellectual property via postings to instructor rating sites. Such sites allow students to see past exams and study guides and other instructor-generated material. Students supply these documents; however, students may not own this material. If a student supplies a test, quiz, study guide, or any other document without permission from the professor who developed it, the student may not only have violated an institution’s honor code, but may have committed a copyright infringement.

Corporate Pressure on YouTube: Its Implications for Fair Use: Speakers 5 and 6 will lead a discussion of fair use issues affecting YouTube and its users as the recording industry cracks down on a range of videos using artists’ music without regard to whether the videos meet standards of fair use. Affected videos include fan-made mashups, personal videos with background music, and performances by amateur musicians. The conflict over the use of background music in YouTube videos has entered the court system with the Electronic Frontier Foundation suit against Universal Music, and it will continue to be a key issue in debates over fair use and the internet.

Current Research and Publications on Intellectual Property Issues: Speakers 7 and 8 will discuss studies currently being conducted by members of the IP caucus; special issues of journals that focus on IP, such as TCQ, Technical Communication, and Computers and Composition; edited collections created by IP caucus members; new curricular developments; and new books or books in progress. Roundtable participants will also formulate a plan-of-action for future studies, research, curriculum, and publications.

Fair Use and Visual Rhetoric within the Classroom: In visual rhetoric assignments, students may draw from the works of others as they construct new texts out of material that they (re)mix into collages. However, copyright law poses a challenge to the teaching and creation of this kind of ‘writing’. Speakers 9 and 10 will discuss ways instructors may remain within the bounds of fair use as they guide students in the utilization of others’ creative works in the construction of their own visual arguments.

Impact of Open Access Archives on Higher Education: Speakers 11 and 12 will continue the caucus’s ongoing discussion of the impact of open access archives (eprints, research archives, medical archives) on disciplinary journals, content aggregators like Elsevier, and university intellectual property policies.

Moving Forward with Open Source Software Advocacy and Implementation: With the support of the CCCC-IP, the CCCC IP Committee, and the 7C’s, a resolution on open source software usage was passed by the conference membership at the 2008 CCCC. Building upon this initiative, Speakers 13, 14, 15, 16, 17, and 18 will (1) strategize methods for better informing CCCC members about open source principles and available open source software and (2) evaluate current practices and discuss ways in which CCCC can better implement the objectives of this resolution within its own organization.
Students’ Rights to Their Own Writing—and the Writing of Others: The 2009 discussion at this table addressed ways in which plagiarism detection services (e.g., TII) may be repackaging themselves. In response, Speakers 19, 20, 21, and 22 will revisit the CCCC-IP caucus’s statement on plagiarism detection services. Topics to be discussed will include (1) students’ options when required to submit work to a plagiarism detection service and (2) the ethics of accepting funding or speakers from such services at professional conferences. Participants also will develop a new position paper on students’ rights to use others’ writing. This paper will detail ways plagiarism language intimidates students from making legitimate use of others’ writing and will propose ways of better teaching students how to ‘rewrite’.

Poet-to-Poet Wednesday Event
Convention Center, Room L12, Lower Level
1:30–5:00 p.m.
Chair: Mary Minock, Madonna University, Livonia, MI
Facilitator: Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX
Bring 10 copies of one or two pages of original poetry in progress for insightful and constructive feedback. This event is not limited to readers at the Exultation of Larks. We particularly welcome CCCC member poets who are novices.

Research Network Forum
Marriott, Marriott Ballroom V, Second Floor
9:00 a.m.–5:00 p.m.
Chair: Risa Gorelick, Ramapo College of New Jersey, Mahwah

Qualitative Research Network
Convention Center, Room 211, Level 2
1:30–5:00 p.m.
Co-Chairs: Seth Kahn, West Chester University, PA
Heidi McKee, Miami University, Oxford, OH
The Qualitative Research Network (QRN) aims to foster discussion of qualitative research issues, and to offer mentoring and support to qualitative researchers at all levels of experience and working in diverse areas of the college composition community. The QRN consists of two components: (1) keynote addresses (the first hour), and (2) research roundtables where new and veteran researchers present works-in-progress for small group discussion facilitated by QRN mentors (the last two hours).
All CCCC attendees are invited to attend the keynote addresses and/or the works-in-progress presentations.
Keynote Speaker: Ellen Barton, Wayne State University, Detroit, MI, “If I Knew Then What I Know Now”
Newcomers’ Orientation
Marriott, Kentucky Ballroom E, First Floor
5:15–6:15 p.m.

Coalition of Women Scholars
Marriott, Marriott Ballroom VI, Second Floor
6:00–8:00 p.m.

The Coalition of Women Scholars in the History of Rhetoric and Composition proposes its annual Wednesday night session.

The first part of the session will consist of an interactive panel that examines new methods of mentoring and issues associated with mentoring. (This session topic is a direct response to issues and concerns raised at the 2009 Coalition meeting.) The panel will collaborate to create a unified multi-media presentation that will be used as a background as each speaker presents briefly; the respondent will tie the common threads together and lead the discussion.

Topics will include:
Marcy Tucker: Underlying Beliefs about Mentoring
Casie Fedukovich: Being Mentored as We Research; Researching as We Mentor
Rebecca Rickly and Cheryl E. Ball: Mentoring Electronically and From a Distance
Melissa Nicolas and Allison Brimmer: “Non”-Academic Methods of Mentoring Academics

The second part of the session will consist of the Coalition’s traditional mentoring groups led by Coalition members. These are small groups led by disciplinary leaders such as Nan Johnson, Lynee Gailliet, Cheryl Glenn and other that address topics which are of interest to Coalition members. In the past, these topics have included Grant writing; Tenure and Promotion; Completing the Dissertation; Turning Dissertations into Publications, and other similar subjects.

Chair: Barbara L’Eplattenier, University of Arkansas-Little Rock
Respondent: Louise Phelps, Old Dominion University, Norfolk, VA
Latinos/as in Communities, Classrooms, and Coalitions: A Workshop Sponsored by the NCTE/CCCC Latino/a Caucus

Marriott, Kentucky Ballroom A/B, First Floor
6:00–9:00 p.m.

Chairs: Cristina Kirklighter, Texas A&M University Corpus Christi
Damián Baca, University of Arizona, Tucson

The purpose of this workshop is to provide research opportunities for local and national teachers at all levels and regional NWP fellows to exchange knowledge and experience on teaching, research, mentorship, professional development, and community literacy related to Latino/a populations.

Each Facilitator will present their scholarly and pedagogical experiences on teaching Latino/a students both locally and nationally. Facilitators will respond to the efficacy of research on writing instruction with attention to teacher expertise and curriculum design. Interactive workshop themes will consist of: comparative place-based pedagogies for Latino/a populations in different regions including Hispanic Serving Institutions and Kentucky schools; culturally-relevant teaching strategies and correlating educational needs of English Language Learners, immigration, and literacy acquisition; emerging research strategies for building coalitions and alliances across disciplinary, cultural, ethnic, political, and linguistic borders; links between academic life, collaborative work, and community literacy. Finally, significant time will be designated for local and national Participants to share their research, teaching projects, and challenges unique in their region.

Rhetoricians for Peace—Understanding and Challenging the Rhetoric of Neo-liberalism: Obama, Economic Literacy, and Civic Discourse

Marriott, Marriott Ballroom II/III, Second Floor
6:00–10:00 p.m.

Chairs: Gae Lyn Henderson, Utah Valley University, Orem
William Thelin, University of Akron, OH

Keynote: Donald Lazere, University of Tennessee at Knoxville, “Teaching Economic Literacy”

The conference theme—Revisit, Rethink, Revise, Renew—invites us to reexamine fundamental issues of civic literacy from the perspective of scholars committed to working for peaceful solutions to global problems. President Obama and his administration, in addition to inheriting wars in Iraq, Afghanistan, and threats of global terror, face landmark economic problems without easy solutions. This workshop will interrogate the rhetoric and reality behind the response of our new president and his economic team to these complex issues.

The first part of the workshop will stress specific civic issues concerning neo-liberalism and the centrist rhetoric which protects it. Speakers 1-4 will raise the
following questions: What real changes and successes have resulted from the new administration’s efforts? In what ways has centrist and neo-liberal rhetoric dominated administration policy? What voices are silenced in these discourses? How can we best listen and attend to these silenced voices? What are the ethics and public policy implications of free-market capitalism?

The second part of the workshop will address vital economic issues as they directly impact students and teachers. Speakers 5-7 ask questions such as: How can rhetoricians better educate students in the basics of economic literacy? How does generalized civic literacy promote stronger understanding of economic problems? How can economic and civic literacy promote efforts for global peace and prosperity? How has neoliberalism shaped our students’ understandings of what counts as knowledge? How can rhetorical education help students penetrate the maze of statistical and framing devices that capitalist discourse perpetrates?

This workshop will focus on interactive discussion and group work to promote pedagogies of economic and civic literacy. Each segment of the workshop will introduce a central concern and move to activities such as brainstorming in small groups, constructing class plans to implement ideas, analyzing video clips, and discussing as a whole group ways to use our expertise as rhetoricians in a civic forum. Our goals are to provide and provoke thoughtful discussion, build connections with colleagues, promote more thoughtful and constructive pedagogies, and facilitate ideas toward civic discourse.

Remixing our Scholarship for Audiences and Stakeholders Outside of Cs

Marriott, Marriott Ballroom VII/VIII, Second Floor
6:00–9:00 p.m.

Chair: Rebecca Rickly, Texas Tech University, Lubbock

For some time, Cs members have been effectively discussing and sharing research amongst themselves. Yet the world at large knows little about what we do. More importantly, Cs has not always been effective at leveraging what we know about student writing to influence university administrators, elected representatives, and other stakeholders who make policy decisions or control purse-strings.

To hear more on this topic, the Cs committee on research has invited eight respected researchers and administrators to discuss strategies for remixing and re-purposing our research for audiences outside of Cs. This discussion should be of interest to all those invested in making our research reach the ears of those who do not read our professional publications or attend our conferences.

Our eight discussion leaders are known for their work championing those without a voice, with the national government, with graduate research programs, and with local, state, and national educator preparation. They are: Ann Gere, Barbara Cambridge, Cynthia Selfe, Michael Palmquist, Nancy Sommers, Kathleen Yancey, Sondra Perl
Master’s Degree Consortium of Writing Studies Specialists
Marriott, Kentucky Ballroom G, First Floor
6:30–8:30 p.m.
Chair: Peter Vandenberg, DePaul University, Chicago, IL
M.A. programs (those either fully or partially focused on composition and rhetoric) that are independent of Ph.D. programs serve a variety of needs for local student populations, needs that are often distinct from M.A. programs linked to PhD programs. The Master’s Degree Consortium of Writing Studies Specialists meets annually at CCCC; its goals are defined primarily by the needs and demands of those of us working in MA-granting, non-PhD departments. The Consortium serves as a clearinghouse and advocacy network to strengthen our programs, promote the value of the MA degree, foster effective articulation between MA-only programs and PhD programs in writing studies, and help undergraduate advisors direct students to MA programs.

Public Image of the Two-Year Colleges: Hallmarks of Fame
Marriott, Kentucky Ballroom F, First Floor
6:30–7:30 p.m.
Chair: Sterling Warner, Evergreen Valley College, San Jose, CA
Keynotes: Marsha Nourse, Dean College, Franklin, MA, “Public Image of Two-year Colleges: Fame and Shame Awards 2010”
Barbara Graham Cooper, Howard Community College, Colombia, MD, “Public Image of Two-year Colleges: Fame and Shame Awards 2010”
Bruce Henderson, Fullerton College, CA, “Public Image of Two-year Colleges: Fame and Shame Awards 2010”

Progressive Special Interest Caucuses and Coalitions
Marriott, Marriott Ballroom V, Second Floor
7:00–9:00 p.m.
For the past ten years, the Progressive SIG/Caucus Coalition has served as a forum for different interests in CCCC to meet, share research interests, and form common agendas. The PSCC meeting usually consists of a literacy worker from the host city, a roundtable discussion by SIG/Caucus representatives, then an open forum discussion.
This year, the PSCC will again invite a local literacy worker to the event. The roundtable discussion will consist of SIG/Caucus representatives and be focused on the historical role of such organizations at CCCC/NCTE - this discussion will become part of a publication focused on identity politics in CCCC/NCTE.
Facilitators: Steve Parks, Syracuse University, NY, “The Role of the PSCC”
Cathy Spidel, University of Akron, OH, “Facilitating PSCC Discussion”
Danielle Mancinelli, Temple University, Philadelphia, PA
THURSDAY’S SPECIAL EVENTS:
March 18

Newcomers’ Coffee Hour
Marriott, Kentucky Ballroom E, First Floor
All first-time attendees are invited to have a complimentary continental breakfast before the Opening General Session.
7:00–8:15 a.m.

Opening Session
Marriott, Marriott Ballroom V/VI, Second Floor
8:30–10:00 a.m.
At this session we honor the 2010 Exemplar Award Winner, the Scholars for the Dream Travel Award Winners, and the Chairs’ Memorial Scholarship Winners and also hear the CCCC Chair’s address. Please join us.

Featured Speakers
Marriott, Marriott Ballroom V, Second Floor

Scholars for the Dream Reception
Muhammad Ali Center
LeRoy Neiman Gallery, 2nd Floor
144 N. Sixth Street
Easy walk to the museum
6:00–7:00 p.m.
Everyone is invited.
Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at the CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically under-represented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians). Join these at the reception to meet them personally and learn about their research interests.
Humor Night
Marriott, Kentucky Ballroom E, First Floor
8:00–10:00 p.m.

This year’s Humor Night panel will represent a bit of a new departure, given the theme of rethinking and revising and so on. We will feature two paper presentations and two musical offerings. Anita Guynn reconsiders the shift in the profession to higher and higher speeds, anent: online courses and other technologicalities. C. McKenzie examines the protocol of office space in an English department. Co-speakers Marvin Diogenes and Clyde Moneyhun are the nucleus of the Composition Blues Band (CBB), now a staple in the life of Humor Night. And Co-speakers Gene Young and Bill Bridges offer a counterpoint to the CBB, offering a bluegrass jam to all comers. “Something appealing, something appalling, something for everyone . . . .” Ronald Lunsford, Chair

SPECIAL EVENTS

FRIDAY’S SPECIAL EVENTS:
March 19

Featured Speakers
Marriott, Marriott Ballroom VI, Second Floor

Awards/Recognition Reception
Marriott, Marriott Ballroom V, Second Floor
5:00–6:30 p.m.

At this reception we announce the winners of the 2010 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 and distinguished guests will be recognized. A reception follows. Please attend and honor your colleagues.
TYCA Talks
Marriott, Kentucky Ballroom E, First Floor
6:30–7:30 p.m.
This special event brings together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

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

The 4C’s Jam
Marriott, Marriott Ballroom V, Second Floor
9:30 p.m.–1:00 a.m.
CCCC isn’t CCCC without a night of fun, dancing, and partying! And Friday night will be the jam to beat all jams. So, bring your best two-step, your coolest moves and get your party on at the C’s!
Sponsored by McGraw-Hill
SPECIAL EVENTS

SATURDAY’S SPECIAL EVENTS:
March 20

TYCA Annual Breakfast
Marriott, Marriott Ballroom, VII–IX, Second Floor
7:00–8:00 a.m.
This lively annual event presents TYCA’s Outstanding Programs in English Awards and the Fame and Shame Awards for media reference to two-year colleges. Come, break muffins, eat a hot breakfast, and talk with convivial two-year college faculty and other boosters. National TYCA is a national coalition of the seven TYCA Regional Conferences, each of which has retained its separate identity. Because this breakfast is partially supported by donations from book publishers, educational software companies, and many textbook authors who teach at two-year colleges, the cost per person is only $25.00. Tickets should have been ordered in advance. You can check at the Registration Desk, Exhibit Hall 1AB, to see if any tickets are still available.

Annual Business/Town Meeting
Marriott, Kentucky Ballroom E, First Floor
8:00–9:15 a.m.
The CCCC annual business meeting happens at 8:00 a.m. Saturday. It’s open to all CCCC members, and as veterans of that meeting well know, there is inevitably a lively exchange on crucial issues.

Jim Berlin Memorial Run/Walk/Pub Crawl
In many ways, the work and pleasure that we share at CCCC bears witness to the vision of Jim Berlin—a vision of engaged citizenship and shared responsibility. As we discuss the many identities that define us personally, politically, and professionally; as we imagine pedagogies that empower students while also reminding them of the trust placed in them as members of a democratic society; as we reflect on the intricate relationships between literacy and authority, between teaching and politics, between theory and practice; and as we greet one another in warm friendship and collegiality—we keep Jim Berlin’s spirit alive among us.
But perhaps the most congenial celebration of his spirit is the Memorial Run/Walk/Pub Crawl on Saturday. Come and hit the streets, stretch your legs, move amidst the stimulating activity of Louisville, share a drink with friends—and think of Jim. With good cheer and even greater wisdom, he would have seen the city with a special clarity; let’s aim for that clarity as we experience the city, this time in his name.
W. Ross Winterowd, Bruce R. McElderry Professor Emeritus at the University of Southern California, has an unusually long and an unusually distinguished career. As David Blakesley, Patricia Sullivan, and Shirley Rose observe in their letter supporting his nomination for the Exemplar Award, “We believe that Ross represents the highest ideals of our organization.” They continue, “Ross’s exemplary work and life have inspired the careers of many students and the scholarship of peers, helped establish the proud traditions of rhetoric and composition, contributed creatively to the pedagogies we employ, and, even now, engage new students—senior citizen writers—in community literacy projects that forecast a new era in which scholars and teachers in rhetoric and composition reach out to new publics and new rhetorics.” In her letter of support, Louise Phelps says that this award “is very long overdue for one of the most important founders of the modern field of rhetoric and composition.” Janice Lauer, in her supporting letter, speaks of him, as well, as, “one of the pioneers of the field of Rhetoric and Composition as a discipline.”

Aside from the sheer volume of it, Winterowd’s scholarship is distinguished by its range, vanguardism, and longevity. His nine monographs, seven textbooks, four edited collections, and eighty or more articles cover a remarkable diversity of topics—rhetoric, usage, coherence, style, form, alterity, process, topoi, biography, professionalism, literary criticism, ethics, linguistics, brain studies, creativity, and the list goes on. With a number of these topics, he was a true pioneer. In the mid 1960s, he was one of the first to translate the New Rhetoric into composition studies. In 1968, he was the first in our profession to connect brain activity (such as hemisphericity) with qualities of writing (such as style). In the late 1960s, he and a small cadre of composition scholars recognized the importance of Kenneth Burke’s rhetoric to composition studies, helping us catch up to speech and communications studies. In 1980 he published the first solid piece in our profession on skill transfer, the importance of which we have recognized only in the last decade. Again the list goes on. And Winterowd himself goes on and on. His first piece was published in 1964, the latest in 2007. In between lies a body of scholarship—eclectic, wide-reaching, sometimes contentious and alienated, often impassioned and outspoken, always serious and committed to students and to composition and rhetorical studies—that few have matched.

Louise Phelps speaks of W. Ross Winterowd as a generalist who specializes in what Ernest Boyer calls the “scholarship of Integration.” According to Boyer, “By integration, we mean making connections across the disciplines, placing the specialties in a larger context, illuminating data in a revealing way, often educating nonspecialists too.”
Winterowd contributions in the area of service are also exemplary. He has served his profession for over 40 years, by holding offices in professional organizations, by creating new opportunities and structures for the field, and by extending his efforts on behalf of rhetoric and composition into the public schools and into the community. He has held numerous offices in NCTE and CCCC, including the CCCC Executive Committee, the NCTE Commission on Composition, the NCTE Commission on Curriculum, and the NCTE Publications Committee; he also served on the Editorial Board of CCC, as well as of the Journal of Advanced Composition (now JAC), The Writing Instructor, the Journal of Narrative and Life History, and of Readerly/Writerly Texts.

As a builder and innovator, Winterowd was one of the founders of the Rhetoric Society of America in 1968; the organization, which helped forge the link between the ancient discipline of rhetoric to the 20th century concerns with writing and literacy, now has over 1200 members and a journal that is going into its 40th volume. In the late 1970s and early 1980s, he also led four NEH seminars on literature and literacy (one year-long and three summer seminars), events that served to introduce many young scholars to the developing field of rhetoric and composition.

Winterowd has also been tireless in extending the reach of rhetoric and composition into the public schools and the wider community. He served as a consultant to multiple schools and school districts from 1967 through 1992. In retirement, he has continued this work by offering writing workshops for senior citizens, an effort that has led to the publication of two books of their writing, including a guide for organizing and leading such workshops. This work makes Winterowd an exemplar not only for active scholars but also for retired faculty.
Sessions Presented by Two-Year College Faculty

Wednesday Workshops

MW.9 Literacy, Learning Communities and the Basic Writer: Getting Started at a Community College
W.1 Writing Beyond the Edge
W.10 Technology and the Academic Zeitgeist: Te(ch)-ing in the Two Year College and Beyond

Concurrent Sessions Presented by Two-Year College Faculty

D.26 Getting a Job in a Two-Year College
E.35 Rethinking and Remixing Academic Writing: Using Multi-modality, Scaffolded Instruction, and Universal Design to Teach a Research Process to Diverse Learners
E.37 Remixing and Renewing the Processes of Reading and Writing in the Basic Writing Classroom
K.37 A Basic Writing Remix: Rethinking Our Community College Curriculum to Renew it with Composition’s Best Practices
L.23 TYCA Research Initiative: Rethinking and Renewing Service Learning in Two-Year Colleges
L.33 Extending the Reach of Composition Studies: Two-Year College Faculty as Writers and Researchers
M.21 Rethinking Commenting Strategies for a New Generation of Developmental Writers
M.34 The Writing Connection: Audience, Technology, Collaboration
M.36 TYCA Research Initiative Revisiting Adjunct Labor and Comp Load in Two-Year Colleges
N.21 Tyca Research Initiative Rethinking to Renew: Learning Communities in Two-Year Colleges
O.21 “Diving Into the Wreck(age)”: Rethinking Writing Program Coherence

Friday Special Interest Groups

TYCA TALKS
Marriott, Kentucky Ballroom E, First Floor
Friday night, 6:30–7:30 p.m.
Committee Meetings

CCCC Executive Committee
Wednesday, March 17, 9 a.m.–5:00 p.m.
Marriott, Filly/Thoroughbred Room, Second Level
Chair: Marilyn Valentino

Committee on Assessment
Friday, March 19, 11:00 a.m.–1:00 p.m. (Closed)
Convention Center, Room 212, Second Level
Co-Chairs: Larry McDoniel & Summer Smith Taylor

Committee on Best Practices for Online Writing Instruction
Friday, March 19, 9:00 a.m.–Noon (Closed)
Convention Center, Terrace Suite, Suite Level
Chair: Beth Hewett

Committee on Child Care Initiatives
Friday, March 19, 2:00–3:15 p.m. (Closed)
Convention Center, Room 212, Second Level
Chair: Susan Miller-Cochran

Committee on Computers in Composition and Communication
Friday, March 19, 4:00–6:00 p.m. (Closed)
Convention Center, Terrace Suite, Suite Level
Chair: Doug Eyman

Convention Concerns Committee
Saturday, March 20, Noon–1:00 p.m.
Convention Center, Terrace Suite, Suite Level
Co-Chairs: Charles Bazerman and Marilyn Valentino

Committee on Disability Issues
Friday, March 19, 5:00–7:00 p.m. (Open)
Convention Center, Room 216, Second Level
Chair: Jay Dolmage
Committee on Diversity
Thursday, March 18, 10 a.m.–Noon (Open)
Convention Center, Terrace Suite, Suite Level
Chair: Joyce Irene Middleton

Committee on Globalization of Postsecondary Writing Instruction and Research
Thursday, March 18, 3:00–4:30 p.m. (Closed)
Convention Center, Room 216, Second Level
Chair: David Russell

Committee on Intellectual Property
Friday, March 19, 12:30–1:45 p.m. (Closed)
Convention Center, Room 216, Second Level
Chair: Karen Lunsford

Language Policy Committee
Friday, March 19, 7:45–9:45 p.m. (Open)
Marriott, Place Room, First Floor
Chair: Geneva Smitherman

Committee on LGBT/Q Issues
Thursday, March 18, 11:30 a.m.–1:30 p.m. (Closed)
Convention Center, Room 217, Second Level
Chair: Jonathan Alexander

Newcomers’ Orientation Committee
Friday, March 19, 3:30–4:45 p.m. (Closed)
Convention Center, Terrace Suite 1.5B, Suite Level
Chair: Paul Puccio

Nominating Committee
Thursday, March 18, 1:00–3:00 p.m. (Open)
Convention Center, Terrace Suite 1.5B, Suite Level
Friday, March 19, 1:00–3:00 p.m. (Closed)
Convention Center, Terrace Suite 1.5B, Suite Level
Chair: William Condon

Committee on Part-time, Adjunct or Contingent Labor
Friday, March 19, 3:30–4:45 p.m. (Closed)
Convention Center, Room 217, Second Level
Chair: Irvin Peckham
Committee on Professional Visibility and Databases
Thursday, March 18, 10:30 a.m.–12:30 p.m. (Closed)
Convention Center, Room L13, Lower Level
Chair: Helen Foster

Research Committee
Thursday, March 18, 10:30 a.m. –1:00 p.m. (Closed)
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Chair: Joanna Wolfe

Resolutions Committee
Thursday, March 18, 5:30–6:30 p.m. (Open)
6:30–7:30 p.m. (Closed)
Convention Center, Terrace Suite 1.5B, Suite Level
Chair: Paul Heilker

Committee on Second Language Writing
Saturday, March 20, 9:30 a.m.–Noon (Open)
Convention Center, Room 216, Second Level
Co-Chairs: Susan Miller-Cochran & Christina Ortmeier-Hooper

Committee on the Status of Women in the Profession
Friday, March 19, 6:30–7:45 a.m. (Closed)
Convention Center, Room 212, Second Level
Chair: Eileen Schell

TYCA Regional Officers Retreat
Wednesday, March 17, 1:00–5:00 p.m.
Convention Center, Room L13, Lower Level

TETYC Editorial Board Meeting
Friday, March 19, 7:30–8:30 a.m.
Convention Center, Room L13, Lower Level

TYCA Executive Committee Meeting
Saturday, March 20, 9:00 a.m.–5:00 p.m.
Marriott, Grand Stand Room, Second Level
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A.07 Education and Power: Hegemony and Resistance in the Composition and Rhetoric Classroom
A.10 Revisiting Response: Diagrams, Conference, and Videos
A.11 Isn’t Composing Always Creative?: Re-envisioning the Merits of Creative Writing in the Composition Classroom
A.19 Students’ Right to Their Own Research
A.22 Facilitating Expression: Identity Formation, Responses to Trauma, and Writing Workshops
A.25 Remaking Directed Self Placement: Fostering Student Reflection: Linking Assessment and Instruction; and Tracking Progress
A.28 Remaking First-Year Composition
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A.35 Where the Wild Things Grow: Tapping the Potential of the Mix
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B.03 Revising the City: Remaking the Social Geography of First-Year Writing at Urban Colleges and Universities
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I.36 Transnational Publics, Green Movements, and New Media: Exploring the Scope of Cultural Rhetorics Inquiry
I.39 Re-Mediating the Practice of Rhetorical Theory
J.24 Rhetoric Of, In, and As Political Economy: Demystifying Ideological/Material Relations
J.25 Re/Presenting Asian American Texts as Rhetoric
J.28 Public Rhetorics: Theorizing Histories
J.37 Remixing Representation: Rhetorical Reconsiderations of Race, Gender, and Sexuality
J.38 Queer and Now: Commemorating Eve Kosofsky Sedgwick
J.40 Visual Rhetorics: Histories and Theories
K.05 The “Persistent Problem of Unstated Privilege”: New Ways to Disrupt Whiteness
K.15 Queering Gender: Performing Theories of Rhetoric
K.22 Racial Performance and the Ethics of Memory
K.35 (Re)Mixed, Appropriated, and Multiple Media: Mixing and Mingling in Art, Politics, and Literature
K.38 Revisiting the 19th Century: Theories and Histories of Rhetoric
L.03 Working English, Rewriting Composition
L.11 Theorizing Public Discourse
L.14 Recovering Critical Pedagogy: Freire for the 21st Century
L.28 Hooked on a Feeling: Remixing Genres in Composition Studies
M.04 Expanding Composition’s Public Memory: Five Remixed CCC Essays
M.08 Ecological and Environmental Theories of Rhetoric
N.03 Rethinking and (Re)Feeling Pedagogy: Rhetorics of Empathy and Anger in the Classroom
N.10 Writing, Rhetoric, and Religion: Three Perspectives
N.16 The Original Remix: Theorizing Transnational Musical Rhetorics
N.19 Revising Composition Epistemologies to Focus on Place: Geo-ethnographic Reflexivity, ‘Ike ‘Aina, and Decolonizing Place Studies in the Postcolonial Era
N.22 Women, Writing, Difference: Framing Theory and Practice
N.24 Simulcasting Composition: Sinatra, Syncope, and Slide
O.04 Revising Rhetorics of Space: Locating Nineteenth-Century Women’s Rhetorical Practices In, On, and Through Space
O.17 The Objects of Our Inquiry: Theorizing What We Study
O.23 Re-imagining Genres, Disciplines, and Writing Practices
O.24 (Re)Present!!: The Rhetorical Remixed of Women of Color in Popular Media

104—History

A.05 Renewing and Remixing the Place of Feminism in Rhetoric and Composition: Revisiting Texts, Conferences, and Workshops
B.16  Teaching, Speaking, and Nursing from the Margins: (Re)Historicizing Rhetorics of Gender and Professionalization in the Progressive Era
B.19  Racing Images: Repurposing, Remixing, and Resituating Nineteenth-Century Images of Racial Identity
B.24  CLUSTERF*%#!: CFP Categories and The Remixing of Convention(al) Knowledge
C.06  Planning Not to Forget: Remixin g a Composition Archive at a Technological University
C.07  How Not To Be a Cog in the Education Machine: An Optimistic View of Troubling Origins
D.04  Don’t call it a Comeback: Remixing the Rhetorical Canons as Affirmative Rhythms
D.06  Rhetoric and Religion: From Renaissance to Twentieth Century
D.09  Alternative Identities: Taking Control of Popular Representations
E.11  Histories, Handbooks, and Hermeneutics
E.30  Remixing Old with New Religious Rhetorical Appeals: The Rhetorical Dynamics of Mexican American Religious Conversions
E.31  Historical Remix: Cultural Rhetorics beyond the Greeks, and Beyond “Comparative”
F.20  Gender and 19th Century Rhetorical Education
F.27  Moments that Moved the People: Rhetoric, Writing, and Social Movements
F.38  Spreading the Word(s): 19th Century Women Rhetors/Rhetoricians Resounding Spiritual Spaces
G.01  ReComposing Pasts: Archiving Rhetoric and Composition
G.28  Telling the Tales: Remixed History of African-American Education in the Kentucky Borderland
G.29  Teaching and Assessing Writing: A Twenty-Fifth Anniversary Celebration
G.40  Elizabeth Cady Stanton, Eliza Griffin Johnson, and Nellie Bly: Historical Scences of Women’s Rhetoric
H.01  Renewing Institutional Histories
H.25  World Histories, Global Rhetorics
I.02  Rethinking Rhetoric, Religion, and Violence
I.14  Pedagogies and Pasts: Scenes of Literacy and Rhetorical Education
I.16  Remixed Work: Learning to Labor in the Digital Economy
J.07  From Renewal to Regulation: Research, Teaching, and Assessment in Progressive Era Writing Instruction
J.22  Revisiting Rhetorical Ancestors: E.B. White, Edward Corbett, and Hugh Blair
J.30  (Re)Imagining FYC with New World Rhetoric
K.17  Revising Ancient Rhetorics for the 21st Century
K.28  Rethinking Prose Style: The Economic Implications of Writing Pedagogies
L.18  Expanding CCC History
M.07  Composing Habitus: Three Centuries of Classifiers Classified
M.26  “We Shall Remain” on Indian Land: Indigenous Rhetorics Redux
M.31  (Re)examining and (Re)articulating our Histories
O.08  Local Archival Histories and The Work of Composition
105—Research

A.09  Rethinking Transfer, Renewing Pedagogy
A.14  A New Taxonomy of Research Methodologies for Writing Center Studies
B.10  Rhetoric in Circulation: Tracing the Paths of Discourse in the Public Sphere
B.11  The Peer Writing Tutor Alumni Research Project: Major Findings and New Directions
C.25  Lore Remixed: Theoretical, Methodological, and Pedagogical Implications of the Intersection among Experiential Knowledge, Anecdote, Myth, and Legend
D.03  Exploring the Relationships among Writing, Learning, and Teaching across the Curriculum: A National Study of 75 U.S. Colleges and Universities
D.05  Composition 2.0: Remixing Language and Culture in Transnational Contexts
D.20  Tellings and Retellings: Repositioning Subjects and Stories in Qualitative Analysis
D.33  Remapping Research on Equity and Social Change: Three Approaches to Studying Talk and Interaction around Writing
E.05  A Different Spin: Remixing Student Agency and Discourse Analysis
E.13  (You Betta) “Act Like You Know” This is the Remix: DJing-for-Citation-Critique, Street Consciousness, Hip-Hop-as-Anti-(Neo)Racism, and Bronx-Liberatory Literacies in 21st Century Writing Classrooms
E.25  Using Quantitative Analysis to Extend the Gains from Authentic Assessment of Writing
F.07  Discovering the Unimagined: Re-envisioning Grounded Theory Using Contextualist Research Paradigms
G.09  Remapping Literacy to Create Cultural and Religious Identities: Literacy Practices of Inclusion
G.22  2009 WPA Research Grant Recipients Report on Innovative Solutions to Class Size Dilemmas, WPA Identity, and Writing Integration into Lower-Division Psychology
H.19  Reading Students(,) Writing Research: An Empirical Study of First-Year Public Writing
H.40  Repositioning Identities to Expand Writing Possibilities for Literacy Practices
I.18  Constructing a Field: Editing “Feminist Rhetorics: Landmark Essays and Controversies”
I.38  Remapping Our Roots: Three Takes on Relations between Theory and Method
J.05  Aristotle in the DJ Booth: (Re)mixing Old and New in Digital Writing Research
J.15  Understanding Traditional and Electronic Literacies on the U.S.-Mexico Borderlands
K.23  Rhetorical Methodologies: Remixing the Research Methods Course
L.20  Knowledge Transfer: Rethinking the Research Methodology and Investigating the High School-College Transition
L.33  Extending the Reach of Composition Studies: Two-Year College Faculty as Writers and Researchers
M.25  Researching Writing Feedback: Different Commenting Strategies and Their Impact

106—Information Technologies

A.08  Teaching, Tutoring, and Living In and Across Blended Learning Spaces
A.31  Writing Lessons from Gamespace: Playing with Rhetoric and Rhetoricizing with Play
A.33  Writing (in) the Public Sphere: Deliberative Democracy and Computer Mediated Communication
B.08  In Second Life A Second Life: Creating Identity Roles Online
B.09  Autopoetic Processing: An Interactive Performance of Writing and Reading
B.18  Simulation Game Technology Combines with Reflective Writing for a Winning Combination
C.01  Yours, Mine, Ours: Reexamining Authorship and Ownership in Student Writing
C.34  2010: A (individual and institutional) Space Odyssey: Digital Remix
D.08  Remixed Self: Representations of Identity in Online Practices
D.24  Scholarship, Remix, and the Database
E.07  Nationalism Rhetorically Eulogized Online: Writing, Texting, and Rapping
E.33  MySpace, YouTube, and Social Media Outlets for Cross Curriculum Social Networking
F.09  Rethinking Policy, Power, and Procedure in University Practice
F.26  Writing Programs Meet Web 2.0: What, Where, and Most of All, Why?
F.40  Campus, Community, Collaboration: Remixed New Media and Civic Engagement in the Writing Classroom
G.05  A Remixing of Tools: Embedding Blogs in Showcase E-Portfolios
G.08  Lessons from Rethinking Strategies for Distance Learning: Getting to Know Our Students More
H.07  “Cerebral, Gelatinizing” Scholarship: Three Perspectives on Remixed Video from Freshman Composition to the Tenure-Track
H.11  Out with the Old in with the New: Redefining Methods of Responding to Student Writing
H.35  Production, Innovation, Revision: Latino/a Rhetorical Transformations of Mainstream Media
I.07  Authorship, Textual Ownership, and Technologies of Collaboration: Participation in Web 2.0 and Online Communities
I.11  A Voice of One’s Own: Rethinking the Implications of Student Response in the Academic Environment
I.25  “Just Do It:” Rethinking Gender and Rhetoric in Online DIY Spaces
J.04  Remixed Reading Contexts: e-Reading in Academic Settings
J.06  Retooling Composition: Digital Tools in the Classroom and Writing Center
J.21  Creating Identity with Technology Online: Lessons from the Web
J.23  Revising the Generation Gap: Uses of Technology in the Composition Classroom
J.36  Human Rights Advocacy, Visual Rhetoric, and Pedagogy
K.07  New Media Writing as the Future of WAC and WID: One Writing Center’s Experience Developing New Media Writing Curricula
K.13  Writing Retooled: Loop, Channel, Layer, Stream
K.20  Images, Rhetoric, and the Construction of Meaning
K.21  Rethinking Modalities: Strategically Integrating Multimedia in the First-Year Writing Curriculum
K.24  Remixing, Remediating, Recomposing, and Reregulating Copyright
K.33  Exploring the “Re-Mix” of Composition Pedagogies when Teaching Freshman Composition Online
K.34  (Almost) Live at the 4Cs: Re-visioning Conference Networks
L.13  Crossing Disciplinary Boundaries: Remixing Writing Research in a CCC’s Special Interest Group
L.20  Knowledge Transfer: Rethinking the Research Methodology and Investigating the High School-College Transition
L.32  YouTube, Facebook, and Their Rhetorical Uses in Sites of Composition
M.11  Gaming and Electronic Spaces—Shaping the Posthuman Student
M.13  Avoiding the “Creepy Treehouse” in First-Year Composition: Using Emerging Technologies to Facilitate Student Agency
M.19  Literacy and Technology Narratives from an Urban University: Remixing Methods for Analysis
M.34  The Writing Connection: Audience, Technology, Collaboration
M.35  Remixing Classroom Practice: Pedagogical Strategies for Using Digital Devices
N.11  Rethinking Convergence Culture: Three Case Studies of Participatory Bodies and Online Discourse
N.12  Liberating the Digital: Reclaiming and Remixing Online Composition
N.14  “Is Aristotle on Twitter?” A RhetComp DigiTech Mashup
N.20  Visual Imaging in Composition Studies: Mixing New with the New, Freely
N.26  Reimagining Digital Literacy in Public, Private, and Academic Spheres: Rhetorics of American Indian Studies, Survivance, Self-Determination, and Sovereignty
N.27  Taming Time: Writing in the Blogosphere
O.16  Re-Mapping and Mixing Wiki Writing Spaces: Perspectives from the Composition Classroom, the Writing Center, and the Research Library
O.18  How is Empathy Possible in Digital Environments?
P.13  Cyborgs in Our Midst: (Re)defining Space/Place/Identity in Ethereal Worlds

107—Institutional and Professional

A.04  From Composition Classroom, to First-Year Writing Program, to English Studies: Rethinking Multimodal Composition at Multiple Institutional Levels
A.17  Grad School, The Program Remix
A.24  Credit before College: Challenges to the Core

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B.28  Ways to Write About Teaching: Editors’ Perspectives
B.36  Narrative Remixes of Pedagogy
C.09  Sustaining WAC in Hard Times: The Creation of a Regional WAC Consortium
C.20  Negotiating Spaces, Articulating Our Places: Structuring and Re-Structuring Professional Selves
C.21  New Economies for Intellectual Property: Rethinking the Value of Cultural Production
C.31  What Should CCCC Do (and Not Do) to Support the Globalization of Writing Studies? A Forum Sponsored by the New CCCC Committee on Globalization
D.37  Women’s Ways of Making It—or Making Do?: Off and On the Tenure-Track with Children
D.39  The Hidden Minority, or International Doctoral Students in Rhetoric and Composition
E.01  Educational Redesign: Institutional Case Studies of Attempted Change
E.36  The Challenges of Reframing Writing Assessment to Improve Teaching and Learning
E.39  Issues of Access to Higher Education: Empowering Strategies
F.13  F Grades, Or, Who Put the A in Assessment?
F.29  Genre and the Invention of the Rhet-Comp Profession(al)
F.30  Remix: Committee Confluence and the Future of the CCCC
G.32  Writing Program Administration and Student Misconduct: Rethinking Disciplinary Policy in Light of Evolving Institutional Landscapes
G.35  Reloading the Canon: Invention, Organization and Academic Democracy
H.14  Using Accreditation Assessment Standards to Drive Writing Collaboration: Where, When, and How
H.20  Longitudinal Writing Assessment among Peer Institutions: Unexpected Outcomes
H.32  Access, Relevance, and Diversity as Goals for Organizational Change: The Project Outreach Initiative of the National Writing Project
H.36  Refuse, Reuse, Recycle: Constructing a (Re)New(ed) Ethos for Composition Studies
H.37  “I Feel Like Bustin’ Loose”: Empowering Writing through Centralized Campus Collaborations
I.05  This Is How We Dream Together: Remixing Oral, Written, and Visual Composing through General Education Reform
I.19  Virtual Teaming Across Disciplines: Mapping Out Collaboration in Inter-institutional Projects
I.30  Fostering and Expanding Contact Zones between Secondary English Education and Rhetoric and Composition
J.16  Sustainability: The Missing Link in WAC Assessment
J.31  Rethinking Expertise: The Place of Humility in Writing Program Administration
K.16  Remixing Perspectives on Peer Tutoring and Literacy Education
K.29  Revising Teacher Perceptions of Writing Assessment
L.04  Sustainable and Innovative Publishing Models for Composition
M.02  Re-Shared Governance
M.23  Rhetorics of Change: Toward Institutional Redesign
N.01  Rethinking Graduate Education: Recognizing and Resisting the Managed University
N.04  “The Drunken Driver Has the Right Of Way”: How Writing Centers Respond to Inappropriate Faculty Behavior
N.17  Re-Composition: Remixers’ Literacy, Legality, and Authority
O.02  Re-Visioning the Place of Pedagogy
O.03  The Community College and University Remix: Rethinking Careers and Revising Doctoral Preparation
O.19  Making the Private Act Public: Sharing Responses to Student Writing
O.20  The Graduate Curriculum in Composition and Rhetoric
O.25  What Pressure? Renewing Composition Programs
P.04  Faculty Development: Challenge and Change
P.17  Writing and the Psychology of Sustainable Consumerism: Wiki-Based, Cross-Disciplinary Student Collaboration
P.24  Portrayals of Contingent Faculty Remixed

108—Language

A.27  Bending and Breaking the Rules of Academic Discourse
B.30  Globalized, Transnational English Connections
C.32  Revisiting Linguistic Activism: Language Variation in the Composition Classroom
D.32  Revisiting Language and Identity: Gender, Race, and Nationality
E.15  Informal Online Discourse as a “Home” Language: Theorizing and Re-Claiming the Demonized Space of Social Networking and Instant Messaging
E.32  Playing with Grammar and Discourse: Owning the Rules that Matter
F.32  Revisioning Archival Research: Theorizing Methods, Challenges, and Gaps
G.30  Revisiting Identity, Critical Analysis, and Composition Theory: A Linguistic Analysis of Writer-Reader Interaction and Knowledge Construction
H.33  Recovering Histories: Identity, Policy, Practice
I.37  Global Literacies in Local Classrooms: Building Community among Monolingual and Multilingual Writers
J.17  Rethinking, Revising, and Renewing Writing Center Pedagogy
J.32  What is Intonation in Speech, What Role Does It Play in Grammar, and What Role Might It Play in Writing?
K.19  (Im)Proving Literacy: Rethinking the Link between Citizenship and the Uses of Public Language
K.27  Looking Forward While Looking Back: The Revisiting, Reinventing and Rethinking of Ideas in Ethnic Discourse
L.05  The Rhetoric of Transnational Flows: People, National Identities, and their Compositions
M.22  Remixing National/International Boundaries: Expanding the Role of International Students in Rhetoric and Writing Studies
P.03  “With Open Arms”: FYC and the Culture of Language
P.12  Re-visiting Multilingualism: Classroom Applications/Possibilities of Code Meshing

109—Creative Writing

B.12  Remixing the Conversation Between Creative Writing and Composition
C.10  Reading the Creative Writing Course: Revising Creative Writing and Re-thinking Revision
D.11  Revisiting Memoir Writing, Rethinking Instructional Strategies
E.08  From Fan Fiction to Found Poems: Sources of Inspiration for Composition
F.34  Creative Nonfiction Pedagogy for First Year Composition
G.38  Practicing What We Teach: Creative Writers Teaching Writing
H.31  Creative Writing Classroom Strategies: Rubrics, Digressions, and Mentors
I.32  Creative Writing and Compositions' Cross-Fertilization
K.36  Mix, Jerge, Divide: Tracing Histories of Composition and Creative Writing
L.27  “Get on the Mic”
M.32  Mashup! Rethinking and Remixing Creative Writing and Composition Pedagogies

110—Academic Writing

B.14  Renewing Passion for Teachers and Students: The Writing beyond the Disciplines Project
B.15  Online Social Networks and Academic Writing
C.13  Rethinking Research Writing through the Lens of Popular Culture
C.33  Rethinking and Renewing Academic Literacy: Issues of Transfer
C.39  Seeing is Believing: Visual Rhetoric Revisited
D.10  Pedagogical Best Practices: Learning from the Tried and True in Varied Classroom Situations
D.36  Do They Hear What We Say? Reconsidering Student Perceptions of Instructor Comments
D.38  Renewing Academic Literacy: New Approaches to Academic Writing Pedagogy
E.02  Novel Approaches: Literary Texts in Composition Courses
E.22  Remixed First Year Composition: Using Traditional and Non-traditional Resources
E.35  Rethinking and Remixing Academic Writing: Using Multi-modality, Scaffolded Instruction, and Universal Design to Teach a Research Process to Diverse Learners
E.40  Using Writing to Resituate and Locate People’s Varied Identities
F.11  Engaging the Community in Developing Inclusive Literacy Practices
F.12  Research Paper Remix: Understanding Research Writing in the Digital Age
F.28  Rewriting Process to Invention: Academic Writing’s Greatest Hits
F.35  Rethinking Tradition: Using Public Texts to Remix Academic Writing
G.06  Beyond Great Debate: Reflections on Teaching Argument
G.10  Is There an Essay in This Class? Writing Across the Curriculum with Web 2.0
G.26  Testing the Limits and Uses of Ethnography to Expand Our Understanding of Literacy Practices
G.37  What Students and Teachers Think: Assessing the Assessors
H.28  Critical Perspectives on Graduate Student Writing Instruction
H.30  Reclaiming the Old School: The Role of Grammar Instruction in Composition Classrooms
I.21  Loving to Write, Writing to Love: The Eros of Composition
I.33  To Cite or Not to Cite: Reconsidering Methods of Accountability in Composition Classrooms and Programs
J.20  Cross Talk on Writing in the Disciplines for Doctoral Students: Re-imagining Doctoral Writing Development in Research-Intensive Universities
J.34  Second Language Writing and Pedagogy: Strategies for Undergraduate and Graduate Courses
K.30  More Groups Out of the Closet: Reconsidering Definitions of Disability in Composition Studies
K.41  Who’s the Audience: Recasting, Revisiting, and Re(thinking) the Concept of Audience in 21st Century Composition Classrooms
L.29  Still Writing in the Centers: Reconsidering Current Practices in Writing Center Pedagogy
M.05  Remaxing Audience: Addressed, Invoked, Interactive
P.14  The Citation Project: Engaged Reading, Engaged Teaching, and Student Research

111—Professional and Technical Writing

A.15  Puttin’ the ‘Tech’ in Technical Writing: Interrogating New Media’s Effects on Technical Writing Theory, Practice, and Pedagogy
B.38  Rethinking the Rhetorician in the Field
C.16  Critical Sites for Professional and Technical Writing Research
D.17  Writing Process Reconsidered for Professional Writing
E.20  Beyond Traditional Genres in Academic and Business Writing
F.05  Remaxing Classical and Affective Approaches to Technical Writing
F.25  Remaxing Theory in Professional and Technical Communication
G.24  Business Writing 2.0: Using Virtual Spaces and Places
G.34  Gender and Power Relations as Mediated through Scientific Writing and Publishing
G.41  Rethinking Professional Writing and Undergraduate Studies
H.08  Sites of Advocacy
H.42  Re-considering/Re-visioning Audience in Writing Theory, Research, Practice, and Pedagogy

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I.08 Remixing Online Spaces in Professional and Technical Writing
J.09 The Scientific Life of Writing
K.08 Revising Genre Theory: Reporting on the Emergence of Online Health Communication Genres
L.07 Who owns the text? What the Workplace can tell us about Collaboration, Technology, and Text Remixes
M.20 Re-Working Research in Professional Writing
P.10 Creating Narratives for Technical to Professional Communication

112—Community, Civic, & Public

A.06 Protocol, Power, and Possibility: What the Literacies and Rhetorics of Organization Can Teach Us about Teaching Writing
A.16 Más América: New Scholarship on Latin America in Composition and Rhetoric
A.29 Chicana/o Cultural Connections: Environmentalism, Social Sustainability and the Rethinking of Privileged Pedagogy
C.14 Remixing Civil Rights: Composition Pedagogy, Rhetorical Theory, and Community Practice
C.15 Partnering for Public Engagements
C.36 Following a Leader: The Inimitable Elizabeth (Betsy) Ervin
D.13 Remix: Rhetoric, Authorship, Copyright and the Internet
D.14 Re-Structuring Change: Tools, Forms, Definitions for Public Engagement
D.15 Invisible Literacies, Invisible Pasts: Cultural Shift and the Erasure of Literate Activity
D.16 Museums and Memorials: Composing Public Histories
D.25 Gender, Race, Disability in the Time of Obama: A Remix of Standpoint Rhetorics as Equipment for Living
D.34 Even the Caged Bird Sings
D.35 Designing a Multi-Media Catalog for a Community Literacy Project in Medellín, Colombia
E.06 Bringing the Community Into the Classroom
E.16 Inquiry across the Curriculum: Writing, Research, and Public Sphere Pedagogy in First-Year Courses
E.19 Rethinking Christianity: Problematizing the Language We Use to Argue about Faith
F.01 Sites of Community/Public Engagement
F.02 Writing Instruction and Public Policy: Joining the Conversation
F.04 Unsanctioned Rhetors in the Public Sphere
F.08 Teaching Writing on the Inside: Rethinking Prison Writing Pedagogy
F.19 Multi-Mediated Engagements
G.02 Remixing Service Learning for Civic Engagement
G.12 Rethinking the Role of Writing in Community-Based Pedagogies: Using Research, Collaboration, and Self Reflection to Foster Civic Learning
G.23 Bringing Wreck wit’ My Rhetorical Toolkit: Strategies for Rethinking Diversity, Difference, and Civic Engagement in the Public Sphere

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H.02 Sites of Literacy Practice and Engagement
H.03 Mapping Remixings of Texts and Textual Practices
I.09 Creating a Feminist Rhetoric on the Border: One Hundred Years After “La Cronica”
I.12 De-Centering Dewey: An Alternative Universe for Community-Engaged Work
I.15 Public 2.0: Online Spaces for Public Discourse
I.27 Bridging School and Community Literacies for Latina/o Students on the Path to College: Roles for FYC Instructors in a U.S. Department of Education GEAR UP Grant
J.14 Public Communication Strategies and Influences
K.11 Writers in Residence: Teaching Multimodal Public Rhetoric in a Living-Learning Community
K.31 Motor City Remix: Negotiating Notions of Property and Identity in Post-Industrial Detroit
L.16 Professional lives and social change: Remixing the MA
M.03 Re-locating Feminist Theories and Practices in Transnational Contexts
M.10 Remixing Rhetorical Grooves: Rural Sustainability in the Discourses of Asbestos Poisoning, County Fairs, and Timber Subsidies
M.14 Remixing the Pot: Food, Rhetoric, and Resistance
M.15 Remixing Literacy, Remaking Community
N.05 How Disability Studies Informs Composition and Communities: Research Methods, College Access, and Teaching Argument
N.07 Representing Prison Writers: Rhetorics, Realities, and Responsibilities
N.23 Taking It To and From the Streets: Rhetorical Practices for Claiming Public Space
O.06 Civic and Sophistic Rhetoric: Exploring an Ethics of Kairos in Engaged Writing Programs
O.11 Remixing Rhetoric: Graffiti Literacies and Pedagogies
P.07 Remixing Civic Engagement: Pedagogies of Post-Identity Politics
P.21 Writing across the Community: A WAC Program Redefines Its Mission

“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, H. Ulman Lewis
Pre-convention Workshops and Meetings

WEDNESDAY

March 17

REGISTRATION, 8:00 a.m.–6:00 p.m.
Convention Center, Exhibit Hall 1 AB, Street Level

MEETING OF THE CCCC EXECUTIVE COMMITTEE
Marriott, Filly/Thoroughbred Room, Second Floor
9:00 a.m.–5:00 p.m.

NCTE/NCATE Reviewers Training
Marriott, Paddock Room, Second Floor
9:00 a.m.–5:00 p.m.

THE RESEARCH NETWORK FORUM
Marriott, Marriott Ballroom V, Second Floor
9:00 a.m.–5:00 p.m.

*Chairs:* Risa P. Gorelick, Ramapo College of New Jersey, Mahwah
Kathy K. Sohn, Pikeville College, KY
*Co-Chair:* Deanya Lattimore, Syracuse University, NY
*Executive Committee:* Risa P. Gorelick, Ramapo College of New Jersey, Mahwah
Deanya Lattimore, Syracuse University, NY
Paul Butler, University of Houston, TX
Gina M. Merys, Creighton University, Omaha, NE
Sally Chandler, Kean University, Union, NJ
Mark Sutton, Kean University, Union, NJ
Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis
Katherine V. Wills, Indiana University-Purdue University, Indianapolis
Lisa J. McClure, Southern Illinois University, Carbondale
Rob Lively, Truckee Meadows Community College, Reno, NV
Ollie O. Oviedo, Eastern New Mexico University, Portales
William Macauley, College of Wooster, OH
Janice R. Walker, Georgia Southern University, Statesboro
*Plenary Speakers:* Muriel Harris, Purdue University, West Lafayette, IN, “Rethinking What Writing Centers Say and Do”
Michelle Hall Kells, University of New Mexico, Albuquerque, “That’s So WAC: Speaking Life as a Second Language”
Wednesday, 9:00 a.m.–10:00 p.m.

**ATTW MEETING**
Galt House
9:00 a.m.–5:00 p.m.

**TYCA Regional Officers Retreat**
Convention Center, Room L13, Lower Level
1:00–5:00 p.m.

**Consortium of Doctoral Programs in Rhetoric and Composition**
Convention Center, Room L4, Lower Level
1:30–5:00 p.m.

**Poet-to-Poet Wednesday Event**
Convention Center, Room L12, Lower Level
1:30–5:00 p.m.

**Qualitative Research Network**
Convention Center, Room 211, Level 2
1:30–5:00 p.m.

**Intellectual Property in Composition Studies**
Convention Center, Room L7, Lower Level
2:00–5:30 p.m.

**Newcomers’ Orientation**
Marriott, Kentucky Ballroom E, First Floor
5:15–6:15 p.m.

**Rhetoricians for Peace—Understanding and Challenging the Rhetoric of Neo-liberalism: Obama, Economic Literacy, and Civic Discourse**
Marriott, Marriott Ballroom Salon II/III, Second Floor
6:00–10:00 p.m.
Master’s Degree Consortium of Writing Studies Specialists  
Marriott, Kentucky Ballroom G, First Floor  
6:30–8:30 p.m.

Coalition of Women Scholars in the History of Rhetoric and Composition  
Marriott, Marriott Ballroom VI, Second Floor  
6:00–8:00 p.m.

Progressive Special Interest Caucuses and Coalitions  
Marriott, Marriott Ballroom V, Second Floor  
7:00–9:00 p.m.

Public Image of the Two-Year Colleges: Hallmarks of Fame  
Marriott, Kentucky Ballroom F, First Floor  
6:30–7:30 p.m.

Latino/as in Communities, Classrooms, and Coalitions:  
Sponsored by the NCTE/CCCC Latino/a Caucus  
Marriott, Kentucky Ballroom A/B, First Floor  
6:00–9:00 p.m.

Remixing our Scholarship for Audiences and Stakeholders Outside of Cs  
Marriott, Marriott Ballroom VII/VIII, Second Floor  
6:00–9:00 p.m.
Half-Day Wednesday Workshops

Note: Each workshop has an enrollment limit of 50 unless otherwise shown. These workshops are designed for maximal interaction between leaders and registrants. In fairness to those who have paid an additional fee (separate from the convention registration fee) for the special experience these workshops offer, no one can be admitted for a workshop once its registration limit has been reached.

Morning: 9:00 a.m.–12:30 p.m.

MW.2 Style Pedagogy Renewed, Revised, Remixed: New Directions for the Twenty-First Century
Convention Center, Room L7, Lower Level

Speakers:
Mike Duncan, University of Houston-Downtown, TX, “Adding, Subtracting, Measuring: Demystifying Prose Rhythm”
Tom Pace, John Carroll University, University Heights, OH, “Parsing the Paragraph: Using Syntax and Stylistic Devices to Revise Prose”
Star Medzerian, The University of Arizona, Tucson, “Style as Assessment Tool: Innovative Responses to Student Writing”
Nora Bacon, University of Nebraska at Omaha, “Style and the Time Crunch: How to Fit Style into an Overcrowded Curriculum”
Paul Butler, University of Houston, TX, “Style as Invention: Updating Sentence Combining, Generative Rhetoric, and Imitation for Today’s Students”
T. R. Johnson, Tulane University, New Orleans, LA, “The Sound and the Fury”
Tom Deans, University of Connecticut, Storrs, “Cultural Style: Incorporating Oral Traditions in Writing”
Frank Farmer, University of Kansas, Lawrence, “Style in the Public Sphere: Students Writing for Wider Audiences”
Nate Kreuter, University of Texas at Austin, “Style and Visual/Digital Media: Taking Technology to New Stylistic Levels”
Melissa Goldthwaite, St. Joseph’s University, Springfield, PA, “Style and an Analysis of Professions: Using Style to Discover Career Paths”
Nicole Amare, University of South Alabama, Mobile, “Style across Written
Genres and Disciplines: Applications across the University”

MW.3 Recording, Preserving, and Using Literacy Narratives in Composition Classrooms and Community Spaces
Convention Center, Room L8, Lower Level

Chairs: Cynthia Selfe, The Ohio State University, Columbus
H. Lewis Ulman, The Ohio State University, Columbus

Speakers: Erika Standjord, The Ohio State University, Columbus
Katherine DeLuca, The Ohio State University, Columbus
Deborah Kuzawa, The Ohio State University, Columbus
Lauren Obermark, The Ohio State University, Columbus
Christopher Manion, The Ohio State University, Columbus
Jennifer Herman, The Ohio State University, Columbus
Julia Voss, The Ohio State University, Columbus

MW.4 Re-negotiating Academic Research: Innovative Approaches to the “Traditional Research Paper”
Convention Center, Room L9, Lower Level

Chair: Roseanne Gatto, St. John’s University, Jamaica, NY

Speakers: Carmen Kynard, St. John’s University, Jamaica, NY, “Endarkened Epistemologies as Research Method, Mode, and Stories Retold”
Tara Roeder, St. John’s University, Jamaica, NY, “Reconfiguring Research: Subject Position as Starting Point”
Jody Swilky, Drake University, Des Moines, IA, “Digital Technology and Investigative Research”
Daniel Mahala, University of Missouri, Kansas City, “E-Literacies and Academic Writing: Disassembling the Tools of Networked Research”
Claude Hurlbert, Indiana University of Pennsylvania, “The Poetics of Research”
Derek Owens, St. John’s University, Jamaica, NY, “Research as Preservation, Research as Testimony: Using Family Histories and Local Geographies to Unearth What Will Not Stay Forgotten”
Roseanne Gatto, St. John’s University, Jamaica, NY, “Student Bookmaking as Critical Inquiry”
Wednesday, 9:00 a.m.–12:30 p.m.

MW.5  Technical Writing across The Disciplines: Developing Assignments for Technical Writing Courses That Cross Disciplinary Boundaries
Convention Center, Room L14, Lower Level
Facilitators: Dirk Remley, Kent State University, OH
Derek Van Ittersum, Kent State University, OH, “STEM and Technical Writing”
Ryan Hoover, Texas Tech University, Lubbock
Donna Kain, East Carolina University, Greenville, NC

MW.6  Remixing WAC as English Communication across the Curriculum: The Shared Criteria, the Independent Writing Program, and the All-Purpose Faculty Learning Community
Convention Center, Room L5, Lower Level
Chair: Joseph Eng, California State University, Monterey Bay

MW.7  Scaffolding in Three Verses: Remixing Argumentation, Themes, and Information Literacy in First-Year Writing
Convention Center, Room L10, Lower Level
Chair: Michelle Sidler, Auburn University, AL
Speakers: Victoria Lisle, Auburn University, AL
Chantel Acevedo, Auburn University, AL
Eva Shoop, Auburn University, AL
Pamela Horn, Auburn University, AL
Nancy Noe, Auburn University, AL
John Hagerty, Auburn University, AL
Amanda Morris, Auburn University, AL
Michelle Sidler, Auburn University, AL

MW.8  Reinventing the Writing Process: Infusing Simplex Applied Creative Problem Solving into a Composition Course
Convention Center, Room L11, Lower Level
Chair: Amy Abafo, University of Cincinnati, OH
Speakers: Hazem Said, University of Cincinnati, OH
Janet Dong, University of Cincinnati, OH
Annu Prabhakar, University of Cincinnati, OH
Amy Abafo, University of Cincinnati, OH
Vicki Reynolds, University of Cincinnati, OH
MW.9  Literacy, Learning Communities and the Basic Writer: Getting Started at a Community College
Convention Center, Room 201, Level 2
Chair: Jennifer Stanton, Bellevue College, WA
Facilitators: Tish Lopez, Bellevue College, WA
Allison Lau, Bellevue College, WA
Star Rush, Bellevue College, WA

MW.10  Utalotsa Woni, (Talking Leaves): Reinventing the Teaching of American Indian Rhetorical Texts
Convention Center, Room L4, Lower Level
Facilitators: Joyce Rain Anderson, Bridgewater State College, MA
Malea Powell, Michigan State University, East Lansing
Kim Lee, Michigan State University, East Lansing
Lisa King, University of Kansas, Lawrence
Qwo-Li Driskill, Texas A&M University, College Station
Gabriela Ríos, Texas A&M University, College Station
Wednesday, 9:00 a.m.–12:30 p.m.

**MW.11 CCCC Unwritten and Rewritten: Spaces for International Dialogue and Higher Education Writing Research, Part I**

Convention Center, Room 207, Level 2

**Chair:** Cinthia Gannett, Fairfield University, Stratford, CT

**Speakers:**
- Linda Bradley, Chalmers University of Technology, Göteborg, Sweden, “Peer Feedback Practice across Cultures, Disciplines, and Technologies”
- Peter O’Neill, London Metropolitan University, UK, “Negotiating Academic Identities: Students’ Experiences of Academic Writing in an Era of Internationalization of Higher Education”
- Melanie Brinkshulte, Internationales Schreibzentrum der Universität Goe, Goettingen, Germany, “Negotiating Academic Identities: Students’ Experiences of Academic Writing in an Era of Internationalization of Higher Education”
- Iswari Pandey, Syracuse University, NY, “Globalization of Composition, Composition of Globalization”
- Lammert Holdjik, American University in Cairo, Egypt, “Why Can’t I Borrow Text? Problems with Arab College Students’ Perception of Plagiarism”
- Timothy Warren, American University in Cairo, Egypt, “Why Can’t I Borrow Text? Problems with Arab College Students’ Perception of Plagiarism”
- Scott Baxter, University of North Dakota, Grand Forks, “Narratives from Second Language Writing Teachers in Lebanon: Preliminary Investigations”
- Rebecca Savage Bilbro, University of Illinois, Urbana-Champaign, “Re-composing WID/WAC: Teaching and Researching College Composition in France”
- Anthony Par, McGill University, Montreal, Quebec, Canada
- Anna Camps Mundo, Universitat Autonoma de Barcelona, Bellaterra, Barcelona, Spain
- Marta Milian, Universitat Autonoma de Barcelona, Bellaterra, Barcelona, Spain
- Theresa M. Lillis, The Open University, Milton Keynes, United Kingdom
MW.12  Play/Write 2.0: Connecting Games Research to Composition and Rhetoric Studies

Convention Center, Room L3, Lower Level

**Facilitators:** Annette Vee, University of Wisconsin-Madison
Suzanne Blum Malley, Columbia College, Chicago, IL
J. James Bono, University of Pittsburgh, PA
Alice J. Robison, Arizona State University, Tempe
Zachary Waggoner, Arizona State University, Tempe

Photo courtesy of James Moses
Wednesday, 9:00 a.m.–5:00 p.m.

**All-Day Wednesday Workshops**

9:00 a.m.–5:00 p.m.

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**W.1  Writing Beyond the Edge**
Convention Center, Room 202, Level 2

*Chairs:* Jill Onega, Calhoun Community College, Decatur, AL
Symmetris Jefferson Gohanna, Calhoun Community College, Huntsville, AL

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**W.2  BIFF! BAM! ZOOM! Remixing the Composition Classroom through Popular Culture**
Convention Center, Room 218, Second Level

*Speakers:* Jill Dahlman, University of Hawai‘i at Manoa
Erica Reynolds-Clayton, University of Hawai‘i at Manoa
Dianna Baldwin, Michigan State University, East Lansing
Holly Tipton, Middle Tennessee State University, Murfreesboro
Susan Waldman, Leeward Community College, Kaneohe, HI
Miriam Gustafson, University of New Mexico-Valencia
Renee Reynolds, University of West Florida, Pensacola
Stacia Watkins, Middle Tennessee State University, Murfreesboro

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**W.3  Building on Their Strengths: Advocating for L2 Writers through Teaching, Administering, Collaborating**
Convention Center, Room L6, Lower Level

*Chair:* Michelle Cox, Bridgewater State College, MA
*Co-Chairs:* Angela Dadak, American University, Washington, D.C.
Kathryn Nielsen-Dube, Merrimack College, North Andover, MA

*Speakers:* A. Suresh Canagarajah, The Pennsylvania State University, State College
Gail Shuck, Boise State University, ID
Michelle Cox, Bridgewater State College, MA
Kevin Eric-Depew, Old Dominion University, Norfolk, VA
Susan Miller-Cochran, North Carolina State University, Raleigh
Christina Ortmeier-Hooper, University of New Hampshire, Durham
Sarah Nakamaru, Borough of Manhattan Community College, CUNY, NY
Mark Roberge, San Francisco State University, CA
Angela Dadak, American University, Washington, D.C.
Paul Kei Matsuda, Arizona State University, Tempe
Kathryn Neilsen-Dube, Merrimack College, North Andover, MA
W.4  Writing Teachers Writing: Deepening Our Passion for Our Own Writing
Convention Center, Room L1, Lower Level

John Boe, University of California, Davis, “Dreams and Fantasies”
Rebecca Faery, MIT, Cambridge, MA, “Writing About Place”
Mike Heller, Roanoke College, VA, “Our Endings are Our Beginnings”
Doug Hesse, University of Denver, CO, “Objects that Evoke”
Libby Falk Jones, Berea College, KY, “‘How Many Questions Does a Cat Have?’—Pablo Neruda, The Book of Questions”

W.5  Understanding Students’ Use of Sources through Collaborative Research
Convention Center, Room 214, Level 2

Chairs: Rebecca Moore Howard, Syracuse University, NY
Patricia Serviss, Syracuse University, NY

Speakers: Rebecca Moore Howard, Syracuse University, NY, “Why Citation Analysis Matters”
Sandra Jamieson, Drew University, Madison, NJ, “How to Do Citation Analysis”
Kelly Kinney, Binghamton University, NY, “Using Citation Analysis in New Writing Programs”
Kristi Murray Costello, Binghamton University, NY, “Using Citation Analysis in Longitudinal Assessment”
Crystal Benedicks, Wabash College, Crawfordsville, IN, “Analyzing Student Citation Practices to Drive Faculty Development”
Samantha Roy, Binghamton University, NY, “Using Citation Analysis for MA Student Development”
Tanya K. Rodrigue, Syracuse University, NY, “Using Citation Analysis for PhD Student Development”
Patricia Serviss, Syracuse University, NY, “Using Citation Analysis for PhD Student Development”

W.6  Intonation: A Neglected Key to How Language Works
Convention Center, Room 215, Level 2

Chair: Peter Elbow, University of Massachusetts, Amherst

Speakers: William Southworth Greaves, Glendon College, York University, Toronto, Ontario, Canada, “An Introduction to the Study of Intonation and the Use of Praat (software)”
Peter Elbow, University of Massachusetts, Amherst, “Intonation and Writing”
Craig Hancock, University at Albany, NY, “How I Use Intonation Theory in a Composition Class”
W.7  Social Justice, Multi-modalities and Basic Writers  
Convention Center, Room 210, Level 2  

Chairs: Shannon Carter, Texas A&M Commerce  
Hannah Ashley, West Chester University, PA  

Facilitators: Greg Glau, Northern Arizona University, Flagstaff  
Kathleen Baca, Doña Ana Community College, Las Cruces, NM  
Marcia Ribble, University of Cincinnati, OH  
Barbara Gleason, City College of New York, NY  

Speakers: Valerie Kinloch, The Ohio State University, Columbus, “The Making of New Literacies: African American Youth and the Politics of Place”  
Steve Lamos, University of Colorado-Boulder, “Race, Racism, and the Institutional Status of Basic Writing”  
Deborah Mutnick, Long Island University, Brooklyn, NY, “Conference on Basic Writing Workgroup on the National Status of Basic Writing Programs”  
William Lalicker, West Chester University, PA, “CBW Social Justice Workgroup”  
Rebecca Mlynarczyk, Kingsborough Community College, CUNY, NY, “Conference on Basic Writing Workgroup on the National Status of Basic Writing Programs”  
Peter Adams, Community College Baltimore County, MD, “Case Study of institutional Change: The Accelerated Learning Project (ALP)”  
Susan Naomi Bernstein, LaGuardia Community College-CUNY, Long Island City, NY, “CBW Social Justice Workgroup”  
Shannon Carter, Texas A&M University, Commerce, “Multi-modal Writing and Social Justice: The Right Mix or Mixed Up”  
Hannah Ashley, West Chester University, PA, “Social justice and Multi-modal Writing for Basic Composition, Really? A Post-Process Framework”  

W.9  Feminist Intersectionality: Confronting Identity(ies), Censorship, and Action  
Convention Center, Room L15, Lower Level  

Facilitators: Heather Branstetter, University of North Carolina, Chapel Hill, “Lessons from the Past and Overlaps between Feminist Theory and Political Activism”  
Angela Rounsaville, University of Washington, Seattle, “The Future of the Feminist Academy—A Feminist Workshop Mission Statement”  
Kirsti Cole, Minnesota State University, Mankato, “Fusing Town with Gown for Service Learning and Community Engagement”  
Emily Hoeflinger, Texas A&M University, College Station, “Coping with Institutionalized Sexism in Terms of Publishing, Promotion, and FTE Concerns”  

Speakers: Jacqueline Jones Royster, The Ohio State University, Columbus, “We Are . . . Women . . .”
Nancy Mack, Wright State University, Urbana, OH, “Questions I Have Been Asked”
Melissa Nicolas, Drew University, Center Valley, PA, “Why I Left Feminism and Why I Came Back: Examining Rhetorical Space Within Feminism”
Lisa Mastrangelo, Boonton, NJ, “What Language is This? Understanding the Needs and Concerns of First Generation and Working-Class Students in the Writing Classroom”
Lonie McMichael, Texas Tech University, Lubbock, “Why Feminists Should Support Fat Acceptance: A Rhetorical View”
Stephanie Morgan, South College–Asheville, NC, “What We Say When We Don’t Talk about Women’s Rhetoric and Online Dating”
Patti Hanlon-Baker, Stanford University, CA, “Where Are All the Boys? Exploring Gender Issues with First Year College Students”
Jason Barrett-Fox, University of Kansas, Lawrence, “The Feminist Rhetoric of Old Hollywood and the Contemporary Writing Classroom”
Elana Hornblass Dushey, Fordham University, New York, NY, “When Words Are At Risk: The Death of Feminine Language and the Feminine in “The Handmaid’s Tale” and “Oryx and Crake””
Ruth Osorio, San Francisco State University, CA, “Student-Run Feminist Groups–Connecting Theory to the Streets”
Trish Roberts-Miller, University of Texas, Austin, “Student Resistance to Feminist Theory and Pedagogy”
Tammie Kennedy, University of Nebraska at Omaha, “Searching for Transformation after the Feminist Course Ends”
Jennifer Fallas, Bridgewater State College, MA, “I Kissed a Girl (and a Boy) and I Liked It: Intersectionalities of Bisexual Activism and Feminism in Pop-Culture Writing Classrooms”

W.10 Technology and The Academic Zeitgeist: Te(ch)-ing in the Two Year College and Beyond
Convention Center, Room 209, Level 2
Facilitators: Marisa Klages, LaGuardia Community College, Long Island City, NY
Carlos Hernandez, Borough of Manhattan Community College, NY
J. Elizabeth Clark, LaGuardia Community College, Long Island City, NY
Lisa Justine Hernandez, St. Edward’s University, Austin, TX. “Engaging Writing and Women’s Studies Students in Coalition Work to End Violence Against the Women of Guatemala”
Wednesday, 1:30 p.m.–5:00 p.m.

**Half-Day Wednesday Workshops**

**Afternoon: 1:30–5:00 p.m.**

**AW.1  Mentoring, Publishing, and Celebrating Student Writing**
Convention Center, Room L2, Lower Level

*Facilitators:* Susan Thomas, University of Sydney, Australia
Doug Downs, Montana State University, Bozeman
David Elder, Texas Christian University, Fort Worth
Joseph Janangelo, Loyola University of Chicago, IL
Patti Hanlon-Baker, Stanford University, CA
Jonathan Hunt, Stanford University, Stanford, CA
Amy Robillard, Illinois State University, Normal
Jane Greer, University of Missouri, Kansas City,
Laurie Grobman, Penn State University-Berks, Reading

**AW.2  Pinpointing Critical Thinking Opportunities: Revisiting Assignment Design**
Convention Center, Room L3, Lower Level

*Co-Chairs:* Janine Utell, Widener University, Chester, PA
Patricia Dyer, Widener University, Chester, PA

**AW.3  The Pleasures of Teaching Composition: Reading and Responding to Student Writers**
Convention Center, Room L14, Lower Level

*Chair:* Nancy Sommers, Harvard University, Cambridge, MA
*Respondents:* Jean Ferguson Carr, University of Pittsburgh, PA
Jean P. Nadeau, Bristol Community College, Fall River, MA
Deborah Coxwell-Teague, Florida State University, Tallahassee
Howard Tinberg, Bristol Community College, Fall River, MA
Carmen Werder, Western Washington University, Bellingham, WA
Jennifer Locke Whetham, Greenriver Community College, Auburn, WA
Terry Myers Zawacki, George Mason University, Fairfax, VA
AW.4 Into the Streets: Transforming Institutional Barriers to Ebonics and Language Diversity in College Composition
Convention Center, Room L9, Lower Level
Chair: Geneva Smitherman, Michigan State University, East Lansing
Facilitators: Terry Carter, Southern Polytechnic State University, Marietta, GA
Victoria Cliett, Henry Ford Community College, Dearborn, MI
Austin Jackson, Michigan State University, East Lansing
David E. Kirkland, New York University, NY
Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis
Rashidah Jaami Muhammad, Governors State University, University Park, IL
Geneva Smitherman, Michigan State University, East Lansing
Denise Troutman, Michigan State University, East Lansing

AW.5 Creating Safe Writing Center Spaces for Diverse Students
Convention Center, Room L8, Lower Level
Chair: Trixie G. Smith, Michigan State University, East Lansing, MI
Facilitators: Pamela B. Childers, The McCallie School, Chattanooga, TN
Tammy Conard-Salvo, Purdue University, East Lafayette, IN
Steven T. Lessner, Michigan State University, East Lansing
Richard Sévère, Purdue University, West Lafayette, IN

AW.6 Highlighting Shared Interests among Writing Programs: Centralizing WAC, Writing Centers, and Composition Programs
Convention Center, Room L11, Lower Level
Chair: Tonya Hassell, Appalachian State University, Boone, NC
Speakers: Georgia Rhoades, Appalachian State University, Boone, NC
Beth Carroll, Appalachian State University, Boone, NC
Kim Gunter, Appalachian State University, Boone, NC
Dennis Bohr, Appalachian State University, Boone, NC
Elizabeth West, Appalachian State University, Boone, NC
Travis Rountree, Appalachian State University, Boone, NC
Sherry Alusow Hart, Appalachian State University, Boone, NC
Erin Zimmerman, Appalachian State University, Boone, NC
Jonathan Bradshaw, Appalachian State University, Boone, NC
Wednesday, 1:30 p.m.–5:00 p.m.

AW.7  Is There Space in This Class? Designing Effective and Efficient Learning Environments with New Technologies  
Convention Center, Room 208, Level 2  
Chair: Susan Miller-Cochran, North Carolina State University, Raleigh  
Speakers: Dawn Shepherd, North Carolina State University, Raleigh  
Devon Adams, Basha High School/Mesa Community College, Mesa, AZ  
Shelley Rodrigo, Mesa Community College, AZ  
Anthony Atkins, University of North Carolina, Wilmington  
Colleen Reilly, University of North Carolina, Wilmington  
Matt Davis, Florida State University, Tallahassee  
Kevin Brock, North Carolina State University, Raleigh  
Katherine Hagopian, North Carolina State University, Raleigh  
Kevin Eric DePew, Old Dominion University, Norfolk, VA  
David Riedere, North Carolina State University, Raleigh

AW.8  Creating an Activist Service-Learning Community with Social Networking and Public Writing  
Convention Center, Room 207, Level 2  
Speakers: Don Moore, University of Southern Indiana, Evansville  
Brianne DiBacco, University of Southern Indiana, Evansville  
Dominic Micer, University of Southern Indiana, Evansville

AW.9  The Composition MA Remixed: Preparing New Community College Faculty, Addressing Diverse Student Needs  
Convention Center, Room 219, Level 2  
Chair: Sugie Goen-Salter, San Francisco State University, CA  
Speakers: Jennifer Trainor, San Francisco State University, CA  
Elise Wormuth, San Francisco State University, CA  
Kory Lawson Ching, San Francisco State University, CA  
Mary Soliday, San Francisco State University, CA  
Mark Roberge, San Francisco State University, CA  
Pamela VanHaitema, University of Pittsburgh, PA  
Kelly Hagen, MiraCosta College, Oceanside, CA
“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 online where friends, family and students can access it—all within 30 minutes. Join us outside the Exhibit Hall.
Cynthia Selfe, H. Ulman Lewis
Thursday, 8:30–10:00 a.m.

Opening General Session
Marriott, Marriott Ballroom V/VI, Second Floor

8:30 a.m.–10:00 a.m.

Presiding: Gwendolyn D. Pough, Program Chair/CCCC Associate Chair, Syracuse University, NY
Greetings: Local Arrangements Chair, Michelle Bachelor Robinson, University of Louisville, KY
Carol Jago, NCTE President, University of California, Los Angeles
Sandie McGill-Barnhouse, Rowan-Cabarrus Community College, Salisbury, NC

Scholars for the Dream—2010 Recipients
Tamika Barrett, University of Pittsburgh, PA: H 10, J 34
Eileen Ain Shams Eddy, Washington State University, Pullman: D 14
R. Candace Epps-Robertson, Syracuse University, NY: K 27
Fernando Febres, Emerson College, Boston, MA: D 35
Regina L. Golar, University of Alabama, Tuscaloosa: D 08
ku‘ualoha ho‘omanawanui, University of Hawai‘i at Manoa: N 19
Vivian García López, Boise State University, ID: A 29
Brandy Nalani McDougall, University of Hawai‘i at Manoa: H 34
Cruz Medina, University of Arizona, Tucson: J 30
Gabriela Raquel Ríos, Texas A&M University, College Station: MW 10

Previous Scholars for the Dream Award Winners

2009
Maryam Elena Jamali Ashtiani, Lina Buffington, Jason B. Esters, David F. Green, Jr., Janie Jaramillo-Santoy, Marissa M. Juárez, Wen Ma, Sarah Nieto Olivas, Bettina Ramón, Michelle Bachelor Robinson

2008
Qwo-Li Driskill, Crystal M. Hills, Donna Hunter, Aja Y. Martinez, Natalie A. Martínez, Leslie D. Norris, Kathryn Ortiz, Andrea Osteen, Melissa Berry Pearson, Staci M. Perryman-Clark

2007
Maria Bibbs, Tamika L. Carey, Korina Jocson, Donna King, Lydia Balderamos Loskot, Barbara Castillo Noyes, Sung Ohm, Ryan Masaaki Omizo, Debbie A. Reese, Kimberly Thomas
2006
Timothy J. Brown, Kevin Browne, Rachel Carrales, Elizabeth Imende, Kendall Leon, Jolivette Mecenas, Soncerey Montgomery, Iris Ruiz, Paul Velazquez, Han Yu

2005

2004
JuliAnna Avila, Jeffrey Duncan-Andrade, D. Ted Hall, David Kirkland, Melvette Melvin, Rose Metts, Kelvin Monroe, Spencer Salas, Cecilia Solis-Sublette, Sandra Young

2003
Jacqueline Brown, Carol Brochin Ceballos, Rene Agustin De los Santos, Nichole Hamai, Jungmi Kim, Seonjoo Moon, Ken Rayes, Eunsook Rhee, Tonya Scott, Lillie Whetten

2002
Haivan Hoang, Carlos Evia, Michelle Johnson, Asao Inoue, Patricia Trujillo, Hilary Owens, Derek Landers, Piper Kendrix Williams, Rachel Brooks-Rather, Margaret Wong

2001
Terry Carter, Rose Gubele, Daniel Justice, Rhea Estelle Lathan, Kim Lee, Meredith Lee, Kathleen McColley, Josye Sadler, Faye Spencer Maor

2000
Aesha Adams, Christina Bell, Rebecca Cisneros, Lisa Trevino Roy-Davis, Avis G. Hewitt, Joseph Ng/Eng, Annette Harris-Powell, Rebecca Small, Rhonda Robinson Thomas, Kendra Vaglienti

1999

1998
Fred Arroyo, Steve Chu, Sheldon George, Serena R. Huffman, Celestine W. Liu, Cedrick May, Elizabeth McHenry, Diana Elena Moran Molina, Luana Uluave, Linda Walking-Woman

1997
Cassandra J. Canada, Ginny Carney, Maria De Jesus Estrada, La Tisha Camille Fowlkes, Chikako D. Kumamoto, Cynthia McCollie-Lewis, Donald McCrary, Charlotte Simmonds-Hammons, A. Tyson Sims, Marion Okawa Sonomura
Thursday, 8:30–10:00 a.m.

1996
Erika Aigner-Varoz, Victoria Clieit, Renita Duncan, Amanda Espinosa-Aguilar, Sandra M. Grayson, Terry Haynes, Joyce Raine Latora, Lynn A. Casmier-Paz, Gwendolyn Pough, K. Hyoejin Yoon

1995
Lena Ampadu, María C. M. de Guerrero, Phyllis Pearson Elmore, Carlton Floyd, Janice Gould, David Holmes, Terese Monberg, Shondel Nero, Pata Suyemoto, José L. Torres-Padilla

1994
Jennifer Barfield, Kisha Brown, José Irizarry, Susan Kimoto, Alison O. Lee, Michelle McIver-Bell, Natalia Apostolos Menendez, Malea Powell, Elaine Richardson, Patricia Joan Saunders

1993
Meta G. Carstaphen, Louise M. Connal, Evelyn Flores, Sharon Gamble, Lisa M. Gonsalves, Renee Moreno, Jeryl Prescott, George Q. Xu

Scholars for the Dream Travel Award Committee

Chair: Asao B. Inoue, California State University-Fresno
René Agustín De los Santos, DePaul University, Chicago, IL
Terese Monberg, Michigan State University, East Lansing
Cecilia Rodríguez Milanés, University of Central Florida, Orlando
Octavio Pimentel, Texas State University, San Marcos

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

Chairs’ Memorial Scholarship—2010 Recipients

Iris Deana Ruiz, University of California, San Diego
Jota Samper, Massachusetts Institute of Technology, Cambridge
Kyle D. Stedman, University of South Florida, Tampa
Kara Taczak, Florida State University, Tallahassee
Chairs’ Memorial Scholarship Award Committee

Chair: Akua Duku Anokye, Arizona State University West, Phoenix
Amy Devitt, University of Kansas, Lawrence
Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA
Bruce Horner, University of Louisville, KY
Cynthia Selfe, The Ohio State University, Columbus

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 graduate students who are presenting at the annual conference. Full-time graduate students whose presentations were selected through the regular peer review process are eligible for these scholarships.

Previous Chairs’ Memorial Scholarship Winners
2009: Tabetha Adkins, Micheal Harker, Susan Meyers, Ehren Pflugfelder
2008: J. James Bono, Rasha Diab, Hyechong Park, Kate Vieira
2007: Celeste Del Russo, Spencer Salas, Lee Shenandoah Vasquez, Richard LeMoine Wright
2006: Rachel Brooks-Pannell, Lisa Dush, Melanie Kill, Iswari P. Pandey

Announcement of the 2009–2010 CCCC Research Initiative Recipients
Randall McClure and Dayna Goldstein, Georgia Southern University, Statesboro

Presentation of the Exemplar Award
This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.
W. Ross Winterowd, winner of the 2010 CCCC Exemplar Award, will speak.

Exemplar Award Committee
Chair: Elizabeth Flynn, Michigan Technological University, Houghton
Richard Haswell, Texas A&M University, Corpus Christi
Carolyn R. Miller, North Carolina State University, Raleigh
Paul A. Prior, University of Illinois at Urbana-Champaign
Judith A. Wootten, Kent State University, Salem Campus, OH

Previous Award Winners:
2009 Victor Villanueva
2008 Patricia Bizzell
2007 Peter Elbow
2006 David Bartholomae
2005 Erika Lindemann
2004 Jacqueline Jones Royster
2003 Win Horner
2002 Art Young
2001 Lynn Q. Troyka
2000 Murial Harriss
1999 Geneva Smitherman
1998 Janice Lauer
1997 Ann E. Berthoff
1996 Edward P. J. Corbett
1995 James L. Kinneavy
1994 Andrea Lunsford
1993 Richard Ohmann
1992 Janet Emig
1991 Richard Lloyd-Jones

CCCC CONVENTION, LOUISVILLE 2010
Teaching in the 21st Century, with college cultures, pedagogies, and discourse dynamics rapidly changing, requires us to be more strategic course designers, smarter interpreters and negotiators, more precise responders to and assessors of writing, and more active advocates of learning. In 1949, at the inception of CCCC, we included communication, the 4th C, in our title. Why was it adopted? How is it essential to our vision even more so now with new populations of students entering colleges, and budget constraints and course design measures affecting how we teach? In her 2010 Chair’s Address, “Rethinking the 4th C: Call to Action,” Marilyn will look at “communication” in a more comprehensive way to describe the whole of what we do when we engage students in the interactive, interpersonal processes of composing, because no matter the decade or methodology for learning, the need for human communication, exploring and sharing meaning, remains the crucial part of our discipline. She will contend that while we are contending with external pressures and constraints, we still have the power within our classes to influence the contexts of student learning—those social, cultural, academic, relational, and ecological factors that can profoundly influence students’ perceptions of writing. The crucial questions she addresses are these: How can we build relationships, connect one-to-one, to help all students more fully invest in writing? How do we create partnerships to influence administrators and public policy to ensure the best possible environments for writing? In other words, in these challenging times, how do we sustain control over our own discipline? We communicate clearly and forcefully . . . and we ACT. Marilyn will offer many actions you can take within your courses, in your institutions, and in the public arena that can promote the welfare of our students, the future of our discipline, and the strength of our organization.

Marilyn J. Valentino is Professor of English and Oral Communication at Lorain County Community College in Ohio, where she founded The Center for Teaching Excellence, the Learning and Writing Center, and more recently, Research in Innovative Learning. She also has been President of the Ohio Association of Two-Year Colleges.
From 2004-05, she chaired the Two-Year College English Association and co-authored *Guidelines for the Preparation of English Faculty in Two-Year Colleges*. She has served on the CCCC College Forum, the NCTE EC and Resolutions Committee, and as a reviewer for the *TETYC Journal*. Last fall she was part of the ELA Review Panel for the Common Core Standards and presented at MLA on the Concerns of Two-Year College Faculty. Among her publications are “Responding When a Life Depends on It,” the *TETYC* 1997 article of the year, “Interpreting Teachers’ Responses” in the *EC Writing Centers Journal*, and videos *Toni Morrison and The Meanings of Home*, and *Mad, Bad, and Dangerous to Teach*. Besides national presentations on American and world literatures, teaching composition, and next generation students, she has also been a consultant for Invacare and other corporations. She received a NEH award for “The Supernatural in African-American and Latina Fiction” and a 2002 Fulbright GPA to study literature in Vietnam. She has taught overseas in Australia and at Changsha University, and has been an adjunct at Youngstown State University and Ashland University. Besides two NISOD awards for teaching, her College has honored her with two Teacher Excellence Awards, and TYCA-Midwest, with the “Unsung Heroes” award. Her “Little Cabin in the Woods” and “Amazonia” are posted in the National Gallery on Writing, where she looks forward to seeing your writing as well!
Featured Session

Octalog III: The Politics of Historiography in 2010
Marriott, Kentucky Ballroom E, First Floor

Like Octalogs I and II, which document major debates in rhetorical studies during the 1980s and 1990s, Octalog III brings together eight prominent scholars to discuss what “counts” in rhetorical studies and histories, what methods are viable in rhetorical scholarship, and how current debates in rhetoric are changing teaching and scholarship in our field. Each participant will offer a brief opening statement, which will be followed by a response from one of the 1988 Octalog participants and conversation among the participants and audience.

Chair: Lois Agnew, Syracuse University, NY

Speakers:

Vicki Tolar Burton
Oregon State University, Corvallis

Ralph Cintron
University of Illinois at Chicago

Jay Dolmage
West Virginia University, Morgantown

Jessica Enoch
The University of Pittsburgh, PA

Ronald L. Jackson
University of Illinois at Urbana-Champaign

LuMing Mao
Miami University, Oxford, OH

Malea Powell
Michigan State University, East Lansing

Arthur E. Walzer
University of Minnesota, Minneapolis

Victor Vitanza
Clemson University, SC
Thursday, 10:30–11:45 a.m.

**Practices of Teaching Writing**

**A.01 Renewing Genres: 5 Paragraph Themes and Personal Criticism**

Marriott, Kentucky Ballroom A, First Floor

*Speakers:* Michelle Tremmel, Iowa State University, Ames, “What to Make of the Five-Paragraph Theme: History of the Genre and Implications”
Thomas Allbaugh, Azusa Pacific University, CA, “Renewing a Tacit-Making Tradition or Remixing the ‘Other Lesson’ of the Five Paragraph Theme”
Kate Levin, Barnard College, New York, NY, “Teaching Personal Criticism; or, Making Writing Matter”

**Practices of Teaching Writing**

**A.02 Rethinking Grammar: Ethics, Error, and Syntax**

Marriott, Kentucky Ballroom B, First Floor

*Chair:* Amy Lynch-Biniek, Kutztown University, PA

*Speakers:* Geoffrey Layton, Queen of Peace High School, Burbank, IL, “Beyond Error into Meaning: Grammar for the Right Brain or Writing in the Context of Grammar”
Deborah Marrott, Utah Valley University, Orem, “(Re)Mixing in a Little Respect: Toward an Ethic of Anti-Oppressive Editing Instruction”
Andrea Hernandez, California State University, Northridge, “Syntax in the Composition Classroom”
Thursday, 10:30–11:45 a.m.

**Institutional and Professional**

**A.04 From Composition Classroom, to First-Year Writing Program, to English Studies: Rethinking Multimodal Composition at Multiple Institutional Levels**

Marriott, Kentucky Ballroom D, First Floor

*Chair:* Christine Denecker, The University of Findlay, OH

*Speakers:*

- Christine Denecker, The University of Findlay, OH, “Multimodal Composing as Process as Well as Product: Toward Electronic Invention”
- Christine Tulley, The University of Findlay, OH, “The Promise of a Paperless Communal Assessment in First-Year Composition: Moving from a Paper-Based Exit Portfolio Process to an Electronic Portfolio Exchange”
- Kristine Blair, Bowling Green State University, OH, “Digital Scholarship, Graduate Education, and the Relevance of English Studies”

**History**

**A.05 Renewing and Remixing the Place of Feminism in Rhetoric and Composition: Revisiting Texts, Conferences, and Workshops**

Marriott, Kentucky Ballroom F, First Floor

*Chair:* Kirsti K. Cole, Minnesota State University, Mankato

*Speakers:*

- Lisa A. Costello, Georgia Southern University, Statesboro, “Perceptions: Revisiting the Authors”
- Jessica Ketcham Weber, Louisiana State University, Baton Rouge, “Realities: Revisiting CCCC’s Panels”
- Allison Gross, University of Washington-Seattle, “Possibilities: Revisiting Feminist Composition and the Annual Feminist Workshop at CCCC”

**Community, Civic & Public**

**A.06 Protocol, Power, and Possibility: What the Literacies and Rhetorics of Organization Can Teach Us about Teaching Writing**

Marriott, Kentucky Ballroom G, First Floor

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

*Speakers:*

- Annette Vee, University of Wisconsin-Madison, “Counter-Coding: Procedural Writing as Resistance among ‘Hacker’ Communities”
- Richard Parent, University of Vermont, Burlington, “Hacking the Classroom: Teaching and Learning (as) Playfulness”
Practices of Teaching Writing

A.07  Education and Power: Hegemony and Resistance in the Composition and Rhetoric Classroom
Marriott, Marriott Ballroom I, Second Floor
Chair: Corey Mead, Baruch College, CUNY, NY
Speakers: Corey Mead, Baruch College, CUNY, NY
Bryan Trabold, Suffolk University, Boston, MA, “Memoirs, Counter-Narratives, and the Cold War: Mandela, Menchu, and Satrapi”
Cheryl Smith, Baruch College, CUNY, NY, “Contemporary Resistances: Situating the New College Writer in a Post-Disciplinary Academy”

Information Technologies

A.08  Teaching, Tutoring, and Living In and Across Blended Learning Spaces
Marriott, Place Room, First Floor
Chair: Thomas Pittman, Youngstown State University, OH
Speakers: Ann Amicucci, Indiana University of Pennsylvania, “Rethinking Distance Education: Writing Tutorials for Graduate Student Nurses”
Dawn Shepherd, North Carolina State University, Raleigh, “Teaching Writing in Blended Learning/Space(s)”
Shannon Wooden, Missouri State University, Springfield, “Re-embodying Distance Education: Building Community in ‘Unreal’ Time and Space”

Research

A.09  Rethinking Transfer, Renewing Pedagogy
Marriott, Show Room, First Floor
Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Liane Robertson, Florida State University, Tallahassee
David H. Slomp, University of Ottawa, Ontario, Canada
Elizabeth M. Fogle-Young, Dayton Life Skills Center, OH
Kara Taczak, Florida State University, Tallahassee
Respondent: Kathleen Blake Yancey, Florida State University, Tallahassee

Practices of Teaching Writing

A.10  Revisiting Response: Diagrams, Conference, and Videos
Marriott, Clubhouse Room, Second Floor
Chair: Michael S. Lewis, University of Wisconsin-Milwaukee
Speakers: Frost McLaughlin, Lord Fairfax Community College, Middletown, VA, “Writing Conference Remix: Replacing Written Comments with ‘Live’ Conversation as the Primary Mode of Responding to Student Writing”
Wesley Mills, SUNY Empire State College, Rochester, NY, “Remix in the Shannon Diagram: Responding to Student Papers within a Communications Framework”
Thursday, 10:30–11:45 a.m.

Practices of Teaching Writing

A.11 Isn’t Composing Always Creative?: Re-envisioning the Merits of Creative Writing in the Composition Classroom
Marriott, Grandstand Room, Second Floor
Chair: Leah Schweitzer, High Point University, NC
Speakers: Judy Isaksen, High Point University, NC, “Hip Hop Wordplay and Poetic Flow”
Anne-Marie Pedersen, Chapman University, Orange, CA, “Creative Nonfiction: A Bridge between the Known and the New in First-Year Composition”
Leah Schweitzer, High Point University, NC, “Creative Investigation: Using Fiction to Teach Research Methods”

Composition/Writing Programs

A.12 Where Are They Now?: A Longitudinal Look at the Writing Centers Research Project Survey
Marriott, Paddock Room, Second Floor
Chair: Vanessa Kraemer, University of Louisville, KY
Speakers: Vanessa Kraemer, University of Louisville, KY, “Student Usage of Writing Centers”
Alicia Brazeau, University of Louisville, KY, “The Administration of Writing Centers”
Stephen Neaderhiser, Kent State University, Stark, OH, “Integrating Online Writing Labs (OWls)”

Composition/Writing Programs

A.13 Bringing WAC Back: From Suspended Animation to Revitalization
Convention Center, Room L1, Lower Level
Chair: Chris Anson, North Carolina State University, Raleigh
Speakers: Jennifer Cover, Virginia Tech, Blacksburg, “The Slow Death of a University Writing Program: Politics and Legacy at a Large Research University”
Amy Patterson, Virginia Tech, Blacksburg, “The Slow Death of a University Writing Program: Politics and Legacy at a Large Research University”
Gwen Gray Schwartz, Mount Union College, Alliance, OH, “WAC Assessment at a Liberal Arts College: Rejuvenating a Stagnant Program from the Ground Up”
Judy Arzt, Saint Joseph College, West Hartford, CT, “Remix: Commingling Online Tutoring with a Writing Associates Program”
Heather Fester, Lincoln University, Jefferson City, MO, “Using Dynamic Criteria Mapping and Inquiry-Based Reading to Reinvigorate WAC”
Thursday, 10:30–11:45 a.m.

Research

A.14  **A New Taxonomy of Research Methodologies for Writing Center Studies**

Convention Center, Room L2, Lower Level

*Chair:* Michele Eodice, University of Oklahoma, Norman

*Speakers:* Sarah Liggett, Louisiana State University, Baton Rouge, “Constructing a New Taxonomy of Methodologies in Writing Center Research”

Steve Price, Mississippi College, Clinton, “Interpreting the New and Redefined Modes of Inquiry in the Taxonomy”

Kerri Stanley Jordan, Mississippi College, Clinton, “Critiquing the Taxonomy through a Problematic Writing Center Scenario”

Professional and Technical Writing

A.15  **Puttin’ the ‘Tech’ in Technical Writing:**

**Interrogating New Media’s Effects on Technical Writing Theory, Practice, and Pedagogy**

Convention Center, Room L3, Lower Level

*Chair:* Marie Moeller, Fayetteville State University, NC

*Speakers:* Devon Fitzgerald, Milliken University, Decatur, IL, “Shifting Gears: Social Media’s Impact on Technical Writing or Where Do We Go from Here?”

Teryn J. Robinson, Lake Forest College, IL, “Assist This: Interrogating Assistive Technology’s Impact on Technical Writing”

Marie Moeller, Fayetteville State University, NC, “Pods and Vods: Analyzing Medical Rhetorics through Audio and Visual Podcasting”

Community, Civic & Public

A.16  **Más América: New Scholarship on Latin America in Composition and Rhetoric**

Convention Center, Room L4, Lower Level

*Chair:* Christa Olson, University of Illinois at Urbana-Champaign

*Speakers:* Susan Romano, University of New Mexico-Albuquerque, “The Handbook Tradition: Implications for Latin American History”

Christa Olson, University of Illinois at Urbana-Champaign, “Illiterate Images: Late 19th Century Ecuadorian Visual Culture and Marginalized Indigenous Citizenship”

Sheryl Fontaine, California State University, Fullerton, “‘Life Is What Happens While You’re Busy Making Other Plans:’ Rethinking Tutoring in Guatemala”

Debi Lyn Esquivel, California State University, Fullerton, “‘Life Is What Happens While You’re Busy Making Other Plans:’ Rethinking Tutoring in Guatemala”
Thursday, 10:30–11:45 a.m.

Institutional and Professional

A.17 Grad School, the Program Remix
Convention Center, Room L5, Lower Level
Chair: Rhonda Schlatter, Mesa Community College, AZ
Speakers: D.W. Schmidt, Holy Names University, Oakland, CA, “The English MA 2.0: Remixed and Reloaded”
Robert Johnson, Michigan Tech, Houghton, “We ARE the Remix: Rhetoric and Composition Programs as the Cutting Edge”
Beth Maxfield, Henderson State University, Arkadelphia, AR, “Is a Remix Necessary: Graduate Writing Teacher Preparation in Small Southern Colleges”

Composition/Writing Programs

A.18 Rethinking Racism in Writing Assessments:
A Conversation about Local Issues, Sites, and Possibilities
Convention Center, Room L6, Lower Level
Chair: Paul Kei Matsuda, Arizona State University, Tempe
Asao B. Inoue, California State University, Fresno, “Theorizing Race in Writing Assessments: California State University, Fresno’s Directed Self-Placement Program”
Nicholas Behm, Elmhurst College, IL, “Coloring the Unseen: ‘Color-blind Racism’ and Placement Exams”
Respondents: Malea Powell, Michigan State University, East Lansing
Norbert Elliot, New Jersey Institute of Technology, Newark
Kathleen Blake Yancey, Florida State University, Tallahassee

Practices of Teaching Writing

A.19 Students’ Right to Their Own Research
Convention Center, Room L7, Lower Level
Co-Chairs: Bump Halbritter, Michigan State University, East Lansing
Jenn Fishman, University of Tennessee, Knoxville
Speakers: J.R. Hammond, University of Tennessee, Knoxville, “Undergraduate Multimedia-Based Research at the University of Tennessee”
Casey Miles, Michigan State University, East Lansing, “Undergraduate Multimedia-Based Research at Michigan State University”
Composition/Writing Programs

A.20 First-Year Remix: Contexts and Curriculum
Convention Center, Room L8, Lower Level

Chair: Warren Rochelle, University of Mary Washington, Fredericksburg, VA

Speakers: Stuart Barbier, Delta College, University Center, MI, “Remixing Freshman Composition: A Case Study of 83 Sections, 42 Teachers, and 10 Different Approaches in One College Semester”
Glenda Jones, University of Wisconsin-Stout, “Rigor or Rigor Mortis: Addressing Rigor in the Freshman Composition Classroom”
Jillian Skeffington, Grant MacEwan College, Edmonton, Alberta, Canada, “Remixing the First-Year Composition Essay: Shorter Essays for Enhanced Process Intervention”

Theory

A.21 Autism and Audience: Autism Remixes the Rhetorical Triangle
Convention Center, Room L9, Lower Level

Chair: John Wafer, University of Miami, Coral Gables, FL

Speakers: Sara Chaney, Dartmouth Institute on Writing and Rhetoric, Hanover, NH, “Empathy, Autism, and Performative Rhetoric”
Melanie Yergeau, Ohio State University, Columbus, “(Dis)abling the Rhetorical Triangle, or Composing for the Autistic Audience”

Practices of Teaching Writing

A.22 Facilitating Expression: Identity Formation, Responses to Trauma, and Writing Workshops
Convention Center, Room L10, Lower Level

Chair: Tina Perdue, Indiana University of Pennsylvania

Speakers: Katie Hammond, Colorado State University, Fort Collins, “Identity Formation through Writing: Transitional Stages and the Creative Writing Group”
Katie Kobal, Colorado State University, Fort Collins, “Sorting Out Credentials: Who Is Qualified to Facilitate Writing Workshops for Victims of Sexual Assault and Rape?”
Jessica Legg, Indiana University of Pennsylvania, “Rethinking Response Methods: How to Comment on Personal Writing”
Thursday, 10:30–11:45 a.m.

Composition/Writing Programs

A.23  (Re)mixing Assessment and Articulation: One Program’s Experience with Assessing Writing as a Dynamically Articulated Process
Convention Center, Room L11, Lower Level
Chair: David Marquard, University of Nevada, Reno
Speakers: David Marquard, University of Nevada, Reno
Crystal Colombini, University of Nevada, Reno, “Articulations within a Programmatic Sequence: Finding Continuities and Coherence with Studies of Writing and Critical Thinking”
Jane Detweiler, University of Nevada, Reno, “Articulating With and In a Core Curriculum: Insights from Assessing Writing and Critical Thinking”

Institutional and Professional

A.24 Credit before College: Challenges to the Core
Convention Center, Room L12, Lower Level
Chair: Barbara Schneider, University of Toledo, OH
Speakers: Barbara Schneider, University of Toledo, OH, “Early College High School: Double Time”
Kristine Hansen, Brigham Young University, Provo, UT, “What Happens to Literature when High School English Teachers Become College Writing Teachers?”
Miles McCrimmon, J. Sargeant Reynolds Community College, Richmond, VA, “What Kind of Teacher Do We Need?”
Steve Thalheimer, Fairfield Community Schools, Goshen, IN, “Recollection, Clarity, and Collaboration”
Deirdre Paulsen, Brigham Young University, Provo, UT, “What Do the Kids Think?”

Practices of Teaching Writing

A.25 Remixing Directed Self Placement: Fostering Student Reflection; Linking Assessment and Instruction; and Tracking Progress
Convention Center, Room L15, Lower Level
Chair: Anne Porter, University of Michigan, Ann Arbor
Speakers: Anne Ruggles Gere, University of Michigan, Ann Arbor
Timothy Green, University of Michigan, Ann Arbor
Laura Aull, University of Michigan, Ann Arbor
Thursday, 10:30–11:45 a.m.

Theory

A.26 “Good Teachers” Don’t School Emotion: Misrecognizing the Inevitability of Affective Discipline
Convention Center, Room 201, Level 2

Chair: Amy Robillard, Illinois State University, Normal
Speakers: Kellie Sharp-Hoskins, Illinois State University, Normal, “Emotional Investments, Circulating Affects, and Constructing the ‘Good Teacher’”
Susan Adams, SUNY Canton, NY, “Schooling Emotion, Disciplining Respect”

Language

A.27 Bending and Breaking the Rules of Academic Discourse
Convention Center, Room 202, Level 2

Chair: Ellen Feig, Bergen Community College, Paramus, NJ
Speakers: Kate McKinney Maddalena, North Carolina State University, Raleigh, “Comparing Conversations: Two Sociolinguistic Models for Teaching about Academic Discourse”
Caroline Wilkinson, University of Louisville, KY, “‘Getting Things ‘Alt’ Enough’: Remixing the Practice of Hybrid Academic Discourse in Scholarly Work”

Practices of Teaching Writing

A.28 Remixing First-Year Composition
Convention Center, Room 207, Level 2

Chair: Jennifer Stone, University of Alaska-Anchorage
Speakers: Donald Unger, University of Alaska-Anchorage, “(Re)Constructing the Graduate Instructor as a Member of the First-Year Composition Community”
Monika Kurber, University of Alaska-Anchorage, “Hybridizing Pedagogical Spaces in First-Year Composition”
Karla Powell, University of Alaska-Anchorage, “Hybridizing Pedagogical Spaces in First-Year Composition”
Emily Menard, University of Alaska-Anchorage, “Rethinking Knowledge Sharing Practices in First-Year Composition”
Jennifer Stone, University of Alaska-Anchorage, “Reframing Students’ Out-of-School Literacies as Resources for First-Year Composition”
Thursday, 10:30–11:45 a.m.

Community, Civic & Public

A.29 Chicana/o Cultural Connections: Environmentalism, Social Sustainability and the Rethinking of Privileged Pedagogy
Convention Center, Room 208, Level 2
Chair: Dora Ramirez-Dhoore, Boise State University, ID
Speakers: Dora Ramirez-Dhoore, Boise State University, ID, “Social Sustainability and Toxic Rhetoric: A Methodology in Interpreting Mythology”
Patricia Trujillo, Colorado State University–Pueblo, “Ristra Composition: Sustainable, Land-based Pedagogical Practices in Northern New Mexico”
Viviana López, Boise State University, ID, “Sustainability for Extinction: Redefining Institutional Racism”

Practices of Teaching Writing

A.30 Remixing Google Maps as Portfolios (The Cartography Mix)
Convention Center, Room 209, Level 2
Chair: Dale Jacobs, University of Windsor, Ontario, Canada
Speakers: Dale Jacobs, University of Windsor, Ontario, Canada, “Remixing Google Maps as Portfolios: Outcomes Edit”
Hollie Adams, University of Windsor, Ontario, Canada, “Remixing Google Maps as Portfolios: Theory Edit”
Janine Morris, University of Windsor, Ontario, Canada, “Remixing Google Maps as Portfolios: Practice Edit”

Information Technologies

A.31 Writing Lessons from Gamespace: Playing with Rhetoric and Rhetoricizing with Play
Convention Center, Room 210, Level 2
Co-Chairs: Wendi Jewell, North Carolina State University, Raleigh
Scott Reed, University of Georgia, Athens
Speakers: Ryan Woldruff, University of Tennessee-Knoxville, Stephanie Vie, Fort Lewis College, Durango, CO
Patrick Corbett, University of Louisville, KY
Robert Terry, University of Louisville, KY
Jill Morris, Baker College, Allen Park, MI
Kevin Moberly, Old Dominion University, Norfolk, VA
Practices of Teaching Writing

A.32 Revising the Rhetoric: Silence, Obedience, and Skepticism
Convention Center, Room 211, Level 2

Chair: Christopher S. Harris, California State University, Los Angeles
Speakers: Rebecca Bilbro, University of Illinois, Urbana-Champaign, “Re(ap)roaching Sokal: Being Skeptical in (and of) the Writing Classroom”
Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA, “Rhetorics of Silence: Communication and Contemplative Practices in the Writing Classroom”
Shelley Saltzman, Columbia University, New York, NY, “Milgram Remixed: Students Writing on the Dangers of Obedience”

Information Technologies

A.33 Writing (in) the Public Sphere: Deliberative Democracy and Computer Mediated Communication
Convention Center, Room 214, Level 2

Chair: Timothy Oleksiak, The University of Minnesota, Twin Cities
Joshua Welsh, The University of Minnesota, Twin Cities, “Writing (in) the Public Sphere: Deliberative Democracy and Computer Mediated Communication”
Andrew Virtue, The University of North Carolina, Wilmington, “Appealing to ‘Place’: Forging Identity in Online Environments”

Practices of Teaching Writing

A.34 Localizing Curricula: Adapting Writing Curricular Materials for the Local, Multilingual Classroom
Convention Center, Room 215, Level 2

Chair: Courtney DePalma, University of New Hampshire, Durham
Speakers: Courtney DePalma, University of New Hampshire, Durham
Elisabeth Kramer, University of New Hampshire, Durham, “Making Spaces for Students: Microsoft Commentary as a Student and Teacher Function”
Brooke Ricker, University of New Hampshire, Durham, “Adapting Textbooks to the Local Context”
Thursday, 10:30–11:45 a.m.

Practices of Teaching Writing

A.35 Where the Wild Things Grow: Tapping the Potential of the Mix
Convention Center, Room 218, Level 2
Chair: Sarah Arroyo, California State University, Long Beach
Speakers: Sarah Arroyo, California State University, Long Beach, “Smashing Divisions: Electrate Composition, Community, and Virtual Change”
Geoffrey V. Carter, Saginaw Valley State University, University Center, MI, “Virtual Change Is in the (F)air: Electracy, Remixing, and The Ethics of Fair Use”

Composition/Writing Programs

A.36 Universal Requirement (New Millennium Remix)
Convention Center, Room 219, Level 2
Chair: Miranda Zent, Columbia College, Chicago, IL
Speakers: Douglas Reichert Powell, Columbia College, Chicago, IL
Fereshteh Toosi, Columbia College, Chicago, IL
Robert Lagueux, Columbia College, Chicago, IL
The three presentations in this session contribute to the developing scholarship on the Civil Rights Movement—rhetorical scholarship that considers the Civil Rights Movement as a war of contending words and symbols. Individually the papers offer extended analyses that fill in important spaces in the civil rights story. Together the presentations counter dominant interpretations of the civil rights movement that view it as unrelievedly triumphal, unrelievedly unified and cohesive.

**Chair:** Jack Selzer, The Pennsylvania State University, University Park

**Speakers:**
- **Jack Selzer**
  The Pennsylvania State University, University Park, “Contextualizing King: The Other Speakers of August 28, 1963”

- **Keith Gilyard**
  The Pennsylvania State University, University Park, “Deploying ‘Black Power’ Strategically”

- **Jordynn Jack**
  University of North Carolina, Chapel Hill, “Ladies and Lynching: Jessie Daniel Ames and the Rhetoric of Interracial Cooperation”
Thursday, 12:15–1:30 p.m.

*Practices of Teaching Writing*

**B.01 Renewing Community: Civic Literacy and Service Learning in Composition Courses**  
Marriott, Kentucky Ballroom A, First Floor  
*Chair:* Leigh Grugel, Florida State University, Tallahassee  
*Speakers:* Craig A. Meyer, Ohio University, Athens, “Beyond Community-Based Learning: A Hybrid Composition Course”  
Kate Kessler, James Madison University, Harrisonburg, VA, “Teaching Civic Literacy”  
Milissa Riggs, University of Texas at Arlington, “Rethinking Service Learning in First Year Writing”

**Practices of Teaching Writing**

**B.02 Transitions: Admission, Retention, and Student Success**  
Marriott, Kentucky Ballroom B, First Floor  
*Chair:* Jo Ann Thompson, University of Cincinnati, OH  
*Speakers:* Mark Isbell, University of Arkansas at Little Rock, “Toward a Retention Focused Composition Pedagogy”  
Lisa Mahle-Grisez, Sinclair Community College, Dayton, OH, “Reframing the Rhetoric(s) of Success in the Two-Year College”  
Vaughn W. M. Watson, Teachers College, Columbia University, New York, NY, “Remixing the College Admissions Essay”

**Practices of Teaching Writing**

**B.03 Revising the City: Remixing the Social Geography of First-Year Writing at Urban Colleges and Universities**  
Marriott, Kentucky Ballroom C, First Floor  
*Chair:* Aimee Krall-Lanoue, Calumet College of St. Joseph, Whiting, IN  
*Speakers:* Aaron Krall, University of Illinois at Chicago, “Locating Writing in Urban Life: Teaching Composition at an Engaged University”  
Aimee Krall-Lanoue, Calumet College of St. Joseph, Whiting, IN, “Class as Re(mixed): How the First-Year Writing Classroom Produces Conflicted Boundaries in Classed Subject Positions”  
Katie Malcolm, University of Wisconsin-Milwaukee, “Remixing Academic Literacies”  
Sarah Foust Vinson, Loyola University Chicago, IL, “Social/Spatial Geographies: Locating the Self in Relation to the Urban Center”
Composition/Writing Programs

B.05 From Awareness to Action: Making a First-Year Writing Program ESL Friendly
Marriott, Kentucky Ballroom E, First Floor
Chair: Duane Roen, Arizona State University, Tempe
Speakers: Tanita Saenkhum, Arizona State University, Tempe
Steven Accardi, Arizona State University, Tempe
Paul Kei Matsuda, Arizona State University, Tempe
Respondent: Shirley K. Rose, Arizona State University, Tempe

Practices of Teaching Writing

B.07 Revitalizing Action in Argument
Marriott, Show Room, First Floor
Chair: George H. Jensen, University of Arkansas, Little Rock
Speakers: Rod C. Taylor, Stanford University, CA, “Keeping It Real: Simulation Games and the Writing Classroom”
Kelly Myers, Stanford University, CA, “Seizing the Moment: Performing Argument in University Spaces”
Julia Bleakney, Stanford University, CA, “Performed Argument, Reflection, and Service-Learning”

Information Technologies

B.08 In Second Life A Second Life: Creating Identity Roles Online
Marriott, Place Room, First Floor
Chair: Jennifer Kontny, University of Wisconsin-Milwaukee
Speakers: Mary Elizabeth Sullivan, Southern Illinois University Edwardsville, “‘Fake It ’til You Make It’: Gender Pressures on LGBT Avatars in Second Life”
Timothy Amidon, University of Rhode Island, Kingston, “Sexytime-Networks: Problematizing Sexualized Filesharing, Developing Critical-Ethical Literacies”
Tanya Torres, University of Hawai’i, Honolulu, “Indigenizing Google Maps”
Lisa Gerrard, University of California Los Angeles, “‘More Than an English Assignment’: Defining Oneself in Second Life”
Thursday, 12:15–1:30 p.m.

**Information Technologies**

**B.09** Autopoetic Processing: An Interactive Performance of Writing and Reading  
Marriott, Marriott Ballroom VI, Second Floor  
*Chair:* Anne Frances Wysocki, University of Wisconsin-Milwaukee  
*Speakers:* Anne Frances Wysocki, University of Wisconsin-Milwaukee, “As a Craft”  
Johndan Johnson-Eilola, Clarkson University, Potsdam, NY, “In Texts”  
Marilyn Cooper, Michigan Technological University, Houghton, “Emergent Writing”

**Research**

**B.10** Rhetoric in Circulation: Tracing the Paths of Discourse in the Public Sphere  
Marriott, Marriott Ballroom IV, Second Floor  
*Speakers:* Heather Brown, University of Maryland, College Park, “Creating Spaces for Abortion Trauma: Genre, Testimony, and the World Wide Web”  
Lindsay Dunne, University of Maryland, College Park, “Public Cure/Counterpublic Cause: Rhetorics of the Breast Cancer Movement”  
K. Martin Camper, University of Maryland, College Park, “Prayer and Place: Creating Sacred Places in Virtual Spaces”

**Research**

**B.11** The Peer Writing Tutor Alumni Research Project: Major Findings and New Directions  
Marriott, Marriott Ballroom VII, Second Floor  
*Chair:* Jon Olson, The Pennsylvania State University, State College  
*Speakers:* Harvey Kail, University of Maine, Orono, “The Peer Writing Tutor Alumni Research Project: Background and Major Findings”  
Brad Hughes, University of Wisconsin-Madison, “Liberal Education through Collaborative Learning”  
Paula Gillespie, Florida International University, Miami, “Educating a Listening Presence”
Creative Writing

B.12 Remixing the Conversation between Creative Writing and Composition
Marriott, Marriott Ballroom I, Second Floor

Chair: Eileen Pollack, University of Michigan, Ann Arbor
Kimberly Quiogue Andrews, The Pennsylvania State University, State College, “Rhetorical Assignments in the Creative Writing Classroom”
Jeremiah Chamberlin, University of Michigan, Ann Arbor, “Joining the Conversation: Using Creative Nonfiction to Foster Academic Collaboration”
Eileen Pollack, University of Michigan, Ann Arbor, “The Interplay of Form and Content in Nonfiction Writing”

Theory

B.13 Global Theories, Local Practices
Marriott, Marriott Ballroom VIII, Second Floor

Chair: J Elizabeth Clark, LaGuardia Community College, New York, NY
Ruijie Zhao, Bowling Green State University, OH, “A Need to Revisit Internationalization and Globalization of Composition Studies”
Anne Shea, University of Redlands, CA, “Against a Neoliberal Global Order: The Social and Political Implications of the Remix”

Academic Writing

B.14 Renewing Passion for Teachers and Students: The Writing beyond the Disciplines Project
Marriott, Marriott Ballroom IX, Second Floor

Chair: Kristen Neuschel, Duke University, Durham, NC
Speakers: Kristen Neuschel, Duke University, Durham, NC, “Where Texts Meet: Teaching ‘Content’ by Teaching Writing”
Anore Horton, University of Vermont, Burlington, “Renewing Intellectual Passion through Informal Classroom Writing: A ‘Writing Teacher’s’ Journey Back to Her Discipline”
Thursday, 12:15–1:30 p.m.

**Academic Writing**

**B.15 Online Social Networks and Academic Writing**
Marriott, Marriott Ballroom X, Second Floor

*Chair:* Mary Barnard Ray, University of Wisconsin, Madison  
*Speakers:* Heidi Huse, The University of Tennessee at Martin, “We Have To Read All That?! Teaching Academic Scholarship in a Facebook World”  
Kevin Hunt, Goldey-Beacom College, Wilmington, DE, “Remixing the Research Paper: YouTube as a Site for Exploring Conversations between Texts”  
Jeremiah Thompson, Syracuse University, NY, “‘Love American Style!’ Teaching Style through an Analysis of Online Dating Profiles”

**History**

**B.16 Teaching, Speaking, and Nursing from the Margins: (Re)Historicizing Rhetorics of Gender and Professionalization in the Progressive Era**
Marriott, Clubhouse Room, Second Floor

*Chair:* Ashley J. Holmes, University of Arizona, Tucson  
*Speakers:* Ashley J. Holmes, University of Arizona, Tucson, “Those Who Can’t (Research), Teach: A Historical Study of *English Journal* in the Late Progressive Era”  
Amy Hickman, University of Arizona, Tucson, “Care versus Cure: Nursing and the Power of Professionalization, 1873–1920”

**Practices of Teaching Writing**

**B.17 Rhetoric Renewed: Returning to the Classics**
Marriott, Grandstand Room, Second Floor

*Chair:* Teresa Cook, University of Cincinnati, OH  
*Speakers:* Rebecca Ingalls, Drexel University, Philadelphia, PA, “Reviving and Remixing Aristotle: Using Classical Rhetoric to Ignite the 21st Century Composition Classroom”  
Charles Swadley, Oklahoma Baptist University, Shawnee, “Teacher Response and Classical Rhetoric: A Remix”  
Anne Melfi, Georgia State University, Atlanta, “Escape of the Cyborgs: Support from Cicero and Quintilian for Teaching the Millennial Generation”
Thursday, 12:15–1:30 p.m.

**Information Technologies**

**B.18** Simulation Game Technology Combines with Reflective Writing for a Winning Combination  
Marriott, Paddock Room, Second Floor  
*Chair:* Katherine Wills, Indiana University-Purdue University at Columbus  
*Speakers:* Thomas A. Clerkin, Indiana University-Purdue University at Columbus  
Katherine V. Wills, Indiana University-Purdue University at Columbus

**History**

**B.19** Racing Images: Repurposing, Remixing, and Resituating Nineteenth-Century Images of Racial Identity  
Convention Center, Room L3, Lower Level  
*Chair:* Kristie Fleckenstein, Florida State University, Tallahassee  
*Speakers:* Kristie Fleckenstein, Florida State University, Tallahassee, “Re-purposing African-American Identity: The Three Iterations of Frances Benjamin Johnston’s Hampton Institute Photographs”  
Lawerence Schwegler, University of Texas, San Antonio, “Remixing White Bodies: Telegraphy, Race, and Melville’s Verbal Snapshots”  
Sue Hum, University of Texas, San Antonio, “Resituating Representation: Chinese Engagement with Anti-Chinese Sentiments through Nineteenth-Century Photographs”

**Composition/Writing Programs**

**B.20** Audience, Authority, and Ownership: Constructing the “Intimate Other” in Introductory Composition  
Convention Center, Room L.4, Lower Level  
*Chair* Joyce Walker, Illinois State University, Normal  
*Speakers:* Courtney Schoolmaster, Western Michigan University, Kalamazoo, MI  
Joyce Walker, Illinois State University, Normal  
Kris Peterson, Western Michigan University, Kalamazoo  
Erinn Bentley, Western Michigan University, Kalamazoo
Thursday, 12:15–1:30 p.m.

*Practices of Teaching Writing*

**B.21 Remixing a Golden Oldie:**

*Four Approaches to the Research Paper*

Convention Center, Room L5, Lower Level

*C*hair: Kathleen McEvoy, Washington and Jefferson College, PA

*Speakers:* Amy Gerald, Winthrop University, Rick Hill, SC, “Integrating Personal Experience as Evidence: A Feminist Revisioning of the Research Essay”


Shannon Stewart, Coastal Carolina University, Conway, SC, “Revision: Getting Our Students to Re-See Research Essays the Way We See Them”

Kathleen McEvoy, Washington and Jefferson College, PA, “Researching as a Team: Collaborative Learning beyond Writing Workshops”

**Practices of Teaching Writing**

**B.22 Remixing Literacy: iPods, Podcasts, and Audio Texts**

Convention Center, Room L6, Lower Level

*C*hair: Steph Ceraso, University of Pittsburgh, PA

*Speakers:* Steph Ceraso, University of Pittsburgh, PA, “Remixing Literacy: Listening Habits, Audio Technologies, and Rhetorical Strategies”

Alaina Feltenberger, University of Colorado at Boulder, “Remixing the Text: Music and Genre in the Composition Classroom”

Zach Laminack, University of North Carolina at Greensboro, “Remixing the First-Year Essay: Podcasting as a Mode of Composition”

*Theory*

**B.23 Geographies of Race:**

*Rethinking Race and Space in the Composition Classroom*

Convention Center, Room L7, Lower Level

*C*hair: Asao Inoue, California State University, Fresno

*Speakers:* Maryam Jamali, California State University, Fresno, “Renegotiating the Racialized Classroom Space: Race as Presence”

Jocelyn Stott, California State University, Fresno, “Racializing Classroom Spaces: Remixing ‘The Rising Tide of Color’ and White Femininity”

Sheri McClure-Baker, California State University, Fresno, “The Topography of Race; Rethinking Physical Space in the Classroom”

*Respondents:* Nedra Reynolds, University of Rhode Island, Kingston

Vershawn Young, University of Iowa, Iowa City
History

B.24 CLUSTERF*%#!: CFP Categories and the Remixing of Convention(al) Knowledge

Convention Center, Room L8, Lower Level

Chair: Richard Bullock, Wright State University, Dayton, OH

Speakers: Donna Qualley, Western Washington University, Bellingham, “The Teaching of Writing: What’s Fixed, What’s Nixed, and What’s Eclipsed in the Cluster Remix?”
Scott Stevens, Western Washington University, Bellingham, “Taking Form: How Clusters Gerrymandered Genre”
Bill Smith, Western Washington University, Bellingham, “Professional and Technical Writing: Remix, Redux, or Redefinition?”

Theory

B.25 Diffusing the Language of Oppression and Exposing Colorblindness in the Composition Classroom

Convention Center, Room L9, Lower Level

Chair: Mary Jo Caruso, St. John’s University, Queens, NY

Speakers: Erin Fiero, St. John’s University, Queens, NY
Kathie Cheng, St. John’s University, Queens, NY
Mary Jo Caruso, St. John’s University, Queens, NY

Practices of Teaching Writing

B.26 The Remix of Psychology, Mythology, and Education in Teaching Composition

Convention Center, Room L11, Lower Level

Chair: Mu Wei, Northwest University, XiAn, China

Speakers: Xiao Wang, Broward College, Davie, FL, “The Remix of English Composition and Psychology”
Hu Zongfeng, Northwest University, Xian, China, “Using Western and Chinese Goddess Images in Composition”
Wen You Yan, Northwest University, Xhaanxi, P.R., China, “Connections: Foundations of Education and Freshman Writing”
Thursday, 12:15–1:30 p.m.

**Practices of Teaching Writing**

**B.27 Revising Basic Writing: Histories, Identities, Practices**
Convention Center, Room L12, Lower Level
Chair: Jane L. Carman, Illinois State University, Normal
Speakers: Rebecca Mlynarczyk, Kingsborough Community College, CUNY, Brooklyn, New York, “Basic Writing for the 21st Century: A Remix”
Marsha Millikin, Saginaw Valley State University, University Center, MI, “Negotiating the First-Year Composition Gateway: From Basic Writing to the General Education Literature Class”
Michael Hill, Henry Ford Community College, Dearborn, MI, “Revisiting the Remedial Stigma in the Student Resistance of Basic Writing”

**Institutional and Professional**

**B.28 Ways to Write about Teaching: Editors’ Perspectives**
Convention Center, Room L15, Lower Level
Chair: John Schilb, Indiana University, Bloomington
Speakers: John Schilb, Indiana University, Bloomington, “A Journal Editor’s Perspective”
Christine Farris, Indiana University, Bloomington, “A Collection Editor’s Perspective”
Steve Scipione, Bedford/St. Martin’s, Boston, MA, “A Textbook Editor’s Perspective”

**Theory**

**B.29 Revising the Américas: Building Alliances between Latin@ and Native Rhetorics**
Convention Center, Room 201, Level 2
Chair: Angela M. Haas, Illinois State University, Normal
Speakers: Casie C. Cobos, Texas A&M University, College Station, “Rejection of Misappropriation: Remixing Rhetorics for Groundwork”
Qwo-Li Driskill, Texas A&M University, College Station, “Beyond Perros de Guerra: Performing Two-Spirit and Queer Resistance in the Américas”
Ayde Enriquez-Loya, Texas A&M University, College Station, “The Ethical Translation of Rhetoric, Culture, and Identity in the Chicano Poetry of Tino Villanueva”
Kendall Leon, Michigan State University, East Lansing, “Sitios y Lenguas: Affinity Building and Rhetorical Practice”
Respondent: Stacey Pigg, Michigan State University, East Lansing
Language

B.30 Globalized, Transnational English Connections
Convention Center, Room 202, Level 2
Chair: D. Alexis Hart, Virginia Military Institute, Lexington
Speakers: Mary Kovaleski Byrnes, Emerson College, Boston, MA, “Globalization of English through Work Exchange Programs”
Julia Kiernan, University of Louisville, KY, “Multilingual Student Writing beyond Borders (but between Coasts)”
Christiane Donahue, Dartmouth College, Hanover, NY, “Internationalization and Composition Studies: Re-orienting the Discourse”

Practices of Teaching Writing

B.31 I Sing the Body Visual: Using Mixed Modalities in the First-Year Composition Classroom
Convention Center, Room 207, Level 2
Chair: Matt Morain, North Carolina State University, Raleigh
Speakers: Kati Fargo, North Carolina State University, Raleigh, “‘I Hear Ya!’ Teaching Listening Practices and Auditory Rhetoric in a Musical Ethnography”
Matt Morain, North Carolina State University, Raleigh, “Body Movin’: Kinesthetic Literacy and Student Bodies in Space as Information Architecture”

Composition/Writing Programs

B.32 Updating an Old Standard: “Teaching College Writing” Goes Multi-Modal
Convention Center, Room 208, Level 2
Chair: Laura Micciche, University of Cincinnati, OH
Speakers: Laura Micciche, University of Cincinnati, OH, “Teachers Doing Multi-Modality”
Kathryn Trauth Taylor, University of Cincinnati, OH, “Oh Listener, My Listener: Students Speak through Radio Podcasting”
James Pihakis, University of Cincinnati, OH, “Using Wikis in FYC: Transparent Revision and Teacher Performance”
Hannah Rule, University of Cincinnati, OH, “Teaching Performance: Embodiment and Risk in Multimodal Composing”
Thursday, 12:15–1:30 p.m.

Practices of Teaching Writing

B.33 The Remix in the Classroom: Innovations and Implications of Multimodal Composing
Convention Center, Room 209, Level 2
Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Suzanne Lane, Massachusetts Institute of Technology, Cambridge, “At Play in the Digital Archives”
Andrea Walsh, Massachusetts Institute of Technology, Cambridge, “A Multimedia Approach to Writing about Social and Ethical Issues”
Rebecca Faery, Massachusetts Institute of Technology, Cambridge, “Culture Shock! Creating an Online Magazine in a Composition Class”
Respondent: Doug Hesse, University of Denver, CO

B.34 Remixing Global Rhetorics: Toward a Transnational Rhetorical Method
Convention Center, Room 210, Level 2
Chair: Eileen Schell, Syracuse University, NY
Speakers: Jennifer Wingard, University of Houston, TX
Rebecca Dingo, University of Missouri, Columbia

B.35 Flashback to the 40s or Forward-Thinking Pedagogy? Remixing the Old Standards of Recitation, Imitatio, Quizzes, and Drills
Convention Center, Room 211, Level 2
Chair: Cynthia Cox, Belmont University, Nashville, TN
Speakers: Andrea Stover, Belmont University, Nashville, TN, “Recitation: The Art of Embodying Process”
Cynthia Kimball, Portland Community College, OR, “Reviving the Imitatio in the Composition Classroom”
Anne McGrail, Lane Community College, Eugene, OR, “Not Your Grandmother’s Grammar Drill: Going ‘Old School’ Online”
Thursday, 12:15–1:30 p.m.

Institutional and Professional

B.36 Narrative Remixes of Pedagogy
Convention Center, Room 214, Level 2
Chair: Liz Monske, Marquette, MI
Speakers: Jeanne Marie Rose, Penn State-Berks, Reading, “Remixing and Reframing Institutional Narratives of Pedagogical Innovation”
Amy Heckathorn, California State University, Sacramento, “Change Is Bad: Combating Institutional Inertia and Dated Practice”
Ryan D. Smith, University of Pittsburgh, PA, “(Re?)Mixing Scholarship and Teaching: What Narratives of Teaching Tell Us”

Practices of Teaching Writing

B.37 Rethinking Active Learning: Character Impersonation, Creative Imitation, and Cultural Reflection in the Writing Classroom
Convention Center, Room 215, Level 2
Chair: Vera Kononova Brown, Virginia Commonwealth University, Richmond
Speakers: Vera Kononova Brown, Virginia Commonwealth University, Richmond, “Reflections of Culture: Reevaluating the Significance of Cultural Literacy in the Writing Classroom”
Kristin Thrower, John Tyler Community College, Chester, VA, “Rethink the Box: Rewriting Classroom Activities in the Context of History”
Mary Mullins, Virginia Commonwealth University, Richmond, “The Stylish Copy-Cat: How Rethinking Imitation Can Help the Composition Student Master the Elusive Element of Style in Academic Discourse”

Professional and Technical Writing

B.38 Rethinking the Rhetorician in the Field
Convention Center, Room 218, Level 2
Chair: Greg Wilson, Iowa State University, Ames
Speakers: Carl Herndl, Iowa State University, Ames, “Rhetoric and Managing Uncertainty: Telling the Right Story”
Greg Wilson, Iowa State University, Ames, “Predictive Science: Arguing about What You Don’t Know”
Rachel Wolford, Iowa State University, Ames, “The Activist Rhetorician and the Specific Intellectual: Effecting Change in the Communities We Study”
The HBO series *The Wire* was based on the writings and experiences of David Simon, a Baltimore beat writer and Edward Burns a former homicide detective and public school teacher. The series represents arguably the best that mainstream had to offer in the realms of original drama that captured the fluid complexities of black life in working class urban America. At the core of *The Wire* are a cadre of characters that can be best described as outliers to mainstream America’s sense of itself, as well as centerpieces of some of the most complex, sophisticated and progressive readings of black identity in contemporary popular culture. I am particularly interested in issues of legibility/illegibility in the series, as related to location and urban spatiality. In other words, what happens to the legibility and illegibility of black masculinity in the world of *The Wire*, when some of the characters, notably Russell “Stringer” Bell (Idris Elba), transgress the boundaries of the urban landscape both literally and metaphorically? What happens when black drug dealers are no longer simply drug dealers?

Neal’s essays have appeared in a dozen books, including the 2004 edition of the *Da Capo Best Music Writing* and *Born to Use Mics: Reading Nas’s Illmatic* edited by Michael Eric Dyson and Sohail Daulatzai. Neal’s essay “Bodies in Pain,” on the music of Linda Jones and Keyshia Cole was chosen for inclusion in the 2009 edition of *Best African-American Essays*, edited by Gerald Early and Debra Dickerson. A frequent commentator for National Public Radio Neal also contributes to several on-line media outlets, including The Root.com, theGrio.com and SeeingBlack.com. Neal maintains a blog at NewBlackMan (http://newblackman.blogspot.com/).

**Chair:** Eric Darnell Pritchard is assistant professor of Rhetoric and Writing at The University of Texas at Austin. He is also a faculty affiliate in the Departments of English, African and African Diaspora Studies, and the Center for Women’s and Gender Studies. Pritchard is a 2009-2010 Scholar-in-Residence at the Schomburg Center for Research in Black Culture. His research and teaching interests include literacy, rhetoric, English Education, African-American and LGBTQ literature, critical race theory, queer theory, black feminist theory, masculinity studies and popular culture. Pritchard’s current research focuses on the intersections of race, (queer) sexuality, gender and class with historical and contemporary literacy research. Pursuant to those interests he is currently working on a book titled *Black Queer Literacies*. His writings have been published in *Southern Communication Journal*, *African-American Review*, *Homegirls Make Some Noise: Hip Hop Feminism Anthology* and *Diverse: Issues in Higher Education*. Pritchard contributed an essay to the CCCC “Conversations on Diversity” blog and was a recipient of the CCCC ‘Scholars for the Dream’ Award.

Information Technologies

**C.01 Yours, Mine, Ours: Reexamining Authorship and Ownership in Student Writing**

*Marriott, Kentucky Ballroom A, First Floor*

**Chair:** Ann Russell, Madonna University, Livonia, MI  
**Speakers:** Jill Parrott, The University of Georgia, Athens, “Some Rights Are Reserved: Creative Commons Copyright in the Classroom”  
Katie Elliott, Virginia Commonwealth University, Richmond, “Access Denied: Reexamining Authorship, Ownership, and Plagiarism Prevention in an Age of Accessibility”  
Bronwyn T. Williams, University of Louisville, KY, “Reading for Plunder: How Online Popular Culture Is Transforming Student Reading and Writing Practices”
Thursday, 1:45–3:00 p.m.

Practices of Teaching Writing

C.02 The Appeal(s) of Wayne C. Booth: Revisiting Dogma and Assent in the Classroom
Marriott, Kentucky Ballroom B, First Floor
Chair: Patricia Roberts-Miller, The University of Texas at Austin
Speakers: Marsha Lee Baker, Western Carolina University, Cullowhee, NC, “Wayne Booth and Warrantable Beliefs”
Eric Dieter, The University of Texas at Austin, “Audiences Remaking Ethos, Remaking Discourse, and Wayne Booth Remaking Everything”

Practices of Teaching Writing

C.03 Improvisational Scenarios and Dramatic Readings to Engage Students’ Meaningful Responses to Literature
Marriott, Kentucky Ballroom E, First Floor
Chair: Lynn Troyka, CUNY, NY
Speakers: Lynn Troyka, CUNY, NY, “Improvisational Activities That Engage Students In Responding and Writing Enthusiastically about Literature”
Paul Puccio, Bloomfield College, NJ, “Reading and Writing between the Lines: Performance Studies in the Drama Class”

Practices of Teaching Writing

C.04 A Feeling about Writing: Trauma, Desire, and Value in the Writing Classroom
Marriott, Kentucky Ballroom F, First Floor
Chair: Lauren Connolly, Humboldt State University, Arcata, CA
Speakers: Margaret Himley, Syracuse University, NY, “Mobilizing Desire in the Classroom: Encounter over Identity”
Joseph Jeyaraj, School of Engineering and Computational Sciences, Liberty University, Lynchburg, VA, “Trauma and the Writing Classroom: Writing Fiction, Writing Emotions”
Wendy VanDellon, Ohio University, Athens, “Rethinking Expressivist Ideology: The Value of Racialized Discourses”
Thursday, 1:45–3:00 p.m.

**History**

**C.06  Planning Not to Forget: Remixed a Composition Archive at a Technological University**

Marriott, Kentucky Ballroom D, First Floor

*Chair:* Karla Saari Kitalong, Michigan Technological University, Houghton

*Speakers:* Shaughn Kern, Michigan Technological University, Houghton, “Digital Dust: Crafting an Archive of Composition and Pedagogy”

Karla Saari Kitalong, Michigan Technological University, Houghton, “Capturing Voices, Remixed Memories”

Moe Folk, Kutztown University, PA, “Disciplining Design in/of the Composition Classroom”

Shawn Apostel, Michigan Technological University, Houghton, “Disciplining Design in/of the Composition Classroom”

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**History**

**C.07  How Not to Be a Cog in the Education Machine: An Optimistic View of Troubling Origins**

Marriott, Place Room, First Floor

*Chair:* Nichole Stanford, CUNY Graduate Center, NY

*Speakers:* Nichole Stanford, CUNY Graduate Center, NY, “Repress, Reify, Reimagine: Social Immobility and the Coming to Literacy Genre”

Francesco Crocco, Borough of Manhattan Community College, New York, NY, “Revising the Universal Requirement: From Citizenship to Critical Consciousness”

Ann Larson, CUNY Graduate Center, New York, NY, “Can Ethnography Make Anything Happen?: Researching the Lives of Students in a Non-selective College”

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**Composition/Writing Programs**

**C.08  Overlapping Boundaries for Students, Teachers, and Tutors**

Marriott, Show Room, First Floor

*Chair:* Kristine Sutliff, Missouri State University, Springfield

*Speakers:* David Uedo, University of Hawaii, Manoa, “The Tutor as Co-Monitor: Researching Peer-to-Peer Tutoring as a Cognitive Process of Writing”

Maria Soriano, John Carroll University, University Heights, OH, “Student Consultant Continuum: Incorporating Writing Center Techniques into Peer Review”

Colette Murphy, California State University-San Marcos, “Bridge over Troubled Waters: The Negotiation of the Student/Teacher/Tutor Role(s) in College Writing Classrooms and Writing Centers”

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C CCC Convention, Louisville 2010
Thursday, 1:45–3:00 p.m.

**Institutional and Professional**

C.09 **Sustaining WAC in Hard Times:**
The Creation of a Regional WAC Consortium
Marriott, Marriott Ballroom I, Second Floor

*Chair:* Susanmarie Harrington, University of Vermont, Burlington  
*Speakers:* Michelle Cox, Bridgewater State College, MA  
Katherine E. Tirabassi, Keene State College, NH  
Dan Fraizer, Springfield College, MA  
Kati Pletsch de Garcia, Mount Ida College, Newton, MA

**Creative Writing**

C.10 **Reading the Creative Writing Course:**
Revising Creative Writing and Rethinking Revision
Marriott, Marriott Ballroom II, Second Floor

*Chair:* Gary Hawkins, Warren Wilson College, Asheville, NC  
*Speakers:* Dianne Donnelly, University of South Florida, Tampa, “Holding a Minnows’ Swimming Lesson in the Deep End of the Pool”  
Patrick Bizzaro, Indiana University of Pennsylvania, “Uses of Reception Theory in Helping Students to Respond to Each Other’s Texts During Workshop”  
Gary Hawkins, Warren Wilson College, Asheville, NC, “Semester Remix: The Evolutionary Portfolio and the Rhythms of Revision in the Creative Writing Classroom”

**Composition/Writing Programs**

C.11 **After “Shit-plus” in One Writing Program:**
Empirical Inquiries into Student Reflective Letters, Teachers’ Markings on Latino/a Writing, and the Construction of Race in Teacher Commentary
Marriott, Marriott Ballroom III, Second Floor

*Chair:* Lisa Ede, Oregon State University, Corvallis  
*Speakers:* Meredith Bulinski, California State University, Fresno, “Theorizing the Rhetoric of Reflection from Student Reflective Letters in a Writing Program”  
Megan McKnight, California State University, Fresno, “Understanding the Construction of Error in Latino/a Writing in a Writing Program through Teacher Commentary”  
Holly Riding, California State University, Fresno, “Constructing Race in Student Writing: An Empirical Experiment of Teacher’s Reading Practices”  
*Respondents:* Asao B. Inoue, California State University, Fresno  
Chris Anson, North Carolina State University, Raleigh
Thursday, 1:45–3:00 p.m.

**Composition/Writing Programs**

**C.12 Reflection in Context: Encouraging and Valuing the Student’s Voice in Assessment**

Marriott, Marriott Ballroom IV, Second Floor

*Chair:* Robert McDonald, Virginia Military Institute, Lexington

*Speakers:* Christina McDonald, Virginia Military Institute, Lexington, “Reimagining the English Major Curriculum through Reflective Writing”

Emily Miller, Virginia Military Institute, Lexington, “Reflective Writing in Cross-Curricular General Education Assessment”

Megan Fisher, Virginia Tech, Blacksburg, “Assessing Civic Engagement through Reflective Writing”

**Academic Writing**

**C.13 Rethinking Research Writing through the Lens of Popular Culture**

Marriott, Marriott Ballroom VII, Second Floor

*Chair:* Justin Hodgson, The University of Texas at Austin

*Speakers:* Kenneth Wright, James Madison University, Harrisonburg, VA, “Research Writing Renewed, or, What Marduk, Dr. Seuss, and the Large Hadron Collider Have to Do with Composition”

Steven Krause, Eastern Michigan University, Ypsilanti, “RIP-ping, Mixing, Burning: A Remix Manifesto as Research Writing”

John Van Rys, Redeemer University College, Lancaster, Ontario, Canada, “Rethinking the Research Paper: Making Research Rhetorically Driven in the Digital Age”

**Community, Civic & Public**

**C.14 Remixing Civil Rights: Composition Pedagogy, Rhetorical Theory, and Community Practice**

Marriott, Marriott Ballroom IX, Second Floor

*Chair:* James Beitler, University of Michigan, Ann Arbor

*Speakers:* Paul Feigenbaum, Florida International University, Miami, “Civil Rights and Myles Horton Remixed: Making the Highlander Folk School Relevant for Engaged Rhetoric and Composition Scholars”

James Beitler, Roger Williams University, Bristol, RI, “Remixing November 3rd, 1979: Civil Rights and the Greensboro Truth and Reconciliation Commission”
Thursday, 1:45–3:00 p.m.

Community, Civic & Public

C.15 Partnering for Public Engagements
Marriott, Marriott Ballroom X, Second Floor
Chair: Paige Conley, University of Wisconsin-Milwaukee
Speakers: Frances Biscoglio, Mercy College, Dobbs Ferry, NY, “Teaching Basic Writing at a College Program in Prison”
Susan Callaway, University of St. Thomas, St. Paul, MN, “Transforming the Writing Center through Community-Based Partnering”
Amy O’Brien, Kutztown University of Pennsylvania, PA, “Mixing Up a Recipe for Success”

Professional and Technical Writing

C.16 Critical Sites for Professional and Technical Writing Research
Marriott, Clubhouse Room, Second Floor
Chair: George S. Diamond, Moravian College, Bethlehem, PA
Speakers: Michael Carter, North Carolina State University, Raleigh, “What Engineering Employers Expect for Communication Abilities: Applying Data from Focus Groups and Interviews to Technical Communication Education”
Julie Staggers, University of Nevada, Las Vegas, “Remixing Risk: Learn from Dueling Subjects on the Atomic Frontier”
Deborah Long, Mount Union College, Alliance, OH, “Revisiting Research on On-the-Job Training”

Theory

C.17 Remixing Pedagogy and Agency: Theoretical Figures and Foundations
Marriott, Grandstand Room, Second Floor
Chair: Margaret Weaver, Missouri State University, Springfield
Speakers: Ann Jurecic, Rutgers University, New Brunswick, NJ, “Eve Sedgwick’s Pedagogical Legacies”
Mark Brantner, SUNY Binghamton, “Between Self and Text: Rereading Peter Elbow’s Writing With Power”
Kim Moreland, University of Wisconsin-Madison, “Burke and Bakhtin: Viewing Burke’s Agency with a Dialogic Lens”
Composition/Writing Programs

C.18  What’s Love Got to Do with It?: The Multifaceted Nature of Emotions and Social Responsibility in Writing Assessment
Marriott, Paddock Room, Second Floor
Chair: Nicole Caswell, Kent State University, OH
Speakers: Nicole Caswell, Kent State University, OH, “Crying, Sighing, Smiling: Understanding Writing Assessment as Emotional Practice”
Courtney Werner, Kent State University, OH, “Rearticulating Social Change: Writing Assessment and The Role of Social Responsibility”
Ashlee Brand, Cuyahoga Community College, Cleveland, OH, “Rearticulating Social Change: Writing Assessment and the Role of Social Responsibility”

Practices of Teaching Writing

C.19  Teacher Identity and Teacher Practice
Convention Center, Room L2, Lower Level
Speakers: Gail Green-Anderson, LaGuardia Community College, CUNY, Long Island City, NY, “Aging Writing Teacher Sings and Makes Changes”
Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, NY, “Keeping Our Promises: Preparing Teachers of Writing for Urban Public Schools”

Institutional and Professional

C.20  Negotiating Spaces, Articulating Our Places: Structuring and Re-Structuring Professional Selves
Convention Center, Room L3, Lower Level
Chair: Melissa Nicolas, Drew University, Madison, NJ
Beverly Moss, Ohio State University, Columbus, “Finding My Scholarly Place: From the Administrative Report to the Scholarly Project”
Valerie Kinloch, Ohio State University, Columbus, “Negotiating Critical Research across Academic Disciplines: From Theory to Practice”
Thursday, 1:45–3:00 p.m.

Institutional and Professional

C.21 New Economies for Intellectual Property: Rethinking the Value of Cultural Production
Convention Center, Room L4, Lower Level

Chair: Jim Ridolfo, University of Cincinnati, OH
Speakers: Michael Edwards, United States Military Academy, West Point, NY, “The Case of the Plagiarized Field Manual: The Appropriation of Knowledge in the Public Domain”
Douglas Eyman, George Mason University, Fairfax, VA, “An Ethic of Attribution for Digital Writing and New Media Production”
Clancy Ratliff, University of Louisiana at Lafayette, “Public Access for Public Funding: Copyright, Taxpayer Funding, and Open Access Scholarship”

Practices of Teaching Writing

C.22 Biz/Tech/Comp: Schoolwriting for Careers Beyond School
Convention Center, Room L5, Lower Level

Chair: William Rivers, University of South Carolina, Columbia
Speakers: Rhonda L. McCaffery, Iowa State University, Ames, “Remixing Audience Assignments: ‘Help! I Don’t Belong Here’”
Larry Juchartz, Mott College, Flint, MI, “Remix This! ‘Composition for Technical Fields’ for Fields That Distrust Composition: A Progress Report One Year Later”
Donald Samson, Radford University, VA, “Remixing Composition Assignments for Career Writing”

Practices of Teaching Writing

C.23 The Loyal Opposition and the Process Party Platform: Four Contrarian Writing Teachers
Convention Center, Room L6, Lower Level

Chair: Devan Cook, Boise State University, ID
Speakers: Devan Cook, Boise State University, ID, “If Not Process, What?”
Stephanie Cox, Boise State University, ID, “Gasp! You don’t use portfolios?”
Jennifer Black, Boise State University, ID, “Teaching Process in the Online Writing Classroom”
Darrell Fike, Valdosta State University, GA, “Mixing Up Form and Function: Process Ala Carte”
Thursday, 1:45–3:00 p.m.

Theory

C.24 Rethinking Design for Multiliteracies
Convention Center, Room L7, Lower Level

Chair: Laura Brady, West Virginia University, Morgantown
Speakers:
- Carmen Werder, Western Washington University, Bellingham, “Researching with (not on) Student Writers: A Co-Inquiry Approach”
- Laura Brady, West Virginia University, Morgantown, “Autobiography, Out-law Genres, and the Composition Classroom”
- Anne Aronson, Metropolitan State University, St. Paul, MN, “Fading Print: Redesigning a Professional Writing Program”

Research

C.25 Lore Remixed: Theoretical, Methodological, and Pedagogical Implications of the Intersection among Experiential Knowledge, Anecdote, Myth, and Legend
Convention Center, Room L8, Lower Level

Chair: Juliette C. Kitchens, Georgia State University, Atlanta
Speakers:
- Juliette C. Kitchens, Georgia State University, Atlanta, “Who Tells Our Story?: (Re)Inscribing Agency in (Re)Visions of Lore”
- Oriana Gatta, Georgia State University, Atlanta, “Remixing Myth and Legend as Rhetorical Power: A Cultural Studies Approach to Teaching Composition”
- Cara Minardi, Georgia State University, Atlanta, “The Use of Lore to Recover Women’s History”
- Crystal Todd Wright, Georgia State University, Atlanta, “Replacing the Man: Revising the Pioneer Myth to Include African American Women”

Composition/Writing Programs

C.26 The End(s) of Basic Writing: Remixing Access to Higher Education from Open Admissions to Dual Enrollment
Convention Center, Room L9, Lower Level

Chair: Susan Naomi Bernstein, LaGuardia Community College-CUNY, Long Island City
Speakers:
- Susan Naomi Bernstein, LaGuardia Community College-CUNY, Long Island City, “Service Learning”
- Aaron Kerley, University of Cincinnati, OH, “Bridge Course”
- Steve Cormany, LaGuardia Community College-CUNY, Long Island City, “Tutoring”
- Michelle Holley, University of Cincinnati, OH, “Dual Enrollment”
Thursday, 1:45–3:00 p.m.

*Theory*

**C.27 Rethinking the Centrality of Critical Race and Feminist Theory**

Convention Center, Room L10, Lower Level

*Chair:* Karen Sue Neubauer, Ball State University, Muncie, IN

*Speakers:*

- Aesha Adams-Roberts, Marquette University, Milwaukee, WI, “Another Public Lesson on Black Womanhood: Black Feminists Recovering Old School Tactics and Remixing New School Interventions in the Domestic Violence Case of Prophetess Juanita Bynum”
- Doug Coulson, The University of Texas at Austin, “Critical Race Theory, Identity Politics, and Rhetoric and Composition”
- AnDrea Cleaves, Normandale Community College, Bloomington, MN, “By Your True Voices We Will Know You: Understanding Somali Muslim Women in the Composition Classroom”
- Kari Fisher, Normandale Community College, Bloomington, MN, “By Your True Voices We Will Know You: Understanding Somali Muslim Women in the Composition Classroom”

**Theory**

**C.28 The Rhetoric of Technoscience: A Remix Approach to Reading Technologies, Texts, and Ideas**

Convention Center, Room L11, Lower Level

*Chair:* Daniel Anderson, University of North Carolina-Chapel Hill

*Speakers:*

- Sarah Hallenbeck, Duke University, Durham, NC, “Men Ride for Speed, Women Ride for Health: Manufacturing the Bicycle Craze of the 1890s”
- Chelsea Redeker, University of North Carolina-Chapel Hill, “Plurality of Worlds: Repurposing Scientific Genres”
- Heather L.H. Jordan, Michigan Technological University, Houghton, “Quantifying Diversity in Higher Education: An Examination of VOIP’s Promise to ‘Fill the Quota’”
- Daniel Anderson, University of North Carolina-Chapel Hill, “I’m a Map—I’m a Green Tree: Mixing and Mashing Technologies and Knowledge Worlds”
Thursday, 1:45–3:00 p.m.

 Practices of Teaching Writing

 C.29 Digital Democracy: Revising Composition
 Convention Center, Room L12, Lower Level

 Chair: Keith Miller, Arizona State University, Tempe

 Speakers: Marcy Tucker, Texas A&M University-Kingsville, “A Revised Method of Teaching Researched Writing to Novice Researchers”
 Michelle Trim, Elon University, NC, “Research Paper Redux: Dialectic as Democratic Writing and Researched Argument”
 Michael Donnelly, Ball State University, Muncie, IN, “Digital (Dis)Engagement: Politics, Technology, Writing”

 Theory

 C.30 Rhetoric Reloaded: Why We All Need Queer Theory
 Convention Center, Room L15, Lower Level

 Chair: Jacqueline Rhodes, California State University, San Bernardino

 Speakers: David Wallace, University of Central Florida, Orlando, “Rhetoric Reloaded: Why We All Need Queer Theory”
 Jonathan Alexander, University of California, Irvine, “Queer Rhetoric 2.0”
 Jacqueline Rhodes, California State University, San Bernardino, “Queer Rhetorics and the (In)Visible Writing of Difference”

 Institutional and Professional

 C.31 What Should CCCC Do (and Not Do) to Support the Globalization of Writing Studies? A Forum Sponsored by the New CCCC Committee on Globalization
 Convention Center, Room 201, Level 2

 Chair: David Russell, Iowa State University, Ames

 Discussion Leaders: Rene Agustin De los Santos, DePaul University, Chicago, IL
 Gail Hawisher, University of Illinois, Urbana-Champaign
 Otto Kruse, Zurich University of Applied Sciences, Switzerland
 Lammert Holdjik, The American University of Cairo, Egypt
 Paul Kei Matsuda, Arizona State University, Tempe
 Ritu Raju, Houston Community College, TX
 Doreen Starke-Meyerring, McGill University, Montreal, Quebec, Canada
 Barry Thatcher, New Mexico State University, Las Cruces
Thursday, 1:45–3:00 p.m.

Language

C.32 Revisiting Linguistic Activism: Language Variation in the Composition Classroom
Convention Center, Room 202, Level 2
Chair: Joan E. Perisse, New Paltz, NY
Speakers: Ashley Wise, North Carolina State University, Raleigh, “Language Variation in the Composition Classroom”
Heather Robinson, York College/CUNY, Jamaica, NY, “Linguistic Activism as a Teaching Tool: Reviving the Principles of Students’ Right to Their Own Language”
John Lamerson, Texas A&M-Corpus Christi, “Revisiting the 1988 CCCC National Language Policy”

Academic Writing

C.33 Rethinking and Renewing Academic Literacy: Issues of Transfer
Convention Center, Room 207, Level 2
Chair: Ryan Skinnell, Arizona State University, Tempe
Speakers: Kathleen Rowlands, California State University, Northridge, “Renewing Rhetorical Reading and Writing: The Expository Reading and Writing Course for High Schools”
Irene Clark, California State University, Northridge, “Academic Argument and Disciplinary Transfer: Rethinking Genre Awareness in First-Year Writing Students”
Chris Thaiss, University of California, Davis, “Transferability within the Discipline: Growth as Cumulative Influence”
Respondents: Gerald Graff, University of Illinois, Chicago
Cathy Birkenstein-Graff, University of Illinois, Chicago

Information Technologies

C.34 2010: A (Individual and Institutional) Space Odyssey: Digital Remix
Convention Center, Room 208, Level 2
Chair: Stacey Pigg, Michigan State University, East Lansing
Speakers: Lisa Zimmerelli, University of Maryland, University College, Adelphi
Daniel Ellis, St. Bonaventure University, NY, “Remixing the Report: The Writing Center Database and the Rise of the Digital Student”
Rebekah Buchanan, Temple University, Philadelphia, PA, “Alternative Versions: When Offline Identities Become Online Remixes”
Practices of Teaching Writing

C.35 Classroom Crossovers: Principles of Design and Usability in FYC
Conventional Center, Room 209, Level 2
Chair: Michael Salvo, Purdue University, West Lafayette, IN
Speakers: Jeff Bacha, Purdue University, West Lafayette, IN, “Getting Students Involved: Community Engagement through Usability”
Ehren Pflugfelder, Purdue University, West Lafayette, IN, “Composing, Designing, and Using: Student-Centered, Object-Oriented Rhetoric”

Community, Civic & Public

C.36 Following a Leader: The Inimitable Elizabeth (Betsy) Ervin
Conventional Center, Room 210, Level 2
Chair: LuEllen Huntley, University of North Carolina, Wilmington
Speakers: John Clifford, University of North Carolina, Wilmington, “Elizabeth Ervin’s Scholarly Influence”
Janet Ellerby, University of North Carolina, Wilmington, “How to be ‘ERVINISTIC’: A No-Holds-Barred Way of Life”
LuEllen Huntley, University of North Carolina, Wilmington, “Disciplined Creativity and Love: Elizabeth Ervin”

Practices of Teaching Writing

C.37 Stirred, Not Shaken: An Assessment Remixology
Conventional Center, Room 211, Level 2
Chair: Ben McCorkle, The Ohio State University at Marion
Speakers: Susan Delagrange, The Ohio State University at Mansfield, “Developing Assessment Tools for the Multimodal Remix”
Catherine Braun, The Ohio State University at Marion, “Assigning the Remix-Combining, Juxtaposing, Transforming”
Ben McCorkle, The Ohio State University at Marion, “Intellectual Property and the Politics of Reader vs. Writer”
Thursday, 1:45–3:00 p.m.

Composition/Writing Programs

C.38  Conflict and Dissent in Collaborative Learning
Convention Center, Room 214, Level 2
Chair: Harvey Kail, University of Maine, Orono
Speakers: Sherri Winans, Whatcom Community College, Bellingham, WA, “When Students Say No”
Valerie Balester, Texas A&M, College Station, “What Color Is Collaboration? Writing Centers, Race, and Consensus”
Jon Olson, The Pennsylvania State University, University Park, “What Does Conflict Look Like from under the Shade of a Mango Tree?”
Roberta Kjesrud, Western Washington University, Bellingham, “When Collaborations Fail—What Then?”
Mary Wislocki, Union County College, NJ, “How Do We School Ourselves for Administrative Conflict?”

Academic Writing

C.39  Seeing Is Believing: Visual Rhetoric Revisited
Convention Center, Room 215, Level 2
Speakers: Kyle S. Doan, Indiana State University, Terre Haute, “Poetry and Pong: Approaching Videogames from a Literary Stance”
Hyechong Park, Pusan National University, South Korea, “A Case Study of Learning Outcomes at a Multimodal Composition Class: Intersection of Technology and Composition”
Quinn Warnick, Iowa State University, Ames, “Ethos without Identity: Reputation Building in Virtual Communities”

Composition/Writing Programs

C.40  FYC Assessment and Retention Remixed: Inviting Students into Education through Writing
Convention Center, Room 218, Level 2
Chair: Ron Christiansen, Salt Lake Community College, UT
Speakers: Ron Christiansen, Salt Lake Community College, UT, “I Only Cared about Writing a Good Paper’: Expectations Hell-Bent on Collision”
Brittany Stephenson, Salt Lake Community College, UT, “The Pleasure of Student Voice in Creating a Community Space”
Clint Gardner, Salt Lake Community College, UT, “Trickster Crossroads: The WC as Research Collaborator”
Composition/Writing Programs

C.41 Student Anthologies Remixed: Using Student Writing in Faculty Development
Convention Center, Room 219, Level 2

Chair: Anne Fernald, Fordham University, New York, NY
Speakers: William Morgan, New York University, NY, “Student-Written Anthologies as Renovating Guides: Remixing Course Assessment and Faculty Development”
Anne Fernald, Fordham University, New York, NY, “Rethinking the Assignment: Putting Student Writing at the Center of the WAC Workshop”
Tara Parmiter, New York University, NY, “Revisiting the Un-Anthologized: Writing Tutor Training and Non-Exemplary Student Papers”

Photo courtesy of Dan Dry
D Sessions
3:15–4:30 p.m.

Featured Speaker(s)

Black Womanhood and the Memoir, a Remix
Marriott, Marriott Ballroom V, Second Floor

This featured session examines race, gender memory and writing through the lens of black womanhood looking specifically at the genre of the memoir. The panelists will, in varying ways, discuss their approaches to using life stories to create theory and enact hip hop feminism. The speakers examine how literacy, theory and memoir are remixed by the real lives of black women.

Chair: Tamika L. Carey, Syracuse University, NY

Speakers: Joan Morgan, Vanderbilt University, Nashville, TN, “Post Hip-Hop Feminism: The Battle Against Black Girl Invisibility”

Joan Morgan is an award-winning journalist, author and a provocative cultural critic. A pioneering hip-hop journalist, she began her professional writing career freelancing for The Village Voice. Morgan’s passion and commitment to the accurate documentation of hip-hop culture combined with adept cultural criticism placed her at the forefront of music journalism. She was one of the original staff writers at Vibe magazine and a contributing editor and columnist for Spin. Morgan has written for numerous publications among them MS., More, Interview, Working Mother, GIANT, and Essence magazines. In January 2000, she was asked to join the Essence staff where she served as executive editor.

Morgan coined the term “hip-hop feminism” in 1999, when she published the groundbreaking book, When Chickenheads Come Home to Roost. Her book has been used in college coursework across the country.
Fresh, witty and irreverent, it marked the literary debut of one of the most original, perceptive and engaging young social commentators in America today. Frequently reprinted, her work appears in numerous college texts, as well as books on feminism, music and African-American culture.

Morgan has taught at her high school alma mater, the prestigious Fieldston School for five years. She was an instructor in the Creative Writing Program at the New School in New York City and a Visiting Instructor at Duke University where she taught “The History of Hip-Hop Journalism.” Currently, she is a Visiting Research Scholar at Vanderbilt University.

Born in Jamaica, raised in the South Bronx, she graduated from Wesleyan University. Morgan currently resides happily in upstate New York with her son Sule.

Elaine Richardson aka “Dr. E”, Michigan State University, East Lansing, “Writing for the Hood Girl in Me: PGD (Po Girl on Dope) to PhD and Other Language Dilemmas”

Elaine Richardson is currently Professor of Literacy Studies in the College of Education and Human Ecology at The Ohio State University. She is the author of African American Literacies (2002), Hiphop Literacies (2006), and co-editor of Understanding African American Rhetoric: Classical Origins to Contemporary Innovations [w/Ronald L. Jackson] (2003), African American Rhetoric(s): Interdisciplinary Perspectives [w/Ronald L. Jackson] (2004), Home Girls Make Some Noise!: Anthology of Hip Hop Feminism [w/ Gwendolyn Pough et. al] 2007, as well as chapters and articles in journals such as College Composition and Communication, Discourse & Society, Gender and Education on African American Language and Literacy studies. Her current book project is an Ill Literacy Narrative that is both urban/street literature and educational memoir. Her research interests include discourse and society, Black women’s discourse practices, applied linguistics, and African American Literacy education. Dr. E is also a songwriter and recording artist, using multiple modalities and available means of persuasion to inspire and speak life to those who have been counted out. Her websites are www.giveusfreerecords.com or https://carmen.osu.edu/pages/personal/211002/ElaineRichardson.htm

Aisha Durham, Texas A&M University, College Station, “Recalling to Remember: Biomythography and Hip Hop Feminism”

Aisha Durham is an Assistant Professor of Communication and Africana Studies at Texas A&M University. Her work engages black feminist cultural criticism and explores controlling images to theorize identity and power. Current scholarship about hip hop feminism will be featured in her forthcoming book, Hip Hop Feminism & Communication Studies (2010). This book extends earlier discussions about Black women and the hip hop generation published in her co-edited volumes, Home Girls Make Some Noise!: Hip Hop Feminism Anthology and Globalizing Cultural Studies: Ethnographic Interventions in Theory, Method & Policy.
Thursday, 3:15–4:30 p.m.

Chair: Tamika L. Carey, Syracuse University, NY

Tamika L. Carey is a Doctoral Candidate in the Composition and Cultural Rhetoric Program at Syracuse University. Her research focuses on African American Rhetorics, Black Feminist Theory and Pedagogy, Contemporary Rhetorical Theory and Popular Culture. A former CCCC’s Scholars for the Dream recipient and African American Studies Fellow at Syracuse University, she is currently holds a 2009-2010 American Association of University Women Dissertation Fellowship for her project, Vision, Voice, and Rhetorics of Healing: Towards a Black Feminist Rhetorical Analysis. Her dissertation analyzes the influence of gender and mainstream publicity on the literacy curriculums found in the self-help literature, inspirational books, and cinema African American writers have written to respond to and redress crises in their communities. In addition to her scholarship, she has written numerous articles for AverageGirl Magazine and published her memoir, Getting to Know Him: Observations and Experiences From My Walk of Faith in 2004.

Practices of Teaching Writing

D.01 Rethinking Collaborative Learning

Marriott, Kentucky Ballroom C, First Floor

Chair: Kathleen Hunzer, University of Wisconsin, River Falls

Speakers: Florence Elizabeth Bacabac, Dixie State College of Utah, St. George, “‘We’re in this together’: Reviewing Collaborative Writing and E-Dialogues in Advanced Composition”
Amy England, University of Cincinnati, OH, “Seeing Tutoring in a New Light: Tutors as Team Teaching Partners”
Duygu Kilic, Southern Illinois University Carbondale, “Rethinking Audience: Audience as Collaborator in the Composition Classroom”

Practices of Teaching Writing

D.02 Rethinking Practices: Digital Natives in the Composition Classroom

Marriott, Kentucky Ballroom D, First Floor

Chair: Margaret Ervin, West Chester University, PA

Speakers: Heather McDonald, American University, Washington, D.C., “Cyber-coaching: Rethinking Teacher Response to Digital Natives”
Janet Gebhart Auten, American University, Washington, D.C., “Cyber-coaching: Rethinking Teacher Response to Digital Natives”
Michael Neal, Florida State University, Tallahassee, “Reflecting on Remix: Assessing and Responding to Student-Authored New Media Texts”
Deanya Lattimore, Syracuse University, NY, “Revisiting Revision: Old Ideas for New Networked Spaces”

Research

D.03 Exploring the Relationships among Writing, Learning, and Teaching across the Curriculum: A National Study of 75 U.S. Colleges and Universities
Marriott, Kentucky Ballroom E, First Floor
Chair: Linda Adler-Kassner, Eastern Michigan University, Ypsilanti
Speakers: Charles Paine, University of New Mexico, Albuquerque, “What’s Behind the NSSE Findings: Connecting Institutional Data to NSSE Results to Uncover the Relationships between Writing Practices and Student Success”
Paul Anderson, Miami University of Ohio, Oxford, “Completing the Portrait of Writing in U.S. Higher Education: Integrating Writing Consortium Results from the 2009 Faculty Survey of Student Engagement with Those from the 2009 Student Survey of Student Engagement”
Chris Anson, North Carolina State University, Raleigh, “Does Size Matter? Comparing the Results of the NSSE Writing Study at Large and Small Institutions”

History

D.04 Don’t Call It a Comeback: Remixing the Rhetorical Canons as Affirmative Rhythms
Marriott, Kentucky Ballroom F, First Floor
Chair: Jared Grogan, Wayne State University, Detroit, MI
Speakers: Jared Grogan, Wayne State University, Detroit, MI, “Style: Regenerative Style in Ecocomposition”
Mary Karcher, Wayne State University, Detroit, MI, “Delivery: Exploring the Potential of Participatory Culture”
Wendy Duprey, Wayne State University, Detroit, MI, “Arrangement: Rearranging Arrangement with Kairotic Attunement”
Michael McGinnis, Wayne State University, Detroit, MI, “Invention: The Crowded House of Writing as a Social Process”
Kim Lacey, Wayne State University, Detroit, MI, “Memory: Techne, Technology, and Remembering”
Thursday, 3:15–4:30 p.m.

Research

D.05 Composition 2.0: Remixing Language and Culture in Transnational Contexts
Marriott, Kentucky Ballroom G, First Floor
Chair: Suresh Canagarajah, The Pennsylvania State University, University Park
Speakers: Xiaoye You, The Pennsylvania State University, University Park, “Remixing East and West: Writing in the Devil’s Tongue”
Steven Fraiberg, Michigan State University, Lansing, “Remixing and Mashing: Studying Multilingual and Multimodal Composing”
Rachel Reed, Auburn University, AL, “‘Mixing’ it Up: Exploring the Composing Practices of a Multilingual Writer”
Respondent: Dwight Atkinson, Purdue University, West Lafayette, IN

History

D.06 Rhetoric and Religion: From Renaissance to Twentieth Century
Marriott, Kentucky Ballroom B, First Floor
Speakers: Michael Pennell, University of Rhode Island, Kingston, “Revisiting the Old Work Order: Samuel Slater’s Sunday School and Mill Worker Education”
Ryan Stark, The Pennsylvania State University, State College, “God, the Devil, and Renaissance Writing Instruction”

Practices of Teaching Writing

D.07 Remixing First Year Composition with Ingredients from High School Writing Centers and ESOL Chinese Students
Marriott, Place Room, First Floor
Chair: Amanda Gates, Beijing Language and Culture University, Haidian District, China
Speakers: Amanda Gates, Beijing Language and Culture University, Beijing, China
Beth Edelstein, Towson University, MD
Amy Holthouse, Towson University, MD
Information Technologies

D.08 Remixing Self: Representations of Identity in Online Practices
Marriott, Show Room, First Floor

Chair: Jamie Thornton, Kaplan University, Ft. Worth, TX

Speakers:
- Melissa Kizina, Syracuse University, NY, “Homogenous Heteronormativity in ‘Heterogenous’ Spaces: Gendered Patterns of Expression in Status Updates on Facebook”
- Regina Golar, University of Alabama, Tuscaloosa, “Rethinking MySpace.com in Relation to African American Female Identity”
- Steven Schirra, Emerson College, Boston, MA, “Assigning Nerdiness: Video Games, Identity, and the Required Writing Course”

History

D.09 Alternative Identities: Taking Control of Popular Representations
Marriott, Marriott Ballroom I, Second Floor

Chair: Elizabeth Weiser, Ohio State University at Newark

Speakers:
- Carolyn Skinner, Ohio State University at Mansfield, “Women Physicians and the Nineteenth-Century Redefinition of ‘Woman’”
- Elizabeth Weiser, The Ohio State University at Newark, “The Outback and the Prairie: Frontier Museums in the National Identity Narrative”
- Cassandra Parente, The Ohio State University at Marion, “Gangsters or Goodfellas?: Ethnicity on the Silver Screen”

Academic Writing

D.10 Pedagogical Best Practices: Learning from the Tried and True in Varied Classroom Situations
Marriott, Marriott Ballroom II, Second Floor

Chair: Martha LaBare, Bloomfield College, NJ

Speakers:
- Mike Bunn, University of Michigan, Ann Arbor, “Remixing Published Texts: Four Classroom Techniques to Initiate Students’ Rethinking, Re-imagining, and Revising Published Writing”
- Brenda Rinard, University of California, Davis, “Measuring Writing Improvement in a Large-Enrollment Lecture Course: Early Results from a Three-Year Study”
- Ethan Krase, Winona State University, MN, “From First-Year Composition to Writing in the Disciplines: Preliminary Results from a Longitudinal, Qualitative Study of Twelve Student Writers”
- J Paul Johnson, Winona State University, MN, “From First-Year Composition to Writing in the Disciplines: Preliminary Results from a Longitudinal, Qualitative Study of Twelve Student Writers”
Thursday, 3:15–4:30 p.m.

**Creative Writing**

**D.11 Revisiting Memoir Writing, Rethinking Instructional Strategies**

Marriott, Marriott Ballroom III, Second Floor

*Chair:* Andrea W. Herrmann, University of Arkansas at Little Rock

*Speakers:* Andrea W. Herrmann, University of Arkansas at Little Rock, “Point of View in Memoir Writing: The Unreliable Narrator”

Erin Pennington, University of Arkansas at Little Rock, “The Use of Objects as Memory Catalysts”

Elizabeth Hill, University of Arkansas at Little Rock, “Trusting One’s Unique Perspective: Three Middle East Memoirs”

**Practices of Teaching Writing**

**D.12 Reaching the iRhetoricals: Remixing Perceptions of New Media and Net-Gen Literacies through Multimodal Rhetoric**

Marriott, Marriott Ballroom IV, Second Floor

*Chair:* Mary Lamb, Clayton State University, Morrow, GA

*Speakers:* Stacia Dunn Neeley, Texas Wesleyan University, Fort Worth, “Mixed Literacies and Lamplight: Multimodal Rhetoric for First-Generation and Non-Traditional Student Writers”

Carol Johnson-Gerendas, Texas Wesleyan University, Fort Worth, “The Personal/Private/Participatory Remix: New Media and the E-dentity of Student Web Content”

Carrie Shively Leverenz, Texas Christian University, Fort Worth, “Revising Professional Identity through Teaching New Media Writing”

**Community, Civic & Public**

**D.13 Remix: Rhetoric, Authorship, Copyright and the Internet**

Marriott, Marriott Ballroom VI, Second Floor

*Chair:* Stephen Brasher, University of Minnesota-Twin Cities, Minneapolis

*Speakers:* Stephen Brasher, University of Minnesota-Twin Cities, Minneapolis, “Kierkegaard and Barthes: Irony, ‘The Death of the Author,’ and Intertextuality as Remix”

Rob Baron, University of Minnesota, Minneapolis, “Fan Culture Remixing, Fair-Use, and A Rhetoric of Consumption”

Joe Weinberg, University of Minnesota, Minneapolis, “Remixing the Law: Victory in the Copyright Wars”

Tad Patterson, University of Minnesota, Minneapolis, “Copyright and the Rhetoric of Mathematics”
Thursday, 3:15–4:30 p.m.

D.14  **Re-Structuring Change: Tools, Forms, Definitions for Public Engagement**
Marriott, Marriott Ballroom VIII, Second Floor

*Chair:* Doug Baldwin, Educational Testing Service, Princeton, NJ
*Speakers:*
- Eileen Eddy, Washington State University, Pullman, “Rhetorics of Coalition Building of Transnational Feminisms of Color”
- Linda Shamoon, University of Rhode Island, Kingston, “Deep in the Gro(oves of Civic and Political Engagement: A Public Writing Remix”

D.15  **Invisible Literacies, Invisible Pasts: Cultural Shift and the Erasure of Literate Activity**
Marriott, Marriott Ballroom IX, Second Floor

*Chair:* Peter Mortensen, University of Illinois, Urbana-Champaign
*Speakers:*
- Lauren Marshall Bowen, University of Illinois, Urbana-Champaign, “Invisible Signs of Aging: The Embodied Literacies of Elders in the Digital Age”
- Vanessa Rouillon, University of Illinois, Urbana-Champaign, “Decline of the Lyceum Movement as a Redistribution of Rhetorical Activities”
- Ligia Mihut, University of Illinois, Urbana-Champaign, “Recovering Selves: Transnational Literacies of International Graduate Students”
- Yu-Kyung Kang, University of Illinois, Urbana-Champaign, “Recovering Selves: Transnational Literacies of International Graduate Students”

D.16  **Museums and Memorials: Composing Public Histories**
Marriott, Marriott Ballroom X, Second Floor

*Chair:* Nan Johnson, The Ohio State University, Columbus
*Speakers:*
- Lauren Obermark, The Ohio State University, Columbus, “Representing America: The Historical Meets the Rhetorical”
- Jane Greer, University of Missouri, Kansas City, “At Play in the Museums: Students/Teachers/Museum Professionals Learning Together”
- Nan Johnson, The Ohio State University, Columbus, “Memorials for the People: Preserving the Rhetorical Exemplar in Image and Text”
Thursday, 3:15–4:30 p.m.

*Professional and Technical Writing*

**D.17 Writing Process Reconsidered for Professional Writing**
Marriott, Clubhouse Room, Second Floor
*Chair:* John R. Turner, Missouri State University, Springfield
*Speakers:* David Reamer, University of Tampa, FL, “Rethinking Professionalism and Remixed Professional Writing”
Aaron Toscano, University of North Carolina at Charlotte, “Professional Composition: Remixed Composition Theory and Practice for Twenty-First Century Communication”

*Theory*

**D.18 Metaphor, Habitus, and Ethics: ReTheorizing Writing Classrooms**
Marriott, Grandstand Room, Second Floor
*Chair:* Jennifer O’Malley, Florida State University, Tallahassee
*Speakers:* Eric York, Husson University, Bangor, ME, “Underlife, Cell Phones, and the Writing Classroom”
Matthew Jackson, Brigham Young University, Provo, UT, “The Ethics Remix: Re-thinking and Re-newing Ethical Assumptions in College Composition”
Josh Mehler, Florida State University, Tallahassee, “Accessing the Active Potential of Metaphor: Restoring Lakoff and Johnson’s ‘Metaphors We Live By’”
Daniel Richards, University of South Florida, Tampa, “Accessing the Active Potential of Metaphor: Restoring Lakoff and Johnson’s ‘Metaphors We Live By’”
Megan Titus, Ohio University, Athens, “Habitus and the Composition Classroom: Reimagining Classroom Practices”

*Practices of Teaching Writing*

**D.19 The Composition Remix: Revisiting Students’ Use of Print Affordances to Better Understand How They View Multimodal Affordances**
Marriott, Paddock Room, Second Floor
*Chair:* Sonya Borton, Philadelphia University, PA
*Speakers:* Kara Alexander, Baylor University, Waco, TX
Beth Powell, University of Tennessee at Martin
Sonya Borton, Philadelphia University, PA
**Research**

**D.20 Tellings and Retellings: Repositioning Subjects and Stories in Qualitative Analysis**

Convention Center, Room L1, Lower Level

*Chair:* Paul Prior, University of Illinois, Urbana-Champaign

*Speakers:*
- Samantha Looker, University of Illinois, Urbana-Champaign, “Rethinking Researcher/Participant Relationships with Undergraduate Students”
- Hannah Bellwoar, University of Illinois, Urbana-Champaign, “Challenging Theoretica Assumptions with Situated Studies of Medical Discourse”
- Jessica Bannon, University of Illinois, Urbana-Champaign, “(Re)Locating the Literacy Myth: Qualitative Text Analysis and Public Policy”

**Theory**

**D.21 Folk Persuasion: Exploring the Rhetoric of Authenticity in American Folk Music**

Convention Center, Room L3, Lower Level

*Chair:* Kathleen Cassity, Hawaii Pacific University, Honolulu

*Speakers:*
- Kathleen Cassity, Hawaii Pacific University, Honolulu, “‘Sometimes Words Can Serve Me Well; Sometimes Words Can Go to Hell’: The Influence of Kenneth Burke on Harry Chapin”
- Tyler McMahon, Hawaii Pacific University, Honolulu, “The Strange Legacy of Stagger Lee”
- Mark Tjarks, Hawaii Pacific University, Honolulu, “Diagetic and Non-diagetic Tensions in ‘O Brother Where Art Thou’”

**Composition/Writing Programs**

**D.22 Remixed Campus Writing Resources for Faculty at an HBCU**

Convention Center, Room L4, Lower Level

*Chair:* Elizabeth Overman Smith, Tennessee State University, Nashville

*Speakers:*
- Elizabeth Overman Smith, Tennessee State University, Nashville, “Renewing Interest in Writing through Faculty Workshops and Student Laptops”
- Leah Mittelmeier, Tennessee State University, Nashville, “Faculty Learning Communities Renewing Commitment to Writing”
- Jocelyn Irby, Tennessee State University, Nashville, “An Exploratory Study of a Faculty Learning Community”
- Samantha Morgan-Curtis, Tennessee State University, Nashville, “Remixing, Revamping, and Sampling Writing to Learn with Writing in the Disciplines”
Thursday, 3:15–4:30 p.m.

Composition/Writing Programs

D.23 Do We Look Like White Women 2 U!?:
Remixing the Feminization of the WPA
Convention Center, Room L6, Lower Level

Chair: Malea Powell, Michigan State University, East Lansing
Speakers: Collin Craig, Michigan State University, East Lansing, “Taking
   Turns in the Margins: Writing Program Administration as Race Work and
   Community Building”
Staci Perryman-Clark, Michigan State University, East Lansing, “A Sista
   Speaks: Confronting Racism and Sexism as a future WPA”
Zandra Jordan, Spellman College, Atlanta, GA, “Designing Signature Writing
   Experiences: Institutional Identity and the Centralization of Race and
   Gender”

Information Technologies

D.24 Scholarship, Remix, and the Database
Convention Center, Room L7, Lower Level

Chair: Bradley Dilger, Western Illinois University, Macomb, IL
Speakers: Bradley Dilger, Western Illinois University, Macomb, IL, “Mutual-
   izing the Mix”
Alex Reid, University at Buffalo, NY, “The Futurity of the Archive: Remix
   and Catastrophe”
Derek Mueller, Eastern Michigan University, Ypsilanti, “When the Last Da-
   tabase You Search Is Not Your Own”

Community, Civic & Public

D.25 Gender, Race, Disability in the Time of Obama:
A Remix of Standpoint Rhetorics as Equipment for Living
Convention Center, Room L8, Lower Level

Chair: Anne Rosenthal, Oglethorpe University, Atlanta, GA
Speakers: Richard LeMoine Wright, Georgia State University, Atlanta, “Re-
   mixing, Rethinking, and Reconstituting the Disabled Subject”
Ramika Gourdine, Oglethorpe University, Atlanta, GA, “Coming Out:
   Achieving Gender Tolerance through Renewed Standpoint and Agonistic
   Rhetoric”
David Smith, Oglethorpe University, Atlanta, GA, “Framing Gay Subjectivity
   through Burke: A Personal/Theoretical Remix”
Anne Rosenthal, Oglethorpe University, Atlanta, GA, “Teaching Rhetoric as
   Equipment for Living in the Time of Obama”
Thursday, 3:15–4:30 p.m.

Composition/Writing Programs

D.26 Getting a Job in a Two-Year College
Convention Center, Room L9, Lower Level

Chair: Sharon Mitchler, Centralia College, WA

Speakers: Sharon Mitchler, Centralia College, WA, “Finding Job Openings”
Alexis Nelson, Spokane Falls Community College, WA, “Making Your Application Stand Out”
David Lydic, Austin Community College, TX, “Interviewing Tips”

Theory

D.27 African American Foundations for the Rhetorical Tradition
Convention Center, Room L10, Lower Level

Chair: Kendra Mitchell, Florida State University, Tallahassee

Coretta Pittman, Baylor University, Waco, TX, “It’s Time to Remix: Richard Wright’s Native Son and Ralph Ellison’s Invisible Man”
Terry Carter, Southern Polytechnic State University, Marietta, GA, “Remixing and Rethinking the Vision and Practice of African American Scholarship in Composition Studies”

Practices of Teaching Writing

D.28 Rewriting Strategies: Forms, Genres, Senses
Convention Center, Room L11, Lower Level

Chair: Kelly Thayer, Florida State University, Tallahassee

Speakers: William Breeze, Cleveland State University, OH, “Textual Rebellion: Rethinking Writing Instruction in a Lower-Case, Unpunctuated World”
Beth Hedengren, Brigham Young University, Provo, UT, “Remake the Uptake?”

Practices of Teaching Writing

D.29 Remix 101: Alternative Rhetorics in the Composition Classroom
Convention Center, Room L12, Lower Level

Chair: Deborah Coxwell-Teague, Florida State University, Tallahassee

Speakers: Meg Scott-Copses, College of Charleston, SC, “Mixing It Up: Merging Personal, Academic, and Social Rhetorics”
Amy Hodges Hamilton, Belmont University, Nashville, TN, “Mixing It Up: Merging Personal and Social Rhetoric through Service-Learning”
Bonnie Smith, Belmont University, Nashville, TN, “Placing Contemplation in the Mix: Learning from Mary Rose O’Reilley”
Amy Mecklenburg-Faenger, College of Charleston, SC, “Scrapbook Pedagogy: Remixing to Learn”
Thursday, 3:15–4:30 p.m.

**Theory**

**D.30  Rhetoric Redux**

Convention Center, Room L15, Lower Level

*Chair:* Patricia Roberts-Miller, University of Texas, Austin

*Speakers:* Michael Bernard-Donals, University of Wisconsin-Madison, “Rhetoric and the Writing Market”

Brooke Rollins, Louisiana State University, Baton Rouge, LA, “Rhetoric’s Plagiarism”

Debra Hawhee, The Pennsylvania State University, University Park, “Students versus Rhetoric: A False Opposition”

**Language**

**D.32  Revisiting Language and Identity: Gender, Race, and Nationality**

Convention Center, Room 202, Level 2

*Chair:* Katie Bridgman, Florida State University, Tallahassee

*Speakers:* Octavio Pimentel, Texas State University-San Marcos, “Building on (Brown) Students’ Cultural Capital: Hip Hop and the Writing Classroom”

Kristi McDuffie, Eastern Illinois University, Charleston, “Revisiting Gender and Language: Examining Gendered Language Characteristics of First-Year Composition Papers”

Jennifer Maloy, Temple University, Philadelphia, PA, “‘They take from you your tongue.’ Theresa Hak Kyung Cha’s *Dictee and the Generation 1.5 Student Experience*”

**Research**

**D.33  Remixing Research on Equity and Social Change: Three Approaches to Studying Talk and Interaction around Writing**

Convention Center, Room 207, Level 2

*Chair:* Rasha Diab, University of Texas, Austin

*Speakers:* Sundy Watanabe, University of Utah, Salt Lake City, “‘You Know How We Feel About Writing’: Tensions of Presence and Performance in Interactional Talk”

Beth Godbee, University of Wisconsin-Madison, “Small Talk, Big Change: Potentials for Social Change in One-with-One Talk about Writing”

Stephanie Kerschbaum, University of Delaware, Newark, “Between Classroom and Institution: What Interactional Research in Writing Classrooms Can Contribute to University Diversity Efforts”
Thursday, 3:15–4:30 p.m.

Community, Civic & Public

D.34 Even the Caged Bird Sings
Convention Center, Room 208, Level 2
Chair: Eric Pritchard, University of Texas, Austin
Speakers: Bonnie Williams, Michigan State University, East Lansing, “‘What’s So Funny?’ Black American Sound and the Silencing of Black American Voices in the College Classroom”
Jamila Smith, The Ohio State University, Columbus, “‘There Are No Babies in My Mama’s House’: The Intergenerational Dialogic Divide between Black Mothers and Daughters on Sex, Desire, and Healing”
Eric Pritchard, University of Texas, Austin, “Even the Caged Bird Sings: An Examination of Voice, Silence, and Black Female Students”

Community, Civic & Public

D.35 Designing a Multi-Media Catalog for a Community Literacy Project in Medellín, Colombia
Convention Center, Room 209, Level 2
Chair: Prada Ruiz Juan, Emerson College, Boston, MA
Speakers: Tamera Marko, Emerson College, Boston, MA, “Designing a Multi-Media Catalog for a Community Literacy Project in Medellín, Colombia”
Jota Samper, MIT, Cambridge, MA, “Negotiating Peer Review in Two Countries: New Media as Community Literacy”
Fernando Febres, Emerson College, Boston, MA, “Designing a Multi-Media Catalog for a Community Literacy Project in Medellín, Colombia: A First-Year Undergraduate Student Perspective”

Academic Writing

D.36 Do They Hear What We Say? Reconsidering Student Perceptions of Instructor Comments
Convention Center, Room 210, Level 2
Chair: Rebecca Skinner, Florida State University, Tallahassee
Speakers: Way Jeng, Youngstown State University, OH, “Annotation Re-Mix: Techno Advances in Commenting Student Essays”
Jolene Stieb, Youngstown State University, OH, “Annotation Re-Mix: Techno Advances in Commenting Student Essays”
Summer Taylor, Clemson University, SC, “Student Perceptions of Teacher Response: Are We Being Understood?”
Jie Li, Bowling Green State University, OH, “Student Evaluation of Teacher Comments and Its Implications for Classroom Writing Assessment”
Thursday, 3:15–4:30 p.m.

**Institutional and Professional**

**D.37 Women’s Ways of Making It—or Making Do?: Off and On the Tenure-Track with Children**

Convention Center, Room 211, Level 2

*Chair:* Rebecca Dingo, University of Missouri, Columbia  
*Speakers:* Lee Nickson-Massey, Bowling Green State University, OH  
Kim Hensley Owens, University of Rhode Island, Kingston  
Christine Peters Cucciarre, University of Delaware, Newark  
Mary P. Sheridan-Rabideau, University of Wyoming, Laramie  
Deborah Morris, Bowling Green State University, OH  
Christa Albrecht-Crane, Utah Valley University, Orem

**Academic Writing**

**D.38 Renewing Academic Literacy: New Approaches to Academic Writing Pedagogy**

Convention Center, Room 214, Level 2

*Chair:* Jessica Jackson, Florida State University, Tallahassee  
*Speakers:* Elliot Patton, The University of Alabama, Tuscaloosa, “Writing English for Science and Technology: New Approaches”  
Bradley Zakarin, Northwestern University, Evanston, IL, “When Remixers Get Mixed Up: Dishonesty Charges, Deans, and Discipline”  
Michael Sobiech, University of Louisville, KY, “Is that Elvis on the Grassy Knoll? Revisiting Critical Thinking by Rethinking Conspiracy Theories”

**Institutional and Professional**

**D.39 The Hidden Minority, or International Doctoral Students in Rhetoric and Composition**

Convention Center, Room 218, Level 2

*Chair:* Stuart Brown, New Mexico State University, Las Cruces  
*Speakers:* Polina Chemishanova, New Mexico State University, Las Cruces, “Swimming in the Sea of Immigration Regulations: UCSIC and International Students”  
Stuart Brown, New Mexico State University, Las Cruces, “The WPA and International Graduate Teaching Assistants”  
Lisa Ramirez, New Mexico State University, Las Cruces, “The Challenges and Limitations of Internship Opportunities for International Graduate Students”  
Ghanashyam Sharma, University of Louisville, KY, “Navigating through Epistemological Worldviews: Nepalese Graduate Students in Rhetoric and Composition Programs in the U.S.”  
Nadezhda Shalamova, Milwaukee School of Engineering, WI, “Making the Transition from a Graduate Student to a Professor: International Faculty Perspective”

*Respondent:* Paul Kei Matsuda, Arizona State University, Tempe
Featured Session

Disability Studies Meets Composition: New Questions for Theory, Practice, and Research
Marriott, Kentucky Ballroom E, First Floor

Disability Studies has done much to challenge the assumption that disability is located exclusively in the individual. What is often “disabled,” in fact, are the physical or prejudicial barriers society constructs for people with disabilities, barriers that prevent full access. Our three speakers will explore in different ways what a disability studies perspective can bring to Composition & Rhetoric. Brenda Brueggemann will present findings from a research project (part of the larger national “Digital Archives of Literacy Narratives” (DALN) project) focused on gathering digital “literacy narratives” from deaf and hard-of-hearing people. Margaret Price will describe ways that we might enhance access for students with mental disabilities such as depression, bipolar disorder, or schizophrenia—a group of students who are appearing in our classrooms with increasing frequency, but who have an extremely high dropout rate. Patricia Dunn will suggest that some “accommodations,” if used more broadly in writing classes, would mitigate the stigma presently attached to their use and provide all students more intellectual opportunities. Disability Studies raises exciting new questions for theory, practice, and research for Composition & Rhetoric.

Chair: Brenda Brueggemann, Ohio State University, Columbus

Speakers:
- Patricia Dunn, Stony Brook University, NY, “Reducing Stigma and Challenging All Writers: Multi-Modal Invention Strategies”
- Brenda Brueggemann, Ohio State University, Columbus, “Documenting Deaf Lives and Literacy in an Age of Technology”
- Margaret Price, Spellman College, Atlanta, GA, “Re-Imagining Access for Mental Disabilities”
Thursday, 4:45–6:00 p.m.

**Institutional and Professional**

**E.01  Educational Redesign: Institutional Case Studies of Attempted Change**
Marriott, Kentucky Ballroom A, First Floor

*Chair:* Stuart Blythe, Michigan State University, East Lansing

*Speakers:*
- Stuart Blythe, Michigan State University, East Lansing, “Heuristic Thinking and Institutional Redesign: A Descriptive Study”
- Jeff Grabill, Michigan State University, East Lansing, “Is Rhetorical Agency Possible in Institutions?”
- Libby Miles, University of Rhode Island, Kingston, “Creating Kairos: Lessons from Our Participants”

**Academic Writing**

**E.02  Novel Approaches: Literary Texts in Composition Courses**
Marriott, Kentucky Ballroom B, First Floor

*Chair:* Raven L. Jones, Marygrove College, Detroit, MI

*Speakers:*
- Edith M. Baker, Bradley University, Peoria, IL, “From Creation Myths to N. Scott Momaday: Remixing the Conversations and Literature of First Americans with the Collages of Today’s College Students: A Three-Part Narrative Research Paper”
- Lisa Siefker Bailey, Indiana University-Purdue University, Columbus, “Remixed from the Headlines: Using Jodi Picoult’s ‘Handle with Care’ to Hook Student Interest in Argumentation and the Research Paper in Second-Semester Composition”

**Practices of Teaching Writing**

**E.03  Critical Pedagogy Remixed**
Marriott, Kentucky Ballroom D, First Floor

*Chair:* Philip Eubanks, Northern Illinois University, DeKalb

*Speakers:*
- Rhonda Dean-Kyncl, University of Oklahoma, Norman, “Critical Pedagogy Remixed, Revised, Renewed”
- Marnie Sullivan, Mercyhurst College, Erie, PA, “Rethinking Radical Pedagogy to Reach the New College Student”
- Brett Griffiths, University of Michigan, Ann Arbor, “Revisiting Critical Pedagogy, Remixing the Self: How Do Contemporary Theories of Identity Invite Us to Re-envision the Conscientiza of the Self?”
- Victoria Lisle, Auburn University, AL, “Reviving Critical Pedagogy in a Changing and Corporate Institutional Climate”
Practices of Teaching Writing

E.04 Mashing Up New Media in the Composition Classroom
Marriott, Kentucky Ballroom F, First Floor

Chair: Sean Dugan, Mercy College, NY
Joel Bloch, Ohio State University, Columbus, “Digital Storytelling in the L2 Composition Classroom: Remixing as a Form of Literacy”
Jeraldine Kraver, University of Northern Colorado, Greeley, “‘Bastard’ Comp: Remix, Mash-up, and Multimodality in the Composition Classroom”

Research

E.05 A Different Spin:
Remixing Student Agency and Discourse Analysis
Marriott, Kentucky Ballroom G, First Floor

Chair: Carla Maroudas, Mt. San Jacinto Community College, Temecula, CA
Speakers: Kimberly Robinson Neary, Los Angeles City College, CA, “Re-examining Agency in Composition and Rhetoric: A Hot Mix or a Hot Mess?”
Dawn M. Formo, California State University, San Marcos, “Promoting (or not) Students’ Writerly Agency through Composition Textbooks: Sampling the Hits”
Lynne Stallings, Ball State University, Muncie, IN, “Spinning a New Jam with Discourse Analysis and Agency”

Community, Civic & Public

E.06 Bringing the Community into the Classroom
Marriott, Kentucky Ballroom C, First Floor

Chair: Mary Hedengren, Brigham Young University, Provo, UT
Speakers: Senti Longkumer, Zane State College, Zanesville, OH, “Writing Senior Citizens’ Stories in the Composition Classroom”
Jill McKay Chrobak, University of Miami, Coral Gables, FL, “‘Tryin to make a dolla outta fifteen cents’: The Hip Hop remix of Social Justice and Upward Mobility in Composition Pedagogy”
Brian Ray, University of North Carolina-Greensboro, “Remixing Mahmoud Ahmadinejad: Cosmopolitan Rhetoric and Pedagogy for College Students”
Thursday, 4:45–6:00 p.m.

Information Technologies

E.07 Nationalism Rhetorically Eulogized Online: Writing, Texting, and Rapping
Marriott, Place Room, First Floor
Chair: Pisarn Chamcharatsri, Indiana University of Pennsylvania
Speakers: Peter Zaragoza Mayshle, University of Wisconsin-Madison, “Electronic Eulogizing: FrancisM and How Blog Eulogies Are Re-Imagining Filipino Nationalism”
Drew Loewe, St. Edward’s University, Austin, TX, “‘Under Allah’s Shade and Shield, Fearing Not’: Persuasive Interactivity and Blakstone’s Muslim Hip Hop Online”
Laurie Britt-Smith, University of Detroit Mercy, MI, “Txt Msgs 4 Africa: Social Justice Rhetoric and Digital Literacy”

Creative Writing

E.08 From Fan Fiction to Found Poems: Sources of Inspiration for Composition
Marriott, Show Room, First Floor
Chair: Nicole Williams, Ball State University, Muncie, IN
Speakers: Rebecca Lucy Busker, Parkland College, Champaign, IL, “We Invented the Remix: Fan Fiction and Collaborative Invention”
Rob Wallace, West Virginia State University, Institute, “Remixing Language: Writing Surprising Poems after Reading Stories”

Practices of Teaching Writing

E.09 Can You Hear Me Now?: Autoethnography—Talking across Cultures and Empowering Students as Knowledge-Makers in the Writing Classroom
Marriott, Marriott Ballroom VI, Second Floor
Chair: Shannon Mondor, College of the Redwoods, Eureka, CA
Speakers: Trisha Cooke, College of the Redwoods, Eureka, CA, “I Am: Empowering Student Voices through Autoethnography in the Developmental Writing Classroom”
Shannon Mondor, College of the Redwoods, Eureka, CA, “Pushing the Boundaries of an Already Muddy Genre to Create Community and Cross-cultural Respect: Reflections on Food-Based Autoethnographies in an Upper-level Writing Course”
Christa Harrison, Humboldt State University, Arcata, CA, “Culture Blur in an Overseas Classroom: Knowledge-Makers and the Discovery of Self in a Non-Native Language”
**Composition/Writing Programs**

**E.10 Global Literacies in Context: Remixing the Geography of First-Year Writing Programs in America**

*Marriott, Marriott Ballroom II, Second Floor*

**Chair:** Amy Ferdinandt Stolley, Saint Xavier University, Chicago, IL

**Speakers:**
- Nancy C. DeJoy, Michigan State University, East Lansing, “Writing Program Administration in Global Contexts”
- Steven Lessner, Michigan State University, East Lansing, “Gender Remix: Masculinity in a Global Frame”
- Amy Ferdinandt Stolley, Saint Xavier University, Chicago, IL, “Remixing Language and Culture”
- Beatrice Quarshie Smith, Michigan Technological University, Houghton, “‘Are our hands clean?’: Re-thinking and Remixing and the Implications of Globalization”

**History**

**E.11 Histories, Handbooks, and Hermeneutics**

*Marriott, Marriott Ballroom III, Second Floor*

**Chair:** Jennifer K. Johnson, University of California, Santa Barbara

**Speakers:**
- Maria Jerske, LaGuardia Community College, Long Island City, NY, “The Hidden History of Writing Handbooks (or How I Learned to Stop Worrying and Love the Remix)”
- M. Wade Mahon, University of Wisconsin-Stevens Point, “Reassessing the Role of Anthologies in the Composition Classroom: What Has Changed Since the Eighteenth Century?”
- Lindsay Rose Russell, University of Washington, Seattle, “Child Peacemakers among Warring Parts of Speech in 19th Century Grammars”

**Practices of Teaching Writing**

**E.12 ReMix It Up: Visualizing Composition for the YouNiversity**

*Marriott, Marriott Ballroom IV, Second Floor*

**Chair:** Ann Parker, Southern Polytechnic State University, Marietta, GA

**Speakers:**
- Kim Haimes-Korn, Southern Polytechnic State University, Marietta, GA, “Going Viral in the Composition Classroom: Revisiting Composing Processes in a Visual/Virtual Space”
- Monique Logan, Southern Polytechnic State University, Marietta, GA, “From Inside, Out: Composing Public Spaces through Ethnographic Fieldwork”
- Ann Parker, Southern Polytechnic State University, Marietta, GA, “Digital Dreams: A Multi-Genre Project of Midnight Journeys”
Thursday, 4:45–6:00 p.m.

Research

E.13 (You Betta) “Act Like You Know” This Is the Remix: DJing-for-Citation-Critique, Street Consciousness, Hip-Hop-as-Anti-(Neo)Racism, and Bronx-Liberatory Literacies in 21st Century Writing Classrooms
Marriott, Marriott Ballroom V, Second Floor

Chairs: John Rodriguez, Graduate Center, CUNY, NY
Todd Craig, Queensborough Community College, Queens, NY

Speakers: Todd Craig, Queensborough Community College, Queens, NY,
    “‘Jackin’ for Beats’: DJing-for-Citation-Critique”
Carmen Kynard, St. John’s University, Queens, NY, “This the Conscience Rebel: Street Consciousness as Class Analysis, Discourse, and Counter-Epistemology in Black Female College Students’ Writing”
John Rodriguez, CUNY Graduate Center, NY, “Enter the Boom Bap: Newly Conscious, Old Skool Poetics for a New Bronx Studentry”
Jessica Barros, University of Massachusetts, Boston, “The Slave and the Master Remix: Hip Hop Readings’ and Writings’ Unmasking of Neo-Racisms in Student Writing”

Respondent: Jessica Barros, Bristol Community College, Taunton, MA

Composition/Writing Programs

E.14 Access and Excellence: Creating New Opportunities for At-Risk Students’ Success in Reading and Writing
Marriott, Marriott Ballroom VII, Second Floor

Chair: Michael Knievel, University of Wyoming, Laramie

Speakers: Joyce Stewart, University of Wyoming, Laramie, “Not-So-Basic Writers: Granting Access and Serving the Needs of all At-Risk Students in the Composition Classroom”
April Heaney, University of Wyoming, Laramie, “‘Stretching’ FYC for a Learning Community of At-Risk Students”
Rick Fisher, University of Wyoming, Laramie, “The Desk and the Bed: Responding to At-Risk Students’ Reading Habits and Attitudes”
Language

E.15 **Informal Online Discourse as a “Home” Language: Theorizing and Re-Claiming the Demonized Space of Social Networking and Instant Messaging**

Marriott, Marriott Ballroom VIII, Second Floor

**Chair:** Sara Littlejohn, University of North Carolina Greensboro

**Speakers:**

Sara Littlejohn, University of North Carolina Greensboro, “Depoliticizing Informal Online Discourse: Capitalizing on the Familiarity of a Reconceived ‘Home’ Language”

Alan Benson, University of North Carolina Greensboro, “Blurring Boundaries of Language and Identity: The Blended ‘Home’ Spaces of Online Writers”

Jennifer Whitaker, University of North Carolina Greensboro, “Using Poetry to Re-envision Informal Online Discourse as Genre”

Community, Civic & Public

E.16 **Inquiry across the Curriculum: Writing, Research, and Public Sphere Pedagogy in First-Year Courses**

Marriott, Marriott Ballroom IX, Second Floor

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

**Speakers:**

Jill Swiencicki, Rochester Institute of Technology, East Amherst, NY, “Public Sphere Pedagogy and the Spaces of Student Inquiry”

Chris Fosen, California State University, Chico, “Public Problem Solving? Creating Spaces for Inquiry in Political Science”

Emily E. Edwards, Montana State University, Bozeman, “Public Sphere Pedagogy and the First Year Experience Program at Montana State”

Theory

E.17 **Re-engaging Reflection, Re-Conceptualizing the Work of Writing and Writing Instruction**

Marriott, Clubhouse Room, Second Floor

**Chair:** Kyle Jensen, University of North Texas, Denton

**Speakers:**

Julie Jung, Illinois State University, Normal, “Reflection as Imperfect Understanding: A Tropological Analysis”

Kyle Jensen, University of North Texas, Denton, “The Problem of Perfection: Rethinking the Self-Reflective Turn in the Portfolio Assignment”

Ron Fortune, Illinois State University, Normal, “‘From My Own Imagination’: Literary Forgery, Reflection, and the Work of Writing”
Thursday, 4:45–6:00 p.m.

*Practices of Teaching Writing*

**E.18 How Do You Know It’s Inquiry?**
Marriott, Grandstand Room, Second Floor

**Chair:** Bruce Ballenger, Boise State University, ID

**Speakers:**
- Michael Baldwin, Boise State University, ID, “Is Self-Placement an Act of Inquiry?”
- Janet Roser, Boise State University, ID, “Questioning the Source and Questioning the Self: How Students Move from Inquiry to Insight”
- Lauren Allan, Boise State University, ID, “Inquiry and the Perspective Essay: Dewey and the Art of Good Judgment”
- Bruce Ballenger, Boise State University, ID, “How Do You Know It’s Inquiry?”

*Community, Civic & Public*

**E.19 Rethinking Christianity: Problematizing the Language We Use to Argue about Faith**
Convention Center, Room L1, Lower Level

**Chair:** Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

**Speakers:**
- Heather Thomson, University of Michigan, Ann Arbor, “‘We were speaking a different language’: Revisiting the Problem of Christian Students in the Writing Classroom”
- Beth Daniell, Kennesaw State University, GA, “Toward a Language of Christianity for the Rest of Us: Rethinking the Excluded Middle”
- Keith Walters, Portland State University, OR, “Struggling with and through Language to Renarrate Faith and Belief”
- Tom Amorose, Seattle Pacific University, WA, “Jonathan Goldstein’s Slacker Hermeneutics”

*Professional and Technical Writing*

**E.20 Beyond Traditional Genres in Academic and Business Writing**
Convention Center, Room L2, Lower Level

**Speakers:**
- Paul Butler, University of Houston, TX, “Rethinking Academic Letters of Recommendation: Revisioning a Tired Genre”
- Bruce Friedlander, Towson University, MD, “Beyond the Resume: Ethics and Empathy in Business Writing”
Thursday, 4:45–6:00 p.m.

Practices of Teaching Writing

E.21 Cutting It Together: The Remixed Multimedia Classroom
Convention Center, Room L3, Lower Level

Chair: Karen Gardiner, University of Alabama, Tuscaloosa

Speakers: Karen Offitzer, St. John’s University, Queens, NY, “From ‘jump cut’ to ‘dissolve’: How Does Combining the Language of Film Studies with the Pedagogy of Composition Help Us Develop 21st Century Writers?” Sarah Etlinger, University of Wisconsin-Milwaukee, WI, “iTunes, Therefore I Write: Invention’s Remix in Digital Culture” Leigh Jones, Hunter College of the City University of New York, “Toward a Performative Epistemology: Podcasting in the Research Writing Class”

Academic Writing

E.22 Remixing First Year Composition: Using Traditional and Non-traditional Resources
Convention Center, Room L4, Lower Level

Chair: Lavinia Hirsu, Indiana University, Bloomington

Speakers: Frances Johnson, Texas A&M University-Corpus Christi, “Revisiting the Process of Freshman Research: Remixing Non-Academic and Academic Resources for Renewing the First Year Composition Course” Noelle Ballmer, Texas A&M University-Corpus Christi, “Revisiting the Process of Freshman Research: Remixing Non-Academic and Academic Resources for Renewing the First Year Composition Course” Tennyson O’Donnell, Mississippi State University, Starkville, “When A Rhetorician Teaches Literary Research Writing” Sophie Bell, St. John’s University, Queens, NY, “Remix: Memoir + I-Search = Me-Search?” Kathy Shaughnessy, St. John’s University, Queens, NY, “Remix: Memoir + I-Search = Me-Search?”

Practices of Teaching Writing

E.23 What If ‘Dogs and Cats Lived Together?’ Challenging Conventional Thinking about College Writing Instruction
Convention Center, Room L5, Lower Level

Chair: Victoria Tischio, West Chester University of Pennsylvania

Thursday, 4:45–6:00 p.m.

**Composition/Writing Programs**

**E.24** Questioning Traditional Connections between High School and College  
Convention Center, Room L6, Lower Level  
*Chair:* Bonnie Kyburz, Utah Valley University, Orem  
*Speakers:* Debra Knutson, Shawnee State University, Portsmouth, OH, “Placement Purgatory: Adapting (to) New Placement Procedures”  
James Seitz, University of Pittsburgh, PA, “Taking It to the Schools: Remixing College Composition and the Public Schools”  
Deborah Coxwell Teague, Florida State University, Tallahassee, “Using Advanced Placement Credit to Exempt College-Level Composition Courses: A Bonus for Students or a Rip-off?”

**Research**

**E.25** Using Quantitative Analysis to Extend the Gains from Authentic Assessment of Writing  
Convention Center, Room L8, Lower Level  
*Chair:* Keith Rhodes, Grand Valley State University, Allendale, MI  
*Speakers:* Keith Rhodes, Grand Valley State University, Allendale, MI, “When Validity Is Not Enough: Explaining Portfolio Assessment Results to the Skeptical Dean”  
Carol Rutz, Carleton College, Northfield, MN, “Sophomore Portfolios: A Research Cornucopia”  
John Bean, Seattle University, WA, “When Numbers Make You Nervous: Resolving the Tension between Psychometric and Discourse Approaches to Assessment”

**Theory**

**E.26** Cultural Rhetorics: Practice, Excess, and Superheroes  
Convention Center, Room L9, Lower Level  
*Chair:* Monika Shehi, Greenwood, SC  
*Speakers:* Renee Reynolds, University of West Florida, Pensacola, “Who Are These Masked Men?: Teaching Critical Citizenship through the Rhetoric of Superheroes”  
Elizabeth Fleitz, Southeast Missouri State University, Cape Girardeau, MO, “Acts of Cooking: Food Preparation as Feminist Rhetorical Practice”  
Vorris Nunley, University of California, Riverside, “Remix: The Productive Problems and Excess of ‘Cultural Rhetorics’”
**Theory**

**E.27 Tricky Remix: Native Poetics and Storytelling**
Convention Center, Room L10, Lower Level

*Chair:* Diane A. Wilkins, Bowling Green Community and Technical College, KY

*Speakers:* Kelly Money, Missouri State University, Springfield, “(Dis)owning Our Written Discourse: Personal Reflections on/from Native American Storytelling”
Kem Roper, University of Louisville, KY, “Name-Signs and Trickster Rhetoric”
Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing, “Sovereign Poesis, Sovereign Movement: Poetic Decolonization and Womanist Nationalisms”

**Composition/Writing Programs**

**E.28 Rethinking Writing Center Practices with Second-Language Writers**
Convention Center, Room L11, Lower Level

*Chair:* Carol Severino, University of Iowa, Iowa City

*Speakers:* Carol Severino, University of Iowa, Iowa City, “Asynchronous Online Tutoring, Face-to-Face Tutoring and Second Language Learning”
Terese Thonus, University of Kansas, Lawrence, “Rules on the Fly: Writing Center Tutors as ‘Grammar’ Instructors”
Jane Cogie, Southern Illinois University, Carbondale, “Participation Patterns and Scaffolded Learning in Synchronous vs. Face-to-Face Tutorials”

**Practices of Teaching Writing**

**E.29 Remix: A Rhetoric of Divine in the Composition Classroom**
Convention Center, Room L12, Lower Level

*Chair:* Paul Cook, University of South Carolina, Columbia

*Speakers:* Erec Smith, Ursinus College, Collegeville, PA, “A Rhetoric of Divinity or a Divinity of Rhetoric: The Lotus Sutra as Rhetorical Doctrine”
Bradley Siebert, Washburn University, Topeka, KS, “A (Secular) Teacher’s Introduction to (Re)Constructive Theology and Rhetorical Ethics for 21st Century Christians”
Thursday, 4:45–6:00 p.m.

History

E.30  Remixing Old with New Religious Rhetorical Appeals: The Rhetorical Dynamics of Mexican American Religious Conversions
Convention Center, Room L15, Lower Level
Chair: Sonia Arellano, Texas State University, San Marcos
Speakers: Jaime Armin Mejía, Texas State University, San Marcos
René de los Santos, DePaul University, Chicago, IL, “Mexican American Pentecostalism, Francisco Olazábal, and the Rhetoric of Religious Remixing”

History

E.31  Historical Remix: Cultural Rhetorics beyond the Greeks, and beyond ‘Comparative’
Convention Center, Room 201, Level 2
Chair: Kathy Wolfe, Nebraska Wesleyan University, Lincoln
Speakers: Carol Lipson, Syracuse University, NY, “Contrastive or Cultural Rhetoric: The Case of Ancient Egyptian Rhetoric”
Steven Katz, Clemson University, SC, “An(other) Alternative Rhetoric: Sacred Hebrew Texts as Cultural Objects of Persuasion”
Megan Schoen, Purdue University, Lafayette, IN, “Rhetorical Roots: Traditions of Discourse and Democracy in Botswana”
Jane Robinette, San Diego State University, CA, “A Buddhist Rhetoric of Non-Violence: The Dalai Lama’s Nobel Lecture”
Kathy Wolfe, Nebraska Wesleyan University, Lincoln, “Unmixing: The Rhetoric of the National Learning Movement in Japan”

Language

E.32  Playing with Grammar and Discourse: Owning the Rules That Matter
Convention Center, Room 202, Level 2
Chair: Craig Hancock, University at Albany, NY
Speakers: Craig Hancock, University at Albany, NY, “Playing with Grammar and Discourse: A whole Text View of the Sentence”
Deborah Rossen-Knill, University of Rochester, NY, “Making Meaning or Making Mistakes: Playing with Discourse Expectations in Writing”
Rei Noguchi, California State University, Northridge, “Creating Entry/Departure Points in Writing”
Thursday, 4:45–6:00 p.m.

**Information Technologies**

**E.33 MySpace, YouTube, and Social Media Outlets for Cross Curriculum Social Networking**

Convention Center, Room 207, Level 2

*Speakers:* Envera Dukaj, The Ohio State University, Columbus, “The Evolving Look of Rhetorical Power: Social Media and New Rhetorical Agents”
Christy Desmet, University of Georgia, Athens, “YouTube Shakespeare and/ as Composition”
Margaret Gonzales, Collin College, McKinney, TX, “OMG! Is This MySpace or YourSpace? IDK!: Remixing Composition and Communication Studies through the Study of Social Media”
Amy Trombley, Collin College, McKinney, TX, “OMG! Is This MySpace or YourSpace? IDK!: Remixing Composition and Communication Studies through the Study of Social Media”

**Theory**

**E.34 For Queer Consideration:**

Rethinking Queer/Critical Race Theories in Composition

Convention Center, Room 208, Level 2

*Chair:* Jonathan Alexander, University of California, Irvine

*Speakers:* Shereen Inayatulla, University of Wisconsin-Milwaukee, “Redressing the Queer Closet”
Oren Whightsel, Illinois State University, Normal, “The Rhetorics of Failure and Reparative Practices: Teaching the Discursive Formations of Race through Embodiment as Critically and Unapologetically Queer”
Andrew Anastasias, University of Wisconsin-Milwaukee, “Transposing Voice”

*Respondent:* Jonathan Alexander, University of California, Irvine

**Academic Writing**

**E.35 Rethinking and Remixing Academic Writing:**

Using Multi-modality, Scaffolded Instruction, and Universal Design to Teach a Research Process to Diverse Learners

Convention Center, Room 209, Level 2

*Chair:* Jan Thompson, Landmark College, Putney, VT

*Speakers:* Jan Thompson, Landmark College, Putney, VT
Dan Toomey, Landmark College, Putney, VT
Adrienne Major, Landmark College, Putney, VT
Ted Chodock, Landmark College, Putney, VT
Thursday, 4:45–6:00 p.m.

Institutional and Professional

E.36  The Challenges of Reframing Writing Assessment to Improve Teaching and Learning
Convention Center, Room 211, Level 2
Chair: Peggy O’Neill, Loyola University, Baltimore, MD
Speakers: Linda Adler-Kassner, Eastern Michigan University, Ypsilanti, “Identifying and Reframing Stories about Writing Assessment”
Peggy O’Neill, Loyola University, Baltimore, MD, “Why Reframing Our Stories about Assessment Matters”
Heidi Estrem, Boise State University, ID, “Retelling Writing Placement’s Story in a Statewide Context”
Cindy Moore, Loyola University, Baltimore, MD, “Learning from Feminists Attempts at Reframing”
Susanmarie Harrington, University of Vermont, Burlington, “Assessment and Writing in the Disciplines”

Practices of Teaching Writing

E.37  Remixing and Renewing the Processes of Reading and Writing in the Basic Writing Classroom
Convention Center, Room 214, Lower Level
Chair: Sylviane Baumflek, Kingsborough Community College, Brooklyn, NY
Speakers: Eileen Ferretti, Kingsborough Community College, Brooklyn, NY
Ronna Levy, Kingsborough Community College, Brooklyn, NY
Sheryl Williams, Kingsborough Community College, Brooklyn, New York

Theory

E.38  The Places That Teach Us: Remixed Place and Space in Rhetorical and Writing Pedagogy
Convention Center, Room 215, Level 2
Chair: Jodie Nicotra, University of Idaho, Moscow
Jodie Nicotra, University of Idaho, Moscow, “Dead Rhetoric: Habituation and the Public Pedagogy of ‘Touring Cadaver’ Exhibits”
Marika Seigel, Michigan Tech University, Houghton, “‘Sick-Room’ Pedagogy Meets the Technical Communication Classroom”
Institutional and Professional

E.39  Issues of Access to Higher Education: Empowering Strategies
Convention Center, Room 218, Level 2

Chair: Michele Ninacs, Buffalo State College, NY
Speakers: Rachel Rigolino, State University of New York at New Paltz, “The New Gatekeepers?: The Impact of Selectivity at Four-Year Public Colleges and Universities”
Erica Galioto, Shippensburg University, PA, “Taming Timed Writing through Composition and Teacher Education”
Winnie Kenney, Southwestern Illinois College, Belleville, “Freedom to Play: What Community Colleges Have to Contribute to Composition Pedagogy Discussions at Universities”
Nicole L. Hancock, Southwestern Illinois College, Belleville, “Freedom to Play: What Community Colleges Have to Contribute to Composition Pedagogy Discussions at Universities”

Academic Writing

E.40  Using Writing to Resituate and Locate People’s Varied Identities
Convention Center, Room 219, Level 2

Chair: Brett Young, Missouri State University, Springfield
Speakers: Andrea Olinger, University of Illinois at Urbana-Champaign, “The Construction of Writer Identity through Talk”
Christina Rose Dubb, University of Pennsylvania, Philadelphia, “Representing the Self in Graduate School Applications”
Angela Clark-Oates, Arizona State University, Tempe, “Teachers Writing Toward Publication: A Submission of Self”

Practices of Teaching Writing

E.41  Surveying Best Practices in Online Writing Instruction: Results from the CCCC Committee’s National Survey
Convention Center, Room 210, Level 2

Chair: Beth Hewett, University of Maryland, University College, Adelphi
Deborah Minter, University of Nebraska, Lincoln, “Enabling and Disabling Pressures: First-Year Writing and Online Classrooms”
Sushil Oswal, University of Washington, Takoma, “State of the Art in Online Writing Pedagogy”
Susan Miller-Cochran, North Carolina State University, Raleigh, “Supporting Best Practices in Online Writing Instruction through Program Design and Administration”
Thursday, 6:30–7:30 p.m.

Special Interest Groups

6:30–7:30 p.m.

Institutional and Professional

TSIG.01 Canadian Caucus
Convention Center, Room L2, Lower Level
Chair: Roger Graves, University of Alberta, Canada

TSIG.02 U.S. Chapter of Society of Latin American Rhetoric
Marriott, Place Room, First Floor
Chair: Barry Thatcher, New Mexico State University, Las Cruces

TSIG.03 SIG: Language, Linguistics, and Writing
Marriott, Marriott Ballroom VI, Second Floor
Chairs: Deborah Rossen-Knill, University of Rochester, NY
Andrew Morozov, University of Washington, College of Education, Seattle

TSIG.04 Film, Television, and Visual Rhetoric
Convention Center, Room L3, Lower Level
Chair: Jill Dahlman, University of Hawaii at Manoa

TSIG.05 Medical Rhetoricians Special Interest Group
Marriott, Kentucky Ballroom G, First Floor
Chair: Barbara Heifferon, Rochester Institute of Technology, NY

TSIG.06 Klal Rhetorica—Special Interest Group for Scholars Working on Jewish Rhetorical and Composition Studies
Marriott, Kentucky Ballroom A, First Floor
Chair: Janice Fernheimer, Rensselaer Polytechnic Institute, Troy, NY

TSIG.07 Labor Caucus
Marriott, Kentucky Ballroom B, First Floor
Chairs: Seth Kahn, West Chester University of Pennsylvania
Kevin Mahoney, Kutztown University, PA
TSIG.08  United States-Israel-Palestine Group (UIPG)
Marriott, Kentucky Ballroom C, First Floor
Chair: Matthew Abraham, DePaul University, Chicago, IL

TSIG.09  EngiComm: Writing Across the Engineering Curriculum
Marriott, Kentucky Ballroom D, First Floor
Chair: Jon Leydens, Colorado School of Mines, Golden

TSIG.10  The Subject Is Writing: First-Year Composition as an Introduction to Writing Studies
Marriott, Kentucky Ballroom F, First Floor
Chairs: David Slomp, University of Ottawa, Ontario, Canada
Kathleen Blake Yancey, Florida State University, Tallahassee

TSIG.11  Non-Western Rhetorical Traditions
Marriott, Show Room, First Floor
Chair: Maha Baddar, University of Arizona, Tucson

TSIG.12  The Right Mix:
Assignment Sequences in CNF Workshops and Composition Classrooms—Creative Nonfiction SIG
Convention Center, Room L4, Lower Level
Chairs: Jenny Spinner, St. Joseph’s University, Philadelphia, PA
Melissa Goldthwaite, St. Joseph’s University, Philadelphia, PA

TSIG.13  SIG: Service Learning and Community Literacy
Marriott, Clubhouse Room, Second Floor
Chairs: H. Brooke Hessler, Oklahoma City University
Amy Rupiper Taggart, North Dakota State University, Fargo

TSIG.14  Women’s Network SIG:
Representing Our Professional Lives
Convention Center, Room L5, Lower Level
Chair: Eileen Schell, Syracuse University, NY

TSIG.15  5th C: Computers in Composition and Communication
Marriott, Marriott Ballroom V, Second Floor
Chair: Douglas Eyman, George Mason University, Fairfax, VA
TSIG.16  Transnational Composition  
Marriott, Marriott Ballroom X, Second Floor  
Chair: Bruce Horner, University of Louisville, KY

TSIG.17  Visual Rhetoric Special Interest Group  
Marriott, Grandstand Room, Second Floor  
Chair: Phillip Troutman, The George Washington University, Washington, D.C.

TSIG.18  Conference on Basic Writing Special Interest Group  
Marriott, Kentucky Ballroom E, First Floor  
Chair: Hannah Ashley, West Chester University, PA  
Shannon Carter, Texas A&M-Commerce

TSIG.19  National Archives of Composition and Rhetoric  
Marriott, Paddock Room, Second Floor  
Chairs: Robert A. Schwegler, University of Rhode Island, Kingston  
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT

TSIG.20  Disability Studies Special Interest Group  
Marriott, Marriott Ballroom VII, Second Floor  
Chair: Amy Vidali, University of Colorado, Denver

TSIG.21  Second Language Writing SIG: Preparing Writing Instructors for Second Language Writers  
Marriott, Marriott Ballroom VIII, Second Floor  
Chairs: Kevin Eric DePew, Old Dominion University, Norfolk, VA  
Gail Shuck, Boise State University, ID

TSIG.22  Imaginative Leaps and Strides: Investigating Performance in Creative Writing and Composition Classrooms  
Marriott, Marriott Ballroom IX, Second Floor  
Chair: Ben Ristow, University of Arizona, Tucson

TSIG.23  Been There, Done That: Revisiting Contested Communities in the Small College Composition Program  
Convention Center, Room L1, Lower Level  
Chair: Marcy Trianosky, Spring Hill College, Mobile, AL
**TSIG.24  Serious Games**  
Convention Center, Room L9, Lower Level  
*Chairs:* Cynthia Haynes, Clemson University, SC  
Jan Holmevik, Clemson University, SC

**TSIG.25  The International Writing Centers Association SIG on Multiple Issues Effecting Writing Center Professionals and Their Work**  
Marriott, Marriott Ballroom III, Second Floor  
*Chairs:* Robert Kjesrud, Western Washington University, Bellingham

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**Thursday Evening Events**

**Scholars for the Dream Reception**  
6:00–7:00 p.m.  
Muhammad Ali Center  
144 N. Sixth Street  
Easy walk to the Center

**Humor Night, “4Cs vs. 5Rs: Revisiting, Etc., Humor Night”**  
8:00–10:00 p.m.  
Marriott, Kentucky Ballroom E, First Floor  
*Chairs:* Bill Bridges, Sam Houston State University, Huntsville, TX  
Ronald F. Lunsford, University of North Carolina Charlotte

**AA**  
8:00–10:00 p.m.  
Marriott, Clubhouse Room, Second Floor

**ALANON**  
8:00–10:00 p.m.  
Marriott, Grandstand Room, Second Floor
Friday, March 19

REGISTRATION 8:00 a.m.–5:00 p.m.
Convention Center, Exhibit Hall 1AB, Level 1

EXHIBITS 9:00 a.m.–5:00 p.m.
Convention Center, Exhibit Hall 1AB, Level 1

TETYC Editorial Board Meeting
7:30–8:30 a.m.
Convention Center, Room L13, Lower 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 online where friends, family and students can access it—all within 30 minutes. Join us outside the Exhibit Hall.
Cynthia Selfe, H. Ulman Lewis
An intriguing question raised at a featured session at the 2009 CCCC anticipated this panel presentation. One speaker reflected on loss, on what is ignored in our rush to the future; another talked in terms of rich possibilities for new media. The first lamented the loss of such classic notions as style, arrangement, and aesthetics. The second celebrated the emergence of new ways of representing experience. A question from the audience arose: Can’t the two be combined? Can we usefully ask “How does new media allow us to remix the best of the old with the forward-looking technology of the present for students and our own research?”

This session will speak in creative ways to CCCC members, many who have been prepared as professionals in the age of print. We seek to provide examples of digital research and composing within new semiotic landscapes for scholars, teachers, students, and members of the public. Far from threatening composition programs, such spaces may enrich how we explore, appreciate,
and understand literacy, contributing to “and, quite possibly, expanding” the ongoing intellectual work of our profession.

**Chair:** Patrick Berry, University of Illinois, Urbana-Champaign

**Speakers:** Sondra Perl, Lehman College of the City University of New York, “The Aesthetics of Digital Storytelling”

Gail Hawisher, University of Illinois, Urbana-Champaign, “Moving Images of Literacy in a Transnational World”

Cynthia Selfe, The Ohio State University, Columbus, “Digital Literacy Narratives as Cultural Inquiry”

**Respondent:** H. Lewis Ulman, The Ohio State University, Columbus

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**Special Session**

*Institutional and Professional*

**Remix: Committee Confluence and the Future of the CCCC**

Convention Center, Room L15, Lower Level

**Chair:** Jay Dolmage, West Virginia University, Morgantown

**Speakers:** Sheryl I. Fontaine, California State University, Fullerton, “Committee on Position Statements”

Paul M. Puccio, Bloomfield College, NJ, “Newcomers’ Orientation Committee”

Summer Taylor, Clemson University, SC, “Committee on Assessment”

Karen Lunsford, University of California, Santa Barbara, “Intellectual Property Committee”

Cynthia Lewiecki-Wilson, Miami University of Ohio, Oxford, “Committee on Disability Issues in College Composition”

Douglas Eyman, George Mason University, Fairfax, VA, “Committee on Computers in Composition (7Cs)”

Eileen Schell, Syracuse University, NY, “The CCCC Committee on the Status of Women in the Profession”

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Jay Dolmage

Sheryl I. Fontaine
Susan Miller-Cochran, North Carolina State University, Raleigh, “Committee on Second Language Writing”
Joyce Irene Middleton, East Carolina University, Greenville, NC, “Committee on Diversity”

Respondent: Kent Williamson, National Council of Teachers of English, Urbana, IL
Friday, 8:00–9:15 a.m.

**Community, Civic & Public**

**F.01 Sites of Community/Public Engagement**
Marriott, Kentucky Ballroom A, First Floor

*Chair:* Dominic James Ashby, Miami University, Oxford, OH

*Speakers:* Elizabeth Giddens, Kennesaw State University, GA, “Bringing Home Environmental Activism: Remixing Rhetorical Strategies to Achieve Environmental Literacy”
Ross Collin, Manhattanville College, Purchase, NY, “Digital Literacies and Student Activism: The Case of the Immigrants’ Rights Movement”
Cheryl Siemers, Kenai Peninsula College/University of Alaska, Soldotna, “Science and Story: Remixing Research in a Composition Service-learning Project on Climate Change in Alaska”

**Community, Civic & Public**

**F.02 Writing Instruction and Public Policy: Joining the Conversation**
Marriott, Kentucky Ballroom B, First Floor

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

*Speakers:* Cathy Fleischer, Eastern Michigan University, Ypsilanti, “Framing the Conversation”
Lauren Luedtke, Eastern Michigan University, Ypsilanti, “Reframing WAC at the Secondary Level”
Bridget Pizzino, Eastern Michigan University, Ypsilanti, “Educating Stakeholders about Machine Scoring of Writing”
Andrea Larsen, Eastern Michigan University, Ypsilanti, “Educating Education about the SAT”
Colleen Doyle, Eastern Michigan University, Ypsilanti, “Making the Case for Literacies”

**Practices of Teaching Writing**

**F.03 Momnipotence: An Intergenerational View of Mothering in the Writing Classroom**
Marriott, Kentucky Ballroom D, First Floor

*Chair:* Kristina Kasik Oakes, American University, Washington, D.C.

*Speakers:* Dorothy Radius Kasik, Tumani University, Iringa, Tanzania, “Momnipotence: What Happens in Madam’s Classroom Stays in the Classroom”
Kristina Kasik Oakes, American University, Washington, D.C., “In-Between: Daughter, Sister, Mother, Teacher”
Bethany Kasik Hundt, University of New Hampshire, Durham, “Childless Mothering: Practicing and Negotiating Motherhood in the Composition Classroom”
Community, Civic & Public

F.04 Unsanctioned Rhetors in the Public Sphere
Marriott, Kentucky Ballroom E, First Floor
Chair: Susan Jarratt, University of California, Irvine
Diana George, Virginia Tech, Blacksburg, VA, “Hobo News: How Hoboes Sought to Rewrite Their Own History”
Paula Mathieu, Boston College, Boston, MA, “Hobo News: How Hoboes Sought to Rewrite Their Own History, Part II”

Professional and Technical Writing

F.05 Remixing Classical and Affective Approaches to Technical Writing
Marriott, Kentucky Ballroom G, First Floor
Chair: Jim Zimmerman, James Madison University, Harrisonburg, VA
Speakers: Evon Hawkins, University of Southern Indiana, Evansville, “Awareness and Affect: Characterizing Self-Regulation in Student Technical Writers”
Fenobia Dallas, Saginaw Valley State University, University Center, MI, “Coordinating Professional and Technical Writing Internships: Praxis. Techne. Metis. Nommo”

Practices of Teaching Writing

F.06 Practicing Culture:
College Students, Consumers, and Youth
Marriott, Kentucky Ballroom C, First Floor
Speakers: Jennifer Rich, Hofstra University, Hempstead, NY, “Reading Out the Semiotics of Consumer Culture: The Student as Cultural Critic in First Year Composition”
David Brauer, North Georgia College and State University, Dahlonega, “In Their Tribes: Rethinking Youth Subcultures in the Composition Classroom”
Kristina Gutierrez, The University of Texas at San Antonio, “Analysis of Literacies, Discourses, and Social Issues within Popular Culture”
Friday, 8:00–9:15 a.m.

**Research**

**F.07 Discovering the Unimagined: Re-envisioning Grounded Theory Using Contextualist Research Paradigms**
Marriott, Place Room, First Floor

*Speakers:* Carmen Siering, Ball State University, Muncie, IN, “Utilizing a Contextualist-Constructivist Framework in Rhetoric and Composition Research”
Heidi Skurat-Harris, Eastern Oregon University, LaGrande
Dani Weber, Ball State University, Muncie, IN

**Community, Civic & Public**

**F.08 Teaching Writing on the Inside: Rethinking Prison Writing Pedagogy**
Marriott, Show Room, First Floor

*Chair:* Kimberly Drake, Scripps College, Claremont, CA

*Speakers:* Rosann Simeroth, Scripps College, Claremont, CA, “Writing about Writing in Prison: Incarceration and the Problem of Autobiography”
Kimberly Drake, Scripps College, Claremont, CA, “Mixing It Up: Women at Crossroads Write a Stinger Cookbook”
Barbara Roswell, Goucher College, Baltimore, MD, “Prison Teachers Reflect: Tensions and Transformations”

**Information Technologies**

**F.09 Rethinking Policy, Power, and Procedure in University Practice**
Marriott, Marriott Ballroom I, Second Floor

*Chair:* Bushra Malaibari, Eastern Michigan University, Ypsilanti

Stephanie Taylor, University of Nevada Las Vegas, “Bringing e-learning into the 21st century”
Mahala Daniel, University of Missouri-Kansas City, “Visible Politics in Virtual Worlds: Making Space for Democracy in New Media”

**Theory**

**F.10 Digital Literacies: Mediating Process-Based Theory and New Media**
Marriott, Marriott Ballroom III, Second Floor

*Chair:* David Seitz, Wright State University, Dayton, OH

*Speakers:* Kerri Hauman, Bowling Green State University, OH
Heather Waterfield, Wright State University, Dayton, OH
Emily Meier, Wright State University, Dayton, OH

*Respondent:* Kristine Blair, Bowling Green State University, OH
Academic Writing

F.11  Engaging the Community in Developing Inclusive Literacy Practices
Marriott, Marriott Ballroom IV, Second Floor

Speakers: Jaclyn Wells, Purdue University, West Lafayette, IN, “Mixing Research and Engagement: Using Empirical Methods to Rethink, Revise, and Renew College-Community Connections”
H. Allen Brizee, Purdue University, West Lafayette, IN, “Mixing Research and Engagement: Using Empirical Methods to Rethink, Revise, and Renew College-Community Connections”
Kate Vieira, University of Wisconsin-Madison, “A Translation, a Letter, a Transcript, and an Article: How Writing at the Ethnographic Research Site Shapes Insider/Outsider Status”

Academic Writing

F.12  Research Paper Remix: Understanding Research Writing in the Digital Age
Marriott, Marriott Ballroom V, Second Floor

Chair: Randall McClure, Georgia Southern University, Statesboro

Speakers: Randall McClure, Georgia Southern University, Statesboro, “Re-thinking Information Behavior: A Remix on Secondary and Postsecondary Students as Researchers”
Rebecca Moore Howard, Syracuse University, NY, “From the Surface of Citation to the Depth of Critical Reading: Digging Beneath the Remix”
Janice Walker, Georgia Southern University, Statesboro, “Remixing Instruction in Information Literacy: The LILAC Project Update”
James P. Purdy, Duquesne University, Pittsburgh, PA, “Rethinking Our Approach to Plagiarism Detection Services: Researching Student Researchers”

Institutional and Professional

F.13  F Grades, Or, Who Put the A in Assessment?
Marriott, Marriott Ballroom VII, Second Floor

Chair: Ian Barnard, California State University, Northridge

Speakers: Steven Wexler, California State University, Northridge, “Writing and Risk Management”
James Rovira, Tiffin University, OH, “Dialogism vs. Assessment in the Composition Classroom”
Sherry Truffin, Tiffin University, OH, “Assessment as an Enlightenment Nightmare”
Friday, 8:00–9:15 a.m.

*Composition/Writing Programs*

**F.14 Getting WAC to Work:**
*Remixing Roles and Expectations of Graduate Writing*
Marriott, Marriott Ballroom VIII, Second Floor

Chair: Katie Gunter, North Dakota State University, Fargo
Speakers: Dale Sullivan, North Dakota State University, Fargo “Remixing Institutional Expectations”
Abigail Gaugert, North Dakota State University, Fargo, “Reassessing Graduate Writers’ Needs”
Enrico Sassi, North Dakota State University, Fargo, “Recomposing the Instructor”

**Theory**

**F.15 Rhetorical Theory: Genes, Kairos, Translation and Things**
Marriott, Marriott Ballroom IX, Second Floor

Chair: Janet Bean, The University of Akron, OH
Speakers: Kirsti Cole, Minnesota State University, Mankato, “Kairotic Dissemination: Re-engendering Notions of Immediacy”
Rebecca Lorimer, University of Wisconsin-Madison, “The Rhetorical Potential of Translation: Rethinking the Space between Languages”
Jenell Johnson, Louisiana State University, Baton Rouge, “Rhetorical Things: Rethinking the Rhetorical Situation with Actor-Network Theory”
Risa Applegarth, University of North Carolina-Greensboro, “Rhetorical Scarcity: Theorizing Constraints in Professional Genres”

**Practices of Teaching Writing**

**F.16 Rethinking Voice: Concerns of ESL Student Writers**
Marriott, Marriott Ballroom X, Second Floor

Chair: Ronald Lunsford, University of North Carolina–Charlotte
Speakers: Nancy Pfingstag, University of North Carolina–Charlotte
Meg Morgan, University of North Carolina–Charlotte
Ronald Lunsford, University of North Carolina–Charlotte

**Practices of Teaching Writing**

**F.17 Orality, Literacy, and Secondary Orality:**
*Rethinking Freshman Composition at an American University in 21st Century Qatar*
Marriott, Clubhouse Room, Second Floor

Chair: Jesse Ulmer, Virginia Commonwealth University, Qatar
Speakers: Jesse Ulmer, Virginia Commonwealth University, Qatar
Samia Dietz, Virginia Commonwealth University, Qatar
Friday, 8:00–9:15 a.m.

**Theory**

**F.18** Rethinking Comics: New Theories and Histories of Rhetoric  
Marriott, Grandstand Room, Second Floor  
*Chair:* Jason E. Cohen, Berea College, KY  
*Speakers:*  
Pauline Uchmanowicz, SUNY New Paltz, “Toward a Poetic of Comics”  
Franny Howes, Michigan State University, East Lansing, “The Comic Book as Literacy Technology: Revising and Rethinking Multimodality and Visual Rhetoric”  
Aaron Clayton, Binghampton University, NY, “Revisionist Comix”

**Community, Civic & Public**

**F.19** Multi-Mediated Engagements  
Marriott, Paddock Room, Second Floor  
*Chair:* John Hyman, American University, Washington, D.C.  
*Speakers:*  
Joannah Portman Daley, University of Rhode Island, Kingston, “Remixing Civics in the Digital Age: How Social Media Redefines Engagement for the Net Generation”  
Erin Dietel-McLaughlin, Bowling Green State University, OH, “Contesting the Power of Authorship: Digital Culture, YouTube, and the Remixing of Democracy”  
John Castronova, Michigan State University, East Lansing, “Blogging and Global Agency: Analyzing the Use of Blogging in Post-Colonial Cultures”

**History**

**F.20** Gender and 19th Century Rhetorical Education  
Convention Center, Room L1, Lower Level  
*Speakers:* Michelle J. Brazier, Rutgers University, New Brunswick, NJ, “The Radcliffe Remix: Women and Composition at the Harvard Annex in the 1880s”  
Henrietta Rix Wood, University of Missouri-Kansas City, “Exploring a Liminal Site: The Published Writing of Central High School Girls, 1890-1930”  
Amanda Moulder, University of Texas-Austin, “Lock Up Your Daughters: Gender and Writing among Nineteenth Century Cherokee Women”
Friday, 8:00–9:15 a.m.

Theory

F.21  Global and Transnational Mixes
Convention Center, Room L2, Lower Level

Speakers: Uma Krishnan, Kent State University, OH, “Remixing ‘old and new theories’ to Construct Identities for Life in Writing Classrooms”
Iswari Pandey, Syracuse University, NY, “Audience Inc.: Re-articulating Audience in Global Englishes”
Mara Holt, Ohio University, Athens, “U.S. and Transnational Feminisms of Thelma and Louise (1991) and Chaos (2003)”
Gobinda Prasad Pandey, Dillibaza Kanya Multiple Campus, Kathma, Nepal, “Audience Inc.: Re-articulating Audience in Global Englishes”

Composition/Writing Programs

F.22  Writing Studies Remixed:
Rethinking What We Do and How We Do It
Convention Center, Room L3, Lower Level

Speakers: Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada, “Possibilities for ‘Practical Morality’: Re-Imagining Connections to Civic Life in the Undergraduate Writing Major”
Arabella Lyon, SUNY-Buffalo, Buffalo, “Owning First Year Writing: A Litmus Tests for Rethinking Instructor Knowledge”
Bryna Siegel Finer, Southern Vermont College, Bennington, “Persistence, Resistance, and Change: Rethinking Researched Writing”

Practices of Teaching Writing

F.23  Teaching Queerly: Rethinking Connections between Literacy, Sexuality, and Curricula
Convention Center, Room L4, Lower Level

Chair: Amber Luce, Syracuse University, NY

Speakers: Amber Luce, Syracuse University, NY, “‘Because She Made It an Issue’: Negotiating Resistance in a Sexual Literacy Pedagogy”
Anna Hensley, Miami University, Oxford, OH, “‘Why Would We Want to Change’: Gendered Language in the Composition Classroom”
Aurora Matzke, Miami University, Oxford, OH, “‘Why Would We Want to Change’: Gendered Language in the Composition Classroom”
Sonya Lawson Parrish, Miami University, Oxford, OH, “‘Why Would We Want to Change’: Gendered Language in the Composition Classroom”
Janell Haynes, Syracuse University, NY, “‘That’s Not Higher Education’: Rhetorical Activism and Sexuality”
Practices of Teaching Writing

F.24  Writing and Religion: Beliefs, Identities, and Practices
Convention Center, Room L5, Lower Level
Chair: Amy Weaver, University of California, Santa Cruz.
Speakers: Jennie Giaconia, University of Akron, OH, “Rethinking Religion in the Composition Classroom: The Logical Next Step”
Alison M. Perry, Hofstra University, Hempstead, NY, “This Little Light o’ Mine: Reluming Spirituality, Reanimating Student Writing”
Heather Camp, Minnesota State University-Mankato, “Religious Identity and Ethos Construction: Exploring Challenges to Effective Rhetorical Participation in the Academy”

Professional and Technical Writing

F.25  Remixing Theory in Professional and Technical Communication
Convention Center, Room L6, Lower Level
Speakers: Victoria Hannum, University of Alabama, Huntsville, “Rethinking Critical Technical Communication Theory by Focusing on the Political Unconscious”
Peter Kratzke, University of Colorado, Boulder, “The Perfect Storm: Rhetorica Purpose, Generic Form, and Ethnographic Tactics in Charles Pratt’s ‘The American Bicycle’”
Dominic Micer, University of Southern Indiana, Evansville, “Critical Conditions: Rhetorical Borderlands and the Construction of Intercultural Agency”

Information Technologies

F.26  Writing Programs Meet Web 2.0: What, Where, and Most of All, Why?
Convention Center, Room L7, Lower Level
Chair: Michael Pemberton, Georgia Southern University, Statesboro
Speakers: Michael Pemberton, Georgia Southern University, Statesboro, “Skype Me the YouTube Facebook Twitter on My Writing Center’s Vista OWL SecondLife Ning; or, Undergraduates Write ‘Web 2.0 for Dummies’”
Kathryn Nielsen-Dube, Merrimack College, North Andover, MA, “It’s the End of the World as We Know It (and I Feel Fine): Web 2.0 Meets Generation 1.5”
Kathleen Shine Cain, Merrimack College, North Andover, MA, “It’s the End of the World as We Know It (and I Feel Fine): Web 2.0 Meets WAC/WID”
Friday, 8:00–9:15 a.m.

**History**

**F.27 Moments That Moved the People: Rhetoric, Writing, and Social Movements**

Convention Center, Room L8, Lower Level

*Speakers:* Wendy Sharer, East Carolina University, Greenville, NC, “Once More to the Woods: Revisiting and Remixing the Teaching of Writing in the Civilian Conservation Corps Camps”

Teagan Decker, University of North Carolina Pembroke, “The Office of Minority Affairs and Diversity Writing Center at the University of Washington: A History of Shifting Demographics and Competing Philosophies”

Katy Southern, University of Wisconsin-Madison, “‘Ya Gotta Know the Territory’: Progressive Era Librarians Creating Community-Specific Literacy Programming in Rural and Urban America”

**Academic Writing**

**F.28 Rewriting Process to Invention: Academic Writing’s Greatest Hits**

Convention Center, Room L9, Lower Level

*Chair:* Craig Rood, North Dakota State University, Fargo

*Speakers:* Heather Urbanski, Central Connecticut State University, New Britain, “Inquiry as a Task: Revisiting Process to Demystify Academic Work”


Jane DeTullio, Monmouth University, West Long Branch, NJ, “A Whole Lotta Shakin’ Going On: Re-seeing Invention”

Linda Littman, Monmouth University, West Long Branch, NJ, “A Whole Lotta Shakin’ Going On: Re-seeing Invention”

**Institutional and Professional**

**F.29 Genre and the Invention of the Rhet-Comp Profession(al)**

Convention Center, Room L12, Lower Level

*Chair:* Anis Bawarshi, University of Washington, Seattle

*Speakers:* Catherine McDonald, Western Washington University, Bellingham, “‘What Do I Do Now?’: Genre Theory and TA Training that Transfers”

Amanda Hill, Cornish School of the Arts, Seattle, WA, “Playing Tennis as a New Writing Center Coordinator: How Understanding Uptake Helps Mediate New Genre Systems”

Gretchen M. Coulter, Whatcom Community College, Bellingham, WA, “How to Assume the Position: Genre Uptake and Gaps in TA Preparation”
Practices of Teaching Writing

F.31 Does Commenting Still Matter? Genre, Gender, and Knowledge Transfer in the Work of Composition

Convention Center, Room 201, Level 2

Chair: Brenda Glascott, California State University, San Bernardino

Speakers: Chris Warnick, College of Charleston, SC, “It Takes a College: Expanding Feedback Opportunities and Its Effects on Genre Knowledge”
Kaitlin Briggs, University of Southern Maine, Portland, “The ‘Sexual/Textual Politics’ of Teacher Commentary on Student Papers in College”
Missy-Marie Montgomery, Springfield College, MA, “Revisiting Sommers’ ‘Responding to Student Writing’: Students Speak Back about What Comments Do and Don’t Do”
Brenda Glascott, California State University, San Bernardino, “Why Commenting (Still) Matters: Students’ Reflections on Teacher’s Comments in the Era of Efficiency”

Language

F.32 Revisioning Archival Research: Theorizing Methods, Challenges, and Gaps

Convention Center, Room 202, Level 2

Moderator: Jessica Enoch, University of Pittsburgh, PA

Speakers: Jill Lamberton, Wabash College, Crawfordsville, IN, “Hanging Up Looking-Glasses at Odd Corners: Archival Methods in Rhetoric and Composition”
Lisa Shaver, Baylor University, Waco, TX, “When There Are No Women in the Room: Revising Notions of Archival Research”
Sarah R. Robbins, Texas Christian University, Fort Worth, “Remixing Sources, Rethinking Discursive Gaps: Tales from Research on a Missionary’s African Service”

Composition/Writing Programs

F.33 Remixing Writing Programs for a Digital World

Convention Center, Room 207, Level 2

Speakers: Pamela Takayoshi, Kent State University, OH, “Composing in a Digital World: Lessons from One Writing Program’s Transition to a Multimodal and Digital Curriculum”
Marshall Kitchens, Oakland University, Rochester, MI, “Creating a BA in Writing for New Media”
Ryan Trauman, University of Louisville, KY, “Institutional Reconstructions of ‘Writing’ in Response to Emerging Technologies”
Friday, 8:00–9:15 a.m.

Creative Writing

F.34 Creative Nonfiction Pedagogy for First Year Composition
Convention Center, Room 208, Level 2
Chair: Virginia A. Chappell, Marquette University, Milwaukee, WI
Speakers: Andrew Bourelle, University of Montana Western, Dillon, “Rethinking Antithetical Composition Pedagogies by Infusing Creative Nonfiction into First-Year Writing Classrooms”
Daniela Ragusa, Southern Connecticut State University, New Haven, “The Lonely Hearts Clean Plate Club: Learning and Teaching Creative Nonfiction”
Julie J. Nichols, Utah Valley State College, Orem, “Creative Nonfiction and First-Year Comp: Writing about Writing re: Prepositions, Pandas, and Plato”

Academic Writing

F.35 Rethinking Tradition: Using Public Texts to Remix Academic Writing
Convention Center, Room 209, Level 2
Chair: Joyce Malek, University of Cincinnati, OH
Speakers: Lisa Beckelhimer, University of Cincinnati, OH, “Renewing Purpose: Public Writing as Social Engagement”
Michele Griegel-McCord, University of Cincinnati, OH, “Recasting the Research Essay: Moving Academic Writing into the Public”
Cynthia Nitz Ris, University of Cincinnati, OH, “Revisiting Place: A Layered Approach to Analyzing Nontraditional Texts”

Practices of Teaching Writing

F.37 Remixed the Writing Recipe: Applying Mindfulness and Yoga to Teaching Composition
Convention Center, Room 211, Level 2
Chair: Kim Flachmann, California State University, Bakersfield
Speakers: Lance Cummings, Miami University of Ohio, Oxford, “Cooking Up First and Second Problematic: Remixed the Writing Recipe”
Katie Piper, University of Cincinnati, OH, “Re-Membering Writing Identity through Yoga in the Composition Classroom”
Ann Del Principe, Kingsborough Community College, CUNY, Brooklyn, “Ahimsa, Satya, and Writing Assessment: Applying the Practice of Yoga to the Practice of Teaching”
History

F.38 Spreading the Word(s): 19th Century Women Rhetors/Rhetoricians Re-sounding Spiritual Spaces
Convention Center, Room 214, Level 2

Chair: Hildy Miller, Portland State University, OR
Speakers: Valerie Kinsey, University of New Mexico, Albuquerque, “A Question of ‘Conversion’: Rhetoricity in Isabel Crawford’s Kiowa and Double-Logic in Historical Narrative”
Brandy Scalise, The Pennsylvania State University, State College, “Emma Curtis Hopkins, New Thought, and the Contradictions of Female Spiritual Authority”
Martha L. Henning, Portland Community College, OR, “Discourse as Organism: A Renewal of the Teachings of Gertrude Buck”
Hildy Miller, Portland State University, OR, “Healing and Heretics: The Oracular Discourse of 19th Century Women Mediums”

Practices of Teaching Writing

F.39 “Why Do I Need Composition If I Want to Be a Chef?”: Connecting Composition and Experiential Learning in the Career University
Convention Center, Room 215, Level 2

Chair: Uzzie T. Cannon, Johnson and Wales University, Charlotte, NC
Speakers: Alana Sherrill, Johnson and Wales University, Charlotte, NC, “Salvaging Connections: Recontextualizing Composition in the Career University”
Daphne Williams Thompson, Johnson and Wales University, Charlotte, NC, “Prewriting Strategies for Bakers, Takers, and Shakers: Rethinking Traditional Composition Activities in a Career University”
Uzzie T. Cannon, Johnson and Wales University, Charlotte, NC, “Relocating the Composition Class: Fieldworking as Experiential Learning in the Career University”
Friday, 8:00–9:15 a.m.

**Information Technologies**

**F.40** Campus, Community, Collaboration: Remixing New Media and Civic Engagement in the Writing Classroom

Convention Center, Room 218, Level 2

**Chair:** Michelle Albert, University of Colorado, Boulder

**Speakers:**
- Michelle Albert, University of Colorado, Boulder, “Wikis as Spaces for Public Reflection on a Civic Engagement Project”
- Erik Ellis, University of Puget Sound, Tacoma, WA, “Creativity for a Cause: A Film-Industry Approach to Civic-Minded Multimedia Essays”
- Joshua Kupetz, University of Colorado, Boulder, “Opening the Aperture: Composing a Civic Self with New Media”
- David Underwood, University of Colorado, Boulder, “The Campus Media Lab: Beyond the Custodial”

**Composition/Writing Programs**

**F.41** “Go to the Writing Center”: Rethinking Requirements and Resistance

Convention Center, Room 219, Level 2

**Speakers:**
- Lauren Rosenberg, Eastern Connecticut State University, Willimantic, “Writing for ‘Their Own Ends’: The Writing Center Requirement, Remixed”
- Rita Malenczyk, Eastern Connecticut State University, Willimantic, “Writing for ‘Their Own Ends’: The Writing Center Requirement, Remixed”
- Kennie Rose, University of Louisville, KY, “Rethinking Student Resistance in Peer Tutoring Programs”
While it would not be possible in a single session to detail all the issues the committee has addressed in the past twenty years, in this session LPC will highlight key areas that continue to impact language education and composition studies: English Only including the adoption of the organizational National Language Policy, promoting multilingualism for the entire U.S. Nation: our Language Knowledge and Awareness Survey; and the publication of Language Diversity in the Classroom from Intention to Practice. For several years, LPC has conducted Preconvention Workshops on Ebonics and Language Diversity. We will discuss the workshop conclusions and possible implications for school/program administrators, classroom teachers, and researchers.

Chair: Geneva Smitherman, Michigan State University, East Lansing

Speakers: Rashidah Jaami’ Muhammad, Governors State University, University Park, IL, “21st Century Remix: Hearing Global Voices of a Multilingual Society”
Friday, 9:30–10:45 a.m.

**Kim Brian Lovejoy**, Indiana University-Purdue University, Indianapolis, “Practical Pedagogy for Composition: Nurturing Change”

**Terry Carter**, Southern Polytechnic State University, Marietta, GA, “Remixing, Rethinking, and Reflecting the Intersections of Language Policy Workshops and Composition Pedagogy”

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**History**

**G.01 ReComposing Pasts: Archiving Rhetoric and Composition**

Marriott, Kentucky Ballroom A, First Floor

*Chair:* Frances Fitzgerald, Madonna University, Livonia, MI

*Speakers:* Nathan Shepley, Ohio University, Athens, “Locating Histories of Composition: Writing at the ‘Harvard on the Hocking’”

Ryan Skinnell, Arizona State University, Tempe, “Material Archives and the ‘New’ Historiography”

Amelia Herb, University of Illinois, Urbana-Champaign, “Revisionist Histories: Rewinding the Relationship between Composition and Rhetoric through Archival Findings on the Commission on Rhetoric and 1964 Seminar of Scholars”

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**Community, Civic & Public**

**G.02 Remixed Service Learning for Civic Engagement**

Marriott, Kentucky Ballroom B, First Floor

*Chair:* Beth Ann Maxfield, Henderson State University, Arkadelphia, PA

*Speakers:* Dirk Remley, Kent State University, OH, “Remixing Reciprocity: You Don’t Have To Be an Activist to Give Back”

Cara Kozma, Wayne State University, Detroit, MI, “Check Out This Remix: Sampling Globalization Theory into Service Learning”

Scott Hicks, University of North Carolina, Pembroke, “Reinventing Composition with Civic Engagement”

Susan Crisafulli, Franklin College, IN, “Reinventing Composition with Civic Engagement”
**Practices of Teaching Writing**

**G.03 Visualizing Arguments from “the Wild”: Developing Advanced Literacy through Diagramming Arguments in the Writing Classroom**

Marriott, Kentucky Ballroom D, First Floor

**Chair:** Danielle Zawodny-Wetzel, Carnegie Mellon University, Pittsburgh, PA  

**Speakers:**  
Mara Harrell, Carnegie Mellon University, Pittsburgh, PA, “How Diagramming Arguments with Pen and Paper in a Philosophy Class Improves Critical Thinking”  
Doug Phillips, Carnegie Mellon University, Pittsburgh, PA, “Using Argument Diagrams to Talk about the News Media”  
Alexis Teagarden, Carnegie Mellon University, Pittsburgh, PA, “Using Argument Diagrams for Peer Review in the First-Year Writing Classroom”

**Practices of Teaching Writing**

**G.04 New Media and the Incredible Shrinking Prose: A Prismatic Discussion**

Marriott, Kentucky Ballroom F, First Floor

**Chair:** Brian Jackson, Brigham Young University, Provo  

**Speakers:**  
Brian Jackson, Brigham Young University, Provo, “Prose Contractions: The Labor Pains of Democratic Eloquence”  
Ethan Sproat, Purdue University, West Lafayette, IN, “Of Tweets and Twutterances (or Twittering the Incommensurable to Extremes)”  
Jeff Swift, Brigham Young University, Provo, Utah, “The New Economy of Style: How Twitter Owns the Discussion”  
Jason Thompson, University of Wyoming, Laramie, “Metonymy and the War Video Game”  
Dana Anderson, Indiana University, Bloomington, “Large Lessons from Small Selves: The Storied Persuasion of Micro-autobiographical Narrative”
Friday, 9:30–10:45 a.m.

**Information Technologies**

**G.05 A Remixing of Tools: Embedding Blogs in Showcase E-Portfolios**

Marriott, Kentucky Ballroom G, First Floor

*Chair:* John Holland, University of Southern California, Los Angeles

*Speakers:* Mark Marino, University of Southern California, Los Angeles, “E-Portfolio Options: Analyses and Observations”

Caley Feagin, University of Southern California, Los Angeles, “Educational Blogging: Opportunities and Risks”

Geoffrey Middlebrook, University of Southern California, Los Angeles, “A Hybrid Platform: Performances and Perceptions”

**Academic Writing**

**G.06 Beyond Great Debate: Reflections on Teaching Argument**

Marriott, Kentucky Ballroom C, First Floor

*Speakers:* Patricia Hanahoe-Dosch, Harrisburg Area Community College, Lancaster, PA, “From Ancient Practices to a Modern Context: Using Public Dialogue as a Means of Developing Ideas and Constructing Critical Arguments”

Seth Martin, Harrisburg Area Community College, Lancaster, PA, “From Ancient Practices to a Modern Context: Using Public Dialogue as a Means of Developing Ideas and Constructing Critical Arguments”

Joe Letter, Tulane University, New Orleans, LA, “Privileging Kairos: REMixing the Moves for Teaching Argument”


Jessica Charlton, Harrisburg Area Community College, Lancaster, PA, “From Ancient Practices to a Modern Context: Using Public Dialogue as a Means of Developing Ideas and Constructing Critical Arguments”

**Practices of Teaching Writing**

**G.07 Ecocomposition: Living and Writing in a Sustainable World**

Marriott, Place Room, First Floor

*Chair:* Liberty Kohn, Winona State University, Lafayette, LA

*Speakers:* Adrienne Cassel, Sinclair Community College, Dayton, OH, “Writing in the Weathered World”

Kimberly Moekle, Stanford University, CA, “Re-Envisioning Ecocomposition: The Rhetoric of Sustainable Energy and the Ecology of Writing”

Rick Kmetz, University of Nevada-Reno, “Rhetorical Narratives in a Nuclear Landscape: Apocalyptic Rhetoric and the Narrative Imaginations of the United States’ Only Deadly Nuclear Accident”
Information Technologies

G.08 Lessons from Rethinking Strategies for Distance Learning: Getting to Know Our Students More
Marriott, Show Room, First Floor

Chair: Barbara Jo Krieger, SUNY Potsdam
Speakers: Linda Shelton, Utah Valley University, Orem, “Rethinking Distance Learning and the Future of Liberal Education”
Angela Bilia, The University of Akron, OH, “A Simulacrum of Classroom Learning: Rethinking Distance Learning College Composition in an Open Admissions Public University”
Simone Billings, Santa Clara University, CA, “With Whom Will We Stand? With Whom Will We Learn?”

Research

G.09 Remixing Literacy to Create Cultural and Religious Identities: Literacy Practices of Inclusion
Marriott, Marriott Ballroom II, Second Floor

Chair: Tim N. Taylor, Eastern Illinois University, Charleston
Speakers: Todd Snyder, Ohio University, Athens, “Writing Identity: The Rhetoric(s) of Appalachian Lives”
Catherine Matthews Pavia, University of Massachusetts-Amherst, “Faith-Based Literacy and Liberal Discourse: One Online Religious Group’s Use of Intimate Literacy and Public Deliberation to Encourage Open Perspectives towards Difference”
Gwen Gorzelsky, Wayne State University, Detroit, MI, “Remixing Literacy and Social Change: Findings from a Historical-Qualitative Study of Spiritual Literate Practices”

Academic Writing

G.10 Is There an Essay in This Class? Writing Across the Curriculum with Web 2.0
Marriott, Marriott Ballroom V, Second Floor

Chair: Peggy Lindsey, Wright State University, Dayton, OH
Brian Leingang, Edison Community College, Piqua, OH, “Iphones, Facebook, and Blogs, Oh My!”
Sarah McGinley, Wright State University, Dayton, OH, “De-Wickeding Wikipedia”
Friday, 9:30–10:45 a.m.

**Practices of Teaching Writing**

**G.11 Is This Facebook or an Online Writing Class? Rethinking and Retooling Communication Strategies in Online Writing Courses**

Marriott, Marriott Ballroom VI, Second Floor

Speakers: Roxanne Kirkwood, Marshall University, Huntington, WV, “Is this Facebook or an Online Writing Class? Rethinking and Retooling Communication Strategies in Online Writing Courses”

Kelli Prejean, Marshall University, Huntington, WV

**Community, Civic & Public**

**G.12 Rethinking the Role of Writing in Community-Based Pedagogies: Using Research, Collaboration, and Self Reflection to Foster Civic Learning**

Marriott, Marriott Ballroom VII, Second Floor

Chair: Jennifer Ahern-Dodson, Duke University, Durham, NC

Speakers: Jennifer Ahern-Dodson, Duke University, Durham, NC, “Rethinking Writing to Learn: How Writing in Discipline-Specific CBR Prepares Students for Lives of Civic Responsibility”

Connie Mick, University of Notre Dame, IN, “Conducting Oral Histories to Serve Community Partners and Teach Writing”

Ann Bomberger, Gannon University, Erie, PA, “Remixing Empathy and Challenge in First-year Students’ Reflections on Commonality and Difference”

**Practices of Teaching Writing**

**G.13 Learning from Dropouts, Non-Majors, and Ideologies**

Marriott, Marriott Ballroom VIII, Second Floor

Chair: Andrew Moss, California State Polytechnic University, Pomona

Speakers: Deborah Shaller, Towson University, MD, “Form and Reverberation: Ideology and the Academic Essay”

Pegeen Reichert Powell, Columbia College Chicago, IL, “Failure Is Always an Option: What Student Dropouts Can Teach Us about Our Work”

**Theory**

**G.14 Theorizing Agency in Writing Studies**

Marriott, Marriott Ballroom IX, Second Floor

Chair: Jan Bone, Roosevelt University, Schaumburg, IL

Speakers: Greg Weiss, University of Southern Mississippi, Hattiesburg, “A Symbiotic Reframing: Self Actualization and Composition”

Eric Leake, University of Louisville, KY, “Reinterpreting Personal Writing as Bridging the Empathy Gap”

Clayton Walker, Wayne State University, Detroit, MI, “The Embodied Act of Writing: Toward a Theory of Affects and Agency”
Friday, 9:30–10:45 a.m.

Theory

G.15 Ripe Cultural Moments: Revisiting Kairos in Network Theory, Public Discourse, and Collective Memory
Marriott, Marriott Ballroom X, Second Floor

Chair: Kristine Johnson, Xavier University, Cincinnati, OH
Speakers: Lars Soderlund, Purdue University, West Lafayette, IN, “Kairotical Memory: How Collective Memory Processes Form Kairotic Moments”
Kristine Johnson, Xavier University, Cincinnati, OH, “Beyond Words: Charisma in Public Discourse”
Mark Pepper, Purdue University, West Lafayette, IN, “Moments of Opposition and Negotiation: Kairotic Emergence Meets the Spoiler”

Practices of Teaching Writing

G.16 Remixing Difference in the Composition Classroom
Marriott, Clubhouse Room, Second Floor

Chair: Kristen Getchell, Indiana University of Pennsylvania
Speakers: Stacey Waite, University of Pittsburgh, PA, “How to Write Like a Queer”
T J Geiger, Syracuse University, NY, “Sophistry, Sexuality, and Spirituality in the Composition Classroom”
Jeffrey Maxson, Rowan University, Glassboro, NJ, “Remixing the University: Multigenre Writers Writing Difference”

Theory

G.17 Weaving a Web of Literacies: Rethinking the Negative Spaces
Marriott, Grandstand Room, Second Floor

Chair: Bettina Ramon, Texas State University, San Marcos
Speakers: Bettina Ramon, Texas State University, San Marcos, “Composing, Gender, and Composing Gender: Developing a Gendered Literacy”
Jenna Allen, Texas State University, San Marcos, “Gaps in the Web of Literacies: Avoiding Missed Opportunities for Learning”
Stephanie Stewart, Texas State University, San Marcos, “Renewing Responsibility: Engaging Students and Their Literacies in the Community”
Friday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**G.18  Rethinking Intertextuality, Cultural Conflict, and Ethics**  
Marriott, Paddock Room, Second Floor  
Chair: Kimberly Freeman, Northeastern University, Boston, MA  
Speakers: Alice Myatt, Georgia State University, Atlanta, “Intertextuality, Cultural Capital, and Plagiarism”  
Craig Hulst, Grand Valley State University, Allendale, MI, “Not on the Fly: Creating an Ethical Perspective for Teaching Writing”  
Colton Mailes, Missouri State University, Springfield, “Rethinking the Divide between Rhetoric and Propaganda: Teaching Ethical Responsibility in the Composition Classroom”

*Composition/Writing Programs*

**G.19  Mixing It Up: A First Year Experience in the Contact Zone**  
Convention Center, Room L1, Lower Level  
Speakers: Leah Chambers, Indiana University of Pennsylvania-Punxsutawney, “Space, Place, and Race: Negotiating the First Year in the Contact Zone”  
Lynn Shelly, Indiana University of Pennsylvania-Punxsutawney, “Reading and Writing for the Dream: A Living-Learning Community in the Contact Zone”  
Mindee Lieske, Indiana University of Pennsylvania, Indiana, “Playing Collaborative Catch Up with Digital Literacies”

*Theory*

**G.20  Revisiting the Connection between Reading and Writing**  
Convention Center, Room L2, Lower Level  
Chair: Joshua Shinn, California State University, San Bernardino  
Speakers: Alice Horning, Oakland University, Rochester, MI, “Reading Remixed: Revisiting and Solving the Reading Problem”  
Mariolina Salvatori, University of Pittsburgh, PA, “Revisiting the Reading/Writing Connection”  
Patricia Donahue, Lafayette College, Easton, PA, “Revisiting the Reading/Writing Connection”  
Marilyn Fenton, Southern New Hampshire University, Manchester, “Reread, Revise, Reflect”
Starting from Scratch: How We Invent Writing Programs

Chair: Juli Parrish, University of Minnesota Duluth

Speakers: Juli Parrish, University of Minnesota Duluth, “Introducing ‘Writing Studies’”
Jim Zukowski, Lake Superior State University, Sault St. Marie, MI, “The Taste of My Heart in My Throat Again: Performing the Intellectual and Emotional Work of WPA”
Jean A. Grace, University of Pittsburgh, PA, “Steering by Stars in Motion: Thinking Stylistically and Pedagogically to Define a Program”

2009 WPA Research Grant Recipients Report on Innovative Solutions to Class Size Dilemmas, WPA Identity, and Writing Integration into Lower-Division Psychology

Chair: Sue Doe, Colorado State University, Fort Collins

Speakers: Sue Doe, Colorado State University, Fort Collins, “Investigating the Role of Direct Instruction and Transparent Assessment Criteria in a General Psychology Course’s Writing Integration”
Kimberly Harrison, Florida International University, Miami, “Investigating the Use of Nontraditional Means to Meet Traditional Aims in First-Year Writing Classes”
Michael Creeden, Florida International University, Miami, “Investigating the Use of Nontraditional Means to Meet Traditional Aims in First-Year Writing Classes”
Colin Charlton, University of Texas-Pan American, McAllen, “The Assembly Project and WPA Identities: Flip Videos, Snail Mail, and a New Type of Knowledge Production”

Bringing Wreck wit’ My Rhetorical Toolkit: Strategies for Rethinking Diversity, Difference, and Civic Engagement in the Public Sphere

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

Speakers: Damon Cagnolatti, The Pennsylvania State University, University Park, “Vestibular Pedagogy: (Re)Envisioning the Classroom as a Portal from Personal Experience to Public Dialogue”
Ersula Ore, The Pennsylvania State University, University Park, “Under New Management: Barack Obama and the Remaking of the Union”
David Green, The Pennsylvania State University, University Park, “It Ain’t No Joke: Re-visioning Civil Rights Narratives for a Post-Civil Rights Generation”

CCCC CONVENTION, LOUISVILLE 2010
Friday, 9:30–10:45 a.m.

Professional and Technical Writing

G.24 Business Writing 2.0: Using Virtual Spaces and Places
Convention Center, Room L6, Lower Level
Chair: Kate Stone, University of Rhode Island, Kingston
Speakers: Tina Bacci, University of Rhode Island, Kingston, “Social Affordances in Workplace Email: The Limits and Potentials of Social Properties Embedded in Workplace Email Functions”
William Walter, University of Florida, Gainesville, “Corporate Role-Playing in Synthetic Social Space”

Practices of Teaching Writing

G.25 Theorizing Wiki Use in the Composition Classroom
Convention Center, Room L7, Lower Level
Chair: Matthew Sharp, Virginia Tech, Blacksburg
Speakers: Kerry Dirk, Virginia Tech, Blacksburg, “Teacher Authority and the Wiki”
Allison D. Carr, University of Cincinnati, OH, “Public Writing Practices as Disruptive Pedagogy”
Kelly Goad, Virginia Tech, Blacksburg, “Wikis and the Classroom Community”

Academic Writing

G.26 Testing the Limits and Uses of Ethnography to Expand Our Understanding of Literacy Practices
Convention Center, Room L8, Lower Level
Speakers: Micheal Taber, University of South Florida, Tampa, “Revisiting North: A Rhetorical Critique of Ethnography in Composition Studies”
Neil Baird, Western Illinois University, Macomb, “Undergraduate Ethnographies of Digital Communities: Methodological Adaptation in Studies of World of Warcraft and Second Life”
Jillian Hill, Kent State University, OH, “Rethinking the ‘Social Paradigm’ for Qualitative Research for Workplace Literacy: Analyzing Collaboration in One Workplace Setting”

Theory

G.27 Scholars from Far Afield: Implications for Rhetoric and Composition
Convention Center, Room L9, Lower Level
Chair: Nate Kreuter, University of Texas at Austin
Speakers: Maggie Werner, University of Arizona, Tuscon “Intervention: Articulating Queer Political Power”
Nate Kreuter, University of Texas at Austin, “Think of a Cognitive Scientist”
Michael Duncan, University of Houston-Downtown, TX, “Biblical Source Critics or Rhetorical Critics?”
History

G.28 Telling the Tales: Remixing the History of African American Education in the Kentucky Borderland

Convention Center, Room L10, Lower Level

Chair: Carol Mattingly, University of Louisville, KY


Anne Heintzman, University of Louisville, KY, “African American Education at Berea College”

Phillip Blackmon, University of Louisville, KY, “That’s Not the Story I Heard! Remixing the History of the Closing of Louisville Municipal College, the African American University of Louisville”

History

G.29 Teaching and Assessing Writing: A Twenty-Fifth Anniversary Celebration

Convention Center, Room L11, Lower Level

Chairs: Norbert Elliot, New Jersey Institute of Technology, Newark

Les Perelman, Massachusetts Institute of Technology, Cambridge, MA


Gita Das Bender, Seton Hall University, South Orange, NJ, “Understanding, Evaluating, and Improving Generation 1.5 Student Performance: Edward M. White and the Lessons of Directed Self Placement”

Edward White, University of Arizona, Tucson, “Teaching and Assessing Writing: Reflections on the Twenty-Fifth Anniversary of My Book”

Respondent: Brian Huot, Kent State University, OH

Language

G.30 Revisiting Identity, Critical Analysis, and Composition Theory: A Linguistic Analysis of Writer-Reader Interaction and Knowledge Construction

Convention Center, Room L12, Lower Level

Chair: Bethany Davila, University of Michigan, Ann Arbor

Speakers: Moises D. Perales-Escudero, University of Michigan, Ann Arbor, “A Discursive Exploration of Raul Sanchez’s ‘Cultural Theory and Writing Theory’”

Zak Lancaster, University of Michigan, Ann Arbor, “Examining ‘Critical Analysis’ and Evaluative Stance in Student Writing”

Bethany Davila, University of Michigan, Ann Arbor, “Indexicality and ‘Standard’ English: Examining the Link between Writing and Identity”
Friday, 9:30–10:45 a.m.

Composition/Writing Programs

G.31 Remaking General Education Assessment, Rejecting Classical Assessment Theory
Convention Center, Room L15, Lower Level
Chair: Tony Scott, University of North Carolina-Charlotte
Speakers: Lil Brannon, University of North Carolina-Charlotte, “Assessment Cartography and the Problem of Valuation”
Tony Scott, University of North Carolina-Charlotte, “Remapping the Program with Constructivist Assessment”
Chris Gallagher, Northeastern University, Boston, MA, “Rethinking Reliability: Documenting Dissensus across the Disciplines”
Shari Stenberg, University of Nebraska-Lincoln, “Rethinking Validity: Defining Writing across the Disciplines”

Institutional and Professional

G.32 Writing Program Administration and Student Misconduct: Rethinking Disciplinary Policy in Light of Evolving Institutional Landscapes
Convention Center, Room 201, Level 2
Chair: Ronda Dively, Southern Illinois University-Carbondale
Ronda Dively, Southern Illinois University-Carbondale, “Angry Students and Anxious Administrators: Addressing Disruptive Student Behavior in Post-Secondary Composition Programs”
John Dively, Eastern Illinois University, Charleston, “Deconstructing Information Silos: A Legal Primer for Sharing Knowledge about Potentially Dangerous Students”

Practices of Teaching Writing

G.33 Teaching Writing through Affective Embodiment(s)
Convention Center, Room 202, Level 2
Speakers: David Rogers, The University of North Carolina at Greensboro, “Obama’s Body Speaks and Writes: Rhetorically Bodies in the Composition Classroom”
Elizabeth Wilkinson, University of St. Thomas, St. Paul, MN, “Piute Pedagogy: Rhetorical Connections across Gender, Class, Culture”
Aaron Chandler, The University of North Carolina at Greensboro, “Poverty and Pathos: (Re)Composing Class”
**Practices of Teaching Writing**

**G.34 Navigating Writing Instruction at an HBCU:**
Remixing Language and Literacy Practices for Diverse Linguistic Communities

Convention Center, Room 207, Level 2

**Chair:** Melissa Pearson, Claflin University, Orangeburg, SC

**Speakers:**
- Melissa Pearson, Claflin University, Orangeburg, SC, “Rethinking Authentic African American Voice in Writing Instruction”
- Stephany Spaulding, Claflin University, Orangeburg, SC, “Switching Codes: Articulating the Black Market Value of Whiteness in HBCUs”
- Corrie Claiborne, Claflin University, Orangeburg, SC, “Defining Race at the HBCU: Racial Incidence in Pop Culture, How It Defines Race and Implications for Writing Pedagogy”
- Sherietta Murrell, Claflin University, Orangeburg, SC, “It’s the Remix Baby: Hip Hop Pedagogy within the Traditional Classroom at HBCUs”

**Institutional and Professional**

**G.35 Reloading the Canon:**
Invention, Organization, and Academic Democracy

Convention Center, Room 208, Level 2

**Chair:** Christine Fitzsimons, West Chester University of Pennsylvania

**Speakers:**
- William Lalicker, West Chester University of Pennsylvania, “Rethinking Our Programs by Reclaiming Our Workplace: Academic Democracy as Writing Theory”
- Seth Kahn, West Chester University of Pennsylvania, “Reclaiming Shared Governance”

**Respondent:** Rachel Riedner, George Washington University, Washington, D.C.

**Composition/Writing Programs**

**G.36 Rethink, Remix, Renew:**
Composition Pedagogy in a Digital Realm

Convention Center, Room 209, Level 2

**Chair:** Rachel Bennett, Texas Woman’s University, Denton

**Speakers:**
- Jason Forrest, Texas Woman’s University, Denton, “Teaching the Rhetoric of Identity in a Second Life Environment”
- Katt Blackwell-Starnes, Texas Woman’s University, Denton, “Our Comments, Ourselves: Creating Online Identities and Relationships: Part 1”
- Rachel Bennett, Texas Woman’s University, Denton, “Our Comments, Ourselves: Creating Online Identities and Relationships: Part 2”
- Marc Azard, Texas Woman’s University, Denton, “Digital Democracy: The Role of Technology in the Composition Classroom”
G.37 Academic Writing

**What Students and Teachers Think: Assessing the Assessors**

Consortium Center, Room 210, Level 2

**Chair:** Carl Donner, Palm Beach Atlantic University, FL

**Speakers:**
- Aimee Mapes, Duke University, Durham, NC, “Borderland Space/Place in a BW Support Program”
- Meredith Love, Francis Marion University, Florence, SC, “Remixing the Student Writer through Quantitative Research”
- Matthew Nelson, Francis Marion University, Florence, SC, “Remixing the Student Writer through Quantitative Research”
- Beth Kania-Gosche, Lindenwood University, St. Charles, MO, “What Students Think of Direct Writing Assessments: A Remix of the Writing Process”

G.38 Creative Writing

**Practicing What We Teach: Creative Writers Teaching Writing**

Convention Center, Room 211, Level 2

**Chair:** Pat Bizzaro, Indiana University of Pennsylvania

**Speakers:**
- Marjorie Stewart, Art Institute of Pittsburgh, PA, “If This Is Tuesday, It Must Be Creative Nonfiction: Remixing the ‘Four Genres in 16 Weeks’ Approach to Creative Writing”
- John Ryan Hrebik, Indiana University of Pennsylvania, “Revisiting the Creative Writing Workshop: Traditional and Modern Approaches to Peer Response”

G.39 Practices of Teaching Writing

**In the Mix: Connecting Theories of Multiplicity to Critical Pedagogy**

Convention Center, Room 214, Level 2

**Chair:** Kevin Roozen, Auburn University, AL

**Speakers:**
- Barnett Timothy, Northeastern Illinois University, Chicago, “Critical Literacy Narratives: Embodying Theory in the First-Year Writing Class”
- Michelle Steil, Northeastern Illinois University, Chicago, “Rekindling First-Year Writing Pedagogy: Global Conversations vis-à-vis Texts in Translation”
- Marcia Buell, Northeastern Illinois University, Chicago, “Revisiting Conventions: Embodying Theories of Multiplicity through Student-generated Ethnographies”
- Laura Spencer, Northeastern Illinois University, Chicago, “Re-examining Writing Center Pedagogy: Finding the Intersection of Theory and Practice”
History

G.40 Elizabeth Cady Stanton, Eliza Griffin Johnston, and Nellie Bly: Historical Scences of Women’s Rhetoric
Convention Center, Room 215, Level 2

Chair: Julie Drew, University of Akron, OH
Speakers: Leslie Terrell, University of Memphis, TN, Leslie Terrell, University of Memphis, TN, “Enlightenment Philosophy and Religious Skepticism as Rhetorical Strategy in Stanton’s Woman’s Bible”
Stacey Gaines Parham, University of Alabama, Tuscaloosa, “From Insane Asylum Exposé to Jailhouse Confessional: Mixing It Up with Nellie Bly”
Henrietta Shirk, Montana Tech of The University of Montana, Butte, “Nineteenth-Century Biomedical Rhetoric in the Works of Eliza Griffin Johnston”

Professional and Technical Writing

G.41 Rethinking Professional Writing and Undergraduate Studies
Convention Center, Room 218, Level 2

Chair: Amy Edwards-Patterson, Northwestern University, Beaver Dam, WI
Speakers: Derek Ross, Auburn University, AL, “Rethinking Research: An Analysis of Undergraduate Perceptions of Research”
Joshua Lenart, University of Utah, Salt Lake City, “Rethinking the Corporate-Liberal Arts Complex in Professional Writing Instruction”
Roxane Gay, Michigan Technological University, Houghton, “Bridging Ruptures: Revising the Stories We Tell about Student Writing”

Composition/Writing Programs

G.42 An Ever Widening Circle: Feedback to Student Writing
Convention Center, Room 219, Level 2

Chair: Chris Gerben, University of Michigan, Ann Arbor
Speakers: Alan Shima, University of Gävle, Sweden, “How Good Is My Writing?: The Dialogism of Assessment”
Michelle Liptak, Siena College, Loudonville, NY, “Competing with the ‘Real’ Authority: Familial Influence and the Writing Center”
Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Rogue Peer Feedback: Students Are Doing It for Themselves”
Friday, 9:30–10:45 a.m.

Professional and Technical Writing

G.43 Gender and Power Relations as Mediated through Scientific Writing and Publishing

Marriott, Marriott Ballroom I, Second Floor

Chair: Mary Jane Curry, University of Rochester, NY
Speakers: David Ian Hanauer, Indiana University of Pennsylvania, “Diversifying the Concept of Scientific Writing: The Heroic Quest for a Bipolar Bacteriophage Virus as Male Science”
Mary Jane Curry, University of Rochester, NY, “Women Writing for Publication in Electrical Engineering”
Karen Englander, Universidad Autónoma de Baja California, Ensenada, Mexico, “What Is the Strength in Numbers? Female Geoscientists’ Experiences of Collaborating and Publishing”

Photo courtesy of Louisville Convention & Visitors Bureau
Twenty-five years ago, when scholars began interrogating the relationship of rhetoric and feminism, our goal was to recover women’s contributions to rhetorical history and practice. The explosion of recuperative feminist work (i.e., by Bizzell, Buchanan, Ede, Gere, Glenn, Jarratt, Johnson, Kates, Logan, Lunsford, Mattingly, Powell, Ratcliffe, Royster, Sweeringen, and many others) continues to be impressive. Just as impressive has been the ever-widening scope of feminist rhetorical scholarship. The purpose of this panel, “Rhetorics and Feminisms: The Remix”, is to demonstrate the many ways the feminist rhetorical project continues to invigorate rhetorical theory, practice, history, and pedagogy, often by moving beyond the recovery of female figures.

Chair: Nan Johnson, The Ohio State University, Columbus

Speakers: Cheryl Glenn, The Pennsylvania State University, University Park, “Field of Dreams: Beyond Women”
Jacqueline Jones Royster, The Ohio State University, Columbus, “Rescue, Recovery, and Inscription: Now What?”
Lisa Ede, Oregon State University, Corvallis, OR, “Women’s Work: Remixing Theory, Practice, and Pedagogy”
Andrea Lunsford, Stanford University, Palo Alto, CA, “Women’s Work: Remixing Theory, Practice, and Pedagogy”
Shirley Wilson Logan, University of Maryland, College Park, “Recovery in Stereo”
Friday, 11:00 a.m.–12:15 p.m.

**History**

**H.01 Renewing Institutional Histories**  
Marriott, Kentucky Ballroom A, First Floor  

*Speakers:* Christopher Dean, University of California at Santa Barbara, “The Contingent Faculty ‘Problem’ and the Professionalism of Composition”  
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT, “Writing Across the Curriculum: Revisiting the History of the Faculty Workshop”  
Theresa Richardson, University of Oklahoma, Norman, “Revisiting the Historical Origins of the Low Status of Professing Composition”

**Community, Civic & Public**

**H.02 Sites of Literacy Practice and Engagement**  
Marriott, Kentucky Ballroom B, First Floor  

*Chair:* Sharon M. Gallagher, Penn State, Erie  

*Speakers:* Deborah Mutnick, Long Island University, Brooklyn, NY, “Remixing the Federal Writers Project for the 21st Century”  
Sarah Higinbotham, Georgia State University, Atlanta, “Teaching Writing to a ‘Captive’ Audience: Infusing Optimism in Prison Inmates through Service Learning”  
Baotong Gu, Georgia State University, Atlanta, “Teaching Writing to a ‘Captive’ Audience: Infusing Optimism in Prison Inmates through Service Learning”  
Marilee Brooks, Michigan State University, East Lansing, “Using and Belonging in Professional Spaces and Place: How Working from Home is Different from Working at School for Graduate Students in a Rhetoric and Composition Program”
**Community, Civic & Public**

**H.03 Mapping Remixings of Texts and Textual Practices**
Marriott, Kentucky Ballroom C, First Floor  
*Chair:* Kevin Roozen, Auburn University, AL  
*Speakers:*  
Tabetha Adkins, Texas A&M Commerce, “‘Pay It Forward’ Literacy Sponsorship: Remixeding the Mainstream Model”  
Kevin Roozen, Auburn University, AL, “Development across Domains: Remapping the Production of Literate Practice and Person”

**Practices of Teaching Writing**

**H.04 Responding with Elbow: Kicking the Writer into the Audience**
Marriott, Kentucky Ballroom E, First Floor  
*Chair:* Peter Elbow, University of Massachusetts, Amherst  
*Speakers:*  
Magda Gilewicz, California State University, Fresno  
Diane Miniel, California State University, Fresno  
Andrea Osteen, California State University, Fresno  
Kirk Stone, California State University, Fresno  
Marcus Chinn, California State University, Fresno  
*Respondent:* Peter Elbow, University of Massachusetts, Amherst, MA

**Practices of Teaching Writing**

**H.05 Remixed the Personal and the Political: Expressivism, Invention, and Social/Political Practices**
Marriott, Marriott Ballroom VII, Second Floor  
*Chair:* Lynn Bloom, University of Connecticut, Storrs  
*Speakers:*  
Thomas Girshin, Binghamton University, NY, “Rethinking Creativity: A Holistic Approach to Invention”  
Lydia Petersson, Mary Baldwin College, Staunton, VA, “Invention, Imagination, and the Writing Senses: A Cognitive-Sensory Approach”  
Susan Miller, University of Utah, Salt Lake City, “The Parallel Prizes in Expressive and Political Contests”

**Practices of Teaching Writing**

**H.06 Rethinking the Center: Anti-Racist, Anti-Oppressive and Feminist Pedagogies and the Writing Center**
Marriott, Kentucky Ballroom F, First Floor  
*Chair:* Lydia Saravia, University of Illinois at Chicago  
*Speakers:*  
Charitianne Williams, University of Illinois at Chicago  
Vainis Aleksa, University of Illinois at Chicago  
Lindsay Marshall, University of Illinois at Chicago
Friday, 11:00 a.m.–12:15 p.m.

Information Technologies

H.07  “Cerebral, Gelatinizing” Scholarship: Three Perspectives on Remixing Video from Freshman Composition to the Tenure-Track
Marriott, Kentucky Ballroom G, First Floor

Chair: Susan Hilligoss, Clemson University, SC
Speakers: Alicia Hatter, Clemson University, SC, “I Made This: ‘Becoming Screen Literate’ in the Freshman Composition Classroom”
Randy Nichols, Clemson University, SC, “Innocents Abroad: Cultural Media- cies in the Study Abroad Experience”
Tharon Howard, Clemson University, SC, “Who Watches? Evaluating Digital Scholarship in the Academy”

Professional and Technical Writing

H.08  Sites of Advocacy
Marriott, Kentucky Ballroom D, First Floor

Chair: Mary E. Fakler, SUNY, New Paltz
Speakers: Robert McEachern, Southern Connecticut State University, New Haven, “Remixing the Writer and the Reader: Nonprofits’ Use of Web 2.0”
Susan Popham, University of Memphis, TN, “Communication in a Non-Profit Organization to Improve Inner-City Health Care”
Deborah Welsh, East Carolina University, Greenville, NC, “Using Civic Rhetoric and Foucault’s Systems of Discourse to Advocate for Elderly Infirm Victims of Nursing Home Abuse”

Composition/Writing Programs

H.09  Remixed Scholarship: Sharing Undergraduate Research
Marriott, Place Room, First Floor

Chair: Joyce Kinkead, Utah State University, Logan
Speakers: Muriel Harris, Purdue University, West Lafayette, IN, “Tutors and the Scholarly Conversation”
Laurie Grobman, Penn State University-Berks, Reading, “Young Scholars in Writing, a Peer-Reviewed Journal for Undergraduate Research”
Joyce Kinkead, Utah State University, Logan, “Sharing Research through Celebrations of Writing and Undergraduate Journals”
Bump Halbritter, Michigan State University, East Lansing, “Students’ Right to Their Own Conversation(s): FYC, Publishing, and the Teacher’s Media Cabinet”
Practices of Teaching Writing

H.10 Renewing Student Engagement in Curriculum Design
Marriott, Show Room, First Floor

Speakers:
Randall Spinks, Nassau Community College, Garden City, NY, “Approach/Avoidance in the Autobiographical, Academic Essay: How Students Get Credit for Their Own Ideas”
Roger Cherry, Ohio State University, Columbus, “Helping Students Construct Their Own Writing Assignments”
Tamika Barrett, University of Pittsburgh, PA, “Students as Co-designers of Writing Curriculum: The Thematic Investigation and Narrative Writing of Students’ Schooling Experiences”

Information Technologies

H.11 Out with the Old in with the New: Redefining Methods of Responding to Student Writing
Marriott, Marriott Ballroom I, Second Floor

Speakers:
Danielle Roach, Old Dominion University, Norfolk, VA, “Assessment and Asynchronous Online Writing Instruction”
Lisa Litterio, Salem State College, MA, “Pedagogy in Synchronous Online Tutoring: Remixing the Idea of a Traditional Writing Center”
Judith Szerdahelyi, Western Kentucky University, Bowling Green, “Remixing Technologies for Effective Instructor Feedback: Responding to Student Writing in an Online Environment”

Theory

H.12 Reclaiming the Rural: Histories, Rhetorics, and Pedagogies
Marriott, Marriott Ballroom IV, Second Floor

Chair: Sara Webb-Sunderhaus, Indiana University-Purdue University, Fort Wayne

Speakers:
Charlotte Hogg, Texas Christian University, Fort Worth, “Reclamation as Remix: Critical Rural Literacies”
Kim Donehower, University of North Dakota, Grand Forks, “Reclamation as Remix: Critical Rural Literacies”
Eileen Schell, Syracuse University, NY, “Reclamation as Remix: Critical Rural Literacies”
I. Moriah McCracken, The University of Texas-Pan American, Edinburg, “I Pledge My Head to Clearer Thinking: Finding a Hybrid Literacy in 4-H Record Forms”
Carolyn Ostrander, Syracuse University, NY, “The Early Grange as a Mixed-Gender Site of Rhetorical Education”
Cynthia Ryan, University of Alabama at Birmingham, “Get More from Your Life on the Land: Negotiating Rhetorics of Progress and Tradition in a Neoliberal Environment”
Robert Brooke, University of Nebraska-Lincoln, “Claiming Rural Rhetorical Space for Students as Future Citizens”
Practices of Teaching Writing

H.13 Remixing the HBCU Writing Class with Sneakers, Hip Hop, and Activism
Marriott, Marriott Ballroom VI, Second Floor
Chair: Ojay Johnson, Johnson C. Smith University, Charlotte, NC
Speakers: Jemayne King, Johnson C. Smith University, Charlotte, NC, “Sole Food: Digestible Sneaker Culture”
Ojay Johnson, Johnson C. Smith University, Charlotte, NC, “Race, Rap, and Religion: Sampling God-Talk as Critical Literacy”
Glenn Hutchinson, Johnson C. Smith University, Charlotte, NC, “Remixing Activism at the HBCU”

Institutional and Professional

H.14 Using Accreditation Assessment Standards to Drive Writing Collaboration: Where, When, and How
Marriott, Marriott Ballroom VIII, Second Floor
Chair: Daniel Driscoll, Drexel University, Philadelphia, PA
Craig Bach, Drexel University, Philadelphia, PA, “Viewing Writing Assessment from the Provost’s Office”
Valaria Arms, Drexel University, Philadelphia, PA, “Digital Media and Student-Generated Writing Assessment”

Practices of Teaching Writing

H.15 Revisiting the Hard Stuff: The Intersection of Race and Identity
Marriott, Marriott Ballroom IX, Second Floor
Chair: Twila Yates Papay, Rollins College, Winterpark, FL
Speakers: Meagan Rodgers, University of Science and Arts of Oklahoma, Chickasha, “Intent and Effect: Reconsidering How White Students Make Sense of Race”
Nicole Provencher, The University of Texas at San Antonio, “Intersectionality and Identity: African American Feminist Theory and Praxis in the Composition Classroom”
Irene Lietz, Carlow University, Pittsburgh, PA, “Revisiting Race-Themed Composition: First-Semester Students Can Do the Hard Stuff”
Friday, 11:00 a.m.–12:15 p.m.

Theory

H.16 Remixing and Theorizing Identity in Louisville
Marriott, Marriott Ballroom X, Second Floor
Chair:
Speakers: Eric Detweiler, Nashville State Community College, TN, “Remixing the Mason-Dixon Line: Southern Identity in Louisville and Beyond”
Whitney Hardin, Wayne State University, Detroit, MI, “Remixed Identities: Rhetorical Ecologies and the Performance of Louisvillian Citizenship”

Practices of Teaching Writing

H.17 Reassessing Assessment: Emotions, Contracts, and Rubrics
Marriott, Clubhouse Room, Second Floor
Chair: Kara Taczak, Florida State University, Tallahassee
Speakers: Andrew Golden, Florida International University, Miami, “(Re) Negotiating Assessment in the Multicultural Classroom through the use of Student-Generated Grading Rubrics”
Randall Pinder, University of Michigan, Ann Arbor, “Looking Back, Looking Forward: Contract Grading in College Composition”

Theory

H.18 Coming to Terms with Evangelical Identity in Composition Studies
Marriott, Grandstand Room, Second Floor
Speakers: Michael DePalma, University of New Hampshire, Durham, “Re-envisioning Religious Discourses as Rhetorical Resources in Composition Teaching: A Pragmatic Response to the Challenge of Belief”
Rachel Reneslacis, Lee University, Cleveland, TN, “What’s a Story for? Student Writing, Scripture, and Narrative Authority”
Michelle Payne, Boise State University, ID, “Terms of Understanding: What Do Graduate Students Need to Know about Religious Literacy?”
Jeff Ringer, Lee University, Cleveland, TN, “The Ambiguity of Spirituality: Evangelical Identity in Graduate Student Writing”
Friday, 11:00 a.m.–12:15 p.m.

Research

H.19  Reading Students(,) Writing Research: An Empirical Study of First-Year Public Writing
Marriott, Paddock Room, Second Floor

Chair: Carol Hayes, The George Washington University, Washington, D.C.
Carol Hayes, The George Washington University, Washington, D.C., “From High School to College: The Role of Public Writing in First-Year Writing”

Institutional and Professional

H.20  Longitudinal Writing Assessment among Peer Institutions: Unexpected Outcomes
Convention Center, Room L1, Lower Level

Chair: Nancy K. Barry, Luther College, Decorah, IA
Speakers: Rick Incorvati, Wittenberg University, Springfield, OH
Ty Buckman, Wittenberg University, Springfield, OH
Jon Christy, Luther College, Decorah, IA

Composition/Writing Programs

H.21  Research on Learning Transfer, and How We Use That Research to Improve Classroom and Institutional Success
Convention Center, Room L2, Lower Level

Chair: Anne Balay, Indiana University Northwest, Gary
Speakers: Anne Balay, Indiana University Northwest, Gary
Scott Weeden, Indiana University-Purdue University, Indianapolis
Patricia Buckler, Indiana University Northwest, Gary

Composition/Writing Programs

H.22  The Zen of Writing Assessment: Practices On and Off the Cushion (at the University of X)
Convention Center, Room L3, Lower Level

Chair: Bonita Selting, University of Missouri, Columbia
Speakers: Bonita Selting, University of Missouri, Columbia
Catherine Chmidling, University of Missouri, Columbia
Marty Patton, University of Missouri, Columbia
Theory

H.23 Remixing Delivery: Circulating Rhetorics and Rhetorical Circulations
Convention Center, Room L4, Lower Level

Chair: Collin Brooke, Syracuse University, NY
Speakers: Laurie Gries, Syracuse University, NY, “Resuscitating the Temporal in Rhetorical Theory and History: What’s Time Got to Do with It?”
Gage Scott, Florida State University, Tallahassee, “A Method of Non-Linear Dynamics: Tracking Discursive and Material Flows in Post-Katrina Baton Rouge”
Kristen Seas, University of North Carolina Wilmington, “Translating Rhetorical Circulation for Students through Malcolm Gladwell’s The Tipping Point”
Respondent: Jim Ridolfo, University of Cincinnati, OH

Practices of Teaching Writing

H.24 Grade Expectations: Student Entitlement Attitudes in First-Year Composition Courses
Convention Center, Room L5, Lower Level

Chair: Lanette Grate, University of Central Arkansas, Conway
Speakers: Francie Bolter, University of Central Arkansas, Conway
Sophie Bradford, University of Central Arkansas, Conway
Lanette Grate, University of Central Arkansas, Conway

History

H.25 World Histories, Global Rhetorics
Convention Center, Room L6, Lower Level

Speakers: Bruce McComiskey, University of Alabama at Birmingham, “Rhetoric and the Dead Sea Scrolls: Identification, Distinction, and Persuasion in Miqsat Ma’aseh ha-Torah (4QM MT)”
Peter Mortensen, University of Illinois, Urbana-Champaign, “Outsourcing Anxiety about Illiteracy: From Rural to Global Narratives”
Carol Lea Clark, University of Texas at El Paso, “The Hashemite Kings: Articulating an Epideictic Rhetoric for Jordan”
Friday, 11:00 a.m.–12:15 p.m.

Practices of Teaching Writing

H.26 African American Texts and Contexts in the Composition Classroom
Convention Center, Room L7, Lower Level

Chair: Madu Narayan, Auburn, AL
Speakers: George Bailey, Columbia College Chicago, IL, “Revisiting the Black Atlantic: Representations of Knowledge for Inquiry into the Repercussions of the Black Atlantic Slave Trade”
Kedra James, University of Alabama, Tuscaloosa, “Rethinking the Role of African American Texts as Models in the Composition Classroom”
Michael Dimmick, University of Wisconsin, Madison, “Multimodality and Liberation Pedagogies: African American Adult Education Practices during the Civil Rights Era”

Theory

H.27 (Re) Inhabiting the Female Form: Dis/Embodiments and Rhetorical Re-Forming
Convention Center, Room L8, Lower Level

Chair: Rosaleen Greene-Smith, University of Rhode Island, Kingston
Speakers: Nicole Myers, University of Rhode Island, Kingston, “Outsmart Mother Nature: (Dis)Embodied Femininity and the Visual Rhetoric of Menstrual Technology Advertisements”
Rosaleen Greene-Smith, University of Rhode Island, Kingston, “A Bloody Inconvenience: Bodily Absence and the Rhetorics of Birth Control”
Cathryn Molloy, University of Rhode Island, Kingston, “‘They Were All Me’: An Exploration of Mental Illness as Fluid Identity”

Academic Writing

H.28 Critical Perspectives on Graduate Student Writing Instruction
Convention Center, Room L9, Lower Level

Chair: Amy Lueck, University of Pittsburgh, PA
Speakers: Jane Freeman, University of Toronto, Ontario, Canada, “Helping Graduate Students Navigate the Novice-as-Expert Paradox”
Amanda Wright, University of Dayton, OH, “Revisiting Nate: Convention, Conversation, and Assimilation (A Genre Theory Remix)”
Sharon Snyder, Kean University, Union, NJ, “Supporting L2 Graduate Students’ Success across the Disciplines”
**Academic Writing**

**H.30 Reclaiming the Old School: The Role of Grammar Instruction in Composition Classrooms**
Convention Center, Room L11, Lower Level

*Speakers:* Luciana Junqueira, The University of Alabama, Tuscaloosa, “The Effects of Article Instruction on ESL Students’ Writing”
Susan Giesemann North, University of Tennessee at Chattanooga, “I Didn’t Learn Grammar Until I Studied . . . (A Foreign Language): Revisiting and Researching the Role of Grammar in the Composition Classroom”
Michelle Niestepski, Lasell College, Newton, MA, “Rethinking Student Attitudes towards Grammar”

**Creative Writing**

**H.31 Creative Writing Classroom Strategies: Rubrics, Digressions, and Mentors**
Convention Centers, Room L12, Lower Level

*Speakers:* Ken Autrey, Francis Marion University, Florence, SC, “Teaching Digression as a Rhetorical Strategy: Mixing Creative Nonfiction and Composition”
Kerri Majors, Fairleigh Dickinson University, Teaneck, NJ, “Composition in Creative Writing: Rubrics and Evaluation”
Sarah Harris, University of Arizona, Tucson, “Makers and Mentors: Teacher Training and the Creative Writer”

**Institutional and Professional**

**H.32 Access, Relevance, and Diversity as Goals for Organizational Change: The Project Outreach Initiative of the National Writing Project**
Convention Center, Room L15, Lower Level

*Chair:* Elyse Eidman-Aadahl, National Writing Project, University of California, Berkeley

*Speakers:* Tom Fox, National Writing Project, California State University, Chico, “Access, Relevance, and Diversity as Goals for Organizational Change: The Project Outreach Initiative of the National Writing Project”
Denise Patmon, University of Massachusetts, Boston, “Looking and Looking Again: The Role of Inquiry and Action in Project Outreach”
Heather Cahoon, University of Montana, Missoula, “Project Outreach at the Montana Writing Project”
Heather Bruce, University of Montana, Missoula, “Project Outreach at the Montana Writing Project”
Elyse Eidman-Aadahl, National Writing Project, University of California, Berkeley, “The National Writing Project’s Commitment to Equity”
Friday, 11:00 a.m.–12:15 p.m.

**Language**

**H.33  Recovering Histories: Identity, Policy, Practice**
Convention Center, Room 201, Level 2  
**Chair:** Jennifer Halpin, University of Washington, Seattle  
**Speakers:** Angela Rounsaville, University of Washington, Seattle, “Rethinking the Global Turn”  
Jennifer Halpin, University of Washington, Seattle, “Renewing a Stalled Movement”  
Cathryn Cabral, University of Washington, Seattle, “(Re)Designing Academic Discourse: Beyond Demystification”

**Practices of Teaching Writing**

**H.34  Relocating Contact Zones in the 21st Century**
Convention Center, Room 202, Level 2  
**Chair:** Georganne Nordstrom, University of Hawai‘i at Manoa  
**Speakers:** Georganne Nordstrom, University of Hawai‘i at Manoa, “From Women Writing Culture to Decolonizing Methodologies: Redefining Students’ Roles in Teacher Research”  
Brandy Nalani McDougall, University of Hawai‘i at Manoa, “Malama Na Leo A Kuua Na Olelo: Fostering A Kanaka Maoli Creative Writing Curriculum”  

**Information Technologies**

**H.35  Production, Innovation, Revision: Latino/a Rhetorical Transformations of Mainstream Media**
Convention Center, Room 207, Level 2  
**Speakers:** Janie Jaramillo Santoy, Texas Tech University/TSTC-Harlingen, “Chicanas and their Blogotitlan: Remixing Research about People of Color and Digital Technologies”  
Yazmin Lazcano, Arizona State University, Tempe, “Making History Relevant: Latino/a Audience Remixes Ken Burns’ ‘The War’”  
Stacey Sheriff, The Pennsylvania State University, State College, “Remixing Pedagogies: Engaging Latino/a Rhetorical Production in the Rhetoric and Composition Classroom”
H.36  Refuse, Reuse, Recycle: Constructing a (Re)New(ed)
Ethos for Composition Studies
Convention Center, Room 208, Level 2
Chair: Michael Kapper, Terra State Community College, Fremont, OH
Speakers: Valerie Perry, Lewis University, Romeoville, IL, “Recycling Arguments: Blogging Like It’s 1999”
Jennifer Consilio, Lewis University, Romeoville, IL, “Reusing Ideas: Same Sh*t, Different Cs”
Michael Kapper, Terra State Community College, Fremont, OH, “Refusing Discipline: Epistemic Scholarship beyond Recitation”

Institutional and Professional

H.37  “I Feel Like Bustin’ Loose”: Empowering Writing through
Centralized Campus Collaborations
Convention Center, Room 209, Level 2
Chair: Kim Gunter, Appalachian State University, Boone, NC
Speakers: Georgia Rhoades, Appalachian State University, Boone, NC, “‘Tear the Roof Off’: Rethinking WAC through Dialogue and Intersection”
Kim Gunter, Appalachian State University, Boone, NC, “‘It Takes Two to Make a Thing Go Right’: Breaking Away from Conservative English Departments”
Tonya Hassell, Appalachian State University, Boone, NC, “What Happens When ‘We’re One’, but We’re Not the Same”

Practices of Teaching Writing

H.38  Revising Writing through a Multimodal Lens
Convention Center, Room 210, Level 2
Chair: Lindsey Joyce, West Virginia University, Morgantown
Speakers: Angela Kohnen, University of Missouri, St. Louis, “Using Multimodal Collages in the English Classroom to Improve Critical Thinking”
Bob Samuels, University of California, Los Angeles, “Writing as Editing: Composition in Re-Mixed Culture”
Eliana Schonberg, University of Denver, CO, “Not the ‘What’ but the ‘How’: A Pedagogy of Multimedia Design”
Susan Mendelsohn, St. Louis University, MO, “Not the ‘What’ but the ‘How’: A Pedagogy of Multimedia Design”
Friday, 11:00 a.m.–12:15 p.m.

Practices of Teaching Writing

H.39  Explicit Teaching: Why It Works and Why It Fails
Convention Center, Room 211, Level 2
Chair: Jon D’Errico, University of Virginia, Charlottesville
Speakers: Gerald Graff, University of Illinois at Chicago, “Theorizing Templates in Explicit Teaching”
Cathy Birkenstein, University of Illinois at Chicago, “Theorizing Templates in Explicit Teaching”
Greg Colomb, University of Virginia, Charlottesville, “Best Practices in Explicit Teaching”
Joe Harris, Duke University, Durham, NC, “Teaching Stance”

Research

H.40  Repositioning Identities to Expand Writing Possibilities for Literacy Practices
Convention Center, Room 214, Level 2
Zachary Rash, North Carolina State University, Raleigh, “An Identity Emporium: Texts, Nostalgia, and Community at Trader Joe’s”
Jamie White-Farnham, University of Rhode Island, Kingston, “Reconstituting Ephemera: The Material Rhetoric of a 20th Century Woman Writer”

Theory

H.41  Re-seeing Identity in Composition Theory
Convention Center, Room 215, Level 2
Speakers: Bret Keeling, Northeastern University, Boston, MA, “Re-thinking and Re-visioning ‘Sustainability’ in First-Year Writing: Paulo Freire, Judith Butler, and Our Impact on Others”
Jim Sundeen, Metro State College of Denver, CO, “Profiles, Aspects, and Sides: Applying Husserl’s Phenomenology to Teacherly Identity”
Matthew Heard, University of North Texas, Denton, “Resampling the Rhythm of Self”
Professional and Technical Writing

H.42 Reconsidering/Re-visioning Audience in Writing Theory, Research, Practice, and Pedagogy

Convention Center, Room 218, Level 2

Chair: Ann Blakeslee, Eastern Michigan University, Ypsilanti

Speakers: Ann Blakeslee, Eastern Michigan University, Ypsilanti
Rachel Spilka, University of Wisconsin-Milwaukee, “Resuscitating Audience in Technical Communication”

Composition/Writing Programs

H.43 Language, Race, and Ethnicity: Challenging Perceptions

Convention Center, Room 219, Level 2

Speakers: Susan Dinitz, University of Vermont, Burlington, “Revising Tutors’ Ideas about Language: Writing Centers and Students’ Rights to Their Own Language”
Stephanie Schatz, Washington State University, Pullman, “Rhetorical Sovereignty and Epistemic Authority in Composition Classrooms: The Greenbaum Incident Revisited”
Tzu-Shan Chang, Southern Illinois University-Carbondale, “Rethink: Whose Voices? Perceptions Concerning Native and Non-Native English Speaking Tutors in the Writing Center”

Photo courtesy of Dan Dry
I Sessions
12:30–1:45 p.m.

Featured Speakers

Writing Reclaimed and Remixed: The Melding of Activism and Art

Marriott, Marriott Ballroom VI, Second Floor

This session features novelists and poets who are also activists. The panel focuses on what it means to remix the creative and bring activism into popular realms.

Chair: Elisa Marie Norris, Syracuse University, NY


After graduating from Columbia University with a BA in history-sociology and an MPA from its School of International and Public Affairs, Sofia Quintero began her first career as a policy analyst and advocate. She worked for various nonprofit organizations and government agencies including the Vera Institute of Justice, Hispanic AIDS Forum, and the New York City Independent Budget Office. After years of working on diverse policy issues, however, Sofia heeded her muse to pursue an entertainment career.

Determined to write edgy yet intelligent novels for women who love hip hop even when hip hop fails to love them in return, Sofia wrote her debut novel Explicit Content under the pen name “Black Artemis.” Since then Sofia has penned two more Black Artemis novels (Picture Me Rollin’ and Burn) and has been by critics of all stripes for creating stories that are both intelligent and entertaining.

Sofia also writes contemporary women’s fiction under her real name. Her debut novella “The More Things Change” appears in Friday Night Chicas the first chick-lit anthology by and about Latinas. Her novel Divas Don’t Yield was published in March 2006 by One World/Random House.

Sofia co-founded Chica Luna Productions to identify, develop and support other women of color seeking to make socially conscious entertainment. Sofia Quintero is a socially conscious entrepreneur and cultural activist devoted to elevating the quality of entertainment both through her personal initiatives and
business ventures. With her business partner Elisha Miranda, she founded Sister Outsider Entertainment, a multimedia production company that is developing several projects for television, film and stage including the upcoming Internet series Sangria Street. SOE also co-created “Conscious Women Rock The Page!” with Marcella Runell Hall and Jennifer Jlove Calderon. Conscious Women is a cutting-edge multidisciplinary curriculum that enables socially conscious educators to introduce feminist hip hop fiction into their learning environments and use it to incite social change among their students.

This fall Knopf will publish Sofia’s first young adult novel Efrain’s Secret about a Latino boy in the South Bronx who goes to questionable extremes to realize his dream of going to an Ivy League college.

**J-Love Calderon, “No Matter What!: Turning Your Passion and Pipedreams into Becoming an Award Winning Author & Beyond”**

As an author, educator, activist, and Certified Empowerment Facilitator, J-Love Calderon has worked passionately on social justice, race, and gender issues for over 15 years. In settings that range from hip hop ciphers to the college classroom, J-Love is widely respected for her advocacy of “truth, love, and freedom” for everyday people, especially young people, women and girls, and lovers of hip hop culture.

J-Love has authored three books: We Got Issues!: That White Girl; and Conscious Women Rock the Page! Using Hip-Hop Fiction to Incite Social Change. Her articles on hip hop culture, white privilege, and social justice have appeared in The New York Times, Self Magazine, The Source Magazine, among other traditional and new media outlets. She has also contributed to two anthologies: Who’s Your Mama? The Unsung Voices of Women and Mothers (edited by Yvonne Bynoe), and The Encyclopedia of Hip Hop Literature (edited by Tarshia L. Stanley).

As an activist and personal life coach, J-Love has helped create practical models for living that are designed to empower people of all backgrounds. Her knowledge is informed by her years of working as a counselor in teen shelters. She has also taught at El Puente Academy for Peace and Justice for over a decade. When she is not writing, J-Love serves as the Project Director of 1+1+1=ONE, an arts and social transformation not-for-profit where she focuses on two programs: the We Got Issues! Leadership Institute for Young Women, and the Eradicating Racism program. For her consistent dedication, J-Love has received numerous awards, including the Union Square Award for her activism, and Self Magazine’s Self Starter of the Year Award.

J-Love graduated Cum Laude from San Diego State University with a Bachelor’s Degree in Africana Studies and received her Master’s Degree in Education from Long Island University. Currently, she lives in New York with her husband Hector Calderon and their two sons.
DuEwa Frazier, “Finding the Warrior Within: Truth Telling and Writing Yourself Into Being”
DuEwa Frazier is a writer, poet, author, performer, speaker and educator from St. Louis. She is the author of two volumes of poetry: *Shedding Light From My Journeys* and *Stardust Tracks on a Road*. DuEwa is the editor and publisher of the 2007 NAACP Image Award nominated publication, *Check the Rhyme: An Anthology of Female Poets & Emcees*. She earned the B.A. in English at Hampton University and the M.S.Ed. in Curriculum & Teaching – Literacy at Fordham University. DuEwa is now pursuing the M.F.A. in Creative Writing degree at The New School. She is a Contributing Writer for MahoganyButterfly.com and founder of two blogs: Rhymes, Views & News and Mocha Beauty Goes Green.

DuEwa has been a featured poet, author and speaker at numerous programs and institutions including: University of Pennsylvania Kelly Writers House, Temple University Sisters Defining Sisters Conference, The Harlem Book Fair, West Virginia Wesleyan College, Indianapolis Book Festival, Howard University Bookstore, Read Out Loud! Family Literacy Festival, and many others. In 2002, she founded Lit Noire Publishing, a creative arts and publishing organization. Since then, DuEwa has produced and hosted numerous community based poetry and literature talks in the Tri-State area and other locations including bookstores in Baltimore, Philadelphia, St. Louis and Atlanta. She has given professional consultation for writers and entrepreneurs in the areas of self publishing and public relations. DuEwa is the host of an internet radio show titled, Rhymes, Views & News Talk Radio. She resides in New York. Visit her website at www.dueawaiworld.com.

Chair: Elisa Marie Norris, Syracuse University, NY
Elisa Marie Norris’s work looks at the intersections of race, class, gender, and sexuality, particularly as they relate to Black women’s lives and experiences. Through the lens of black feminist theories, black queer theories, and African-American rhetorical traditions, she examines the ways in which black women construct identity, create community, pursue desire, and come to agency and voice. Her research sites include hip-hop, popular culture, and the US social imaginary. She is a past recipient of the 4C’s Scholars for the Dream Travel Award as well as the African-American Studies Fellowship from Syracuse University’s African-American Studies Department. She was recognized as an Outstanding Teaching Assistant at Syracuse University and was honored with Syracuse University’s LGBT Studies Foundation Award for Outstanding Graduate Student. Also, Elisa coordinated the first African-American Read-In at Syracuse in support
of NCTE’s national call to celebrate the literary works of African-American authors. She has been featured at open mics, and her article, “Aggressives Rock the House!: Considerations of Race, Gender, Class, and Sexuality,” appeared in a special edition of Phoebe that focused on gender and hip-hop culture. Within the context of racism, sexism, homophobia, and class politics, black women have developed survival strategies through their writing, their activism, and their art, and Elisa continues this tradition in her scholarship and research and in her poetry.

**Composition/Writing Programs**

**I.01 First-Year Honors Composition (FYHC): A Quantitative and Case Study**
Marriott, Kentucky Ballroom A, First Floor

*Chair:* C. McKenzie, CUNY, John Jay College, NY

*Speakers:* C. McKenzie, CUNY, John Jay College, NY
Kim Helmer, John Jay College of Criminal Justice, New York, NY
Karen Peirce, North Dakota State University, Fargo

**History**

**I.02 Rethinking Rhetoric, Religion, and Violence**
Marriott, Kentucky Ballroom B, First Floor

*Chair:* Beth Daniell, Kennesaw State University, GA

*Speakers:* Tom Deans, University of Connecticut, Storrs, “Reading Jesus Writing: The Story of the Adulteress as a Scene of Writing and a Paradox of Violence”
Brad Peters, Northern Illinois University, Rockford, “Resolving the Violence of Christ’s Passion: Julian of Norwich’s Rhetorical Dilemma”

**Practices of Teaching Writing**

**I.03 Institutional Remaking and the Hybridity of Composition**
Marriott, Kentucky Ballroom C, First Floor

*Chair:* Benjamin McClelland, University of Mississippi, University

*Speakers:* Benjamin McClelland, University of Mississippi, University, “A Veteran’s Morphing Moves”
Colby Kullman, University of Mississippi, University, “A Composition Specialist’s Rich Journey”
Jaime Harker, University of Mississippi, University, “A Curious Hybrid Remixes Fields”
Robert Cummings, University of Mississippi, University, “New Pilot at the Program’s Helm”
Friday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

**I.04 Pedagogy Remix: Queering the Writing Classroom**  Marriott, Kentucky Ballroom D, First Floor

*Speakers:* Edward Chambers, Ball State University, Muncie, IN, “Rethinking Oppression: Revising Our Approach to Straight Allies”
Kami Day, Johnson County Community College, Overland Park, KS, “LGBT Inclusive Language, Culture Change, and Composition”
Robert Faunce, Stony Brook University, NY, “Teaching Queer Relationships in the Composition Classroom”

**Institutional and Professional**

**I.05 This Is How We Dream Together: Remixing Oral, Written, and Visual Composing through General Education Reform**  Marriott, Kentucky Ballroom E, First Floor

*Chair:* Richard Miller, Rutgers University, New Brunswick, NJ

*Speakers:* Roxanne Mountford, University of Kentucky, Lexington, “Reviving the Fourth ‘C’: Learning from the History of Collaborations between English and Communication”
Deanna Sellnow, University of Kentucky, Lexington, “Integrated Composition and Communication: Addressing the Needs of the Twenty-first Century”
Janet Eldred, University of Kentucky, Lexington, “Compromising a Curriculum: Using the Politics of General Education Reform to Integrate Oral, Written, and Visual Communication”
Bill Endres, University of Kentucky, Lexington, “Dreaming in Sound and Color: Learning from Scholarship on Visuals in Composition Studies and Communication”

*Respondent:* Richard Miller, Rutgers University, New Brunswick, NJ
Theory

I.06 What Happens When Pragmatists Write Together?
Collaboration and the Mediation of Third Space

Marriott, Kentucky Ballroom F, First Floor

Chair: William Duffy, University of North Carolina, Greensboro
Speakers: William Duffy, University of North Carolina, Greensboro, “Invention, Mediation, and Pragmatist Collaboration”
John Pell, University of North Carolina, Greensboro, “Invention, Mediation, and Pragmatist Collaboration”
Hephzibah Roskelly, University of North Carolina, Greensboro, “Double Triangle: Rhetorical Strategies in Collaboration”
Elizabeth Chiseri-Strater, University of North Carolina, Greensboro, “Writing Together: Notes on Authority and Ownership in Collaborative Writing”
Bonnie Sunstein, University of Iowa, Iowa City, “Writing Together: Notes on Authority and Ownership in Collaborative Writing”

Information Technologies

I.07 Authorship, Textual Ownership, and Technologies of Collaboration:
Participation in Web 2.0 and Online Communities

Marriott, Kentucky Ballroom G, First Floor

Chair: Deborah Brandt, University of Wisconsin-Madison
Speakers: Tim Laquintano, University of Wisconsin-Madison, “Sustained Authorship: Ebooks and Literacy in Participatory Culture”
Michelle Gardner, University of Central Florida, Orlando, “Collaborative Texts: Remixing the Lines in Fanfiction”
Rik Hunter, University of Wisconsin-Madison, “There Can Be Only One—or Many: Wiki-Mediated Authorship and Collaboration”
Staci Shultz, University of Michigan, Ann Arbor, “This Literacy Practice Brought to You by . . . : Sponsoring Online Fanfic Participation”

Professional and Technical Writing

I.08 Remixing Online Spaces in Professional and Technical Writing

Marriott, Place Room, First Floor

Chair: Thomas Lavelle, Stockholm School of Economics, Sweden
Speakers: Michelle Miley, University of Houston, TX, “Remixing the Writing Group: An Innovative Online Approach to Disciplinary Writing Studios”
Jennifer Bay, Purdue University, West Lafayette, IN, “Facebook: A Teaching Experiment”
Community, Civic & Public

I.09 Creating a Feminist Rhetoric on the Border: One Hundred Years after “La Cronica”
Marriott, Show Room, First Floor

Chair: Kim McDonald, University of New Orleans, LA
Ellen Barker, Nicholls State University, Thibodaux, LA, “‘La Cronica’: Defining a Feminist Rhetoric on the Border”
Bernice Sanchez, Texas A&M International University, Laredo, “The Rhetoric of ‘La Cronica’ and What Women’s Profiles on the Border Reveal One Hundred Years Later”

Practices of Teaching Writing

I.10 Renewing Ethnographic Studies through Theory and Praxis
Marriott, Marriott Ballroom I, Second Floor

Speakers: Jaqueline McLeod Rogers, University of Winnipeg, Manitoba, Canada, “Project-based Ethnography as Undergraduate Research: Remixing Scholarship with Experience and Observation”
Matthew Ortoleva, University of Rhode Island, Kingston, “Chaos, Constraints, Collaboration: An Emerging Critical Ethnographic Method in Rhetoric and Composition”

Information Technologies

I.11 A Voice of One’s Own: Rethinking the Implications of Student Response in the Academic Environment
Marriott, Marriott Ballroom III, Second Floor

Speakers: Jessica Labbe, Francis Marion University, Florence, SC, “Track Changes in the New Millennium: The Benefits of Digital Grading to the Composition Student and Teacher”
Jill Belli, CUNY, NY, “Collecting Chili Peppers and Evaluating Easiness: How ‘RateMyProfessors.com’ Shapes Power Dynamics in (and out of) the Classroom”
Julia Combs, University of Nevada Las Vegas, “When the First Voice You Hear Is Not the Professor’s: Inviting Peer Reviews into Composition Wikis”
Community, Civic & Public

I.12  De-Centering Dewey: An Alternative Universe for Community-Engaged Work
Marriott, Marriott Ballroom IV, Second Floor

Chair: Tom Deans, University of Connecticut, Storrs-Mansfield
Speakers: Ellen Cushman, Michigan State University, East Lansing, “Gadugi: A Cherokee perspective on Working with(in) Communities”
Steve Parks, Syracuse University, NY, “Across Class Lines: Community Publishing as Intercultural Practice”
Juan Guerra, University of Washington, Seattle, “The Role of Transcultural Citizenship in a Discursive Democracy”

Practices of Teaching Writing

I.13  Remixing Jewish Rhetoric and Composition Traditions
Marriott, Marriott Ballroom V, Second Floor

Chair: Janice Fernheimer, Rensselaer Polytechnic Institute, Troy, NY
Speakers: Janice Fernheimer, Rensselaer Polytechnic Institute, Troy, NY, “Mapping the Remix of Jewish Rhetoric and Composition Studies”
Sid Dobrin, University of Florida, Gainesville, “Tradition and Network: Jewish Rhetoric and Delivery in the New Media Age”
Robert Danberg, Binghamton University, State University of New York, “Becoming Rhetorical: One Jewish View”
Eli Goldblatt, Temple University, Philadelphia, PA, “Joining the Workman’s Circle: Social Justice and Literacy in the Secular Jewish Tradition”

History

I.14  Pedagogies and Pasts: Scenes of Literacy and Rhetorical Education
Marriott, Marriott Ballroom VII, Second Floor

Speakers: Samantha NeCamp, University of Louisville, KY, “Recovering a Forgotten Foremother of Literacy Studies”
Judy Holiday, Arizona State University, Tempe, “Shame and Arrogance in Lillian Smith’s Rhetoric of Justice”
Thomas Doran, SUNY New Paltz, “The Consistency of Assent: Abolition History’s Origins and Renewals”
Community, Civic & Public

I.15 Public 2.0: Online Spaces for Public Discourse
Marriott, Marriott Ballroom VIII, Second Floor
Chair: Bobby Kuechenmeister, Bowling Green State University, KY
Speakers: Laura Van Dyke, Indiana University, Bloomington, “Related Objects - Related Cultures - Shop Online: Commodification and the Online Museum”
John O’Connor, University of Illinois, Urbana-Champaign, “Remediated Rhetoric: Political Discourse in Hyper(linked)space”

Practices of Teaching Writing

I.16 Remixing Work: Learning to Labor in the Digital Economy
Marriott, Marriott Ballroom IX, Second Floor
Chair: Antonio Ceraso, DePaul University, Chicago, IL
Speakers: Jeff Pruchnic, Wayne State University, Detroit, MI, “Analog Politics, Digital Economies: Rethinking Progressive Pedagogy”
Antonio Ceraso, DePaul University, Chicago, IL, “Does the Prosumer Have a Job? Digital Ethics and the Disappearance of the Worker”
Richard Marback, Wayne State University, Detroit, MI, “The Cosmopolitan Virtues of Working Class Consciousness”

Theory

I.17 Theorizing Composition Pedagogy
Marriott, Marriott Ballroom X, Second Floor
Chair: Benjamin Bogart, Missouri State University, Springfield
Speakers: Jacqueline Preston, University of Wisconsin-Madison, “Holism, Culture, and the Interpretive View: The Implications of Anthropological Thought to Contemporary Composition Pedagogy”
Janelle Wiess, University of Michigan-Flint, “Am I Overcompensating for Something?: Revisiting Reactions to Feminist Pedagogy”
Joy Arbor, Kettering University, Flint, MI, “The Gulf between Knowing and Doing: Intervening in Freirean Pedagogy”
Research

I.18 Constructing a Field: Editing Feminist Rhetorics: Landmark Essays and Controversies
Marriott, Grandstand Room, First Floor

Chair: Lindal Buchanan, Old Dominion University, Norfolk, VA
Speakers: Lindal Buchanan, Old Dominion University, Norfolk, VA, “Surveying the Field”
Kathleen Ryan, University of Montana, Missoula, “Staking Out the Field”
Barbara Hebert, Thomas Nelson Community College, Hampton, VA, “Entering the Field”
Samuel Evans, Old Dominion University, Norfolk, VA, “Entering the Field”

Institutional and Professional

I.19 Virtual Teaming across Disciplines: Mapping Out Collaboration in Inter-institutional Projects
Marriott, Paddock Room, Second Floor

Chair: Sergey Rybas, Capital University, Columbus, OH
Speakers: Sergey Rybas, Capital University, Columbus, OH
Jennifer Almjeld, New Mexico State University, Las Cruces
Natalia Rybas, Indiana University East, Richmond

Theory

I.20 (Re)Mixing Theories of Class, Multiliteracy, and Genre: Sampling in the Composition Classroom
Convention Center, Room L2, Lower Level

Chair: Joel Overall, Texas Christian University, Fort Worth
Speakers: Angela Sowa, Texas Christian University, Fort Worth, “Multiliteracies and Class(rooms): Why Class-Conscious Pedagogy Matters in First-Year Composition”
Alyssa Cavazos, Texas Christian University, Fort Worth, “Remixed Language Diversity Renews FYC: Maximizing Linguistically Diverse Writers’ Commandable Language Skills”
Joel Overall, Texas Christian University, Fort Worth, “Is Peter Elbow Cool Again? Resituating Private Writing in Comp Theory”
Sharon A. Harris, Texas Christian University, Fort Worth, “A Coalition of Writing Teachers and a Mixture of Genres: The Required Course in Composition Pedagogy”
Academic Writing

I.21 Loving to Write, Writing to Love: The Eros of Composition
Convention Center, Room L3, Lower Level

Speakers: Angela Lafl en, Marist College, Poughkeepsie, NY, “Rethinking Emotion in Online Discussion Forums”
Brittany Firoenza, Marist College, Poughkeepsie, NY, “Rethinking Emotion in Online Discussion Forums”
Susanna Kelly Engbers, Kendall College of Art and Design, Grand Rapids, MI, “Couples in Collaboration: Mixing and Remixing Our Pedagogies”
Chad Engbers, Calvin College, Grand Rapids, MI, “Couples in Collaboration: Mixing and Remixing Our Pedagogies”
Stephanie Moody, University of Michigan, Ann Arbor, “Rethinking the Extra-curricular Literacies of College Students: Incorporating Romance Novels into Composition and Literature Classrooms”

Theory

I.22 Twentieth-Century Womens’ Alliances
Convention Center, Room L4, Lower Level

Chair: Risa Gorelick, Ramapo College of New Jersey, Mahway

Speakers: Kate White, The Ohio State University, Columbus, “’Bear Your Share of the Public Burden’: Clubwomen, Rhetoric, and Patriotic Pageants in the Era of Americanization”
Heather Branstetter, University of North Carolina, Chapel Hill, “How to Write Collective Identity into Existence: The Queer Emergence of the Atlanta Lesbian Feminist Alliance”
Janine Solberg, University of Massachusetts -Amherst, “Selling Self: Mass Media, Consumer Culture, and Early Twentieth Century Career Advice Texts for Women”

Composition/Writing Programs

I.23 First-Year Seminar versus First-Year English: Rethinking the Curriculum in a Global Environment
Convention Center, Room L5, Lower Level

Chair: Kirsten Benson, University of Tennessee, Knoxville

Speakers: Hui Wu, University of Texas at Tyler, “Transforming Global Crises into Seminar Opportunities: Redirecting Composition Programs within English Departments”
Jennifer Jeanfreau, Loyola University, New Orleans, LA, “Rethinking Traditional Writing Classes to Work along with Interdisciplinary First-Year Seminars”
Melanie McKay, Loyola University, New Orleans, LA, “From WAC Director to First-Year Seminar Director: Leadership for a New Era”
Katherine H. Adams, Loyola University, New Orleans, LA, “From WAC Director to First-Year Seminar Director: Leadership for a New Era”
I.24  My Story: Rethinking the Personal Narrative
Convention Center, Room L6, Lower Level

Chair: Tabetha Adkins, Texas A&M University, Commerce

Speakers: Elizabeth Cone, Suffolk County Community College, Selden, NY, “Reinventing the FYC Narrative Essay Assignment as Narrative Inquiry: Moving beyond the Purely Personal to Historical and Cultural Denotation and Connotation”
Kathryn Comer, The Ohio State University, Columbus, “Documenting Lives: Remixing the Personal Narrative”
Barbara Gleason, City College of New York, NY, “Connecting Autobiography and Academic Literacy: Making the Case (again) for Personal Narrative Writing”

Information Technologies

I.25  “Just Do It:” Rethinking Gender and Rhetoric in Online DIY Spaces
Convention Center, Room L7, Lower Level

Chair: Fabian Alvarez, Western Kentucky University, Bowling Green

Speakers: Antonia Massa-MacLeod, University of Wisconsin, Madison, “Make Your Own Community: Ecriture Feminine and the On-Line D.I.Y. Movement”
Derek Van Ittersum, Kent State University, OH, “DIY Technne: Remixing Rhetorical Craftsmanship Online”
Heather Pristash, Bowling Green State University, OH, “Crafting the Remix: Re-Viewing Materiality, Rethinking Online Spaces”

History

I.26  Recovery’s Place in the Re-Mix: Historical Provocations
Convention Center, Room L8, Lower Level

Chair: Shevaun Watson, University of South Carolina, Columbia

Speakers: Shevaun Watson, University of South Carolina, Columbia, “Recovering the Demands of a ‘Grate Number of Blackes’: Early Black Petitions as Political Pedagogy”
Elizabeth Kimball, Temple University, Philadelphia, PA, “Recovering Quaker Pedagogy and the Rhetorical Tradition”
Jason Barrett-Fox, University of Kansas, Lawrence, “Recovering Anita Loos: The Rhetorical Subversion of Exigence in Gentlemen Prefer Blondes”

Respondent: John Brereton, Harvard University, Cambridge, MA
Friday, 12:30–1:45 p.m.

Community, Civic & Public

I.27 Bridging School and Community Literacies for Latina/o Students on the Path to College: Roles for FYC Instructors in a U.S. Department of Education GEAR UP Grant

Convention Center, Room L9, Lower Level

Chair: Rachel Lewis, University of Arizona, Tucson
Speakers: Susan V. Meyers, Oregon State University, Corvallis
Rachel Lewis, University of Arizona, Tucson
Anna Varley, Cardinal Stritch University, Milwaukee, WI
Shelley Hawthorne Smith, University of Arizona, Tucson

Practices of Teaching Writing

I.28 Revisiting Literacy and Working Class Identity

Convention Center, Room L10, Lower Level

Chair: Ann Amicucci, Indiana University of Pennsylvania
Speakers: Kirk Boyle, University of Cincinnati, OH, “The English Composition / Introduction to Labor Studies Mashup”
Holly Middleton, New Mexico Highlands University, Las Vegas, “Literacy as Advocacy”

Practices of Teaching Writing

I.29 Rethinking Feminist Pedagogy in Teaching Composition

Convention Center, Room L11, Lower Level

Speakers: Kathryn Navickas, Binghamton University, NY, “Fresh Feminisms: Applying Feminist Pedagogy to First Year Composition”
Meadvin Joanna, University of Southern Mississippi, Hattiesburg, “A Pedagogy of Shame: Sex and Discomfort in the Composition Classroom”
Kent Lenz, Bowling Green State University, OH, “Rethinking Feminism in Pedagogy: Conceptualizing the Use of the Frontier Metaphor in Pedagogy”

Institutional and Professional

I.30 Fostering and Expanding Contact Zones between Secondary English Education and Rhetoric and Composition

Convention Center, Room L12, Lower Level

Speakers: Jennifer Clifton, Arizona State University, Tempe
Mary Lou Odom, Kennesaw State University, GA
Sara Pace, Lamar University, Beaumont, TX
Faith Kurtyka, University of Arizona, Tucson
Composition/Writing Programs

I.31 Disturbing and Developing the Council of Writing Program Administrators: What Might We Become?
Convention Center, Room L15, Lower Level

Chair:
Speakers: Shirley Rose, Arizona State University, Tempe, “A Demographic Profile of WPAs: Past, Present, and Aspirations for the Future”
Jonikka Charlton, University of Texas-Pan American, “Profile of WPA Preparation”
Duane Roen, Arizona State University, Tempe, “Mentoring WPA Members”
Joseph Janangelo, Loyola University, Chicago, IL, “Leadership as Inclusion”
Jeffrey Klausman, Whatcom Community College, Bellingham, WA, “Writing Programs at Two-Year Colleges”
Sheldon Walcher, University of Southern Mississippi, Hattiesburg, “WPA 2.0: New Directions in Writing Programs and Administration”

Creative Writing

I.32 Creative Writing and Compositions’ Cross-Fertilization
Convention Center, Room 201, Level 2

Chair: Joyce Rain Anderson, Bridgewater State College, MA
Speakers: Crystal Fodrey, University of Arizona, Tucson, “Creative Nonfiction: Where Creative Writing and Composition Nearly Converge”
Adam Koehler, Manhattan College, New York City, NY “Another Day of Good vs. Evil at the Brooklyn Superhero Supply Co.: Re-imagining Creative Writing, Composition Studies, and Service Learning”
Daniel Gallagher, Temple University, Philadelphia, PA, “Now Bring in the Drums: Composing the Creative Writing Workshop”

Academic Writing

I.33 To Cite or Not to Cite: Reconsidering Methods of Accountability in Composition Classrooms and Programs
Convention Center, Room 202, Level 2

Chair: Virginia Anderson, Indiana University Southeast, New Albany
Speakers: Lulu C. H. Sun, University of Massachusetts, Dartmouth, “To Cite/Site or Not to Cite/Site: The Ethics of Writing Program Administrator Naming and Identity”
Michelle Neely, University of Texas at Austin, “ Appropriated Sources or Appropriated Students? Undergraduates’ Views of Authority and Use of Citations in a Rhetorical Writing Assignment”
Damian Kosnich, University of California, Santa Barbara, “Making Use of Citation Data for Historical Research in Composition Studies”
Friday, 12:30–1:45 p.m.

Practices of Teaching Writing

I.34 Off the Reservation and into the Classroom: Sherman Alexie, Multimodalities, and Student Writing
Convention Center, Room 207, Level 2

Speakers: Deborah Brown, University of Central Oklahoma, Edmond, “Reservation of the Mind: Using Sherman Alexie’s Flight”
Laura Bolf-Beliveau, University of Central Oklahoma, Edmond, “No Reservations: Using Alexie’s Multiple Genre Text to Rethink Traditional Composition Assignments”
Timothy Petete, University of Central Oklahoma, Edmond, “Without Reservations: Sherman Alexie and the Connected Age”
Respondent: Matt Hollrah, University of Central Oklahoma, Edmond

Practices of Teaching Writing

I.35 Palin / Pathos / Peter Griffin: Political Video Remix and Rhetorical Pedagogy
Convention Center, Room 208, Level 2

Chair: Ben McCorkle, Ohio State University at Marion

Speakers: Jason Palmeri, Miami University, Oxford, OH, “Video Remix and Civic Engagement: Reaching Audiences beyond the Classroom”
Abby Dubisar, Miami University, Oxford, OH, “Re-seeing Ancient Rhetoric: Video Remix and/as Rhetorical Analysis”

Theory

I.36 Transnational Publics, Green Movements, and New Media: Exploring the Scope of Cultural Rhetorics Inquiry
Convention Center, Room 209, Level 2

Chair: Donnie Sackey, Michigan State University, East Lansing

Speakers: Jolivette Mecenas, University of La Verne, CA, “Voices of Globalization: A Heuristic for Writing about the Cultural Rhetorics of Globalization”
Donnie Sackey, Michigan State University, East Lansing, “Making a Rhetoric of Sustainability: Tracing ‘Local’ Dimensions in Environmental Writing”
Stacey Pigg, Michigan State University, East Lansing, “On Coffee, New Media Production, and Embodied Rhetorical Methodologies”
Respondent: Jennifer Sano, Michigan State University, East Lansing
Language

I.37 Global Literacies in Local Classrooms: Building Community among Monolingual and Multilingual Writers
Convention Center, Room 210, Level 2

Chair: Angela Dadak, American University, Washington, D.C.
Speakers: Angela Dadak, American University, Washington, D.C., “Rethinking Programs and Revising Curricula to Renew Linguistically Mixed Writing Communities”
Deirdre Vinyard, University of Massachusetts, Amherst, “Centering Multilingual Experience: Multiple Literacies in the Composition Classroom”
Andrea Feldman, University of Colorado at Boulder, “Connecting Globally, Thinking Locally”
Gail Shuck, Boise State University, ID, “Administrative Avenues for Developing Cross-Cultural Courses”

Research

I.38 Remixing Our Roots: Three Takes on Relations between Theory and Method
Convention Center, Room 211, Level 2

Chair: Tricia Serviss, Syracuse University, NY
Speakers: Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA, “Theorizing Method, Methodizing Theory: Remixing with Beginner’s Mind”
Paul Prior, University of Illinois, Urbana-Champaign, “(Re)siting Theory, (Re)mixing Methods: A Flat CHAT Perspective on Writing Research”
Tricia Serviss, Syracuse University, NY, “Revisiting Method: How Site-Based Research Brings Us Home to Method after the Global Turn”
Respondent: Donnie Johnson Sackey, Michigan State University, Lansing

Theory

I.39 Re-Mediating the Practice of Rhetorical Theory
Convention Center, Room 214, Level 2

Chair: Kimberly Quiogue Andrews, The Pennsylvania State University, State College
Bess Fox, Marymount University, Arlington, VA, “Embodying the Academic Writer: Rethinking the Promise of Multimedia Writing”
Friday, 12:30–1:45 p.m.

Practices of Teaching Writing

I.40  The Oral Presentation Re-Envisioned
Convention Center, Room 215, Level 2
Chair: Lisa Dush, Massachusetts Institute of Technology, Cambridge
Atissa Banuazizi, Massachusetts Institute of Technology, Cambridge, “Exploring the Genre(s) of the Oral Presentation”
Leslie Ann Roldan, Massachusetts Institute of Technology, Cambridge, “Defining the Presentation Composing Process”

Composition/Writing Programs

I.41  First-Year Seminars as a Remix of the Introductory Writing Requirement
Convention Center, Room 218, Level 2
Speakers: Tracy Skipper, University of South Carolina, Columbia, “A National Overview of Writing in First-Year Seminars”
Elaine Hays, College of the Holy Cross, Worcester, MA, “Kitchens and Common Rooms: Using First-Year Program Social Areas to Talk about Writing”
Dorothy Ward, University of Texas at El Paso, “It Takes a Campus”

Composition/Writing Programs

I.42  Supporting Fellow Faculty: Sharing Knowledge and Building Community
Convention Center, Room 219, Level 2
Chair: Samantha Andrus-Henry, Grand Valley State University, Allendale, MI
Speakers: Dauvan Mulally, Grand Valley State University, Allendale, MI, “Faculty Community Building: Portfolio Assessment Groups as Teaching Circles”
Kristin Little, University of Arizona, Tucson, “TAC: A Re-envisioning for WAC”
Jan Lindholm, Salem State College, MA, “Talking Shop: Expanding the Role of Writing Centers”
J Sessions
2:00–3:15 p.m.

Featured Speaker

DeeJaying the Siren Song: Research & Fiction
Marriott, Marriott Ballroom VI, Second Floor

Nelly Rosario will address the process of writing the novel, with an emphasis on the transition from the research to the actual writing.

Nelly Rosario was born in the Dominican Republic and raised in Brooklyn, New York. She holds a Bachelors in Science from MIT and a Masters in Fine Arts from Columbia University. Rosario has received numerous awards, including The Barbara Deming Memorial Fund Fellowship, the Hurston/Wright Award in Fiction, and the Sherwood Anderson Grant. The Village Voice Literary Supplement named her a “Writer on the Verge” in 2001. Her debut novel, Song of the Water Saints, won a 2002 PEN Open Book Award and was a nominee for the Hurston/Wright Legacy Award. She is a bi-weekly columnist for the Spanish-language newspaper el diario/La Prensa; her work also appears in various publications, including The New York Times, Callaloo, Review, The New Labor Forum, Chess Magazine, and meridians. Rosario currently teaches creative writing at Texas State University, and is at work on her second novel.

Chair: Denise Valdés, Syracuse University, NY

Denise Valdés is a doctoral candidate in the program of Composition and Cultural Rhetoric at Syracuse University. Her research interests include Latina feminisms, Latino/a rhetorical practices, Critical Race Theory, and social justice issues as they pertain to diasporic Puerto Ricans and those that live on the island. She is currently working on her dissertation titled The Island of My Body: the Rhetoric of Sterilization in Puerto Rico. Within this work Ms. Valdés exposes Puerto Rico as being complicit in the involuntary sterilization of island women, the involvement of United States, how pharmaceutical companies benefited from these experiments, and how private benefactors spearheaded this campaign. By analyzing the documents that led to the implementation of these procedures and the laws put into place to support the interested parties,
this dissertation seeks to illuminate the ways indigenous women were made to believe that their participation in these experiments would improve their reproductive health, when in fact they were being sterilized without their consent. Additionally, this dissertation also examines the documents that made these experiments possible, and how the Puerto Rican women’s movement mobilized forces in response.

**Composition/Writing Programs**

**J.01 Re-Mixing Historical Knowledge as the Generative Grounds for Writing about Writing (WAW) Initiatives**

Marriott, Kentucky Ballroom A, First Floor

*Chair:* Barb Bird, Taylor University, Upland, IN

*Speakers:* Debra Dew, University of Colorado, Colorado Springs, “Historical Hauntings and the CWPA Outcomes: Remixing the Plural Commons as Heuristic for Inventing WAW Curricula”

Helen Foster, University of Texas El Paso, “The Historical Casualty of Composition Content”

Barbara Bird, Taylor University, Upland, IN, “An Historical Precursor to the WAW FYC Course”

**Composition/Writing Programs**

**J.02 Remixing the High School to College Transition for Student Writers: A Pilot Partnership**

Marriott, Kentucky Ballroom B, First Floor

*Chair:* Elizabeth Hooper, University of Texas at San Antonio

*Speakers:* Lindsay Ratcliffe, University of Texas at San Antonio

Kathleen Henckel, Clark High School, San Antonio, TX

Cynthia Tyroff, Northside Independent School District, San Antonio, TX

Elizabeth Hooper, University of Texas at San Antonio

**Practices of Teaching Writing**

**J.03 A Two-WayStreet: Reciprocity and Partnership in “The Writers” Room**

Marriott, Kentucky Ballroom D, First Floor

*Speakers:* Ellen Kolba, The Writers’ Room, Montclair, NJ, “From Casual to Committed”

Jessica Restaino, Montclair State University, NJ, “A University Approach to the Secondary-Level Classroom”

Patricia Thomas, Mt. Hebron Middle School, Montclair, NJ, “Teacher Preparation across Levels: Bridging the Divide”
Information Technologies

J.04 Remixing Reading Contexts: e-Reading in Academic Settings
Marriott, Kentucky Ballroom E, First Floor
Chair: Catherine G. Latterell, Penn State Altoona
Speakers: Rebecca Wilson Lundin, The Pennsylvania State University, University Park, “Mapping the Functional Landscape of e-Reading Devices”
Michael J. Faris, The Pennsylvania State University, University Park, “Mapping the Pedagogical Landscape of e-Reading Devices”
Stuart A. Selber, The Pennsylvania State University, University Park, “Mapping the Institutional Landscape of e-Reading Devices”

Research

J.05 Aristotle in the DJ Booth: (Re)mixing Old and New in Digital Writing Research
Marriott, Kentucky Ballroom F, First Floor
Chair: Pamela Takayoshi, Kent State University, OH
Speakers: Emily Wierszewski, Kent State University, OH, “My Writing Belongs to Everyone: Re-thinking Notions of Intellectual Property on Facebook”
Jennifer Pugh, Kent State University, OH, “Using Rhetoric to Understand Ethics in Digital Writing Research”
Elizabeth Tomlinson, Kent State University, OH, “Dissembling the Subject/Object Dichotomy by Remixing Audience and Ethos in Digital Research”

Information Technologies

J.06 Retooling Composition: Digital Tools in the Classroom and Writing Center
Marriott, Kentucky Ballroom G, First Floor
Chair: Lanette Cadle, Missouri State University, Springfield
Speakers: Sarah Wynn, Missouri State University, Springfield, “Expanding Literacy and Engagement through YouTube”
Casey White, Iowa State University, Ames, “How Much Assistance?: Student Ownership of Texts and Digital Writing Assistance”
Kevin Blake, Missouri State University, Springfield, “Reading to an Empty Room: Podcasting as a Peer Editing Tool”
Daphne Smith, Missouri State University, Springfield, “Remixing Blackboard: A Subversive Re-Reading of Blackboard’s Digital Tools for the Writing Classroom”
Friday, 2:00–3:15 p.m.

History

J.07  From Renewal to Regulation: Research, Teaching, and Assessment in Progressive Era Writing Instruction
Marriott, Kentucky Ballroom C, First Floor
Chair: Chris Gallagher, Northeastern University, Boston, MA
Speakers: Lori Ostergaard, Oakland University, Rochester, MI, “Extraordinary Measures: Teacher Research at the Oak Park High School, 1913-1923”
Jeff Ludwig, University of Denver, CO, “Renewed: Methods of Writing Instruction at Oak Park High School, 1913–1917”
Eric Turley, University of Missouri St. Louis, “Regulating Writing: Progressive Era Writing Assessment and the Management of Schools”

Practices of Teaching Writing

J.08  “The Way I See It”: (Re)Envisioning Perspective in Academic Discourse
Marriott, Place Room, First Floor
Chair: Edward Lotto, Lehigh University, Bethlehem, PA
Speakers: Christy I. Wenger, Lehigh University, Bethlehem, PA, “From the Body: The Meeting of Matter and Meaning in/as Embodied Writing”
Patricia D. Pytleski, Kutztown University, PA, “Synthesizing Students’ Perspectives”
Kristina Fennelly, Lehigh University, Bethlehem, PA, “Deliberation and the Town Hall Meeting”
Edward Lotto, Lehigh University, Bethlehem, PA, “The Subject Is Academic: A Utopian Perspective”

Professional and Technical Writing

J.09  The Scientific Life of Writing
Marriott, Show Room, First Floor
Chair: Risa Applegarth, University of North Carolina-Greensboro
Speakers: Ryan Hoover, Texas Tech University, Lubbock, “The ‘Author Function’ at Play in the National Science Foundation’s Application Process”
Paul Anheier, University of Wisconsin-Stout, “Recalibrating Rhetoric and Nonacademic Agency in Engineering Communication Education”
Practices of Teaching Writing

J.10  The Mashup: School Writing vs. Academic Writing vs. New Technologies
Marriott, Marriott Ballroom II, Second Floor

Speakers: Patricia Strong, Virginia Commonwealth University, Richmond, “OMG! Texting Toward Illiteracy?: LOL. Why Social Writing Trumps School Writing”
Thomas Black, University of Nevada, Reno, “Old Story in a (Re)new Time: Introducing 20th Century Technology to 21st Century Minds in First Year Writing”
Jane Fife, Western Kentucky University, Bowling Green, “Remixing Academic and Non-academic Writing: Old-school Analysis of the New Literacies”

Composition/Writing Programs

J.11  Hard Times: Required Remixing in the New Economy
Marriott, Marriott Ballroom III, Second Floor

Chair: Margaret Shaw, Kent State University, OH

Speakers: Margaret Shaw, Kent State University, OH, “Hard Times Hit Writing Programs”
Marilyn Seguin, Kent State University, Kent, OH, “Ensuring Quality Online Teaching and Learning in Hard Times”
Bev Neiderman, Kent State University, Kent, OH, “Revising Successful Tier II Pedagogy to Meet the Needs of a Changed Audience”
Geraldine Winter, Kent State University, Kent, OH, “Rethinking a Successful Tiered Program to fit a Financial Business Model”

Composition/Writing Programs

J.12  “Assume the Power to Do What You Know”: Rethinking Professional Development
Marriott, Marriott Ballroom IV, Second Floor

Speakers: Juliet Wahleithner, University of California, Davis, “‘The Moves That Matter’ in Teacher Learning Communities”
Stephanie Paterson, California State University, Stanislaus, “Coming on Center (Again): Inquiring Minds Return to Moffett”
Megan Fulwiler, The College of Saint Rose, Albany, NY, “Another Take on ‘Take 20’: Voices from the Margins”
Jennifer Marlow, University at Albany, NY, “Another Take on ‘Take 20’: Voices from the Margins”
Friday, 2:00–3:15 p.m.

Practices of Teaching Writing

J.13 **Get Out the Map: Remixing Queer Rhetoric(s) and Sexuality**
Marriott, Marriott Ballroom V, Second Floor

*Chair:* Travis Webster, Michigan State University, East Lansing
*Speakers:* Lee Sherlock, Michigan State University, East Lansing
Matthew Cox, Michigan State University, East Lansing
*Respondent:* Will Banks, East Carolina University, Greenville, NC

Community, Civic & Public

J.14 **Public Communication Strategies and Influences**
Marriott, Marriott Ballroom VIII, Second Floor

*Chair:* Lori Baker, Southwest Minnesota State University, Marshall
Anthony Edgington, University of Toledo, OH, “The Constant Waves of War: Rethinking the Influence of War Rhetoric on Current Culture”
Scott Denton, University of Arizona, Tucson, “Commodifying Crisis: Rhetorics of Risk and Regulation Reframed”

Research

J.15 **Understanding Traditional and Electronic Literacies on the U.S.-Mexico Borderlands**
Marriott, Marriott Ballroom IX, Second Floor

*Chair:* Cindy Selfe, Ohio State University, Columbus
*Speakers:* John Scenters-Zapico, University of Texas El Paso
Lucia Dura, University of Texas El Paso
Fernie Alaniz, University of Texas El Paso
*Respondent:* Gail Hawisher, University of Illinois, Urbana-Champaign

Institutional and Professional

J.16 **Sustainability: The Missing Link in WAC Assessment**
Marriott, Marriott Ballroom X, Second Floor

*Chair:* Jeffrey Galin, Florida Atlantic University, Boca Raton
*Speakers:* Gwen Templin, Texas State University-San Marcos, “WI Courses: A Medium for Revitalizing WAC Programs”
Kimberly Donavon, Southern New Hampshire University, Franklin, “Sustaining Faculty in a WAC Program”
Tara Porter, University of California, Davis, “What Contributes to WAC Program Sustainability? Survey Results from Program Leaders’ Perceptions of Success”
Jeffrey Galin, Florida Atlantic University, Boca Raton, “Improving Rather Than Proving: Self-Administered Sustainability Mapping of WAC Programs”
Language

J.17  Rethinking, Revising, and Renewing Writing Center Pedagogy
Marriott, Clubhouse Room, Second Floor
Chair: Helena Hall, Loras College, Dubuque, IA
Speakers: Joyce Hicks, Valparaiso University, IN
         Patricia Eliason, University of Minnesota, Minneapolis
         Barbara Britt-Hysell, Hamilton College, Clinton, NY
         Helena Hall, Loras College, Dubuque, IA

Practices of Teaching Writing

J.18  The Problem of Audience for Writers at Risk
Marriott, Grandstand Room, Second Floor
Speakers: Dennis Selder, Southwestern College, Chula Vista, CA, “Teaching the Ethnography of Communication to Address Issues of Audience”
         Donald McCrarry, Long Island University, Brooklyn, NY, “Problematizing Audience: Knowing Our Students and Improving Writing Instruction”
         Wiley Davi, Bentley University, Waltham, MA, “Audience and the Bicultural Bind”

Practices of Teaching Writing

J.19  Praxis Becomes Her: Restoring a Living Presence in Concepts in Rhetoric and Writing Curriculum
Marriott, Paddock Room, Second Floor
Chair: Steve Parks, Syracuse University, NY
Speakers: Zosha Stuckey, Syracuse University, NY, “Why Aren’t There Any Disabled People around Here?: Reconceiving ‘Rhetorical Education’ for Another Other”
         Tanya Rodrigue, Syracuse University, NY, “There a TA in Sight?: Rethinking Who Counts as ‘Faculty’ in WAC Training Sessions”
         Laura J. Davies, Syracuse University, NY, “What Happened to the Art in Composition?: Seeing the Possibilities of Design in Writing Curriculum”
Friday, 2:00–3:15 p.m.

Academic Writing

J.20 Cross Talk on Writing in the Disciplines for Doctoral Students: Re-imagining Doctoral Writing Development in Research-Intensive Universities
Convention Center, Room L1, Lower Level

Speakers: Doreen Starke-Meyerring, McGill University, Montréal, Québec, Canada, “Doctoral Student Writing Experiences at Canadian Research-Intensive Universities”
King Yan Sun, McGill University, Montréal, Québec, Canada, “Doctoral Student Writing Experiences at Canadian Research-Intensive Universities”
Anthony Paré, McGill University, Montréal, Québec, Canada, “Supervising Doctoral Student Writing: Cross-Institutional and Cross-Disciplinary Perspectives”
Nazih El-Bezre, McGill University, Montréal, Québec, Canada, “Supervising Doctoral Student Writing: Cross-Institutional and Cross-Disciplinary Perspectives”
Heather Graves, University of Alberta, Edmonton, Canada, “Perspectives from Graduate Program Administrators: Administrator Input in Doctoral Student Writing Instruction in the Disciplines”
Roger Graves, University of Alberta, Edmonton, Canada, “Supporting Doctoral Student Writing: Writing Centre Director Perspectives”
Dana Salter, McGill University, Montréal, Québec, Canada, “Re-thinking Doctoral Student Writing Experiences: Perspectives from Historically Under-Represented Doctoral Students”

Information Technologies

J.21 Creating Identity with Technology Online: Lessons from the Web
Convention Center, Room L2, Lower Level

Chair: Khem Aryal, University of Missouri, Columbia

Speakers: Meredith Zoetewey, University of South Florida, Tampa, “A Rhetoric of Ornament: Decorating Mobile Devices in the Aesthetic Economy”
Elizabeth Thiry, The Pennsylvania State University, State College, “Identity Crisis: Revaluing Teaching to Negotiate Identities in Cyberspace and Beyond”
Jen Bacon, West Chester University, PA, “The Ghost in the Machine Remixed: Teaching Cyborg Analysis in the Writing Classroom”
History

J.22 Revisiting Rhetorical Ancestors: E.B. White, Edward Corbett, and Hugh Blair
Convention Center, Room L3, Lower Level
Chair: Hannah Ashley, West Chester University, PA
Speakers: Russel Durst, University of Cincinnati, OH, “Making Comp Respectable in English Departments: Edward Corbett and the Development of Composition Studies”
Tika Lamsal, University of Louisville, KY, “Blair as a Colonialist: Revisiting Hugh Blair’s Lectures on Taste”

Information Technologies

J.23 Revising the Generation Gap: Uses of Technology in the Composition Classroom
Convention Center, Room L4, Lower Level
Chair: Anita August, Southern Connecticut State University, New Haven
Speakers: Kevin Rutherford, Miami University, Oxford, OH, “Playing that Rewards: Video Games as Rhetorical Tools in Composition Classrooms”
Catherine Latterell, Penn State Altoona, “Teaching Remix: How Breakdown, Sample, Mix, and Play Now Dominate New Approaches to Fycomp”
Thomas Reynolds, Northwestern State University, Natchitoches, LA, “Web 2.0 in the Pencil and Paper Classroom: Making Virtual Communication Tangible for the Adult Learner”

Theory

J.24 Rhetoric Of, In, and As Political Economy: Demystifying Ideological/Material Relations
Convention Center, Room L5, Lower Level
Chair: Siskanna Naynaha, University of Connecticut, West Hartford
Speakers: Jerry Peterson, Washington State University Pullman, “Praise, Blame, and Oracle: The Rhetorical Tropes of Political Economy”
Wendy Olson, Washington State University, Vancouver, “Literacy, Crisis, and Rhetoric within Composition: A Political Economy”
David Menchaca, Washington State University Vancouver, “Technology Use as Political Economy: Material Experience as Meaning-Making”
Friday, 2:00–3:15 p.m.

Theory

J.25  Re/Presenting Asian American Texts as Rhetoric
Convention Center, Room L6, Lower Level

Chair: LuMing Mao, Miami University, Oxford, OH
Speakers: Bo Wang, California State University, Fresno, “‘Living for Change’: Grace Lee Boggs’s Activist Rhetoric”
Mira Shimabukuro, The University of Wisconsin, Madison, “‘Another Earnest Petition’: The Mothers of Minidoka Re-Write the Draft”
Haivan Hoang, University of Massachusetts, Amherst, “Reading Gidra as Asian American Rhetoric and College Composition”
Peiling Zhao, Millikin University, Decatur, IL, “Constructing and Reconstructing a Rhetorical Chinatown: Symbols, Images, and Languages”
Morris Young, The University of Wisconsin, Madison, “Geographies of Identity: Remixing Yi-Fu Tuan’s Who Am I?”
Stella Oh, Loyola Marymount University, Los Angeles, CA, “Absence and Rhetorical Invention in Theresa Cha’s Dictee”
Stuart Ching, Loyola Marymount University, Los Angeles, CA, “Absence and Rhetorical Invention in Theresa Cha’s Dictee”

Respondent: LuMing Mao, Miami University, Oxford, OH

Practices of Teaching Writing

J.26  Daring to Remix, Renegotiate, and Reassess Writing Assessment
Convention Center, Room L7, Lower Level

Chair: Rebecca Rickly, Texas Tech University, Lubbock
Speakers: Fred Kemp, Texas Tech University, Lubbock, “Distributed Grading and the System Solution”
Deanna Mascle, Morehead State University, KY, “Negotiated Assignments and Rubrics”
Ronda Wery, Klamath Community College, Klamath Falls, OR, “Daring to Explore Writing Assessment”

Practices of Teaching Writing

J.27  Response and Reflection: Rethinking Student and Teacher Comments
Convention Center, Room L8, Lower Level

Chair: Elizabeth Cone, Suffolk County Community College, Seldon, NY
Speakers: Matthew Dowell, University of Louisville, KY, “Comments as Sponsorship, Sponsorship as Comments”
Scott O’Callaghan, Southern Vermont College, Bennington, VT, “Response Refocused and Remixed: Pushing Past Our Own Cliches Responding to Student Writing”
Mike Garcia, University of New Hampshire, Durham, “Politics and Ethics of Self-Assessment: Students and Teachers Reflect on Reflection”
Friday, 2:00–3:15 p.m.

Theory

**J.28** Public Rhetorics: Theorizing Histories
Convention Center, Room L9, Lower Level

*Chair:* George Bailey, Columbia College, Chicago, IL

*Speakers:* David Hutto, Juniata College, Huntingdon, PA, “Eugenics and the Ethos of Science”
Beth Church, Bowling Green State University, OH, “Epideictic without the Praise: A Heuristic Analysis of The Rhetoric of Blame”
Nora Bacon, University of Nebraska at Omaha, “Dialogic Rhetoric Renewed? Candidate Obama’s Response to Conflict”

Practices of Teaching Writing

**J.29** Remixing Reading, Writing, Responding
Convention Center, Room L10, Lower Level

*Chair:* Cynthia Bair Van Dam, American University, Washington, D.C.

*Speakers:* Carole Center, Lasell College, Newton, MA, “Responding to Student Reading”
Elizabeth Kalbfleisch, University of Minnesota-Twin Cities, “Rhetoric and the Teaching of Reading in the First Year Writing Class”
Daniel Keller, Ohio State University, Newark, “Transmedia Literacy: How Reading and Writing Are Blending”

History

**J.30** (Re)Imagining FYC with New World Rhetoric
Convention Center, Room L11, Lower Level

*Chair:* Cristina Kirklighter, Texas A&M University-Corpus Cristi

*Speakers:* Cruz Medina, University of Arizona, Tucson, “Remixing Brown Pedagogy with New World Rhetoric and Structuralism”
Cassie Wright, University of Arizona, Tucson, “Writing Their Way into History or, Counterstory and Resistance in FYC”
Iris Ruiz, University of California San Diego, “Shattering Glass Mirrors: A Case for Historiographic Theory and Writing in Composition”

Institutional and Professional

**J.31** Rethinking Expertise: The Place of Humility in Writing Program Administration
Convention Center, Room L12, Lower Level

*Speakers:* Tom Hemmeter, Bryn Mawr College, PA, “Developmental Opportunities for the Many, Not for the Few: A Post-Composition Model for Students Seeking Additional Writing Help”
Gail Hemmeter, Bryn Mawr College, PA, “‘Strategic Passivity’: Rethinking the Deficit Model of Faculty Development”
Faye Halpern, University of Calgary, Alberta, Canada, “Sentimentality and the Problem of Rhetorical Expertise”
Friday, 2:00–3:15 p.m.

Language

**J.32 What Is Intonation in Speech, What Role Does It Play in Grammar, and What Role Might It Play in Writing?**
Convention Center, Room L15, Lower Level

*Chair:* Peter Elbow, University of Massachusetts at Amherst,

*Speakers:* William Greaves, Glendon College, York University, Toronto, Ontario, Canada “Intonation in English”

Peter Elbow, University of Massachusetts at Amherst, “Harnessing Intonation for Writing: Revising by Reading Aloud”

Academic Writing

**J.34 Second Language Writing and Pedagogy: Strategies for Undergraduate and Graduate Courses**
Convention Center, Room 202, Level 2

*Chair:* Tamika Barrett, University of Pittsburgh, PA

*Speakers:* Rachael Cayley, University of Toronto, Ontario, Canada, “Genre-based Pedagogy and the ‘Linguistic Divide’”

Peter Grav, University of Toronto, Ontario, Canada, “Genre-based Pedagogy and the ‘Linguistic Divide’”

Naoko Kato, Ball State University, Muncie, IN, “Remixing Discourse: Teaching a Pragmatic Competency Approach in the Writing Classroom”

Practices of Teaching Writing

**J.35 Contexts for Collaboration: Performances, Workshops, and Wikis**
Convention Center, Room 207, Level 2

*Speakers:* Sarah Nakamaru, Borough of Manhattan Community College, New York, NY, “Remixing the ESL Composition Class: Connecting Reading, Writing, and Language with Web 2.0”

Eileen Donovan-Kranz, Boston College, Chestnut Hill, MA, “Cut! Critical Thinking through Collaborative, Dramatic Collage”

Jiajia He, Utica College, NY, “Rethinking Collaborative Writing in an ESL Context”
Information Technologies

**J.36 Human Rights Advocacy, Visual Rhetoric, and Pedagogy**
Convention Center, Room 208, Level 2

**Chair:** Wendy Hesford, Ohio State University, Columbus

**Speakers:**
- Wendy Hesford, Ohio State University, Columbus, “Affective Economies: Human Rights and Composition Pedagogy”
- Ryan Omizo, Ohio State University, Columbus, “Re-mixing Human Rights: Towards an Intertextual Rhetoric of Human Rights Media”
- Timothy Jensen, Ohio State University, Columbus, “Negotiating Identity: Digital Documentaries in the Age of Transnational Advocacy”

**Respondent:** Eve Wiederhold, George Mason University, Fairfax, VA

Theory

**J.37 Remixed Representation: Rhetorical Reconsiderations of Race, Gender, and Sexuality**
Convention Center, Room 209, Level 3

**Chair:** Eric Pritchard, University of Texas at Austin

**Speakers:**
- Tamika L. Carey, Syracuse University, NY, “Killing Us Softly with Our Song: Tyler Perry’s Rhetoric of Healing and The Rewriting of Contemporary Black Womanhood”
- Elisa Marie Norris, Syracuse University, NY, “Dude Ways: Black Masculinity, Black Female Embodiment, and the Making of Self and Community”

**J.38 Queer and Now: Commemorating Eve Kosofsky Sedgwick**
Convention Center, Room 210, Level 2

**Chair:** Andrea A. Lunsford, Stanford University, CA

**Speakers:**
- Ian Barnard, California State University, Northridge, “Queer Writing”
- Aneil Rallin, Soka University, Aliso Viejo, CA, “Queer Unsettlings”

**Respondent:** Jonathan Alexander, University of California, Irvine
Friday, 2:00–3:15 p.m.

*Practices of Teaching Writing*

**J.39 Old Wine in New Bottles: Towards a Pedagogical Understanding of the New Media**  
Convention Center, Room 211, Level 2  
*Chair:* Steele Campbell, Auburn University, AL  
*Speakers:*  
- Josh Doty, Auburn University, AL, “Con’tweet’ualizing Contextuality: Tweeting the Writing Classroom”  
- Mary Mechler, Auburn University, AL, “Reading, Writing, and Doing: A Pedagogy for the Media-Minded”  
- Steele Campbell, Auburn University, AL, “It’s Not Cheating if It’s Assigned: Starting the Discussion of Literature where Sparknotes End”

**Theory**

**J.40 Visual Rhetorics: Histories and Theories**  
Convention Center, Room 214, Level 2  
*Chair:* Douglas Basford, SUNY-Buffalo  
*Speakers:*  
- Guy Douglas Solomon, East Carolina University, Greenville, NC, “Advertising and Rhetoric”  

*Practices of Teaching Writing*

**J.41 Rethinking Response: What We Tell and How We Tell It**  
Convention Center, Room 215, Level 2  
*Speakers:*  
- MaryAnn Crawford, Central Michigan University, Mt. Pleasant, “Examining the Margins of Response”  
- Christina Montgomery, Saginaw Valley State University, MI, “Talking through Revision”  
- Ellen Schendel, Grand Valley State University, Allendale, MI, “The Three-Way Nature of Response in One-to-One Writing Center Consultations”  
- Helen Raica-Klotz, Saginaw Valley State University, University Center, MI, “What We Write, What We Say, What We Know, or the Language of Peer Review”
Practices of Teaching Writing

J.42 Self-Efficacy and Implications for FYC: Revisiting Theory and Remixin Practices
Convention Center, Room 218, Level 2

Speakers: Erica Reynolds Clayton, University of Hawaii at Manoa, “Revisiting Response: Effects of Teacher Commentary on Self-Efficacy”
Jill Dahlman, University of Hawaii at Manoa, “Remixing Peter Elbow’s: ‘Closing My Eyes as I Speak’”
Michael Sullivan, Florida State University, Tallahassee, “Rethinking Literacy: Technology and Self-Efficacy in FYC”
Piper Selden, University of Hawaii at Manoa, “Renewing Self-Efficacy: High-Risk Students and Technology”
Miriam Gustafson, University of New Mexico-Valencia, “Revising Pedagogical Praxis: Identifying and Improving Self-Efficacy among FYC Students”

Composition/Writing Programs

J.43 Learning from Other Programs and Disciplines
Convention Center, Room 219, Level 2

Speakers: Katie Guest Pryal, University of North Carolina-Chapel Hill, “Writing in the Disciplines/Law: Strategies for New Instructors”
Nancy Berger, Beacon College, Leesburg, FL, “In Our Writing Center, All of Our Students are Learning Disabled—Now What?”
Mary Hallet, CSI CUNY, Staten Island, NY, “Dancing with the Regulars: Setting the Pace for Writing Instruction in University Honors Programs”

Photo courtesy of Dan Dry
Friday, 3:30–4:45 p.m.

**Featured Session**

**Evocative Objects: Reflections on Teaching and Learning**

Marriott, Marriott Ballroom VI, Second Floor

Objects capture moments in cultural history. They are made by particular people at particular times for specific purposes, yet their meanings often go beyond their makers’ original intentions, connecting people, places, and ideas that might otherwise appear unrelated. In this session, three ordinary objects—a message from a son to a father, a family photograph, and an image of tectonic plates—call forth a network of associations, and evoke cross-disciplinary inquiries into the nature of teaching and learning.

As primary sources, these objects contain complex narratives that carry ways of thinking about the world and methods of framing arguments that lead the speakers to unexpected connections. In this multi-media presentation, the speakers will model the ways in which observing and interpreting objects, especially when placed in conversation and in juxtaposition with other objects, bridge the personal with the intellectual and provide abundant opportunities to remix and revise teaching practices.

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

**Speakers:**

-Doug Hesse, University of Denver, CO, “i Mist you: Four Professional Evocations of a Piece in Pipe Cleaner and Crayon”

-Nancy Sommers

-Kathleen Blake Yancey
Nancy Sommers, Harvard University, Cambridge, MA, “Gestures of Continuity”

Kathleen Blake Yancey, Florida State University, Tallahassee, “All the World on a Single Slide: Four Observations on Composition Sponsored by an Image of Tectonic Plates”

Featured Session
Who’s the Audience:
Recasting, Revisiting, and Re(thinking) the Concept of Audience in 21st Century Composition Classrooms

Convention Center, L15, Lower Level

In his book, A Teacher’s Introduction to Reader-Response Theories, Richard Beach lays the framework for a reader’s engagement with the text through context transaction. He further posits five primary theoretical perspectives: textual, experiential, psychological, social, and cultural. Textual theorists analyze the virgin text, using their own knowledge of the “text or genre conventions to respond to specific text features”. Experiential theorists deploy the readers’ own personal experiences in relation to the text, e.g., how readers identify with characters or settings based upon the personal anecdotes of the readers. Psychological theorists examine readers’ “cognitive or subconscious processes . . . according to . . . individual personality and developmental level”. Social theorists explore readers’ social roles and the “influence of social context on the reader/text transaction”. Lastly, cultural theorists study “how readers’ cultural roles, attitudes, values, as well as the larger cultural, historical context, shape responses”.

At no other time in the history of humankind than the twenty-first century
have students been ever-active agents, or revisionists; recasting and reshaping the text through context transaction. Is the audience a dual agent, both reader of the text and author of the context? The four presentations grapple with these ideas and more with respect to divergent worldviews of traditional and nontraditional students in the classroom, as well as other demographics (e.g., race, culture, gender, age, and faith issues).

**Chair:** Sheldon Wrice, University of Akron, OH

**Speakers:**
- **Lena Ampadu,** Towson University, MD, “When White Will Embrace What Is Right: Revising Rhetorical Strategies for Broader Audience Appeal”
- **Elsa Rogers,** Hodges University, Fort Myers, FL, “The Student Audience: Customer Service in the Writing Classroom”
- **Akua Duku Anokye,** Arizona State University, Glendale, “Hearing Voices: Listening to Women’s Work”
- **Mary Alice Trent,** Oral Roberts University, Tulsa, OK, “The (Con)Text and Faith Integration: Ethos and Civic Responsibility”

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**Composition/Writing Programs**

**K.01 Revisiting and Revising: Using Data to Evaluate and Improve a Developmental Writing Program**

Marriott, Kentucky Ballroom A, First Floor

**Speakers:**
- Robert Miller, Community College Baltimore County, MD, “Longitudinal Data on Students in an Accelerated Learning Program”
- Peter Adams, Community College Baltimore County, MD, “Specialized Studies of ALP: Why Does It Work? How Are Students Changed? How Are Faculty Changed?”

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**Composition/Writing Programs**

**K.02 Re-Thinking Placement into First-Year Writing Courses: Developing an Evidence-Based Statewide Model**

Marriott, Kentucky Ballroom B, First Floor

**Chair:** Heidi Estrem, Boise State University, ID

**Speakers:**
- Kimber Shaw, Boise State University, ID, “Involving Academic Advisors University-Wide in the English Placement Process”
- Lloyd Duman, Northern Idaho College, Coeur d’Alene, “Involving Academic Advisors University-Wide in the English Placement Process”
Harold Hellwig, Idaho State University, Pocatello, “Soccer Requires Nimble Feet: How Idaho State University Created a Self-Guided Placement Tool”

**Respondent:** Peggy O’Neill, Loyola Marymount University, Baltimore, MD

*Practices of Teaching Writing*

**K.03 Rethinking How We Respond to Student Writing: A Series of Comparative Studies**

**Marriott, Kentucky Ballroom C, First Floor**

**Speakers:**
- Randi Browning, University of California, Santa Barbara, “Remixing Response Strategies: Caring for Our Students AND Ourselves”
- Olivia Walling, University of California, Santa Barbara, “Rethinking How to Motivate Students through End Comments”
- Leslie M. Hammer, University of California, Santa Barbara, “For Whose Sake?: Revising the (Mis)Uses of Extensive Commenting with Rubrics”
- Craig Cotich, University of California, Santa Barbara, “Rethinking Feedback: What Satisfies Students and Keeps Us Sane?”

*Practices of Teaching Writing*

**K.04 Consider the Alternative: Creative Assignments in the Composition Classroom**

**Marriott, Kentucky Ballroom D, First Floor**

**Speakers:**
- Susan Kirtley, University of Massachusetts at Lowell, “Wham! Pow! Crash!: Enhancing Visual Literacy with Comic Art”
- Mary Reda, College of Staten Island/CUNY, NY, “‘Mirror, Mirror’: Teaching Analysis through Modern Fairy Tales”
- Michael Mattison, Wittenberg University, Springfield, OH

*Theory*

**K.05 The “Persistent Problem of Unstated Privilege”: New Ways to Disrupt Whiteness**

**Marriott, Kentucky Ballroom E, First Floor**

**Chair:** Joyce Irene Middleton, East Carolina University, Greenville, NC

**Speakers:**
- Joyce Irene Middleton, East Carolina University, Greenville, NC, “Reproducing Whiteness: When are We Going to Stop Talking about Race?”
- Tammie M. Kennedy, University of Nebraska at Omaha, “Rereading Whiteness Pedagogies through Rhetorical Memory”
- Krista Ratcliffe, Marquette University, Milwaukee, WI, “Rereading Whiteness Pedagogies through the Lens of the 2008 Presidential Election”
- Kathleen Ethel Welch, University of Oklahoma, Norman, “Teaching Whiteness in an Advanced Writing Class”
- Jennifer Trainor, San Francisco State University, CA, “The Emotioned Rules of Composition Work: Rethinking the Sources of White Privilege”
Friday, 3:30–4:45 p.m.

*Practices of Teaching Writing*

K.06 **Revising the Disciplinary Division of Labor between ESL Writing and Basic Writing**
Marriott, Marriott Ballroom VIII, Second Floor

*Speakers:* Carrie Ann James, Urbana University, OH
Jill Loney, Urbana University, OH
Joseph Burzynski, Miami University, Oxford, OH

*Information Technologies*

K.07 **New Media Writing as the Future of WAC and WID: One Writing Center’s Experience Developing New Media Writing Curricula**
Marriott, Kentucky Ballroom G, First Floor

*Chair:* Anne Gere, University of Michigan, Ann Arbor

*Speakers:* Naomi Silver, University of Michigan, Ann Arbor, “The WAC and the WID of New Media Writing”
Jennifer Michaels, Ohio State University, Columbus, “Multimodal Web-Based Documentaries: Using Genre to Transform Teaching and Learning”
Christopher Schmidt, University of Michigan, Ann Arbor, “Developing Interdisciplinary Curricula with New Media Writing”

*Professional and Technical Writing*

K.08 **Revising Genre Theory: Reporting on the Emergence of Online Health Communication Genres**
Marriott, Show Room, First Floor

*Speakers:* Lora Arduser, Texas Tech University, Lubbock, “Same Old Story? Emerging Forms in Online Illness Narratives”
MaryBeth Debs, University of Cincinnati, OH, “Impatient Rhetoric: Contesting Medicine Online in Patient Advocacy Sites”
Scott Mogull, Texas Tech University, Lubbock, “Emerging Technical Marketing Communication Genres Employed by the Pharmaceutical Industry in an Online-Centered Society”
Lisa Meloncon, University of Cincinnati, OH, “Google Me a Genre”
Amy Koerber, Texas Tech University, Lubbock, “Remixing Peer Review in Online Medical Journals”
Composition/Writing Programs

K.09 Developments in Undergraduate Writing Majors: A Roundtable Discussion

Marriott, Place Room, First Floor

Chair: Sandra Jamieson, Drew University, Madison, NJ
Speakers: Greg Giberson, Oakland University, Rochester, MI “Remixing a Discipline: The Growth of Undergraduate Writing Majors”
Dominic DelliCarpini, York College of Pennsylvania, “Re-membering the Canons’ Middle Sisters: Style, Memory, and the Return of the Progymnasmata in the Liberal Arts Writing Major”
Michael J. Zerbe, York College of Pennsylvania, “Re-membering the Canons’ Middle Sisters: Style, Memory, and the Return of the Progymnasmata in the Liberal Arts Writing Major”
Randy Brooks, Milliken University, Decatur, IL, “The Undergraduate Writing Major at a Small Comprehensive University: An Integrated Approach”
Patricia Harkin, University of Illinois-Chicago
Sanford Tweedie, Rowan University, Glassboro, NJ, “Creating Disciplinary Identity through an Introductory Course in the Writing Major”
Thomas Moriarty, Salisbury University, MD, “Civic Rhetoric and the Undergraduate Major in Writing and Rhetoric”
Teresa Henning, Southwest Minnesota State University, Marshall, “Writing Program Development and Disciplinary Integrity: What’s Rhetoric Got to Do with It?”
Celest Martin, University of Rhode Island, Kingston, “Beyond Classroom Genres: The Uses of Creative Nonfiction in the Writing Major”
Rodney Dick, Mount Union College, Alliance, OH, “The Writing Major as Shared Commitment”
Wallis May Andersen, Oakland University, Rochester, MI, “Outside the English Department: Lessons in Politics and Disciplinary Integrity when Creating a Writing and Rhetoric Major”
Lori Baker, Southwest Minnesota State University, Marshall, “Writing Program Development and Disciplinary Integrity: What’s Rhetoric Got To Do with It?”
Rebeca de Wind Mattingly, University of Colorado at Boulder, “Undergraduate Majors in Rhetoric and Composition Make Our Students and Institutions more Flexible”
Carmella Braniger, Milliken University, Decatur, IL, “The Undergraduate Writing Major at a Small Comprehensive University: An Integrated Approach”
Lee Campbell, Valdosta State University, GA
Debra Jacobs, University of South Florida, Tampa
Friday, 3:30–4:45 p.m.

Practices of Teaching Writing

K.10 Rethinking Pedagogical Practices: Composing Physical and Emotional Pain in the Classroom
Marriott, Marriott Ballroom I, Second Floor
Chair: Jessica Lee, University of Arizona, Tucson
Speakers: Jessica Lee, University of Arizona, Tucson, “Beyond ‘Touchy-Feely’: Rethinking Emotion as a Pedagogical Tool in the First-Year College Composition Classroom”
Alan Chu, University of Hawai‘i at Manoa, “Painful Associations: Moral Avoidance and the Sensation of a Feeling”
Piper Selden, University of Hawai‘i at Manoa, “Writing through the Pain: Self-Healing and Student Composition”
Annette Priesman, University of Hawai‘i at Manoa, “Composition and Pain: Cathartic Pedagogy in the Classroom”

Community, Civic & Public

K.11 Writers in Residence: Teaching Multimodal Public Rhetoric in a Living-Learning Community
Marriott, Marriott Ballroom II, Second Floor
Speakers: Terese Guinsatao Monberg, Michigan State University, East Lansing, “Residing in Difference: Theories of Movement and Multimodal Public Rhetorics”
David Sheridan, Michigan State University, East Lansing, “The Production of Culture: Multimodal Composing as Political Action”
Eric Aronoff, Michigan State University, East Lansing, “‘I Almost Despair of Putting It in a Comprehensible Form’: Moby-Dick, Multimodal Composition, and the First Year Writing Classroom”
Austin Jackson, Michigan State University, East Lansing, “Composing Democracy: Teaching Critical Race Theory in College Composition”

Practices of Teaching Writing

K.12 Remix: Web 2.0 and Classroom Practice
Marriott, Marriott Ballroom III, Second Floor
Speakers: Christopher Basgier, Indiana University, Bloomington, “Integrating Blogs into the First Year Composition Curriculum”
Scott Lloyd DeWitt, The Ohio State University, Columbus, “Remixing Collaboration: Process, Consensus, Technologies, Assessment”
Trent Kays, University of Arkansas at Little Rock, “Is Blog Use Right for First-Year Composition Courses?”
Information Technologies

K.13 Writing Retooled: Loop, Channel, Layer, Stream
Marriott, Marriott Ballroom V, Second Floor
Speakers: Alice Robison, Arizona State University, Tempe
Collin Brooke, Syracuse University, NY
Spencer Schaffner, University of Illinois, Urbana-Champaign

Composition/Writing Programs

K.14 Rubrics Redux
Marriott, Marriott Ballroom VII, Second Floor
Chair: Joel Wingard, Moravian University, Bethlehem, PA
Speakers: Gail Corso, Neumann University, Aston, PA
Joel Wingard, Moravian University, Bethlehem, PA
Sue Zwayer, Bowling Green State University, OH
Deirdre Pettipiece, West Chester University of Pennsylvania

Theory

K.15 Queering Gender: Performing Theories of Rhetoric
Marriott, Marriott Ballroom X, Second Floor
Chair: Andrea Beaudin, Southern Connecticut State University, New Haven
Speakers: Lucia Pawlowski, University of Minnesota-Twin Cities, “Queering Academic Discourse: Re-inventing the (Neo-liberalized) University. . . in Drag”
Vickie Willis, Georgia State University, Atlanta, “Delivery Re-Mixed: Gender, Performativity, and the Fifth Canon”

Institutional and Professional

K.16 Remixing Perspectives on Peer Tutoring and Literacy Education
Marriott, Clubhouse Room, Second Floor
Speakers: Brian Fallon, Fashion Institute of Technology-SUNY, NY, “Epistemological Kaleidoscope: Remixing the Peer Tutoring Experience”
Dawn Fels, Indiana University of Pennsylvania, “Reconsidering Standardization: Peer Tutors as Vernacular Architects”
Moira Ozias, University of Kansas, Lawrence, “A Remixed Community of Practice: Notes from Peer Tutor Alumni”
Friday, 3:30–4:45 p.m.

**History**

**K.17 Revising Ancient Rhetorics for the 21st Century**
Marriott, Grandstand Room, Second Floor

*Speakers:* Shawn Ramsey, Bowling Green State University, OH, “Carolingian Culture and Alcuin’s Rhetoric”
James Beasley, University of North Florida, Jacksonville, “The Neo-Aristotelianism of Richard Weaver and Rhetoric’s Dream of Professionalization”
Bernie Miller, Eastern Michigan University, Ypsilanti, “Helen and Peitho’s Prism: Reflections of Women and War”

**Practices of Teaching Writing**

**K.18 Rethinking Specialized Contexts for the Composition Classroom**
Marriott, Paddock Room, Second Floor

*Chair:* Crystal Benedicks, Wabash College, Crawfordsville, IN

*Speakers:* Felicia Dziadek, Texas A&M University, Corpus Christi, “Meeting the Needs of the Instant Gratification Generation”
Robin Evans, Wilberforce University, OH, “Implementing a Hybrid Course Model to Enhance Instruction at a Small, Private HBCU”
Lucretia B. Yaghjian, Episcopal Divinity School, Cambridge, MA, “What Have They Done to Our Song? Remixing Writing Pedagogy, Writing Practices, and the Professor for an Online Theological Context”

**Language**

**K.19 (Im)Proving Literacy: Rethinking the Link between Citizenship and the Uses of Public Language**
Convention Center, Room L1, Lower Level

*Chair:* Kirk Branch, Montana State University, Bozeman

*Speakers:* Alanna Frost, University of Alabama, Huntsville, “Part(s) of the Plan: First Nations and the Canadian Government’s Goals for the ‘Progress of Canadian Subjects’”
Kirk Branch, Montana State University, Bozeman, “Assessing for Citizens: Literacy Testing in the Post-Reconstruction South”
Connie Kendall Theado, University of Cincinnati, OH, “Navigating a Nation: Second Wave Immigration, High Stakes Testing, and Literacy as a ‘Go-Between’ Truth”
Amy Wan, Queens College-CUNY, NY, “Literacy as a Habit of ‘Intelligent Citizenship’ in the U.S. Worker Education Movement”
**Information Technologies**

**K.20 Images, Rhetoric, and the Construction of Meaning**
Convention Center, Room L2, Lower Level

*Speakers:* Billie Harra, Texas A&M, Corpus Christi, “A Certain Realism about Literacy: The Birth of a Reader”
Bill Wolff, Rowan University, Glassboro, NJ, “Revealing Meaning, Broadcasting History: Notes on the Composition of Oral History Video”
Christa Teston, Rowan University, Glassboro, NJ, “From Artifact to Action: The Role of Medical Images in Cancer Care Deliberations”

**Information Technologies**

**K.21 Rethinking Modalities: Strategically Integrating Multimedia in the First-Year Writing Curriculum**
Convention Center, Room L4, Lower Level

*Speakers:* Alba Newmann Holmes, University of Denver, CO, “Examining Expectations for Undergraduate Multimodal Literacy”
David Daniels, University of Denver, CO, “Rethinking the Rhetoric of PowerPoint”
Blake Sanz, University of Denver, CO, “Implications, Benefits, and Limitations of Digital Audio Responses to Student Drafts”
Jennifer Novak, University of Denver, CO, “Using Electronic Portfolios to Facilitate Interaction and Reflection on Writing”
Jennifer Campbell, University of Denver, CO, “Developing a Multimodal Faculty”

**Theory**

**K.22 Racial Performance and the Ethics of Memory**
Convention Center, Room L5, Lower Level

*Speakers:* Sinduja Sathiyaseelan, University of Nebraska-Lincoln, “Coconuts in July”
Vershawn Ashanti Young, University of Iowa, Iowa City, “Momma’s Memories: Performing Disjunctures of Education Post Jim Crow”
Frankie Condon, University of Nebraska-Lincoln, “Wrestling with Angels: Forgetting and Remembering White”
Research

K.23 Rhetorical Methodologies: Remixing the Research Methods Course
Convention Center, Room L6, Lower Level

Chair: Lynee Lewis Gaillet, Georgia State University, Atlanta

Speakers: Michelle F. Eble, East Carolina University, Greenville, NC, “Methods vs. Methodologies: What?”
Lynee Lewis Gaillet, Georgia State University, Atlanta, “Mixing Methods in the Research Methods Course: Why?”
Will Banks, East Carolina University, Greenville, NC, “Remix Methodology: How?”

Information Technologies

K.24 Remixing, Remediating, Recomposing, and Reregulating Copyright
Convention Center, Room L7, Lower Level

Chair: Danielle Nicole DeVoss, Michigan State University, East Lansing

Speakers: Danielle Nicole DeVoss, Michigan State University, East Lansing, “Rethinking Ugly: Remix, Composing, and YouTube Poop”
John Logie, University of Minnesota, Minneapolis, “RE:composition”
Steve Westbrook, California State University, Fullerton, “Peanuts on the Breath, Footprints in the Text: Fair Use as the Elephant in the Classroom”
Martine Courant Rife, Lansing Community College, MI, “The Commonalities between Indigeneity and Copyright Law”

Composition/Writing Programs

K.25 The New Traditional Student: Re-mixing Demographics, Curriculum, and Theory
Convention Center, Room L8, Lower Level

Speakers: William Carpenter, High Point University, NC, “Digital Natives and Campus Refugees”
Stephanie Pelkowski Carpenter, Winston-Salem, NC, “What Textbooks Reviews Can Tell Us”
Doug Sweet, Chapman University, Orange, CA, “Deliberative Rhetoric and Contingent Agency”

Practices of Teaching Writing

K.26 Renewing First Year Writing Programs
Convention Center, Room L9, Lower Level

Speakers: Kyle McIntosh, Purdue University, West Lafayette, IN, “Post-process Aspects of Second Language Writing”
Anne McCabe, St. Louis University in Madrid, Spain, “A Blend of Theoretical Perspectives on a First-Year Writing Program Abroad”
Friday, 3:30–4:45 p.m.

**Language**

K.27 Looking Forward While Looking Back: The Revisiting, Reinventing, and Rethinking of Ideas in Ethnic Discourse  
Convention Center, Room L10, Lower Level  
Chair: Tamika Carey, Syracuse University, NY  
Speakers: Denise Valdes, Syracuse University, New Hartford, CT, “Your Abuela’s Spanish: Language and the New Latina/o”  
R. Candace Epps-Robertson, Syracuse University, NY, “The Free Schools of Prince Edward County: A Site for Emancipatory Composition”  
Reva Sias, Syracuse University, NY, “From Black Power to Speaking Truth to Power”

**History**

K.28 Rethinking Prose Style: The Economic Implications of Writing Pedagogies  
Convention Center, Room L11, Lower Level  
Speakers: Mark Garrett Longaker, The University of Texas at Austin, “Writing for the Market: Stylistic Clarity, Commerce, and John Locke”  
Rodney Herring, University of Denver, CO, “The Value of Writing Properly: Understanding the Misunderstanding about Language Rights”  
Lois Agnew, Syracuse University, NY, “Style as Resistance in Thomas De Quincey’s Rhetorical Theory”

**Institutional and Professional**

K.29 Revising Teacher Perceptions of Writing Assessment  
Convention Center, Room L12, Lower Level  
Speakers: Cornelia Paraskevas, Western Oregon University, Monmouth, “Renewing Collaboration in Teacher Preparation Programs”  
Margaret Artman, Western Oregon University, Monmouth, “Revisiting Perceptions of Writing Assessment”  
Jason Waite, Western Oregon University, Monmouth, “Rethinking Tensions between Teaching and Assessment”

**Academic Writing**

K.30 More Groups Out of the Closet: Reconsidering Definitions of Disability in Composition Studies  
Convention Center, Room 201, Level 2  
Speakers: Marsha Olsen-Wiley, Kent State University, OH, “Representing Autism: Rhetorical Pathways for Engaging Autism PSAs”  
Hannah Dickinson, University of Michigan, Ann Arbor, “Beyond Injury and Healing: Research on Student Writing about Violence”
Community, Civic & Public

K.31 Motor City Remix: Negotiating Notions of Property and Identity in Post-Industrial Detroit
Convention Center, Room 202, Level 2

Speakers: Amanda Hiber, University of Detroit Mercy, MI, “I Can’t Get Next to You: College Campus as Gated Community”
Andrew Wright, University of Detroit Mercy, MI, “Ain’t Nothing Like the Real Thing: Copyright, Copyleft, Copied Homework, and Copy Machines”
Stephanie Amada, University of Detroit Mercy, MI, “‘Come See about Me’: Visual Rhetoric, Student Identity, and Multi-modal Writing in Detroit”

Practices of Teaching Writing

K.32 Performing Literacy Remix across Local Spaces
Convention Center, Room 207, Level 2

Speakers: Lynn Lewis, Oklahoma State University, Stillwater, “The Times of Their Lives: Remixed First-Year Writers in the Era of Excellence”
Genevieve Critel, The Ohio State University, Columbus, “Remixing the Digital Divide: African American Women’s Digital Literacy Practices in Academic Spaces”
Rachel Jackson, University of Oklahoma, Norman, “Red State Remix: Filling in the Margins of Local Rhetorical Space”

Information Technologies

K.33 Exploring the “Re-Mix” of Composition Pedagogies when Teaching Freshman Composition Online
Convention Center, Room 208, Level 2

Speakers: Liana Odrcic, University of Wisconsin-Milwaukee, “‘Everything Old Is New Again’: Re-Mixing Composition Pedagogies in an Online Freshman Writing Course”
Debra Siebert, University of Wisconsin-Milwaukee, “Rethinking, Remixing, and Reshaping: Student Resistance to New Media Texts and Multiliteracies in an Online Freshman Composition Course”
Kristin Terwel, University of Wisconsin-Milwaukee, “Remixing and Revising Composition Pedagogies for Online Students”
Information Technologies

K.34 (Almost) Live at the 4Cs: Re-visioning Conference Networks

Concentration Center, Room 209, Level 2

Chair: Bill Hart-Davidson, Michigan State University, East Lansing

Speakers: Brian McNely, The University of Texas-El Paso, “Persistent Back-channels and Social Graphs”
Carlos Salinas, The University of Texas-El Paso, “Designing Global Audiences via Podcasts and Blogs”
Casey McArdle, Ball State University, Fort Wayne, IN, “Exploring Interactive Screen Capture Broadcast Systems”
Douglas Walls, Michigan State University, East Lansing, “Fluid Infrastructures and Remixed Objects”

Theory

K.35 (Re)Mixed, Appropriated, and Multiple Media: Mixing and Mingling in Art, Politics, and Literature

Concentration Center, Room 210, Level 2

Speakers: Rocky Colavito, Butler University, Indianapolis, IN, “When There’s No More Room in Hell, the Dead Will Walk (through) the Leaves of Literature: Mixing the Living Dead with Classic and Contemporary Literature”
Elizabeth Mix, Butler University, Indianapolis, IN, “Learning from ReMix, Learning to ReMix: Appropriation, Reflection, Analysis, and Writing about Art”
Jonathan Evans, Texas Woman’s University, Denton, “Seeing the Past in the Future: Mixing Symbols, Semiotics, and Rhetoric in Orwell’s 1984”

Creative Writing

K.36 Mix, Jerge, Divide: Tracing Histories of Composition and Creative Writing

Concentration Center, Room 211, Level 2

Chair: Jamie Smith, Middle Tennessee State University, Murfreesboro

Speakers: Mark Smith, Valdosta State University, GA, “A House Divided: Negotiating Writing and Literature in a Fragmented Department”
Ben Ristow, University of Arizona, Tucson, “Where Our Workshops Mix and Merge: Interdisciplinary Histories of Creative Writing Workshop beyond English Studies”
Nigel Medhurst, California State University, Fresno, CA, “Creative Writing Pedagogy”
Friday, 3:30–4:45 p.m.

*Practices of Teaching Writing*

**K.37 A Basic Writing Remix: Rethinking Our Community College Curriculum to Renew It with Composition’s Best Practices**

Convention Center, Room 214, Level 2

*Speakers:* Caroline Duncan, Guilford Technical Community College, Greensboro, NC, “Negotiating Message and Model: Teaching Students to Work within and against Institutionally Mandated Forms”

Brandon Belcher, Guilford Technical Community College, Greensboro, NC, “Writing Rhetorically: Integrating Rhetoric into the Community College Classroom”

Paul McNeill, Guilford Technical Community College, Greensboro, NC, “Employing Collaborative Writing in the Community College Composition Classroom”

**Theory**

**K.38 Revisiting the 19th Century: Theories and Histories of Rhetoric**

Convention Center, Room 215, Level 2

*Chair:* Stuart Blythe, Michigan State University, East Lansing

*Speakers:* Gail Taylor, Claremont Graduate University, CA, “Homo-Social Bonding in the Nation-State: Intersectionality as a Method of Analysis of 19th Century American Literature”

Michael McCamley, University of Delaware, Newark, “‘Knowledge Creates Obligation’: The du Ponts and Literacy Instruction in the Brandywine Manufacturers Sunday School, 1816—1859”

Paige Van Osdol, Ohio State University, Columbus, “Reclaiming a Canon: Late Nineteenth-Century Women Elocutionists’ Revisioning of Rhetorical Education”

**Practices of Teaching Writing**

**K.39 Rethinking Memoria: The Practices of Memory**

Convention Center, Room 218, Level 2

*Speakers:* John Walter, Creighton University, Omaha, NE, “Memoria as the Technologization of Memory”

Sarah Fielding, St. Louis University, MO, “Presence and Goodwill: A Theory for Teaching the Reading and Writing of Memoir”

Kathie Gossett, Old Dominion University, Norfolk, VA, “Entering the Q Continuum: Memory and Temporal Mechanics”
**Composition/Writing Programs**

**K.40 The Writing Center as a Contact Zone**  
Convention Center, Room 219, Level 2  
*Speakers:* Kate Warrington, Lindsey Wilson College, Columbia, KY, “Remixing Basic Writing: Offering a New Spin or Just Spinning Our Wheels?”  
Allison Smith, Lindsey Wilson College, Columbia, KY, “Remixing Basic Writing: Offering a New Spin or Just Spinning Our Wheels?”  
Christopher DiBiase, University of Massachusetts, Amherst, “Remixing Place into Writing Center Scholarship: A Geographic Approach”

**K.42 In Celebration of Ken Macrorie:  
His Life and On-Going Influence**  
Marriott, Kentucky Ballroom F, First Floor  
*Chair:* Cheryl Glenn, The Pennsylvania State University, University Park  
*Discussion Leaders:* John Boe, University of Massachusetts, Amherst  
Peter Elbow, University of Massachusetts, Amherst  
Andrea Lunsford, Stanford University, CA

*Photo courtesy of Louisville Convention & Visitors Bureau*
Friday, 5:00–6:30 p.m.

**CCCC Awards/ Recognition Reception**

Marriott, Marriott Ballroom V, Second Floor

5:00–6:30 p.m.

Chair: Gwendolyn D. Pough, Syracuse University, NY

At this reception we announce the winners of the 2010 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

John M. Duffy, University of Notre Dame, IN

Mya Poe, Massachusetts Institute of Technology, Cambridge

Mary A. Soliday, San Francisco State University, CA

Previous Award Winners:

2009 Charles Bazerman, *Handbook of Research on Writing: Society, School, Individual, Text*  
John M. Duffy, *Writing from These Roots: Literacy in a Hmong-American Community*

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*

2005 Kristie S. Fleckenstein, *Embodied Literacies: Imageword and a Poetics of*

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*

1992 Susan Miller, *Textual Carnivals: The Politics of Composition, and Patricia Bizzell and Bruce Herzberg, The Rhetorical Tradition: Readings from Classical Times to the Present*

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

**JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD**

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

**Berlin Outstanding Dissertation Award Committee**

*Chair:* Dennis A. Lynch, University of Wisconsin-Milwaukee
Carol Berkenkotter, University of Minnesota Twin Cities, Minneapolis
Christina Haas, Kent State University, OH
Debra Journet, University of Louisville, KY
Joseph Little, Niagara University, NY
Previous Award Winners

2009  Eric D. Turley, “The Scientific Management of Writing and the Residue of Reform”
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.
Braddock Award Committee

Chair: Howard Tinberg, Bristol Community College, Fall River, MA  
Cynthia A. Cox, Belmont University, Nashville, TN  
Sharon Mitchler, Centralia College, WA  
Jacqueline J. Royster, The Ohio State University, Columbus  
Gregory Shafer, Mott Community College, Flint, MI

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
Friday, 5:00–6:30 p.m.

1983 Nancy Sommers  
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 Carter, Texas Tech University, Lubbock  
Stephen A. Bernhardt, University of Delaware, Newark  
Madeleine Sorapure, University of California, Santa Barbara  
Rachel Spilka, University of Wisconsin-Milwaukee  
Carl Whithaus, University of California, Davis

Previous Award Winners

2009 Jonathan Buehl  
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
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.

2009–2010 Writing Program Certificate of Excellence Committee

Chair: Martha Townsend, University of Missouri, Columbia
Greg Colomb, University of Virginia, Charlottesville
Dominic Delli Carpini, York College of Pennsylvania
Shirley K. Rose, Arizona State University, Tempe
Elizabeth Wardle, University of Central Florida, Orlando

Previous Certificate Winners

2008–2009
North Carolina State University, First-Year Writing Program
University of Massachusetts Amherst, Writing Program
Washington State University, Writing Program

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
Friday, 5:00–6:30 p.m.

**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
Malea Powell, Michigan State University, East Lansing
Victor Villanueva, Washington State University, Pullman
Previous Award Winners

**2009**
Sara Knight
Ryan Winn

**2008**
Nathan Jenkins, Haskell Indian Nationals University

**2007**
Geselle Coe, Tohono O’Odham Community College

**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

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**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
Stasia Callan, Monroe Community College, Rochester, NY
Timothy McLaughlin, Bunker Hill Community College, Boston, MA
Alexis Nelson, Spokane Falls Community College, WA

Previous Award Winners:

2009  David Martins
2008  Gregory Shafer
2007  Shir Filler
2006  Jeff Andelora
2005  Laurie Grobman
Friday, 5:00–6:30 p.m.

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
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

Photo courtesy of Louisville Convention & Visitors Bureau
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: Sharon Mitchler, Centralia College, WA
       Howard Tinberg, Bristol Community College, Fall River, MA
       Louise Bown, Salt Lake Community College, UT

Previous Award Winners:

2009  Sharon Mitchler, Centralia College, WA
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, FL
2001  Lois Powers, Fullerton College, CA
2000  Mark Reynolds, Jefferson Davis Community College, Brewton, AL
1999  Katherine Staples, Austin Community College, TX
1998  Charles Annal, New Hampshire Technical Institute
1997  Paul Bodmer, Bismarck State College, ND
1996  Elisabeth McPherson, Ridgefield, WA
1995  Lynn Quitman Troyka, Queensboro CC, City University of New York
1994  Audrey Roth, Miami Dade Community College, FL
1993  Nell Ann Pickett, Hinds Community College, Raymond, MS
Friday, 6:30–7:30 p.m.

Special Interest Groups

6:30–7:30 p.m.

FSIG.01  Black Caucus Business Meeting
Marriott, Marriott Ballroom VII, Second Floor
Chair: Anna Jackson, Southern Illinois University, Carbondale

FSIG.02  Latino Caucus Business Meeting
Marriott, Marriott Ballroom VIII, Second Floor
Chair: Bobbi Ciriza Houtchens, Arroyo Valley High School, San Bern-
ardino, CA

FSIG.03  Asian/Asian American Caucus Business Meeting
Marriott, Marriott Ballroom IX, Second Floor
Chairs: Haivan Hoang, University of Massachusetts, Amherst
Nancy Linh Karls, University of Wisconsin, Madison

FSIG.04  American Indian Caucus Business Meeting
Marriott, Marriott Ballroom X, Second Floor
Chairs: Resa Crane Bizzaro, Indiana University of Pennsylvania
Joyce Rain Anderson, Bridgewater State College, MA
Malea Powell, Michigan State University, East Lansing

FSIG.05  Studio Special Interest Group
Marriott, Kentucky Ballroom A, First Floor
Chair: John Paul Tassoni, Miami University, Middletown, OH

FSIG.06  Meeting of the Association for Expanded Perspectives on Learning: Celebrating JAEPL's Editors, Kristie Fleckenstein and Linda Calendrillo
Marriott, Kentucky Ballroom G, First Floor
Chair: Joonna Trapp, Waynesburg University, PA

FSIG.07  Progressive Approaches to Grammar, Punctuation, and Usage
Marriott, Kentucky Ballroom B, First Floor
Chair: Peter Adams, Community College Baltimore County, MD
FSIG.08  International Network of Writing across the Curriculum Programs  
Marriott, Marriott Ballroom III, Second Floor  
Chair: Chris Thaiss, University of California-Davis

FSIG.09  Independent Writing Units  
Marriott, Kentucky Ballroom C, First Floor  
Chair: Barry Maid, Arizona State University, Mesa

FSIG.10  Teaching Adult Writers in Diverse Settings  
Convention Center, Room L7, Lower Level  
Chair: Barbara Gleason, CUNY, NY

FSIG.11  Best Practices for Online Writing Instruction: Understanding How CCCC’s Can Support Its Members  
Marriott, Marriott Ballroom II, Second Floor  
Chair: Beth Hewett, University of Maryland University College, Adelphi

FSIG.12  Science and Writing  
Convention Center, Room L5, Lower Level  
Chair: Jonathan Buehl, The Ohio State University, Columbus

FSIG.13  SIG for the Undergraduate Consortium in Rhetoric and Writing  
Marriott, Kentucky Ballroom F, First Floor  
Chairs: Helen Foster, University of Texas El Paso  
Tom Moriarty, Salisbury University, MD  
Tim Peeples, Elon University, NC

FSIG.14  English Education/Composition Connections  
Marriott, Show Room, First Floor  
Chairs: Mark Letcher, University of Oklahoma, Norman  
Elizabeth Brockman, Central Michigan University, Mt. Pleasant
Friday, 6:30–7:30 p.m.

FSIG.15  Teaching Writing in Interdisciplinary Classrooms and Learning Communities
Convention Center, Room L3, Lower Level
Chair: Rebecca S. Nowacek, Marquette University, Milwaukee, WI

FSIG.16  Rhetoric and Christian Tradition
Marriott, Kentucky Ballroom D, First Floor
Chair: Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

FSIG.17  Teachers of Writing to Deaf and Hard of Hearing College Students
Marriott, Paddock Room, Second Floor
Chair: Christopher Heuer, Gallaudet University, Washington, D.C.

FSIG.18  Working-Class Culture and Pedagogy SIG
Marriott, Grandstand Room, Second Floor
Chairs: Jennifer Beech, University of Tennessee at Chattanooga
Julie Lindquist, Michigan State University, East Lansing

FSIG.19  Emerging Social Software SIG
Convention Center, Room L4, Lower Level
Chair: Daisy Pignetti, University of Wisconsin-Stout

FSIG.20  Writing with Current, Prior, and Future Members of the Military
Convention Center, Room L6, Lower Level
Chairs: Michael Edwards, United States Military Academy, West Point, NY
D. Alexis Hart, Virginia Military Institute, Lexington

FSIG. 21  Queer Caucus
Marriott, Marriott Ballroom IV, Second Floor
Co-Chairs: Mark McBeth, John Jay College of Criminal Justice, NY
Martha Marinara, University of Central Florida, Orlando
Friday Evening Events

The Caucus after the Caucus: Coalition Building across the Caucuses
Marriott, Marriott Ballroom VI, Second Floor
7:30–8:30 p.m.

TYCA Talks
Marriott, Kentucky Ballroom E, First Floor
6:30–7:30 p.m.

The Twentieth Annual Poetry Forum
Marriott, Marriott Ballroom I, Second 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.

The 4C’s Jam
Marriott, Marriott Ballroom V, Second Floor
9:30 p.m.–1:00 a.m.

AA
Marriott, Clubhouse Room, Second Floor
8:00–10:00 p.m.

ALANON
Marriott, Grandstand Room, Second Floor
8:00–10:00 p.m.
Saturday, 7:00 a.m.–2:30 p.m.

SATURDAY

March 20

REGISTRATION, 8:00 a.m.–2:30 p.m.
Convention Center, Exhibit Hall 1AB, Level 1

Exhibits, 10:00 a.m.–1:00 p.m.
Convention Center, Exhibit Hall 1AB, Level 1

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

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS
Marriott, Marriott Ballroom VII–IX, Second Floor
7:00–8:00 a.m.
Admission is by advance registration only.
TYCA FAME AND SHAME AWARDS

The awards acknowledge the best and worst mentions of the two-year college appearing in any media during the previous year. The award calls attention to unfair practices as well as gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, programs, and faculty.

Winners are to be announced at the TYCA Breakfast.

Fame and Shame Award Committee:

Chair: Sterling Warner, Evergreen Valley College, San Jose, CA
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA
Barbara Cooper, Howard Community College, Columbia, MD
Michael Dinielli, Chaffey College, Alta Loma, CA
Bruce Henderson, Fullerton College, CA
Marsha Nourse, Dean College, Franklin, MA
Howard Tinberg, Bristol Community College, Fall River, MA

Previous Award Winners:

**Fame Winners**

2009 Dr. Jill Biden, Northern Virginia Community College, Annandale, VA
2008 Gail Mellow, President, LaGuardia Community College, NY
2007 William D. Green, CEO, Accenture
First Runner-Up: Matthew Santori, *The Baltimore Examiner*
2006 Dr. Betty Young, President, Northwest State Community College, Archbold, OH
2005 Clint Eastwood, *Million Dollar Baby*
2004 Dr. Tahita Fulkerson, *Fort Worth Star Telegram*
2003 Tracey Wong Briggs of *USA Today*
2002 Willard Scott of the NBC *Today Show*

**Shame Winners**

2007 *Orange County Register*, Santa Ana, CA
2006 No Award Presented
2005 Jay Leno, NBC’s *Tonight Show*
2004 Dr. Jim Lee, *Fort Worth Star Telegram*
2003 Heald College
2002 March 7, 2002, episode of *ER*
DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

The awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals.

Winners are to be announced at the TYCA Breakfast.

Outstanding Programs Award Committee:

**Chair:** Louise Bown, Salt Lake Community College, UT
Elizabeth Butts, Delaware County Community College, PA
Sheldon Wrice, Community and Technical College, University of Akron, OH
Lois Power, Fullerton College, CA

Previous Award Winners:

**2009 Category 1: Reaching Across Borders Award**
“Writing in the Disciplines”
Montgomery College, Takoma Park, MD
“SLCC Community Writing Center”
Salt Lake Community College, Salt Lake City, UT

**Honorable Mention**
“Ready or Not Writing”
Minnesota State Community and Technical College, Fergus Falls, MN

**Special Acknowledgment/Most Unique Initiative**
“Intercultural Literacy through Reflection: Rural Students Meet the Urban Experience”
State Fair Community College, Sedalia, MO

**Category 2: Fostering Student Success Award**
“ESSAI The College of DuPage Anthology of Academic Writing Across the Curriculum”
College of DuPage, Glen Ellyn, IL

**Honorable Mention**
“Building Community Online: Discussion Boards in a Two-Year College Online Writing Center”
Century College, White Bear Lake, MN
Category 3: Enhancing Developmental Education Award
“Serving the Literacy Goals of At-Risk Students through an Integrated Approach to Faculty Development and Course Design”
Kingsborough Community College, Brooklyn, NY
Honorable Mention
“Bursting the Bubble: Using Learning Communities to Create Authentic College Learning and Instruction”
Front Range Community College, Westminster, CO

2008 Category 1: Reaching across Borders Award
“The Arts in Ghana with Service Learning”
The Ohio State University Agricultural Technical Institute, Wooster, OH
Honorable Mention
“Washington Online Writing Lab (WOWL)”
Centralia College, WA

Category 2: Fostering Student Success Award
“YVCC English Department Mid-Program Assessment”
Yakima Valley Community College, WA
Honorable Mention
“Increasing Agency and Collaboration through the Merging of SoTL and Assessment”
University of Wisconsin Colleges, Waukesha, WI

Category 3: Enhancing Developmental Education Award
“Gateway to Success”
Santa Barbara City College, CA
Honorable Mention
“The W.R.I.T.E. Brush-up Course Program”
Nassau Community College, Garden City, NY

Category 4: Enhancing Literature and Cultural Arts Award
“Writing and Literature Program”
Borough of Manhattan Community College, New York, NY
Honorable Mention
“Women’s Literature Read-In”
Lansing Community College, MI

2007 Category 1: Reaching across Borders Award
Honorable Mention
The Writing Lab and Summer Institute on Writing in the Disciplines
Bristol Community College, Fall River, MA
Saturday, 7:00–9:15 a.m.

**Category 2: Fostering Student Success Award**  
The New School at Kalamazoo Valley Community College, MI

**Category 3: Enhancing Developmental Education Award**  
Envisioning Possibilities: A Writing Workshop and Essay Contest for GED Students  
Columbus State Community College, OH

**Category 4: Enhancing Literature and Cultural Arts Award**  
No Entries

**Concurrent Sessions Presented By Two-Year College Faculty**

L.23 TYCA Research Initiative: Rethinking and Renewing Service Learning in Two-Year Colleges

L.33 Extending the Reach of Composition Studies: Two-Year College Faculty as Writers and Researchers

M.21 Rethinking Commenting Strategies for a New Generation of Developmental Writers

M.34 The Writing Connection: Audience, Technology, Collaboration

M.36 TYCA Research Initiative Revisiting Adjunct Labor and Comp Load in Two-Year Colleges

N.21 TYCA Research Initiative Rethinking to Renew: Learning Communities in Two-Year Colleges

O.21 "Diving into the Wreck(age)": Rethinking Writing Program Coherence

**ANNUAL BUSINESS/TOWN MEETING**

Marriott, Kentucky Ballroom E, First Floor  
8:00–9:15 a.m.

*All members and newcomers of CCCC are invited to attend and vote at the business meeting.*

**Chair:** Marilyn Valentino, Lorain County Community College, Elyria, OH  
**Associate Chair:** Gwendolyn D. Pough, Syracuse University, NY  
**Assistant Chair:** Malea Powell, Michigan State University, East Lansing  
**Immediate Past Chair:** Charles Bazerman, University of California, Santa Barbara  
**Secretary:** Duane Roen, Arizona State University, Mesa  
**CCCC Executive Secretary/Treasurer:** Kent Williamson, NCTE, Urbana, IL  
**CCCC Parliamentarian:** Eric Bateman, San Juan College, Farmington, NM
Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. Sturgis’s Standard Code of Parliamentary Procedure applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

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

a. Three minutes will be allowed for each speaker each time.
b. No one may speak a second time on a subject until all who wish to speak have been heard.
c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
f. Amendments to amendments will not be accepted, in order to avoid confusion.
Saturday, 8:00–9:15 a.m.

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

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

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

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

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

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

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

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

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

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

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.
3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting. During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

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

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

TYCA Executive Committee Meeting
Marriott, Grandstand Room, Second Floor
9:00 a.m.-5:00 p.m.

Forming an Emeritus Faculty Group in Rhetoric and Composition/Writing Studies
Convention Center, Room L12, Lower Level
9:30-11:00 a.m.
We are inviting retired or retiring faculty to discuss forming an emeritus faculty organization in rhetoric/composition and writing studies within 4Cs.

Chairs: Carol Lipson, Syracuse University, NY
        Louise Phelps, Syracuse University, NY
Saturday, 9:30–10:45 a.m.

L Sessions
9:30–10:45 a.m.

Practices of Teaching Writing

L.01 New Directions for Linguistically Diverse Peer Review
Marriott, Kentucky Ballroom C, First Floor
Chair: Angela Dadak, American University, Washington, D.C.
Speakers:
Erin Huebner-Gloege, The University of Utah, Salt Lake City, “Remixing the Research Agenda: L1 and L2 Peer Response, a Critical Literature Review”
Jay Jordan, The University of Utah, Salt Lake City, “Reconsidering L2 Writers’ Peer Review Competencies”
Todd Ruecker, University of Texas, El Paso, “Promoting More Inclusive Peer Review through Hybridization and Training”

Composition/Writing Programs

L.02 Building Community through Writing: Place-Based Pedagogy in a Developmental Writing Program
Marriott, Kentucky Ballroom D, First Floor
Speakers:
Jonathan Bush, Western Michigan University, Kalamazoo, MI
Daniel Kenzie, The College of Wooster, OH
Randall Seltz, Mountainville Academy, Alpine, UT
Kyle Krol, Mattawan High School, MI

Theory

L.03 Working English, Rewriting Composition
Marriott, Kentucky Ballroom E, First Floor
Chair: Bruce Horner, University of Louisville, KY
Speakers:
Bruce Horner, University of Louisville, KY, “Working English, Rewriting Composition”
Deborah Brandt, University of Wisconsin-Madison, “Working English: When People Write for Pay”
Catherine Prendergast, University of Illinois, Urbana-Champaign, “The Ethos of Paper: Here and There”
John Trimbur, Emerson College, Boston, MA, “Consciousness Raising to Capacity Building: English in South Africa from Liberation to Neoliberalism”
Suresh Canagarajah, Pennsylvania State University, State College, “Multilingual Negotiation Strategies and Composing in English”
Respondent: Min Lu, University of Louisville, KY
Institutional and Professional

L.04 Sustainable and Innovative Publishing Models for Composition
Marriott, Kentucky Ballroom F, First Floor
Chair: Christopher Toth, Grand Valley State University, Allendale, MI
Speakers: David Blakesley, Purdue University, Lafayette, IN, “The Democrati-
zation of Production and Its Implications for Publishing in Composition”
Charles Lowe, Grand Valley State University, Allendale, MI, “Sustainable and
Innovative Publishing Models for Composition”
Pavel Zemliansky, James Madison University, Harrisonburg, VA, “Writing
Spaces: Production, Publication, and Classroom Use”
James Porter, Miami University, Oxford, OH, “Ethical Economic Sustainability
for Open-Access Journal Publishing”

Language

L.05 The Rhetoric of Transnational Flows:
People, National Identities, and Their Compositions
Marriott, Kentucky Ballroom G, First Floor
Chair: Michael T. MacDonald, University of Wisconsin-Milwaukee
Speakers: Danielle Goldstein, University of Wisconsin-Milwaukee, “Filipina
Domestics/English Workers and U.S. Compositionists: New Articulations
of Reproductive Labors and National Identities”
Elif Oztabak-Avci, University of Wisconsin-Milwaukee, “Am I the Only
‘Foreigner’ in Class?”
Michael T. MacDonald, University of Wisconsin-Milwaukee, “Flows and
Classifications: Rhetorics of Children, Refugees, Students”
Respondent: Kevin Browne, University of Wisconsin-Milwaukee

Practices of Teaching Writing

L.06 Artifacts in Question: Using a Formative Assessment Tool
to Rethink Reflection and Critical Reflection
Marriott, Kentucky Ballroom A, First Floor
Speakers: Amy Rupiper Taggart, North Dakota State University, Fargo
Brooke Hessler, Oklahoma City University, OK, “Approaching Critical Re-
fection as a Craft”
Elizabeth Woodworth, Auburn University, Montgomery, AL, “Why Create
Critical Reflection Opportunities Online?”
Marsha Keller, Oklahoma City University, OK, “Constructions of Ethos in
Critical Reflection”
Saturday, 9:30–10:45 a.m.

**Professional and Technical Writing**

**L.07  Who Owns the Text? What the Workplace Can Tell Us about Collaboration, Technology, and Text Remixes**
Marriott, Place Room, First Floor

*Chair:* Michael Charlton, Missouri Western State University, St. Joseph  
*Speakers:* Cynthia A. Nahrwold, University of Arkansas at Little Rock, “Document Ownership in the Workplace—N/A: Moving Students to That Mindset Via Structured Collaborative Projects”  
David E. Hailey, Jr., Utah State University, Logan, “Using Online Discussion for Designing Tests for Evaluating Digital Content”  
Kaye Adkins, Missouri Western State University, St. Joseph

**Practices of Teaching Writing**

**L.08  The Rhetoric of Grammar: Analysis and Applications**
Marriott, Show Room, First Floor

*Speakers:* Richard Blankenship, Appalachian State University, Boone, NC, “Transcendental Aspects of Rhetoric and Grammar”  
Eric Altman, Appalachian State University, Boone, NC, “Composition Theory and Practice: Effective Implementation”  
Leslie Nierste, Appalachian State University, Boone, NC, “Creating Safe Spaces for Others”

**Composition/Writing Programs**

**L.09  Reinvigorating Writing Center Research: Toward a New Millennial Agenda**
Marriott, Marriott Ballroom I, Second Floor

*Chair:* Harry Denny, St. John’s University, Queens, NY  
*Speakers:* Harry Denny, St. John’s University, Queens, NY, “Institutional and Professional Counter-Currents to a Sustainable Writing Center Research Agenda”  
Michele Eodice, University of Oklahoma, Norman, “Tapping Professional Associations and Networks for Guidance toward a Writing Center Research Agenda”  
Elizabeth Boquet, Fairfield University, CT, “Engaging Institutional and National Conversations about Assessment and Accreditation to Enliven Writing Center Research Agendas”
Practices of Teaching Writing

L.10  **We Are Charlotte Simmons: Rhetorical Constructs and Identity in Tom Wolfe’s Collegiate Novel**  
Marriott, Marriott Ballroom II, Second Floor  
*Chair:* Fabián Álvarez, Western Kentucky University, Bowling Green  
*Speakers:* Tom Hunley, Western Kentucky University, Bowling Green, “A Novel Approach to Expressionist and System-Centered Composition Pedagogy”  
Molly McCaffrey, Western Kentucky University, Bowling Green, “Engaging the Disengaged: How I am Charlotte Simmons Animates the Discourse of Academic Writing”  
David J. Bell, Western Kentucky University, Bowling Green, “From Tom Wolfe’s Charlotte Simmons to Jane Student: A Natural Evolution”

Theory

L.11  **Theorizing Public Discourse**  
Marriott, Marriott Ballroom III, Second Floor  
*Chair:* Ann Bomberger, Gannon University, Erie, PA  
*Speakers:* M. Karen Powers, Kent State University-Tuscarawas, New Philadelphia, OH, “Revis(it)ing Dis/Loyalty, Renewing Dissent: Rhetorical History and the Post–9/11 University”  
Jonathan Cullick, Northern Kentucky University, Highland Heights, “The Rhetoric of Religious Identity in the Campaign Speeches of John F. Kennedy, Mitt Romney, and Barack Obama”  
Lisa Blankenship, Miami University, Oxford, OH, “Rethinking Polarized Discourse: Critical Empathy and California’s Proposition 8 Campaign”

L.12  **Think-Tank for Newcomers Developing Papers and Sessions for CCCC 2011**  
Marriott, Marriott Ballroom V, Second Floor  
*Chair:* Paul Puccio, Bloomfield College, NJ

Information Technologies

L.13  **Crossing Disciplinary Boundaries: Remixing Writing Research in a CCC’s Special Interest Group**  
Marriott, Marriott Ballroom VI, Second Floor  
*Chair:* Eric Glicker, Indiana University of Pennsylvania  
*Speakers:* Eric Glicker, Indiana University of Pennsylvania  
Dennis Jerz, Seton Hill University, Greensburg, PA, “The Apple/Amazon/Google Cloud: Memex or Monolith?”  
Daisy Pignetti, University of Wisconsin, Stout, “Using ‘Emerging Social Software’ to Promote and Sustain a 4Cs SIG”
Saturday, 9:30–10:45 a.m.

Theory

L.14  Recovering Critical Pedagogy: Freire for the 21st Century
Marriott, Marriott Ballroom VII, Second Floor

Chair: William Thelin, University of Akron, OH
Speakers: William Thelin, University of Akron, OH, “Revisiting Freirean Critical Pedagogy for Working-Class Students”
James Romesburg, University of Louisville, KY, “Keeping the Gate and Cash-ing Our Checks: First-Year Composition Pedagogies and the Working-Class Adult Student”
Melissa Tedrowe, University of Wisconsin-Madison, “Remixing Critical Pedagogy for 2010 and Beyond: The Case for Ecopedagogy”

Practices of Teaching Writing

L.15  Renewing Rhetoric: Forensics, Footnotes, and Public Service Writing
Marriott, Marriott Ballroom VIII, Second Floor

Chair: Ashlee Brand, Cuyahoga Community College, Cleveland, OH
Speakers: LauraAnne Carroll-Adler, University of Southern California, Los Angeles, “Teaching through Footnotes: Paratextual Rhetoric in the Composition Classroom”
Robert Raper, Northern Kentucky University, Highland Heights, “Renewing Forensic Rhetoric: Legal Writing Strategies and Sources in Composition Pedagogy”
Darsie Bowden, DePaul University, Chicago, IL, “A Mind Is a Terrible Thing to Waste: Writing the Public Service Announcement”

Community, Civic & Public

L.16  Professional Lives and Social Change: Remixing the MA
Marriott, Marriott Ballroom IX, Second Floor

Chair: David Coogan, Virginia Commonwealth University, Richmond
Speakers: Kelley Libby, Virginia Commonwealth University, Richmond
Rebekah Holbrook, Virginia Commonwealth University, Richmond
Lindsay Chudzik, Virginia Commonwealth University, Richmond
Jennifer Selman, Virginia Commonwealth University, Richmond
Modu Kamara, Virginia Commonwealth University, Richmond
Practices of Teaching Writing

L.17  Alignment, Readiness, and Digital Composition: Patterns of Readiness and Sequence Alignment from Secondary, to FYC, to Advanced Composition

Marriott, Marriott Ballroom X, Second Floor

Chair: Mark Lanting, Kankakee Community College, IL

Speakers:
- Mark Lanting, Kankakee Community College, IL, “Reengaging Readiness at the Secondary Level leading to Alignment in the Post-Secondary FYC Sequence”
- Janice Paron, Governors State University, University Park, IL, “Technology as a Transitional Tool from HS to Lower to Upper Division”
- Cheryl Hague, Governors State University, University Park, IL, “Extending Partnerships to Strengthen Transitions”
- Robin Thompson, Governors State University, University Park, IL, “Transitioning Students in Digital Discourse Communities”

History

L.18  Expanding CCCC Histories

Marriott, Clubhouse Room, Second Floor

Chair: Michelle J. Brazier, Rutgers University, New Brunswick, NJ

Speakers:
- Catherine Sacchi, The Ohio State University, Columbus, “Digital Media at CCCC’s, 1998–2008”

Composition/Writing Programs

L.19  Re-inventing Writing Program Administration in a Time of Economic Calamity

Marriott, Paddock Room, Second Floor

Chair: Kevin Dvorak, St. Thomas University, Miami, FL

Speakers:
- Ben Rafoth, Indiana University of Pennsylvania, “Re-building Faculty Workload”
- Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL, “Re-conceiving Leadership Theory”
- Kevin Dvorak, St. Thomas University, Miami, FL, “Re-writing Program Planning and Goal-setting”
- Gian Pagnucci, Indiana University of Pennsylvania, “Re-positioning the English Department”
Saturday, 9:30–10:45 a.m.

**Research**

**L.20 Knowledge Transfer: Rethinking the Research Methodology and Investigating the High School–College Transition**
Convention Center, Room L3, Lower Level

*Speakers:* Ed Jones, Seton Hall University, South Orange, NJ, “Activity Theory as Heuristic and Critique for Knowledge Transfer Research”
Dana Driscoll, Oakland University, Rochester, MI, “Developing and Extending Methodologies for Studying Transfer”
Jennifer Wells, Indiana University of Pennsylvania, “Millenials Strike Back: Transfer between High School and FYC”

**Composition/Writing Programs**

**L.21 Between a WAC and a Hard Place: Course Design, Faculty Development, and Assessment Issues in a New Vertical Writing Curriculum**
Convention Center, Room L2, Lower Level

*Speakers:* Beth Carroll, Appalachian State University, Boone, NC, “Negotiating Expertise in an Inquiry-Based WAC/Writing Studies Course”
Erin Zimmerman, Appalachian State University, Boone, NC, “Transferable Skills and Knowledge from First-Year Composition to Second-Year WAC”
Dennis Bohr, Appalachian State University, Boone, NC, “Do Not Disturb: Progress in Process”
Sherry Alusow Hart, Appalachian State University, Boone, NC, “Taming the Assessment Dragon”

**Information Technologies**

**L.22 Negotiating the Intentions of Others: The Networked Construction of Fact on Wikis**
Convention Center, Room L4, Lower Level

*Speakers:* Jason Swarts, North Carolina State University, Raleigh, “Into the Hinterland: The Constructive and Interrogative Functions of Writing on Wikipedia”
Shaun Slattery, DePaul University, Chicago, IL, “The Socio-technological Infrastructure of a Wikipedia Article, a Scene of Remix”
Heidi von Ludwig, North Carolina State University, Raleigh, “Wikis and Knowledge Formation in the Corporate Workplace”
Practices of Teaching Writing

L.23  TYCA Research Initiative: Rethinking and Renewing Service Learning in Two-Year Colleges
Convention Center, Room L6, Lower Level
Chair: Sterling Warner, Evergreen Valley Community College, San Jose
Speakers: Peter Sotiriou, Los Angeles City College, CA, “Successful Designs: Two-Year Colleges Rethink and Renew Service Learning”
Lisa Mahle-Grisez, Sinclair Community College, Dayton, OH, “Doin’ It on Our Own: Two-Year College Faculty Remix and Renew Service Learning”
Jennifer Condon, Iowa Central Community College, Fort Dodge, “How Technology Can Support Communities and Increase Student Literacy in Two-Year College Service Learning Projects”

Practices of Teaching Writing

L.24  A Crisis of Authority: Grading, Exigency, and English(es)
Convention Center, Room L8, Lower Level
Chair: Kathleen Gonso, Emerson College, Boston, MA
Aaron Block, Emerson College, Boston, MA, “A Grading Crisis in Six Parts”
Kelly Caiazzo, Emerson College, Boston, MA, “Enacting English: Coming to Terms with a Multilingual Approach to Writing”

Composition/Writing Programs

L.25  Course Redesign as Remix: One Program’s Adventures with Delivery, Curriculum, and Assessment (Part 1)
Convention Center, Room L9, Lower Level
Chair: Beth Brunk-Chavez, University of Texas, El Paso
Speakers: Nicole Montoya, University of Texas, El Paso, “Revising Delivery: Going Hybrid”
Christie Daniels, University of Texas, El Paso, “Rethinking Curriculum: Focusing on Transfer”
Judith Fourzan-Rice, University of Texas, El Paso, “Revising Assessment: Designing a Response Process”
Saturday, 9:30–10:45 a.m.

Practices of Teaching Writing

L.26 Renewing Awareness: Students with Disabilities and Deaf Writers in the Composition Classroom
Convention Center, Room L11, Lower Level
Chair: William Breeze, Cleveland State University, OH
Speakers: Madaline Walter, University of Missouri-Kansas City, “Students Coming Out: (In)visible Disability in the Composition Classroom”

Creative Writing

L.27 Get on the Mic
Convention Center, Room L5, Lower Level
Chair: Allison Brimmer, Nova Southeastern University, Fort Lauderdale, FL
Speakers: MaryK Croft, Texas A&M-Commerce, “Using Open Mic as a Creative Writing Format: Revisiting Original Creative Written Work in Performance and Multimedia”
Susan Weinstein, Louisiana State University, Baton Rouge, “Can the Revolution Be Televised?: HBO Meets Youth Spoken Word”
Quincy Scott Jones, Arcadia University, Glenside, PA, “Remixing the Think, Rethinking the Mix: Spoken Word and Academia”

Theory

L.28 Hooked on a Feeling: Remixed Genres in Composition Studies
Convention Center, Room L10, Lower Level
Chair: Robert Mawyer, Rock Valley College, Rockford, IL
Speakers: Robert Mawyer, Rock Valley College, Rockford, IL, “Reading the ‘Vent’: Fear Economies in the Classroom”
K. Hyoejin Yoon, West Chester University of Pennsylvania, “Revisiting Composition’s ‘Historical Narratives’: An Affective Genealogy”
Kelly Concannon Mannise, SUNY, Canton, NY
**Academic Writing**

**L.29  Still Writing in the Centers: Reconsidering Current Practices in Writing Center Pedagogy**

Convention Center, Room 207, Level 2

*Chair:* Carol D. Bollin, Western Illinois University, Macomb

*Speakers:*
- R. Mark Hall, University of North Carolina at Charlotte, “Blogging to Develop a Writing Center ‘Community of Practice’”
- Derek Boczkowski, The Ohio State University at Newark, “What Happens in Writing Tutorials: A Comparison of Peer-Tutoring and Professional-Tutoring Models in Two-Year College Writing Centers”
- Kathryn Evans, Bridgewater State College, MA, “A Conversation Model vs. a Project Model: Exploring the Role of Silence to Reconceptualize Writing Center Conferences”

**Practices of Teaching Writing**

**L.30  Revisiting the First-Year Curriculum: Genres, Visuals, and Arguments**

Convention Center, Room 208, Level 2

*Chair:* Kevin Brock, North Carolina State University, Raleigh

*Speakers:*
- Serena Heath, Eastern Illinois University, Charleston, IL, “Genre Theory/Multidisciplinary Writing in the Freshman Classroom”
- Daisy Levy, Michigan State University, East Lansing, “Measuring a Mix: Visual Rhetoric in First-Year Writing Syllabi”
- Les Loncharich, Michigan State University, East Lansing, “Measuring a Mix: Visual Rhetoric in First-Year Writing Syllabi”
- Michelle Garza, Texas A&M University–Corpus Christi, “Rethinking Argument in First Year Writing: Creating Spaces for Validation in the Composition Classroom”
Saturday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**L.31 Re/considering Composition Studies’ Lingering Hesitations about Digital Literacies**

Convention Center, Room 209, Level 2

**Chair:** Kelly Ritter, University of North Carolina-Greensboro

**Speakers:**
- Jessie Blackburn, University of Arkansas, Fayetteville, “The Stigma of Web Surfing: Critical Digital Literacy and the New Literacies Our Students Might Teach Us”
- Jen Scott Curwood, University of Wisconsin-Madison, “Remixing Pedagogy: The Role of Professional Learning Communities and New Literacies in the Secondary English Classroom”
- Jacob Babb, University of North Carolina-Greensboro, “Blogging toward Critical Reading Skills”
- Todd Lilly, University of Wisconsin-Madison, “What Do You Want from Me? The Hysteria Involving Remixing Subjectivities in New Literacy Studies Classrooms”

*Information Technologies*

**L.32 YouTube, Facebook, and Their Rhetorical Uses in Sites of Composition**

Convention Center, Room 210, Level 2

**Chair:** Marilee Brooks, Michigan State University, East Lansing

**Speakers:**
- Cheryl Cassidy, Eastern Michigan University, Ypsilanti, “Youtube in Freshman Composition: Identity and the Formation of Community”
- Brian Lawrence, University of Missouri, St. Louis, “Do You Notice the Expression on My Facebook? Using Facebook to Teach the Concepts of Rhetoric”

*Research*

**L.33 Extending the Reach of Composition Studies: Two-Year College Faculty as Writers and Researchers**

Convention Center, Room 211, Level 2

**Chair:** Joseph Harris, Duke University, Durham, NC

**Speakers:**
- Howard Tinberg, Bristol Community College, Fall River, MA, “The Great Omission: The Absence of the Community College Writer in Composition Research”
- Jean-Paul Nadeau, Bristol Community College, Fall River, MA, “Finally Getting to It: Taking Time to Research Two-Year College Student Writers”
- Stephen Ruffus, Salt Lake Community College, UT, “Supporting Two-Year College Writing and Research”
Practices of Teaching Writing

L.34  Getting Global:
Transnational Collaboration in the University Classroom
Convention Center, Room 218, Level 2

Speakers: Yakut Gazi, Texas A&M University at Qatar
Cecelia Hawkins, Texas A&M University at Qatar

Composition/Writing Programs

L.35  Questioning Assessment Practice
Convention Center, Room 219, Level 2

Chair: Deb Brown, University of Central Oklahoma, Edmond

Speakers: Christy Foreman, Louisiana State University, Baton Rouge, “Scoring a Six: A Reflection of Good Writing?”
Irvin Peckham, Louisiana State University, Baton Rouge, “Data Mining Writing Assessments: Using Flawed Models for Useful Gain”
Kim Ballard, Western Michigan University, Kalamazoo, “Blending Outcomes and Direct Measures with New Definitions of Validity and Reliability: Rethinking Writing Center Assessment Practice and Theory”

Practices of Teaching Writing

L.36  Rethinking Style for 21st Century Composition
Marriott, Marriott Ballroom IV, Second Floor

Speakers: Star Medzerian, The University of Arizona, Tucson, “‘Nothing to Fall Back On’: Assessing Style in Student Writing”
Jennifer Beech, University of Tennessee at Chattanooga, “A Counter-Hegemonic Refashioning of Style for the Twenty-first Century Advanced Composition Course”
Edward Helfers, Columbia University, New York, NY, “The Grammar Shuffle: Re-Thinking Style in the Writing Center”
Mary Scott, University of London, UK, “Rethinking Breaches in the ‘Language Game’: From Teacher-Perceived Errors of ‘Style’ in Student Writing to ‘Ethnopoetics’ Reconfigured”
Saturday, 11:00 a.m.–12:15 p.m.

**M Sessions**
11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**M.01 Remixed the Global View of Composition Teaching**
Marriott, Kentucky Ballroom A, First Floor

*Speakers:* Gwendolyn Kane, Raritan Valley Community College, Somerville, NJ, “Building Bridges between ESL and English Composition”
David Cregar, New York University, NY, “The Copying That Originates: International Students and the Art of Incorporation”
Immaculee Harushimana, Lehman College of CUNY, Bronx, NY, “Multilingual Discourse: Composing the Global Way”

**Institutional and Professional**

**M.02 Re-Shared Governance**
Marriott, Kentucky Ballroom B, First Floor

*Speakers:* Marilyn Palkovacs, University of Cincinnati, OH, “Remembering Shared Governance at a Major Urban University”
Gary Vaughn, University of Cincinnati, OH, “Reinterpreting Shared Governance at a Center for Access and Transition”
Rebecca Borah, University of Cincinnati, OH, “Re-membering the Academy”

**Community, Civic & Public**

**M.03 Re-locating Feminist Theories and Practices in Transnational Contexts**
Marriott, Kentucky Ballroom E, First Floor

*Speakers:* Elizabeth Flynn, Michigan Technological University, Houghton, “Recuperating Transnational Feminist Conceptions of ‘Witnessing’ for Feminist Rhetoric and Composition”
Samantha Andrus-Henry, Grand Valley State University, Allendale, MI, “(Re)Visioning Connections between French Feminism and Rhetoric and Composition”
Tiffany Bourelle, The University of Montana (Western), Dillion, “Training Transnational Teachers in the Writing Center: A Feminist Approach”
Mare Mueller, Michigan Technological University, Houghton, “Remixing Feminism for Global Citizenship: International Service-Learning Projects”
Theory

M.04 Expanding Composition’s Public Memory: Five Remixed CCC Essays

Marriott, Kentucky Ballroom F, First Floor

Speakers: Jenny Edbauer Rice, University of Missouri, Columbia, “Remixing Remedy: Lisa Ede’s ‘Slough of Despond’ (1977)”
Thomas Rickert, Purdue University, West Lafayette, IN, “Ambient Composition: Exteriorizing Murray’s ‘The Interior View’ (1970)”
Matthew Levy, Pacific Lutheran University, Tacoma, WA, “I Trip the Light Anaclastic: Virginia Burke’s ‘Why Not Try College?’ (1959)”

Academic Writing

M.05 Remixing Audience: Addressed, Invoked, Interactive

Marriott, Kentucky Ballroom G, First Floor

Chair: Elizabeth Weiser, Ohio State University-Newark
Speakers: Erin Karper, Niagara University, NY, “Teaching Audience through Web-Based Self-Presentations”
Thomas Pace, John Carroll University, University Heights, OH, “Using the Academic Journal to Teach Audience in First-Year Composition”
David Dayton, Towson University, MD, “Learning from New Media Designers: Teaching Audience with Personas and Scenarios”
Alexandria Peary, Daniel Webster College, Nashua, NH, “Increasing the Efficacy of Audience Instruction through the Self-Addressed Stamped Envelope”

Respondent: Brian Fehler, Tarleton State University, Stephenville, TX
Saturday, 11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**M.06**  
**Writing as Meditation from Place:**  
**Situating the Writing Marathon**  
Marriott, Kentucky Ballroom C, First Floor  
*Chair:* Robert Brooke, University of Nebraska-Lincoln  
*Speakers:* Richard Louth, Southeastern Louisiana University, Hammond, “What Is the ‘New Orleans Style Writing Marathon’?”  
Susan Martens-Baker, University of Nebraska-Lincoln, “From Sense of Place to Spirit of Place: Writing Marathons in Ecocomposition”  
Marjorie Roemer, Rhode Island College, Providence, “From Bakhtin to Barthes: Writing Marathons and the Intertextual”  
Natasha Whitton, Southeastern Louisiana University, Hammond, “From Notebook to Network: Writing Marathons and the Internet”

*History*

**M.07**  
**Composing Habitus:**  
**Three Centuries of Classifiers Classified**  
Marriott, Place Room, First Floor  
*Chair:* Aneil Rallin, Soka University, Aliso Viejo, CA  
*Speakers:* Rosanne Carlo, University of Arizona, Tucson, “Possessing the Keys to the Kingdom: Dominant Discourse, Embodiment, and Eighteenth Century Elocution”  
Rachael Wendler, University of Arizona, Tucson, “(Re)braidings the Threads of ‘Socialized Democracy’: Jane Addams’ Engaged Pedagogy”  
Marissa Juárez, University of Arizona, Tucson, “Rhetorical Maneuvering: Negotiating between Difference and Dominance in Postbellum Writing and Teaching by Women of Color”  
Jessica Shumake, University of Arizona, Tucson, “Juxtaposing the Literary and the Material: Kitsch, Composition, and Literacy”

*Theory*

**M.08**  
**Ecological and Environmental Theories of Rhetoric**  
Marriott, Show Room, First Floor  
*Chair:* John Stovall, National-Louis University, Chicago, IL  
*Speakers:* Laura Boynton Johnson, Indiana University of Pennsylvania, “Feminisms of Environmental Rhetorics: Two Case Studies”  
David Riche, Louisiana State University, Baton Rouge, “Reassembling Writing: Actor-Network Theory and the Ecology of Writing”  
Matthew Davis, Florida State University, Tallahassee, “Assemblage and Ecology: Theorizations of Literacy Effects”  
You've Been Served: Re-conceptualizing Academic Service Learning
Marriott, Marriott Ballroom I, Second Floor

Chair: Claude Hurlbert, Indiana University of Pennsylvania, PA
Speakers: Tara Roeder, St. John's University, Jamaica, NY, “Writing Students as Writing Experts”
Roseanne Gatto, St. John’s University, Jamaica, NY, “Crafting the Self: Re-thinking Bookmaking as Service”
Sean Murray, St. John’s University, Jamaica, NY, “First-Year Writing and Academic Service-Learning: From Charity to Change”
Matthew Bird, LaGuardia Community College, NY, “‘Basic’ Writing as Agent of Change”
April Sikorski, St. John’s University, Queens, NY, “Self Serve: How ASL Starts with Students Serving Themselves”

Remixing Rhetorical Grooves: Rural Sustainability in the Discourses of Asbestos Poisoning, County Fairs, and Timber Subsidies
Marriott, Marriott Ballroom II, Second Floor

Chair: Kim Donehower, University of North Dakota, Grand Forks
Speakers: Marcia Kmetz, University of Nevada, Reno, “Dancing with the Enemy: Rural Rhetorical Collaborations and the Asbestos Crisis of Libby, Montana”
Cori Brewster, Eastern Oregon University, La Grande, “‘I’ve done many things to make my pig better’: Practices and Politics of Literacy at the Harney and Lake County Fairs”
Donna Evans, Washington State University, Pullman, “When Timber Subsidies End: Pursuing Rural Sustainability through Adaptive Discourses”

Gaming and Electronic Spaces: Shaping the Posthuman Student
Marriott, Marriott Ballroom III, Second Floor

Speakers: Matthew S. S. Johnson, Southern Illinois University, Edwardsville, “Muddled Agents in Tangled Spaces”
Richard Colby, University of Denver, CO, “Research Agents in World of Warcraft”
Rebekah Colby, University of Denver, CO, “Gendered Agents in World of Warcraft”
Practices of Teaching Writing

M.12 Yo, Is That the Remix! Enhancing Multicultural Perspectives in the Classroom through Explorative Literacies and Urban Culture
Marriott, Marriott Ballroom IV, Second Floor
Chair: Jaime A. Mejia, Texas State University-San Marcos
Speakers: Sarah Olivas, Texas State University-San Marcos, “Fresh Perspectives to Pedagogical Approaches Aimed at Encouraging Student’s Cultural Voices as They Write in Standard English”
Blanca Loya, Texas State University, San Marcos, “Using Graffiti Art to Re-think Composition and Identity Issues in the Classroom”
Tim D. Swain, Texas State University-San Marcos, “Innovative Ways of Exploring Minority Identity Development and Implications for Classroom Content”

Information Technologies

M.13 Avoiding the “Creepy Treehouse” in First-Year Composition: Using Emergent Technologies to Facilitate Student Agency
Marriott, Marriott Ballroom V, Second Floor
Speakers: Kip Strasma, Nova Southeastern University, Fort Lauderdale-Davie, FL, “Toogle: Google, an ‘Uncreepy’ Electronic Writing Space”
Jennifer Whetham, Green River Community College, Auburn, WA, “It’s Bigger than Hip-Hop: Remixing the Portfolio Via Social Networking”

Community, Civic & Public

M.14 Remixing the Pot: Food, Rhetoric, and Resistance
Marriott, Marriott Ballroom VI, Second Floor
Chair: Janice Walker, Georgia Southern University, Statesboro
Speakers: Suzanne Rumsey, Indiana University-Purdue University, Fort Wayne, “The Rhetoric of Weight Loss and Food Porn: Conflicting Messages of Responsibility”
Abby Wilkerson, George Washington University, Riverdale, MD, “Eat Here Now: Food Struggles, Collective Action, and Rhetorical Agency”
Risa Gorelick, Ramapo College of New Jersey, Summit, “Remixing, Revising, and Renewing Foodsumptions: The Art of Editing a Scholarly Collection on the Rhetoric of Food”
Alice Julier, Chatham University, Pittsburgh, PA, “Fat and Fighting Words: The Rhetoric of Online Activism against Obesity Epidemic Discourse”
Lisa DeTora, Albany Medical College, NY, “Disney Discourses of Food and Technology”
M.15 **Remixing Literacy, Remixing Community**
Marriott, Marriott Ballroom VII, Second Floor

*Chair:* Darren Cambridge, George Mason University, Fairfax, VA

*Speakers:*
- David Joliffe, University of Arkansas, Fayetteville, “Sponsoring and Celebrating Literacy: The Augusta Community Literacy Advocacy Project”
- Glynda Hull, New York University, NY, “Proper Kitchens and Global Youth: Young People Compose Multimodal Representations of their Worlds”
- Amy Stornaiuolo, University of California, Berkeley, “Proper Kitchens and Global Youth: Young People Compose Multimodal Representations of Their Worlds”

*M.16 (Re)Mixing It Up: Classical Rhetoric in the Hip Hop Classroom*
Marriott, Marriott Ballroom VIII, Second Floor

*Chair:* Holly Huff Bruland, University of Hawai‘i, Manoa

*Speakers:*
- Edward Karshner, Robert Morris University, Moon Township, PA, “Composition Is Rhetoric: The Five Cannons of Rhetoric as Pedagogical Paradigm”
- Pierre Cyr, Oklahoma City University, OK, “How to Remake the Composition Classroom into a Greek Symposium—and Why You Would Want To”
- Megan Trexler, University of Massachusetts, Amherst, “Rhetorical Reflection: Reconceptualizing Reflective Narratives through Sophistic Verbal Techne”

*M.17 Creating New Pedagogical Riffs in the Teaching of Academic Writing and Civic Engagement*
Marriott, Marriott Ballroom IX, Second Floor

*Chair:* June Johnson, Seattle University, WA

*Speakers:*
- June Johnson, Seattle University, WA, “Academic Writing and Civic Engagement in First-Year Composition Courses: Effective Blending of Counter-Melodies”
- Hannah Tracy, Seattle University, WA, “Beyond Red and Blue: Using Rhetorical Analysis to Teach Ethical Argumentation in an Election Year”
- Hilary Hawley, Seattle University, WA, “Sustainability and Service Learning in the Composition Classroom: Rethinking the Terms, Raising the Stakes”
- Tara Roth, Seattle University, WA, “Twitter in the Classroom? Evaluating Digital Community Building as an Act of Citizenship”
Saturday, 11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**M.18 Placement and Pedagogy: Rethinking the Basic Writing Experience**
Marriott, Marriott Ballroom X, Second Floor

*Speakers:* Peter Moe, Eastern Washington University, Cheney, “Rethinking Metaphor: Figurative Language in Academic Discourse”
Abby Nance, Gardner-Webb University, Boiling Springs, NC, “Meta-revising: From Dualism to Commitment in 16 Weeks”
Susan McDowall, Central Community College, Hastings, NE, “Revising and Rethinking Accelerated Placement for Hands-on Learners in Basic Writing”

*Information Technologies*

**M.19 Literacy and Technology Narratives from an Urban University: Remixing Methods for Analysis**
Marriott, Clubhouse Room, Second Floor

*Speakers:* Sally Chandler, Kean University, Union, NJ, “It’s Not Just What You Say - It’s How You Say It: New Methods for Analyzing Literacy and Technology Narratives”
Angela Castillo, Kean University, Union, NJ, “Re-mixing Identity: Digital Literacies and the Power to Represent Self”
Lorena Ramirez, Kean University, Union, NJ, “Forbidden visits to migente.com: Evasion, Re-Interpretation, and Selective Representation in the Negotiation of Digital Spaces”
Ryan Valdez, Kean University, Union, NJ, “Learning to Learn in a Digital World: It’s All about Navigation”

*Professional and Technical Writing*

**M.20 Re-Working Research in Professional Writing**
Marriott, Paddock Room, Second Floor

*Chair:* Marcia Buell, Northeastern Illinois University, Chicago

*Speakers:* David Beach, George Mason University, Fairfax, VA, “Remixing the Language of Business: Rhetorical Strategies for Accountants”
Bino Catasús, Stockholm University, Sweden, “Remixing the Language of Business: Rhetorical Strategies for Accountants”
Sarah Read, University of Washington, Seattle, “Rewriting Workplace Ethnography: Representing What People Really Do All Day”
**Practices of Teaching Writing**

**M.21 Rethinking Commenting Strategies for a New Generation of Developmental Writers**

Convention Center, Room L2, Lower Level  
*Chair:* Cynthia Crimmins, York College of Pennsylvania  
*Speakers:* Samuel Waddell, York College of Pennsylvania  
Karen Johnson, Shippensburg University, York, PA  
Cynthia Crimmins, York College of Pennsylvania

**Language**

**M.22 Remixing National/International Boundaries: Expanding the Role of International Students in Rhetoric and Writing Studies**

Convention Center, Room L3, Lower Level  
*Chair:* Kate Mangelsdorf, University of Texas-El Paso  
*Speakers:* Santosh Khadka, Syracuse University, NY, “World/Global Englishes in Rhetoric and Writing Studies”  
Marohang Limbu, University of Texas-El Paso, “Pedagogy 2.0 and Multilingual Writing in the Globalized World”  
Kate Mangelsdorf, University of Texas-El Paso, “Critical Discourse Analysis and Global Rhetoric”

**Institutional and Professional**

**M.23 Rhetorics of Change: Toward Institutional Redesign**

Convention Center, Room L4, Lower Level  
*Chair:* Libby Miles, University of Rhode Island, Kingston  
*Speakers:* Michele Simmons, Miami University, Oxford, OH, “Building Rhetorics of Change”  
Bob Schwegler, University of Rhode Island, Kingston, “Do We Need a Topoi of Change for Institutional Redesign?”  
Patricia Sullivan, Purdue University, West Lafayette, IN, “Localizing Rhetorics of Change”

**Composition/Writing Programs**

**M.24 Back to the Future: Revising Classical Rhetoric’s Current Place in Composition**

Convention Center, Room L5, Lower Level  
*Chair:* Paul Lynch, St. Louis University, MO  
*Speakers:* Caroline Rohner, St. Louis University, MO, “An Inconvenient Argument: Reconsidering Al Gore’s Rhetorical Situation”  
Emily Tuttle, St. Louis University, MO, “Money for Nothing: Chicks for Free: The Rock Star Encomium”  
Amanda Barton, St. Louis University, MO, “The Rhetoric of Politeness in Cicero’s De Oratore”

*CCCC CONVENTION, LOUISVILLE 2010*
Saturday, 11:00 a.m.–12:15 p.m.

Research

M.25 Researching Writing Feedback: Different Commenting Strategies and Their Impact
Convention Center, Room L6, Lower Level

Speakers: Heather Hill, University of Washington, Seattle, “Teachers’ End Comments: The Use of Teacher End Comments in Portfolio-Based Classes”
Melissa Patchan, University of Pittsburgh, PA, “Validating Students’ End Comments”
Davida Charney, University of Texas at Austin, “Impact of Feedback on Draft Quality: Comparing Undergraduate Peers to Writing and Content Graduate Student Teaching Assistants”

History

M.26 “We Shall Remain” on Indian Land: Indigenous Rhetorics Redux
Convention Center, Room L7, Lower Level

Chair: Janice Gould, University of Colorado, Colorado Springs

Speakers: Resa Crane Bizzaro, Indiana University of Pennsylvania, “Remixing the DSM and Mental Disorder Definitions: Native Americans and Intergenerational Post-Traumatic Stress Disorder”
Rose Gubele, Central Michigan University, Mt. Pleasant, “Rending ‘The Buckskin Curtain’: Re-Mixing Multiculturalism”
Lisa King, University of Kansas, Topeka, “Indigenization of Genre: Native American Communities and ‘Remixing’ Representational Genres in Museums”
Joyce Rain Anderson, Bridgewater State College, MA, “Paper and Clay: Massachusetts and Wampanoag Material Rhetoric”

Composition/Writing Programs

M.27 The Sum of Its Parts: Using Research to Renew Our Understanding of WAC/WID Stakeholders
Convention Center, Room L8, Lower Level

Speakers: Martha Townsend, University of Missouri, Columbia, “Accidental WAC/WID Research: Student-Athletes from Many Disciplines Talk about Their Educational Experiences”
Lori Salem, Temple University, Philadelphia, PA, “In Their Own Words: Faculty in the Disciplines Talk about Their Experiences in an Upper-Division Writing-Intensive-Course Program”
Linda Bergmann, Purdue University, West Lafayette, IN, “Students’ Literacies and the Stories They Tell: Effects of Genre, Place, and Audience”
Composition/Writing Programs

M.28 Course Redesign as Remix: One Program’s Adventures with Campus Relationships and Professional Development
Convention Center L9, Lower Level
Chair: Kate Mangelsdorf, University of Texas, El Paso
Speakers: Esther Solis Al-Tabaa, University of Texas, El Paso, “Rethinking the University Writing Center: Creating Strong Relationships”
Beth Brunk-Chavez, University of Texas, El Paso, “Revising Our Perception: Creating Strong Public Relations”
Steven Varela, University of Texas, El Paso, “Making the Remix Work: Providing Professional Development for Renewal”

Composition/Writing Programs

M.29 Realizing the Potential of Writing Studies
Convention Center, Room L10, Lower Level
Chair: Laura Gurak, University of Minnesota, Minneapolis
Speakers: Laura Gurak, University of Minnesota, Minneapolis, “Mission”
Thomas Reynolds, University of Minnesota, Minneapolis, “First-Year Writing in a Writing Studies Context”
Bruech Lee-Ann Kastman, University of Minnesota, Minneapolis, “The Undergraduate Writing Studies BA Degree”
Donald Ross, University of Minnesota, Minneapolis, “A Broader Scope for the Graduate Curriculum”

Composition/Writing Programs

M.30 Engaging the Post-colonial: Teaching “Standard” Writing in Hybridized Linguistic Contexts
Convention Center, Room L11, Lower Level
Chair: Anna Habib, George Mason University, Fairfax, VA
Speakers: Sylvia Casillas-Olivieri, Universidad del Turabo, Gurabo, PR, “Espa(nglish) and Its Implications for Writing Center Work in Puerto Rico”
Deidrea Dwyer, University of West Indies Mona, Kingston 7, Jamaica, “‘Wheel an’ Come Again’: Revaluing the Role of Creoles in Standard English Acquisition”
Schontal Moore, University of West Indies Mona, Kingston 7, Jamaica, “‘Wheel an’ Come Again’: Revaluing the Role of Creoles in Standard English Acquisition”
Marilyn Ricketts, University of West Indies Mona, Kingston 7, Jamaica, “‘Wheel an’ Come Again’: Revaluing the Role of Creoles in Standard English Acquisition”
Respondent: Terry Myers Zawacki, George Mason University, Fairfax, VA
History

M.31  (Re)examining and (Re)articulating Our Histories
Convention Center, Room L15, Lower Level

Speakers: Rory Lee, Florida State University, Tallahassee, “Addressing the Situation: An Analysis of the last 12 CCCC Chairs’ Addresses”
Natalie Szymanski, Florida State University, “Understanding the Journals That Write Us: Exploring the Relationship between the Field of Composition and the Subdiscipline of Computers and Composition”

Respondents: Cynthia Selfe, The Ohio State University, Columbus
Marilyn Cooper, Michigan Technological University, Houghton

Creative Writing

M.32  Mashup! Rethinking and Remixed Creative Writing and Composition Pedagogies
Convention Center, Room 207, Level 2

Chair: Robin Mozer, Birmingham-Southern College, AL

Speakers: Allison Schuette, Valparaiso University, IN, “Mashup! Rethinking and Remixed Creative Writing and Composition Pedagogies: Creative Writing in the Composition Classroom”
Erin Chandler, University of Alabama, Tuscaloosa, “Mashup! Rethinking and Remixed Creative Writing and Composition Pedagogies: Creating Writing in the Writing Center”

Practices of Teaching Writing

M.33  Re-Identifying and Re-defining the Real in “Keepin’ It Real”
Convention Center, Room 208, Level 2

Chair: Ellen Cushman, Michigan State University, East Lansing

Speakers: LaToya Faulk, Michigan State University, East Lansing
April Denise Baker-Bell, Eastern Michigan University, Ypsilanti, “Moving from Correction to Code-Switching: Re-thinking ‘Ebonics’ in the Composition Classroom”

Information Technologies

M.34  The Writing Connection: Audience, Technology, Collaboration
Convention Center, Room 209, Level 2

Speakers: Stacy Taylor, Jefferson Community and Technical College, Louisville, KY
Sandy Eubanks, Jefferson Community and Technical College, Louisville, KY
William Hamilton, Jefferson Community and Technical College, Louisville, KY
Bryan Scichilone, Jefferson Community and Technical College, Louisville, KY
Marlisa Austin, Jefferson Community and Technical College, Louisville, KY
Jill Adams, Jefferson Community and Technical College, Louisville, KY
Information Technologies

M.35 Remixing Classroom Practice: Pedagogical Strategies for Using Digital Devices
Convention Center, Room 210, Level 2

Chair: Trisha Nicole Campbell, Auburn University, AL
Speakers: Brian Ballentine, West Virginia University, Morgantown, “‘I Am a Multi-Literate Student’: Reflections on New Approaches to Multimedia Writing”
Valerie Kasper, Saint Leo University, FL, “Fighting Student Technology with Classroom Technology: Promoting Student Engagement with Classroom Response Systems”
Thomas Sura, Purdue University, West Lafayette, IN, “Wikis, Archives, and Composition”

Practices of Teaching Writing

M.36 TYCA Research Initiative: Revisiting Adjunct Labor and Comp Load in Two-Year Colleges
Convention Center, Room 211, Level 2

Chair: Jody Millward, Santa Barbara City College, CA
Speakers: David Lydic, Austin Community College, TX, “Fulltime Faculty Perspectives on Two-Year College Programs/Policies to Support Adjunct Faculty”
Lynn Woodbury, Oakton Community College, Des Plaines, IL, “Adjunct Faculty Perspectives on Two-Year College Programs/Policies to Support Adjunct Faculty”
Sterling Warner, Evergreen Valley Community College, San Jose, CA, “Re-thinking Response to Two-Year College Comp Load: Local Advocacy Efforts”

Practices of Teaching Writing

M.37 Opening Our Eyes to Composition: How Visual Artists Teach Writing
Convention Center, Room 218, Level 2

Speakers: William Garrett-Petts, Thompson Rivers University, Kamloops, British Columbia, Canada, “Opening Our Eyes to Composition”
Fiona Osborne, Thompson Rivers University, Kamloops, British Columbia, Canada, “Surveying Writing in the Visual Arts”
Saturday, 11:00 a.m.–12:15 p.m.

Composition/Writing Programs

M.38 Revisiting Ethics in the Writing Center
Convention Center, Room 219, Level 2

Chair: Jody Cardinal, SUNY College at Old Westbury, NY

Speakers:
- Stuart Winchester, SUNY College at Old Westbury, NY, “Writing Center Ethics and the Stress Level of Consultants”
- Barkley Heuser, SUNY College at Old Westbury, NY, “Descriptive vs. Prescriptive Ethics: Using Self-examination to Strengthen Ethical Decision Making”
- Jody Cardinal, SUNY College at Old Westbury, NY, “Peerness and Ethical Authority in the Writing Center”

Atlanta 2011

Atlanta Marriott Marquis
April 6–9, 2011

Program Proposal Deadline
Postmark by May 3, 2010
Online, by 11:59 p.m. Central
www.ncte.org/cccc/conv

See You There!!
N.01 Rethinking Graduate Education: Recognizing and Resisting the Managed University
Marriott, Kentucky Ballroom A, First Floor
Chair: Hannah Gerrard, University of Pittsburgh, PA
Speakers: Dahliani Reynolds, University of Pittsburgh, PA, “Teaching (Teachers) for Transfer in the Composition Classroom”
Jean Bessette, University of Pittsburgh, PA, “Composition Historiography and Disciplinarity in the Managed University”
Hannah Gerrard, University of Pittsburgh, PA, “Trans/national Contexts: Rethinking ‘the Public’ and the Writing Program”

N.02 Revision with an Attitude: Re-seeing Self-reflection
Marriott, Kentucky Ballroom B, First Floor
Chair: Uzzie T. Cannon, Johnson and Wales University, Charlotte NC
Speakers: Julie Bokser, DePaul University, Chicago, IL, “Revision with an Attitude”
Susan Richardson, Macomb Community College, Clinton Township, MI, “Self-Reflection and Its Impact on Writing and the Writer’s Self-Image”
Ron DePeter, Southern New Hampshire University, Manchester, “I Have to Look at This Again, Ms Kottler”: Why Courtney Wayshak’s ‘Untitled’ Still Matters

N.03 Rethinking and (Re)Feeling Pedagogy: Rhetorics of Empathy and Anger in the Classroom
Marriott, Kentucky Ballroom C, First Floor
Chair: Lisa Langstraat, Colorado State University, Fort Collins
Speakers: Teva Miller, Colorado State University, Fort Collins, “Writing about/ of Trauma: Affective Economies and Holocaust Testimony”
Karyn Kiser, Colorado State University, Fort Collins, “Feeling Oriental: Teaching Postcolonial Theory through Student Empathy”
Chris Earle, Colorado State University, Fort Collins, “Angry White Students, Racism, and Negotiating Change through Emotioned Critical Pedagogy”
Saturday, 12:30–1:45 p.m.

**Institutional and Professional**

**N.04**  “The Drunken Driver Has the Right of Way”: How Writing Centers Respond to Inappropriate Faculty Behavior  
Marriott, Kentucky Ballroom D, First Floor  

*Speakers:*  
Barry Maid, Arizona State University, Mesa, “When Faculty Bully”  
Jeanne Simpson, Arizona State University, Tempe, “The ‘Drunken Drivers’ of the Academy”  
Kimberly Toms, Arizona State University-West, Glendale, “When the Whip Comes Down: Responding to Problem Faculty Behaviors”  
Julie Ashley, Arizona State University-Polytechnic, Mesa, “Locating the Minefields: A New Director Facing Difficult Faculty Behavior”

**Community, Civic & Public**

**N.05**  How Disability Studies Informs Composition and Communities: Research Methods, College Access, and Teaching Argument  
Marriott, Kentucky Ballroom E, First Floor  

*Chair:* Amy Vidali, University of Colorado-Denver  

*Speakers:*  
John Duffy, University of Notre Dame, IN, “Disability, Narrative, Method: Writing Life Histories with Cognitively Disabled Adults”  
Amy Vidali, University of Colorado-Denver, “Limited Rhetorical Access: Disability and Writing Prompts for Admissions Essays”  

**Composition/Writing Programs**

**N.06**  Documentary Video: Mixing Research and Dissemination Methods for Program Assessment  
Marriott, Kentucky Ballroom F, First Floor  

*Chair:* Michael Kleine, University of Arkansas at Little Rock  

*Speakers:*  
David Fisher, University of Arkansas at Little Rock  
Dona Bailey, University of Arkansas at Little Rock  
Joseph Williams, University of Arkansas at Little Rock  
Huey Crisp, University of Arkansas at Little Rock  
Betty Freeland, University of Arkansas at Little Rock
Community, Civic & Public

N.07 Representing Prison Writers: Rhetorics, Realities, and Responsibilities
Marriott, Kentucky Ballroom G, First Floor

Chair: Scott Whiddon, Transylvania University, Lexington, KY
Speakers: Wendy Hinshaw, Ohio State University, Columbus, OH, “‘There Is The Woman:’ Reframing Women’s Prison Writing in What I Want My Words to Do to You”
Tobi Jacobi, Colorado State University, Fort Collins, “Justice or Just Us: Reflections from a Feminist Jail Writing Workshop”
Tom Kerr, Ithaca College, NY, “The Question of Ethos as it Pertains to Condemned Prison Writers and the Rest of Us”
Scott Whiddon, Transylvania University, Lexington, KY

Composition/Writing Programs

N.08 Serving Those Who Serve: Deploying the Composition Classroom
Marriott, Place Room, First Floor

Chair: Michael Edwards, United States Military Academy, West Point, NY
Speakers: Mike Warren, United States Military Academy, West Point, NY
Paige Paquette, Troy University, Fort Benning, GA

Composition/Writing Programs

N.09 Taking the Stage: Reconsidering Peer, Professional, and Faculty Tutor Identities in the Writing Center
Marriott, Show Room, First Floor

Speakers: Alison Bright, University of California, Santa Barbara
Scott Miller, Sonoma State University, Rohnert Park, CA, “Revisiting the Writing Tutor Identity”
Sheryl Cavales Doolan, Santa Rosa Junior College, CA, “Revisiting the Writing Tutor Identity”

Theory

N.10 Writing, Rhetoric, and Religion: Three Perspectives
Marriott, Marriott Ballroom I, Second Floor

Chair: Beth Daniell, Kennesaw State University, GA
Lisa Stockton, University of Kansas, Lawrence, “Enacting Berthoff: The Prophetic Spirit in Critical Pedagogy”
Frank Farmer, University of Kansas, Lawrence, “Rhetoric and Religion: Are They Essentially Wedded?: Hodos and the Way of Wayne Booth”
Saturday, 12:30–1:45 p.m.

Information Technologies

N.11 Rethinking Convergence Culture: Three Case Studies of Participatory Bodies and Online Discourse
Marriott, Marriott Ballroom II, Second Floor

Chair: Michelle Sidler, Auburn University, AL
Speakers: Trisha Campbell, Auburn University, AL, “Webpage Hauntings and Apparitions: An Examination of One Girl’s Digital Remains”
Natasha Jones, University of Washington, Seattle, “Body Rhetoric in Online Spaces: Social Action and Activist Websites”
Katie Derthick, University of Washington, Seattle, “Convergence and Copyright Law: A Case Study of Bloggers”

Information Technologies

N.12 Liberating the Digital: Reclaiming and Remixing Online Composition
Marriott, Marriott Ballroom III, Second Floor

Speakers: Monica Hogan, Johnson County Community College, Overland Park, KS, “Keep It Tight: Developing English Faculty to Reclaim Teaching Online”
Maureen Fitzpatrick, Johnson County Community College, Overland Park, KS, “LMS/RPG ReMix: What Video Games Have to Teach Us about Course Design”
Pat McQueeney, Johnson County Community College, Overland Park, KS, “Reclaiming Online Writing: Students Using Learning Management Software as a Tool for Learning to Write”

Information Technologies

Marriott, Marriott Ballroom V, Second Floor

Stephanie Vie, Fort Lewis College, Durango, CO, “‘I Gave My Rights Away for a Song’: Resistance and Property in Social Networking”
Phill Alexander, Michigan State University, East Lansing, “The Ghost in the Machinima Is You: Games as Film as Resistance”
Information Technologies

N.14 “Is Aristotle on Twitter?” A RhetComp Dig iTech Mashup
Marriott, Marriott Ballroom VI, Second Floor
Chair: James Brown, Wayne State University, Detroit, MI
Speakers: Patricia Roberts-Miller, University of Texas at Austin, “Invention: Fixedness and Fluidity”
John Jones, University of Texas at Austin, “Arrangement: Social Networks and Control”
Will Burdette, University of Texas at Austin, “Style: Tweeting Is Out of Style”
Jillian Sayre, University of Texas at Austin, “Memory: Archive in the Electronic Age”
James Brown, Wayne State University, Detroit, MI, “Delivery: From Cicero to Beyoncé”

Practices of Teaching Writing

N.15 What Makes a Student a “Reader”? 
Marriott, Marriott Ballroom VII, Second Floor
Chair:
Speakers: Carrie Hall, San Francisco State University, CA, “Eavesdropping and Interpretation”
Heidi Fridriksson, San Francisco State University, CA, “Meeting Students Where They Are: Teaching Post-secondary Reading in a Multi-literate Classroom”
Nathan Maertens, San Francisco State University, CA, “Locked Out of the Parlor: The Importance of and Impediments to Teaching Reading in the Composition Classroom”

Theory

N.16 The Original Remix: Theorizing Transnational Musical Rhetorics
Marriott, Marriott Ballroom VIII, Second Floor
Chair: Hector Carbajal, University of Texas, El Paso
Speakers: David Stacey, Humboldt State University, Arcata, CA, “Rhetoric and Composition and the New Jazz Studies”
Arun Pokhrel, University of Florida, Gainesville, “Writing Global and Teaching Nepali Hip-Hop in English Classes: Voices or ‘Other’ Voices, English or Englishes?”
Nicole Khoury, Arizona State University, Tempe, “Emerging Arab American Hybrid Identity in Diana Abu-Jaber’s Arabian Jazz”
Aaron McKain, The Ohio State University, Columbus, “Playing Out Remix”
Institutional and Professional

N.17  Re-Composition: Remixer’s Literacy, Legality, and Authority
Marriott, Paddock Room, Second Floor

Speakers: Kyle Stedman, University of South Florida, Tampa, “Fan Culture and Remix Literacies”
Kate Pantelides, University of South Florida, Tampa, FL, “Getting on the Same Page: Remixing Student/Professor Relationships”
Paul McAdoo, Thomas, Licicero and Braelow, Tampa, FL, “A Remixer’s Travels in the Borderlands of Copyright Law”

Composition/Writing Programs

N.18  Re-Representing the Writing Center: Ethics, Social Impact, and Good Intentions
Convention Center, Room L4, Lower Level

Chair: Beth Caroll, Appalachian State University, Boone, NC
Sheila Knight, University of Alabama in Huntsville, “Measuring and Reporting Social Impact in the Writing Center”

Theory

N.19  Revising Composition Epistemologies to Focus on Place: Geo-ethnographic Reflexivity, Like ‘Aina, and Decolonizing Place Studies in the Postcolonial Era
Convention Center, Room L5, Lower Level

Speakers: Jim Henry, University of Hawai‘i at Manoa, Honolulu, “Geo-Ethnographic Reflexivity as Composition Director in the Newest State”
ku‘ualoha ho‘omanawanui, University of Hawai‘i at Manoa, Honolulu, “He Ali‘i ka‘Aina (The Land Is Chief): Honoring the Indigenous through Place-Based Writing in Hawai‘i”
Nedra Reynolds, University of Rhode Island, Kingston, “Encounters with Islands: Leaving the Mainland to Learn about Place Studies”

Information Technologies

N.20  Visual Imaging in Composition Studies: Mixing New with the New, Freely
Convention Center, Room L7, Lower Level

Speakers: Debra Journet, University of Louisville, KY, “Seeing Timisoara: A Narrative of Visual Learning”
Lei Lani Michel, Louisiana State University, Baton Rouge, “Integrating Mobile Image Capture/Retrieval Practices in Writing Classrooms”
Scott Jones, Indiana University, Kokomo, “E-literacies and E-relevancies: Remixing First-Year Composition for Digital Rhetors”
Composition/Writing Programs

N.21 TYCA Research Initiative Rethinking to Renew: Learning Communities in Two-Year Colleges
Convention Center, Room L8, Lower Level

Chairs: Jody Millward, Santa Barbara City College, CA
Kimberly Shepherd, Washtenaw Community College, Ann Arbor, MI

Speakers: Michael Geary, Bristol Community College, Fall River, MA, “The Two-Year College Remix: Learning Communities, Diverse Forms and Functions”
Jody Millward, Santa Barbara City College, CA, “Rethinking the Role of Technology in Sustaining Two-Year College Learning Communities”
Kimberly Shepherd, Washtenaw Community College, Ann Arbor, MI, “Two-Year College Learning Communities: Renewing Faculty Commitment to Pedagogy and Innovation”

Theory

N.22 Women, Writing, Difference: Framing Theory and Practice
Convention Center, Room L10, Lower Level

Speakers: Katherine Fredlund, Bowling Green State University, OH, “Female Antinarcissism: A Rhetorical Move for Inclusion”
Ann Lawrence, Michigan State University, East Lansing, “Remixing Monsters: Women Education Doctoral Students’ Visualizations of Research Writing”

Community, Civic & Public

N.23 Taking It to and from the Streets: Rhetorical Practices for Claiming Public Space
Convention Center, Room L15, Lower Level

Chair: Lil Brannon, University of North Carolina, Charlotte

Speakers: Mary Ann Cain, Indiana University-Purdue University Fort Wayne, “Soap Boxing: Remixing Cultural, Social, and Institutional Boundaries”
Nancy Welch, University of Vermont, Burlington, “Calling all Footloose Rebels: Elizabeth Gurley Flynn’s Agitprop Rhetoric”
Michelle Comstock, University of Colorado, Denver, “Soap Boxing in the Classroom: Students Creating Public Dialogue”
Saturday, 12:30–1:45 p.m.

Theory

N.24 Simulcasting Composition: Sinatra, Syncope, and Slide
Convention Center, Room 207, Level 2
Chair: Cynthia Haynes, Clemson University, SC
Speakers: David Grant, University of Northern Iowa, Cedar Falls, “Why Work?: Remixing Rhetoric-Composition as Re-creation”
Geoffrey Sirc, University of Minnesota, Minneapolis, “Listening to Music = Learning to Write (The Sinatra Mix)”
Mark Shadle, Eastern Oregon University, La Grande, “Beyond Syncope: An Ethical, Rhetorical Re-mix of World Music and Lyrics”
Cynthia Haynes, Clemson University, SC, “Thinking across the Neck: Playing Slide with Fret/work Blues”

Practices of Teaching Writing

N.25 Literacies and Learning in the Evolving Digital Landscape
Convention Center, Room 208, Level 2
Speakers: David Hatfield, Marshall University, Huntington, WV, “Bridging the Digital Divide: Reconciling Student/Teacher Literacies”
Whitney Douglas, Marshall University, Huntington, WV, “Multimodal Modeling: Teacher as Writer”
James Riemer, Marshall University, Huntington, WV, “Engage and Deliver: Redesigning the WAC Course for an Online Environment”

Information Technologies

N.26 Reimagining Digital Literacy in Public, Private, and Academic Spheres: Rhetorics of American Indian Studies, Survivance, Self-Determination, and Sovereignty
Convention Center, Room 209, Level 2
Chair: Qwo-Li Driskill, Texas A&M University, College Station
Speakers: Amanda Morris, Auburn University, AL, “Remixing Rhetorical Survivance Online: The Osage Nation Web Story”
Kristin Arola, Washington State University, Pullman, “Being in Relation to: Digital Mixedblood Diversity”
Jill Hodges, Michigan Technological University, Houghton, “Being in Relation To: Digital Mixedblood Diversity”
Information Technologies

N.27  **Taming Time: Writing in the Blogosphere**
Convention Center, Room 210, Level 2

*Speakers:* Kelly Centrelli, Queens CUNY, Flushing, ‘Rogue Scholars’: The Challenges of Authoritative Education in the Blogosphere” 
Sheri Gabrielsson, California State Polytechnic University, Pomona, “Student Acquisition of Rhetoric in the Blogosphere”
Matt Weiss, The Pennsylvania State University, State College, “Time and Writing Technologies”

Practices of Teaching Writing

N.28  **The Academic Workforce: Where Do We Want to Go? How Can We Get There?**
Convention Center, Room 211, Level 2

*Speakers:* David Laurence, Modern Language Association, New York, NY 
Doug Hesse, University of Denver, CO

Practices of Teaching Writing

N.29  **Classrooms that Unearth Potentials: Realigning Power and Prose through the Margins**
Convention Center, Room 215, Level 2

*Chair:* Joe Bartolotta, University of Minnesota, Minneapolis

*Speakers:* Joe Bartolotta, University of Minnesota, Minneapolis, “Seeing Perspectives in Contact: RNC2008, Situated Knowledge and the Writing Classroom”
Anne Wolf, University of Minnesota, Minneapolis, “Composing a Space for Critical Peripheral Voices, Re-Working ‘Transformative Access’”
Tim Dougherty, University of Minnesota, Minneapolis, “Toward a Writing Pedagogy of Critical, Political Play”
O Sessions
2:00–3:15 p.m.

Practices of Teaching Writing

O.01 Rethinking Rural Literacies and the Classroom
Marriott, Kentucky Ballroom A, First Floor

Speakers: Mary Beth Pennington, University of North Carolina at Greensboro, “Rethinking Rural Literacies: Paulo Freire, Myles Horton, and Liberatory Pedagogy in Composition”
Stephanie Barnett, Shepherd University, Shepherdstown, WV, “Meeting the First-Year Discourse Needs of Rural Appalachian College in Transition”

Institutional and Professional

O.02 Re-Visioning the Place of Pedagogy
Marriott, Kentucky Ballroom B, First Floor

Speakers: Paul Cook, University of South Carolina, Columbia, “The ‘Place’ of Technology in the Teaching of Writing: A Critical Approach to Everyone’s Favorite Obsession”
Brian Henderson, University of South Carolina, Columbia, “Reexamining Our Places through Our Pedagogy”
Liz Kelly, Western Carolina University, Cullowhee, NC, “Waking the Sleeping Lion: A Case Study on the Institutional Re-‘placing’ of First-Year Composition Teachers”

Institutional and Professional

O.03 The Community College and University Remix: Rethinking Careers and Revising Doctoral Preparation
Marriott, Kentucky Ballroom C, First Floor

Speakers: Donna Dunbar-Odom, Texas A&M University-Commerce, “Can You Hear Me Now?: Retooling Graduate Programs to Listen to and Learn from Two-Year Colleges”
Melinda Nobles, Northeast Texas Community College, Mt. Pleasant, “Working Realities: Rethinking Philosophical Challenges of Teaching Composition in the Community College”
Barbara McCarthy, Asnuntuck Community College, Enfield, CT, “Preferred Destinations: Faculty Careers in Community Colleges”
Theory

O.04 Revising Rhetorics of Space: Locating Nineteenth-Century Women’s Rhetorical Practices in, on, and through Space
Marriott, Kentucky Ballroom D, First Floor

Speakers: Rosalyn Eves, Brigham Young University, Provo, UT, “Finding Place to Speak: Sarah Winnemucca’s Place-based Rhetorical Practices”
Michelle Smith, The Pennsylvania State University, University Park, “Impacts of Space on Rhetorical Approach: Frances Wright’s Anti-Slavery Campaign”
Heather Brook Adams, The Pennsylvania State University, University Park, “The Edges of Discursivity: Mapping Identities of the New Woman in Urban America”

Practices of Teaching Writing

O.05 Writing Culture: Material, Media, and Popular Culture
Marriott, Kentucky Ballroom F, First Floor

Chair: Dundee Lackey, University of North Carolina, Pembroke

Speakers: Nick Plunkey, University of Nevada, Reno, “Media Literacy in the Composition Classroom”
Cydney Alexis, University of Wisconsin-Madison, “Where Writing Studies and Material Culture Meet: The Importance of Objects, Place, and Environment in the Teaching of Writing”

Community, Civic & Public

O.06 Civic and Sophistic Rhetoric: Exploring an Ethics of Kairos in Engaged Writing Programs
Marriott, Kentucky Ballroom G, First Floor

Ann Merle Feldman, University of Illinois at Chicago, “Rhetorigrams: A Kairotic Remix”
Stephanie Turner Reich, University of Illinois at Chicago, “Rhetorigrams: A Kairotic Remix”
Saturday, 2:00–3:15 p.m.

*Practices of Teaching Writing*

**O.07 Faceted Lenses and Double Visions: Remixing First Year Composition**

Marriott, Show Room, First Floor

*Speakers:* Patricia Jones, University of Missouri, Columbia, “Re-mixing Research Skills with New Technology”
Claire Schmidt, University of Missouri, Columbia, “Folklore Studies: Revisiting Composition in the International Student’s Classroom”
Stephanie Sullivan, University of Missouri, Columbia, “Role Playing Games: Revisiting Peter Elbow’s Ideal Classroom”
Maggie McDermott, University of Missouri, Columbia, “Excuses, Excuses, Excuses: Re-Mixing Composition Ideas by Re-modeling the Student Excuse”

**History**

**O.08 Local Archival Histories and the Work of Composition**

Marriott, Marriott Ballroom II, Second Floor

*Chair:* Kelly Ritter, University of North Carolina-Greensboro

*Speakers:* David Fleming, University of Massachusetts-Amherst, “Local History and the WPA: Tending the Past while Forging the Future”
Kelly Ritter, University of North Carolina-Greensboro, “She Who Knows Her History: The WPA as Program Historian”
Neal Lerner, Massachusetts Institute of Technology (MIT), Boston, MA, “Addressing the ‘Myth of Transience’ through Archival Research”

*Respondent:* Deborah Holdstein, Columbia College Chicago, IL

**Composition/Writing Programs**

**O.09 What Are We Teaching?**

Marriott, Marriott Ballroom III, Second Floor

*Chair:* Michael Charlton, Missouri Western State University, St. Joseph

*Speakers:* James Braxton Peterson, Bucknell University, Lewisburg, PA, “Rewriting the Remix: Hip Hop Culture and Composition”
Melissa Miller-Waters, Houston Community College-Northwest, Houston, TX, “Rethinking Popular Culture in Composition Courses: Or, Cluster@#$%$ to Common Culture”
Ruth Kistler, Florida State University, Tallahassee, “Connecting the Dots: Aligning Composition Theory and Practice through a Pedagogy of Substance”

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Practices of Teaching Writing

O.10 Remix and ReCONNECT:
Reinventing Articulation among Writing Programs
Marriott, Marriott Ballroom V, Second Floor

Chair: James Morgan, Massachusetts Maritime Academy, Buzzards Bay
Speakers: Linda Cohen, Bridgewater State College, MA, “Re-Grounding through CONNECTion”
Patricia White, University of Massachusetts Dartmouth, “Back to Basics: Renewal through Common Outcomes and Assessment”
Linda Mulready, Bristol Community College, Fall River, MA, “Revisiting Critical Literacy Issues”
Anne Doyle, Bridgewater State College, MA, “Rethinking and Remixing Interactions with Part-Time Instructors”

Community, Civic & Public

O.11 Remixing Rhetoric: Graffiti Literacies and Pedagogies
Marriott, Marriott Ballroom VI, Second Floor

Chair: Jonathan Hunt, Stanford University, CA
Speakers: Michael Sutcliffe, Washington State University, Pullman, “Process and Paint Pens: A Comparative Study of Composition Pedagogy and Street Gang Graffiti”
Jonathan Hunt, Stanford University, CA, “‘Up Against the Wall’ 40 Years Later: Rhetcomp’s Unease with Graffiti”
Rachael Shapiro, Syracuse University, NY, “From Tagging to Talking: What the Composition Classroom Can Learn from the Bathroom Wall”

Practices of Teaching Writing

O.12 Web 2.0: Problems and Possibilities
Marriott, Marriott Ballroom VII, Second Floor

Chair: Joy Arbor, Kettering University, Flint, MI
Speakers: Amber Whitley, Northern Kentucky University, Highland Heights, “From Journals to Blogs: A New Media Approach to Revitalizing Journals in the Composition Classroom”
John Alberti, Northern Kentucky University, Highland Heights, “Making Wiki Waves in ENG 101: Redefining Authority and Pedagogy in the Composition Classroom”
Annie Mendenhall, The Ohio State University, Columbus, “On the Subject of Blogging: Addressing the Problems and Possibilities of Blogs in the Composition Classroom”
Elizabeth Brewer, The Ohio State University, Columbus, “On the Subject of Blogging: Addressing the Problems and Possibilities of Blogs in the Composition Classroom”
Saturday, 2:00–3:15 p.m.

Composition/Writing Programs

O.13 Writing Center Tutors’ Roles Remixed
Marriott, Marriott Ballroom VIII, Second Floor

Chair: Kathie Cheng, St. John’s University, Queens, NY

Speakers: Ryan Witt, Temple University, Philadelphia, PA, “Remixing or Remastering?: Examining Informal Socialization among Peer Tutors in the Writing Center”
Erin Kane, University of Alabama, Tuscaloosa, “Remixing the Writing Center: Why Everyone Stands to Gain”

Composition/Writing Programs

O.14 Curriculum Design in Multiple Contexts
Marriott, Marriott Ballroom IX, Second Floor

Chair: Jennifer Stewart, Indiana University-Purdue University, Fort Wayne

Speakers: Maria Lombard, Qatar University, Doha, “Writing across Campus and across the World: Designing Curriculum for Today’s Global and Local Citizens”
Mark Sidey, Indiana University-Purdue University, Fort Wayne, “Students’ Right to Their Own Intellectual Development?: Conflict between Educational Desires and Individual Liberties”
Karol Dehr, Indiana University-Purdue University, Fort Wayne, “FYC and High School Dual Credit: Rethinking the Secondary/Post-Secondary Connection”
Jennifer Stewart, Indiana University-Purdue University, Fort Wayne, “Assessing On-Line Course Design: Implementing the ‘Quality Matters’ Rubric”

Theory

O.15 Changing Places: Digital Imagery, Public Service, and Composition Pedagogy
Marriott, Marriott Ballroom X, Second Floor

Chair: T. R. Johnson, Tulane University, New Orleans, LA

Speakers: Todd Kennedy, Tulane University, New Orleans, LA, “Re-Imagining the Relationship between Media and Composition: Digital Rhetoric in a Visual Age”
Doreen Piano, University of New Orleans, LA, “Teacher-Artists/Teacher-Archivists: Re-Imagining the Role of the Research after Katrina”
T. R., Johnson, Tulane University, New Orleans, LA, “Getting the Music Right: Service Learning and Movie Making in the Pedagogy Seminar”
Annette Harris Powell, Bellarmine University, Louisville, KY, “Remixing Space: Rethinking Moves toward a Pedagogy of Place”
Information Technologies

O.16  Re-Mapping and Mixing Wiki Writing Spaces: Perspectives from the Composition Classroom, the Writing Center, and the Research Library
Marriott, Paddock Room, Second Floor
Chair: Robert Detmering, University of Louisville, KY
Speakers:
  Robert Detmering, University of Louisville, KY, “Using Wikis to Build a Collaborative Pedagogical Approach to Composition and Information Literacy Instruction”
  Brice Nordquist, University of Louisville, KY, “Assessing the Present and Constructing the Future of Asynchronous Online Writing Center Consultations”
  Laura Detmering, University of Louisville, KY, “Converging Instructional Spaces through Research Wikis”

Theory

O.17  The Objects of Our Inquiry: Theorizing What We Study
Convention Center, Room L2, Lower Level
Chair: Benjamin Miller, City University of New York
Speakers:
  David Gruber, North Carolina State University, Raleigh, “Exploding the Word: Using Data Visualizations and Etymology Databases to (Re)interrogate ‘The Trace’ in the Composition Classroom”
  Joshua Prenosil, Purdue University, West Lafayette, IN, “An Actor-Network Theory of the Enthymeme”
  Scott Campbell, University of Connecticut, West Hartford, “Writing Evidence: Quotation as Object”

Information Technologies

O.18  How Is Empathy Possible in Digital Environments?
Convention Center, Room L3, Lower Level
Chair: Jane Detweiler, University of Nevada, Reno
Speakers:
  Dana Harrington, East Carolina University, Greenville, NC, “Somatic Knowledge and the Limits of Online Learning”
  Brad Lucas, Texas Christian University, Fort Worth, “Modalities of Rapport in New Media: Living into Identification and Empathy”
  Terra Williams, Ringling College of Art and Design, Sarasota, FL, “‘I know what you mean. . .’: Empathy and Student-to-Student Communication in Online Classrooms”
Saturday, 2:00–3:15 p.m.

Institutional and Professional

O.19 Making the Private Act Public: Sharing Responses to Student Writing
Convention Center, Room L7, Lower Level
Chair: Jennifer Clifton, Arizona State University, Tempe
Speakers: Laura Walsh, Arizona State University, Tempe
Zach Waggoner, Arizona State University, Tempe
Camille Newton, Arizona State University, Tempe
Greg Glau, Northern Arizona University, Flagstaff
Elena Poltavtchenko, Northern Arizona University, Flagstaff

Institutional and Professional

O.20 The Graduate Curriculum in Composition and Rhetoric
Convention Center, Room L10, Lower Level
Speakers: Meredith Graupner Hurley, Bowling Green State University, OH, “Remixing Doctoral Student Professionalization: Case Studies from across the Country”
Qiumin Dong, New Mexico State University, Las Cruces, “Globalized Remix/Mix: Integrating Non-Western Rhetoric in Graduate Programs”
Laurie A. Pinkert, Purdue University, West Lafayette, IN, “Locating Composition in Rhetoric and Composition Graduate Programs”

Composition/Writing Programs

O.21 “Diving into the Wreck(age)”: Rethinking Writing Program Coherence
Convention Center, Room L11, Lower Level
Speakers: Wendy Swyt, Highline Community College, Seattle, WA, “Beyond Departmental Disequilibrium: Reconsidering Coherence Again and Again and Again…”
Lynn Woodbury, Oakton Community College, Skokie, IL, “Re-Working Conditions: Adjuncts and the Move toward Departmental Coherence”
Lisa Dresdner, Norwalk Community College, Norwalk, CT, “‘I/We Will Survive’ OR How to Move Forward when Your Gut Says Yes, but the Data Says No and the Faculty Grumble”
**O.22 Remixed the Public: Pedagogies, Media, People, and Process**

Convention Center, Room 208, Level 2

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

*Speakers:*
- Katherine Livingston, Michigan State University, East Lansing, “Borrowing Media, Revising Assumptions: Zines as Remix Pedagogy”
- Jessica Rivait, Michigan State University, East Lansing, “Remixing Student Ethos: Negotiating Student Racial and Generational Identities in the Service-Learning Classroom”

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**Theory**

**O.23 Re-imagining Genres, Disciplines, and Writing Practices**

Convention Center, Room 209, Level 2

*Chair:* Hector Carbajal, University of Texas, El Paso

*Speakers:*
- Anita August, Southern Connecticut State University, New Haven, “Re/Storying the Narrative: The Fiction and Nonfiction of Duras and Didion”
- Khem Aryal, University of Missouri, Columbia, “Re-imagining Genres, Disciplines, and Writing Practices”
- Hector Carbajal, University of Texas, El Paso, “Re-imagining Genres, Disciplines, and Writing Practices”
Saturday, 2:00–3:15 p.m.

**Theory**

**O.24 (Re)Present!!: The Rhetorical Remixing of Women of Color in Popular Media**

Convention Center, Room 210, Level 2

*Chair:* Cristina Kirklighter, Texas A&M University-Corpus Christi

*Speakers:* Samantha Blackmon, Purdue University, West Lafayette, IN, “Gaming the Girls: Rethinking Interconnectivity and Identity Politics in Video Games”

Alexandra Hidalgo, Purdue University, West Lafayette, IN, “‘Is what you want for yourself to become someone very different than me?’: Film Representations of Immigrant Daughters and Their Mothers”

Cecilia Rodríguez Milanés, University of Central Florida, Orlando, “Lips, Cleavage, and Hips: Latina and Latin American Women Trapped in Types on Spanish Language Television”


**Institutional and Professional**

**O.25 What Pressure? Renewing Composition Programs**

Convention Center, Room L8, Lower Level

*Speakers:* Anne Zanzucchi, University of California Merced, “A New Role for Teaching Faculty”

Joyce Inman, University of Southern Mississippi, Hattiesburg, “Legal Discourse and Basic Writing Programming: Rethinking the State of Composition in Mississippi”

James McDonald, University of Louisiana at Lafayette, “The Budget Crisis in Higher Education and Its Effects on Writing Programs, Contingent Faculty, and the Quality of Instruction”

**Practices of Teaching Writing**

**O.26 Curriculum Renewal: Place, Phenomenon, Presentation**

Convention Center, Room 215, Level 2

*Speakers:* Mary Newell, Centenary College of New Jersey, Hackettstown, “Mapping Lives, Mapping Texts: Renewing First-Year Composition through Explorations in Location”

Douglas Basford, SUNY-Buffalo, “I will Put Chaos into Fourteen Weeks: Revisiting Phenomenology in Pedagogy and Course Design”

Susan Gebhardt-Burns, Norwalk Community College, CT, “Arriving Early and Staying Late: Revamping and Reviving English 102 Courses at the Community College Via Student-Led Presentations”
Saturday, 2:00–3:15 p.m.

Practices of Teaching Writing

O.27 Reconsidering Classroom Assessment
Convention Center, Room 218, Level 2

Chair: Brian Huot, Kent State University, OH
Speakers: Jeff Perry, North Carolina Wesleyan College, Rocky Mount, “Kicking the Habit: Reading beyond the Written Response”
Brian Huot, Kent State University, OH, “Reconsidering Formative and Summative Assessment”
Diana Awad Scrocco, Kent State University, OH, “Do You Care to Add Something?: Articulating the Student Interlocutor’s Voice in Writing Response Dialogue”

Practices of Teaching Writing

O.28 Revisiting Experience: Engaging Student Knowledge and Literacy Practices
Convention Center, Room 219, Level 2

Speakers: Michelle Navarre Cleary, DePaul University, Chicago, IL, “Old School/New School: Helping Adult Undergraduates Remix Their Prior Writing Experiences and Literacy Practices to Succeed in College”
Saturday, 3:30–4:45 p.m.

P Sessions
3:30–4:45 p.m.

*Practices of Teaching Writing*

**P.01  Rethinking Modes, Models, and Moves**
Marriott, Kentucky Ballroom A, First Floor

*Speakers:* Anthony Fulton, Southern Illinois University, Carbondale, “‘Looking Back with New Eyes’: Kairos as a Reflective Lens”
Bernice Olivas, Boise State University, ID, “Cupping the Spark in Our Hands: Developing a Better Understanding of the Research Question in Inquiry-Based Writing”
Crystal Sands, Husson University, Bangor, ME, “Penguins Have Been Around for Centuries: Using Models in Freshman Composition”

*Practices of Teaching Writing*

**P.02  Inventing the Community: Engagement and Inclusion in the First-Year Composition Classroom**
Marriott, Kentucky Ballroom C, First Floor

*Speakers:* Jeanine Walker, University of Houston, TX
Ryan Call, University of Houston, TX
Mary Gray, University of Houston, TX
Bradford Gray Telford, University of Houston, TX

*Language*

**P.03  “With Open Arms”: FYC and the Culture of Language**
Marriott, Kentucky Ballroom D, First Floor

*Speakers:* Wendy Stewart, Binghamton University, NY
Leigh Phillips, Binghamton University, NY
Samantha Roy, Binghamton University, NY
Joshua Lewis, Binghamton University, NY
Christine Battista, Binghamton University, NY
Institutional and Professional

P.04 Faculty Development: Challenge and Change
Marriott, Show Room, First Floor
Chair: Clay Walker, Wayne State University, Detroit, MI
Kevin Kolkmeyer, Kingsborough Community College, Brooklyn, NY, “Assessment Remix: Alternatives to Official Evaluations of Learning Communities”
Stephen Wilhoit, University of Dayton, OH, “Why Us? Making the Move from Composition Programs to Learning-Teaching Centers”
Kelly Keane, Bergen Community College, Paramus, NJ, “Confronting Iconic Discourse: Spaces for Renewal in a Basic Writing Program”

Practices of Teaching Writing

P.05 That Reminds Me of a Story: Teachers’ Use of Story-Telling in the Composition Classroom
Marriott, Marriott Ballroom II, Second Floor
Chair: Robert Drummond, American University, Washington, D.C.
Speakers: Lacey Wootton-Don, American University, Washington, D.C., “Twice-Told Tales: Purposes and Types of Stories in the Composition Classroom”
Cynthia Bair Van Dam, American University, Washington, D.C., “Did You Hear the One about . . . ?: Plagiarism Narratives”
Charles Cox, American University, Washington, D.C., “Once Upon a Time: Research into Story-Telling Efficacy”

Community, Civic & Public

P.07 Remixing Civic Engagement: Pedagogies of Post-Identity Politics
Marriott, Marriott Ballroom V, Second Floor
Chair: Roxanne Mountford, University of Kentucky, Lexington
Speakers: Drew Kopp, Rowan University, Glassboro, NJ, “Remixing the Topics: A Sophistic Approach to Teaching Dialogue”
Christopher Minnix, University of Arizona, Tucson, “What My Teacher Wants to Hear: From Genre Awareness to Democratic Engagement in the Composition Classroom”
Ronald Lorette, University of Arizona, Tucson, “Democratic Engagement and “Generation NeXt”: Fostering Civic Literacy in a Post-Literate World”
Saturday, 3:30–4:45 p.m.

Composition/Writing Programs

P.08 Rethinking, Revising, and Renewing a Writing Program by Celebrating Student Writing
Marriott, Marriott Ballroom VI, Second Floor

Chair: Peggy Roche, California University of Pennsylvania
Speakers: Christina Fisanick, California University of Pennsylvania, “Rethinking the Celebration of Writing: Building on Theory and Experience”
Peggy Roche, California University of Pennsylvania, “Revising the Celebration of Writing for One Rural University: On with the Show”
Krystia Nora, California University of Pennsylvania, “Trying to Keep up Morale through the Celebration of Writing: A Performance Study in a Post-Composition Department”

Composition/Writing Programs

P.09 The State of Writing Studies: How Writing Is Done in U.S. Colleges and Universities
Marriott, Marriott Ballroom VII, Second Floor

Chair: Melinda Knight, Montclair State University, NJ
Speakers: Gina Merys, Creighton University, Omaha, NE, “How Writing Is Done at Creighton”
Dara Rossman Regaignon, Pomona College, Claremont, CA, “How Writing Is Done at Pomona”
Roberta Harvey, Rowan University, Glassboro, NJ, “How Writing Is Done at Rowan”
Anne Herrington, University of Massachusetts, Amherst, “How Writing Is Done at U Mass Amherst”

Professional and Technical Writing

P.10 Creating Narratives for Technical to Professional Communication
Marriott, Paddock Room, Second Floor

Speakers: Christina Low, University of Hawai’i at Manoa, Honolulu, “Creating Business Biographies: How Business people Sell Themselves and Their Motivations”
Sam Dragga, Texas Tech University, Lubbock, “Creating Dialogic Codes of Conduct: A Vital Job for Technical Communicators”
Alissa Barber Torres, University of Central Florida, Orlando, “Creating the Future Community with Visual Communication in the Urban Planning Profession”
Composition/Writing Programs

P.11  Reconsidering Research on Writing Fellows/Mentors in the Classroom
Convention Center, Room L2, Lower Level

Chair: Joan Mullin, Illinois State University, Normal
Speakers:
- Holly Huff Bruland, University of Hawai’i at Manoa, Honolulu, “Exploring On-Location Mentoring in First-Year Composition Classroom Cultures”
- Trixie G. Smith, Michigan State University, East Lansing, “Defining and Redefining Roles for Classroom-based Tutoring by Mentors across Disciplines”
- Pamela Childers, The McCallie School, Chattanooga, TN, “Redefining University Models for Classroom-based Writing Fellows in Secondary Schools”

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

Language

P.12  Re-visiting Multilingualism: Classroom Applications/Possibilities of Code Meshing
Convention Center, Room L3, Lower Level

Chair: Vershawn Young, University of Iowa, Iowa City
Speakers:
- Katia Morais, The University of Arizona, Tucson, “Rethinking the Lusophone Commonwealth: Code Meshing in Cape Verde”
- Vivette Milson-Whyte, The University of the West Indies, Mona, Kingston, Jamaica, “Accommodating Linguistic Diversity through Code Meshing: ‘ENGLISH CON SALSA’ in the Classroom”

Information Technologies

P.13  Cyborgs in Our Midst: (Re)defining Space/Place/Identity in Ethereal Worlds
Convention Center, Room L5, Lower Level

Chair: Cynthia Selfe, The Ohio State University, Columbus
Speakers:
- Pamela Chisum, Washington State University, Pullman, “Identity Crisis: Social Proprioception and the Constant (Re)creation of Identities in the Twitterverse”
- Lauren Clark, North Carolina State University, Raleigh, “Virtual Embodiment and Construction of Identity in Online Social Networks”
Academic Writing

P.14 The Citation Project: Engaged Reading, Engaged Teaching, and Student Research
Convention Center, Room L7, Lower Level

Speakers: Sandra Jamieson, Drew University, Madison, NJ, “The Use of Source-Based Writing and Source-Use Analysis to Guide Student Placement Decisions”
Crystal Benedicks, Wabash College, Crawfordsville, IN, “How an Understanding of Student Source-Use Has Shaped Faculty Development and Administrative Practice”
Kristi Murray Costello, Binghamton University, NY, “How an Understanding of Student Source-Use Has Shaped Faculty Development and Administrative Practice”

Practices of Teaching Writing

P.15 Practicing Partnership: A Librarian–Writing Program Collaboration
Convention Center, Room L10, Lower Level

Speakers: Farnaz Fatemi, University of California, Santa Cruz
Brij Lunine, University of California, Santa Cruz
Annette Marines, University of California, Santa Cruz
Michelle Morton, Cañada College, Redwood City, CA

Composition/Writing Programs

P.16 First-Year Writing Remix
Convention Center, Room L11, Lower Level

Chair: Casie C. Cobos, Texas A&M University, College Station
Speakers: Joseph Zeppetello, Marist College, Poughkeepsie, NY, “First-Year Writing Remix: New Tunes from an Old Song”
Joe Essid, University of Richmond, VA, “Once in a Lifetime: Remixed the First-Year Curriculum”
Chalet Seidel, Westfield State College, MA, “From Crisis to Opportunity: Creating Coalitions for Writing through New Media Journalism”

Institutional and Professional

P.17 Writing and the Psychology of Sustainable Consumerism: Wiki-Based, Cross-Disciplinary Student Collaboration
Convention Center, Room L12, Lower Level

Speakers: Paul Walker, Murray State University, KY
Kelley Wezner, Murray State University, KY
Ian Norris, Murray State University, KY
Saturday, 3:30–4:45 p.m.

*Practices of Teaching Writing*

**P.18 Revisiting Analysis and Argument in Composition**  
Convention Center, Room L9, Lower Level  
*Speakers:* Anita Furtner, University of Arizona, Tucson, “Teaching Analysis and Writing with Crisis Mapping”  
Scott Geisel, Wright State University, Fairborn, OH, “Teaching Summary and Analytic Writing”  
A. Abby Knoblauch, Kansas State University, Manhattan, “Rethinking Argument: Enacting Embodied and Invitational Pedagogies and Practices in the College Composition Classroom”

*Practices of Teaching Writing*

**P.19 Race, Risk, and Pedagogy in an Academic Support Program**  
Convention Center, Room L8, Lower Level  
*Speakers:* Shell Feijo, University of Iowa, Iowa City, “‘I Need to Speak to Your Manager’: Race, Class and Privilege in (and out) of the College Transition Classroom”  
Aimee Mapes, University of Iowa, Iowa City, “‘Is this the Dummy Class?’: Strategic Effects of At-Risk Talk”  
Lauren Whitehead, University of Iowa, Iowa City, “‘It Doesn’t Really Matter What You Did in High School’: Best Practices, Freshman Survival, and the Pedagogy of the Underprepared”

*Practices of Teaching Writing*

**P.20 Hacking Material Culture: Student Writing as Action**  
Convention Center, Room 208, Level 2  
*Speakers:* James Deys, Binghamton University, NY, “Remixing Compositional Forms through Popular Music”  
Matt Laferty, Binghamton University, NY, “Making Make Projects: ‘diy’ Engineering Communications”  
Kellie Deys, Binghamton University, NY, “Refashioning Research and Unlocking Agency through Popular Culture”
Saturday, 3:30–4:45 p.m.

**Community, Civic & Public**

**P.21 Writing across the Community:**
**A WAC Program Redefines Its Mission**
Convention Center, Room 209, Level 2

*Chair:* Georgia Rhoades, Appalachian State University, Boone, NC

*Speakers:* Travis Rountree, Appalachian State University, Boone, NC, “Technology and the Faculty Community”
Elizabeth West, Appalachian State University, Boone, NC, “Community Literacy”
Kelly Terzaken, Coastal Carolina Community College, Jacksonville, NC, “WAC Outside of Academia”

**Practices of Teaching Writing**

**P.22 Revising Voice and Identity through Intercultural Interaction**
Convention Center, Room 210, Level 2

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

*Speakers:* Nancy Lea Eik-Nes, Norwegian University of Science and Technology, Trondheim, Norway, “Finding One’s Disciplinary Voice through Reflective Dialogue”
Dacia Dressen Hammouda, Université Blaise Pascal, Clermont-Ferrand, France, “Learning to Construct Academic Voice in the NNE Classroom through Intercultural Peer Review”
Margaret Willard-Traub, University of Michigan-Dearborn, “Inter-cultural Peer Review and Developing Self-Reflection in U.S. Second-Language Writers”

**Institutional and Professional**

**P.24 Portrayals of Contingent Faculty Remixed**
Convention Center, Room 215, Level 2

*Speakers:* Lisa Arnold, University of Louisville, KY, “Uneducated, Disconnected, and ‘Disposable’: Complicating Composition’s Portrayal of Its ‘Practitioners’”
Genevieve Shaker, Indiana University-Purdue University, Indianapolis, “Being There: Nontenure-Track and Full-Time in English”
Mark Sutton, Kean University, Union, NJ, “Retooling for Freeway Faculty: Professional Development Opportunities for Adjunct Faculty in First-Year Composition”
Composition/Writing Programs

P.25 How We Build Writing Programs
Convention Center, Room 218, Level 2

Speakers: Cornelius Cosgrove, Slippery Rock University, PA, “The Persuasive and Public Discourse of Writing Program Graduates: Assessment as a ‘Remix’ of Teaching and Curricular Practice”
Barbara Gordon, Elon University, NC, “WAC Waning and Waxing”
Chad Chisholm, University of Texas at Arlington, “‘Strengthen the Things That Remain?’ Rethinking Assessment at Small Colleges”

Composition/Writing Programs

P.26 How Do Students Conduct Research?
Convention Center, Room 219, Level 2

Speakers: Mary George, Princeton University Library, NJ, “On the Origin of Sources”
Kirsten Benson, The University of Tennessee, Knoxville, “On the Verge of Inquiry: A Research Remix for FYC”
Amanda MacDonald, Auburn University, AL, “Multiple Visions of the Research Process: How Composition Instructors, Librarians, and Students View Research and How Students’ Perspectives Might Alter Librarians and Instructors’ Vision of Teaching Research”

P.27 The Autism Remix: Neurodiversity in Composition Pedagogy
Marriott, Marriott Ballroom III, Second Floor

Chair: Denise Barnum Burgess, University of Arizona, Tucson, AZ
Speakers: Denise Barnum Burgess, University of Arizona, Tucson, AZ, “Fostering a Respect for Neurodiversity: Rhetorical Listening as Pedagogical Practice”
Rochelle Gregory, North Central Texas College, Providence Village, TX, “Just Like ‘Rain Man’: Visual Rhetorics of ‘Sentimentality,’ ‘Exotism,’ ‘Realism’ and ‘Wonder’ in the Representation of Autistic Savants”
Shannon Walters, Temple University, Cherry Hill, NJ, “The Post-Process Re-Mix of Students Writers with Asperger’s Syndrome”
## CCCC Past Chairs

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*Deceased
### 2010 EXHIBITORS

**MARCH 18–20**

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<th>Exhibitor</th>
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## EXHIBITOR PRODUCT CLASSIFICATION

### COMPANY NAME

### BOOTH NUMBER

**Associations, Foundations, Government, and Non-Profits**
- Council for International Exchange of Scholars: 117
- Council of Writing Program Administrators: 114
- Modern Language Association: 206
- Writing on the Edge: 407

**College Prep/Test Prep**
- McCann Associates: 114A
- University of Michigan Press: 412
- Writer’s Workbench: 409

**Curriculum & Instruction Materials**
- Council for International Exchange of Scholars: 117
- Journal of Teaching Writing: 418
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- Writing on the Edge: 407
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- Parlor Press: 214A
- Writer-Review.com: 421

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- Council for International Exchange of Scholars: 117
- Fountainhead Press: 413
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- McCann Associates: 114A
- Parlor Press: 214A
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Routledge 113  
Southern Illinois University Press 105  
Syracuse University Press/Reflections 116  
University of Chicago Press 109  
University of Michigan Press 412  
Utah State University Press 216  
Wadsworth Cengage Learning 400  
W. W. Norton, Inc. 101  
University of Pittsburgh Press 209

**Technology-Information**

Mead 215A  
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Turnitin 321  
Writer-Review.com 421

**Technology-Instructional**

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McGraw-Hill Higher Education 212  
Turnitin 321  
Writer-Review.com 421  
Writer’s Workbench 409

**Other**

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MarketingNewAuthors.com, marketing; distribution 414
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