



# Conference Calendar: 2011 CCCC

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## Wednesday, April 6

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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, April 7

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Newcomers' Coffee Hour	7:30 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, April 8

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Registration and Information	8:00 a.m.– 5:00 p.m.
Exhibit Hall Open	9:00 a.m.– 5:00 p.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.
CCCC Jam	9:30 p.m.– 1:00 a.m.

## Saturday, April 9

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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.
Special Events	2:00 p.m.

# Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2011 Convention.

<b>Wednesday</b> April 6	<b>Thursday</b> April 7	<b>Friday</b> April 8	<b>Saturday</b> April 9
Workshop	Opening General Session 8:30 a.m.–10:00 a.m.	Award/Recognition Reception 5:00 p.m.–6:30 p.m.	Annual Business/ Town Meeting 8:00 a.m.–9:15 a.m.
	10:30 a.m.–11:45 a.m. Session A_____	8:00 a.m.–9:15 a.m. Session F_____	9:30 a.m.–10:45 a.m. Session L_____
	12:15 p.m.–1:30 p.m. Session B_____	9:30 a.m.–10:45 a.m. Session G_____	11:00 a.m.–12:15 p.m. Session M_____
	1:45 p.m.–3:00 p.m. Session C_____	11:00 a.m.–12:15 p.m. Session H_____	12:30 p.m.–1:45 p.m. Session N_____
	3:15 p.m.–4:30 p.m. Session D_____	12:30 p.m.–1:45 p.m. Session I_____	
	4:45 p.m.–6:00 p.m. Session E_____	2:00 p.m.–3:15 p.m. Session J_____	
		3:30 p.m.–4:45 p.m. Session K_____	
	6:30 p.m.–7:30 p.m. TSIG._____	6:30 p.m.–7:30 p.m. FSIG._____	

Cover design: Tom Jaczak

The image of the underwater panther that appears on the cover of this program comes from an incised Mississippian shell gorget found in the Fairfield Mound Group of the Hopewell Complex. These gorgets were traded widely & this design has a widespread geographical distribution – from as far West as present-day St. Louis across the entire Eastern half of North America. A major component of Mississippian cultures (including the ancestors of contemporary Cherokee, Creek & Miami peoples), the underwater panther is one of the Great Serpents – powerful beings who control the Underworld and who are balanced by the Thunderers or Bird Beings. When special care is taken to honor and respect the underwater panther, he is a source of great power and regeneration; when angered, he can enact devastating destruction.



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Conference on College Composition and Communication  
April 6-9, 2011  
Atlanta Marriott Marquis  
Atlanta, Georgia

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



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## **CCCC Officers**

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Secretary: Duane Roen, Arizona State University, Tempe

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Jeff Sommers, Miami University, Middletown, OH

Michael Stancliff, Arizona State University, Tempe

Susan Thomas, University of Sydney, Australia

Lauren Yena, GateWay Community College, Phoenix, AZ

Vershawn Ashanti Young, University of Iowa, Iowa City

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Kay Halasek, Ohio State University, Columbus

Anne Herrington, University of Massachusetts-Amherst

Les Perelman, Massachusetts Institute of Technology, Cambridge

Mya Poe, Pennsylvania State University, University Park

Marilyn Valentino, Lorain County Community College, Elyria, OH

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# Greetings from the 2011 PROGRAM CHAIR

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**Malea Powell**

Michigan State University  
East Lansing, MI

Aya aya! Osiyo! Hesci! Hello!

Welcome to the 62nd Annual Conference on College Composition and Communication in sunny Atlanta! A year ago, I asked each one of you to take responsibility for your part in making the culture of our discipline. Little did I know, when I urged you to consider how the indigenous concept of “all my relations” might help us build a conference where our diversity becomes the heart-beat of a vital and vibrant discipline, that your responses would be so enthusiastic and innovative. And, now, here we are—standing together for the next few days in the intellectual space we built together, one that honors our differences!

Because I have a responsibility to all of my relations, especially to the indigenous peoples whose nations are rooted in the lands we now call “Atlanta” and “north Georgia,” we’ll officially open the conference on Thursday morning with songs from the White Horse Singers. This is a traditional indigenous way to begin the ceremonial gathering of a community engaged in cultural practices that honor the past and envision the future. I hope you’ll join us Thursday morning as we engage in one of the cultural practices of our disciplinary community—honoring our “youth” and our “elders” in the presentation of the Scholars for the Dream Award, The Chairs’ Memorial Scholarship Award, and the Exemplar Award. And you’re not going to want to miss the way that Gwendolyn Pough’s Chair’s address, “It’s Bigger Than Comp/Rhet: Contested and Undisciplined”, challenges us all to take things up a notch!

Central to an understanding of the concept of “all my relations” is, of course, the simultaneous practices of honoring the past while building a sustainable future. Throughout the conference program—featured speakers and panels, regular sessions, and events—we’ve paid careful attention to maintaining this balance. What does that mean? It means that we tried to highlight all the voices of our profession—emerging to distinguished—as well as voices from other disciplines and from outside the walls of academia that might help us think differently about ourselves and our practices.

In the spirit of doing things differently, instead of repeating a litany of features and events that you can find for yourselves in the pages of this program, I want to highlight just a few things I hope you do while you’re here in Atlanta.

I hope you’ll take the time to experience the digital installation created by Johndan Johnson-Eiola and Anne Wysocki.

I hope you’ll attend a presentation by one of the many indigenous scholars on the program.

I hope that you'll attend the Scholars for the Dream reception on Thursday night, or that you'll make a special effort to hear the papers of the Dream and Chairs' scholarship award recipients.

If you're a graduate student, I hope you'll attend the Graduate Student Forum on Saturday.

Most of all, I hope that you'll take the time to do one thing that changes the conference up for you—attend a session on a topic you don't know much about, listen to a new perspective on an topic you already have expertise in, take an emerging scholar for coffee, reach out to a conference newcomer, sit down and talk with someone you respect about their experiences in the field, re-orient yourself to your scholarly community, re-think how you can contribute to the work of others and how their work changes you as a scholar, teacher, administrator.

Find balance. Accept responsibility. Refresh your energy for the work ahead.

To maintain my own balance and stay true to my own responsibilities, I want to offer thanks to everyone who made this conference possible—thanks to all the on-line coaches, Stage I and Stage II reviewers (see pages 8–9 for a complete listing). Special thanks to Mary Hocks, Chair of the Local Committee, and to her hard-working committee (Letizia Guglielmo, Rochelle Harris, Mike Keleher, Lara Smith, Stewart Whittemore) for helping to create the space of the conference in the best way possible. Thanks to Margaret Price for her generous work in providing accessibility information and feedback to make the convention as accessible as possible for all participants. I especially want to thank my conference assistant, Daisy Levy, for her hard work and good companionship during this year of challenges. Of course, no CCCC conference happens without the dedication and hard work of Eileen Maley (NCTE Convention Manager), Jacqui Joseph-Biddle (NCTE Convention Director), and the rest of the staff in Urbana. There's no way to say enough about how hard Eileen and Jacqui work to make the convention enjoyable and productive for everyone; suffice it to say no CCCC Program Chair would survive their planning year without their generous guidance and support. I also want to offer grateful appreciation to Tom Jaczak for his artistic interpretation of my ideas into the amazing program you hold in your hands. None of my work in building this conference would be possible without the support of my home institution, the College of Arts and Letters, and of the Department of Writing, Rhetoric and American Cultures, at Michigan State University. As always, I want to acknowledge the loving support of my family and friends, and to honor my own teachers and elders—what I've done well is to your credit; what I've done badly belongs only to me.



**Daisy Levy**  
Michigan State University  
East Lansing, MI



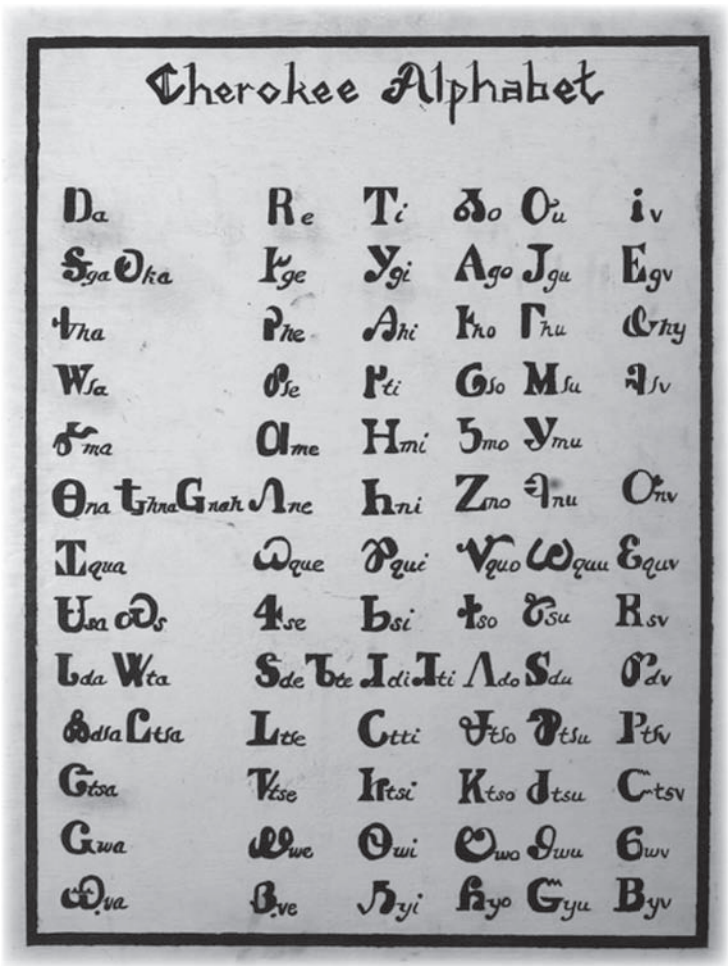
**Mary Hocks**  
Local Committee Chair  
Georgia State University  
Atlanta

Finally, this convention wouldn't be at all possible without YOU—the presenters, chairs and attendees who, over the next few days, will literally make the conference. So, whether you're tweeting the convention at #cccc2011, contributing to the facebook stream @CCCC2011, or just attending sessions, meeting people, and co-creating our disciplinary community, go out there and have a great time making the CCCC 2011 in Atlanta!

Neewee, wado, mvto, thank you!

Malea Powell

2011 Program Chair



# Acknowledgments

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## Online Coaches

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Joyce Rain Anderson  
Will Banks  
Michael Day

Patricia Dunn  
Jeff Grabill  
LuMing Mao

Vorris Nunley  
Kathi Yancey

## Stage I Reviewers

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Kristin Arola  
Sandie McGill Barnhouse  
Linda Bergmann  
David Blakesly  
Melody Bowdon  
Heather Branstetter  
Marilee Brooks  
Heather Bruce  
Carolyn Calhoon-Dillahunt  
Casie Cobos  
Collin Craig  
Caroline Dadas  
Andrea Davis  
John Duffy  
Jessica Enoch  
Ashley Falzetti  
Christine Farris  
Janice Fernheimer  
Helen Foster  
Cheryl Geisler  
Guiseppe Getto  
Jeff Grabill  
Laurie Gries  
Angela Haas  
Bump Halbritter  
William Hart-Davidson  
John Heyda

Alexandra Hidalgo  
Haivan Hoang  
Azfar Hussain  
Sandra Jamieson  
Robert Johnson  
Johndan Johnson-Eilola  
Cristina Kirklighter  
Dundee Lackey  
Rhea Lathan  
Kimberli Lee  
Julie Lindquist  
Kevin Mahoney  
Kate Mangelsdorf  
Paula Mathieu  
Jolivette Mecnas  
Cruz Medina  
Cecilia Rodriguez Milanes  
Jody Millward  
John Monberg  
Maria Montaperto  
Renee Moreno  
Amanda Moudler  
Madhu Narayan  
Kathryn Ortiz  
Mya Poe  
Dean Rehberger  
Nedra Reynolds

Andrea Riley  
Gabriel Rios  
Jessica Rivait  
Carol Rutz  
Donnie Johnson Sackey  
Carlos Salinas  
Jen Sano  
Janie Jaramillo Santoy  
Kelly Sassi  
Stuart Selber  
Dave Sheridan  
Michele Simmons  
Ryan Skinnell  
Leonora Smith  
Clay Spinuzzi  
Michael Stancliff  
Huatong Sun  
Amy Rupiper Taggart  
William Thelin  
Denise Troutman  
Amy Vidali  
Doug Walls  
Bo Wang  
Anne Wysocki  
Hyoejin Yoon

## Stage II Reviewers

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Chris Anson  
Angela Haas  
Mary Hocks  
Jill Hodges  
Daisy Levy  
Dora Ramirez-Dhoore  
Jackie Rhodes  
Martine Rife  
Carlos Salinas

## Thanks

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Prentice Hall  
McGraw Hill  
Longman  
Bedford St. Martins

### In Memoriam

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Janice Albert  
Kendrick Matthew Kelley  
W. Ross Winterowd

# First Time to the Convention?

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With pleasure, the CCCC Newcomers' Orientation Committee welcomes all of you to the 2011 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

Jennifer Clary-Lemon

Amanda Espinosa-Aguilar

Paul Hanstedt

Paul Heilker

Martha Marinara

Eva Payne

Suzanne Kesler Rumsey

Cindy Selfe

Joonna Trapp

Christine Tulley

Leslie Werden

Sheldon Wrice



# Local Arrangements Committee Welcome

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As Local Chair of our 2011 conference and a transplanted resident for almost two decades, let me welcome you to Atlanta, GA. I hope you will discover, as I have, many of the charms of this city and its complex history. The city's mild climate, an average of 71 degrees during April, and tree-lined streets make exploring its historic parks and neighborhoods an essential part of any visit. Given the timing of this year's CCCC, those who visit nearby Piedmont Park will witness our gorgeous springtime blooming of Atlanta's dogwood trees. When you come to Atlanta, you'll have the opportunity not only to participate in our annual conference but also to visit historic sites, museums, neighborhoods and attractions, experience our beautiful springtime weather, and enjoy many interesting restaurants and shops.

Represented by the symbol of the phoenix rising, Atlanta's complicated history is marked by continued change and rich cultural significance. Originally in the land that was part of a sprawling Mississippian civilization, Atlanta is now one of the fastest growing metropolitan areas in the country and offers visitors both big city skylines and natural beauty. As the former southeastern terminus of the Western and Atlantic railroads, Atlanta continues this tradition as a modern transportation hub and home to the world's busiest airport, Hartsfield Jackson Atlanta International. The famous Peachtree Road is actually one of over 50 streets named Peachtree so be careful and check your directions!

Our downtown conference hotel, the stunning Marriott Marquis designed by John Portman, offers an ideal location with easy access to the area's best locations and attractions. There are many things that you can choose to do while conferencing. In the immediate vicinity, you will find the Georgia Aquarium, the World of Coca-Cola, the CNN Center, Centennial Olympic Park, the Carter Center, the Sweet Auburn Avenue Historic district and the King Center. Throughout the city, visitors can immerse themselves in the legacy of the Civil Rights Movement as well as African American cultural sites including the Atlanta University Center in the West End historic district.

More opportunities abound in vibrant parks and neighborhoods that are a short ride away on our Marta train system. Little Five Points is a lively area filled with local music and theatre venues and home to Charis Books, the South's oldest feminist bookstore. Midtown Atlanta is a hotspot of our diverse GLBTQ community and nightlife. The Botanical Gardens, the High Museum and the Woodruff Arts Center are all popular Midtown attractions. North of Midtown, the Buckhead area offers amazing examples of 20th century architecture like the Swan House and the Atlanta History Center, as well as premium shopping and restaurants. The city of Decatur is yet another lovely place to have dinner or simply spend some outdoor time in the square. These and other in-town communities all offer visitors a variety of historic sites, unique shops, bookstores, museums, clubs, theaters and cafes.

Outside of the city and in the rolling hills and mountains of north Georgia, visitors may explore the rich and difficult history of native Cherokee and Creek Indians at the Etowah Indian Mounds State Historic Site in Cartersville, the New Echota Cherokee Capital Historic Site, and the scenic Chieftains Trail. Those of you who travel to the mountains will also find beautiful natural areas filled with waterfalls, scenic drives and hiking trails.

Atlanta is an ideal place to address our conference theme: all our relations. Our many volunteers will help you make the best of your time here. The Local Arrangements Committee chairs include:

**Local Chair:** Mary Hocks, Georgia State University, Atlanta

**Information:** Letizia Guglielmo, Kennesaw State University, GA

**Room Arrangements:** Lara Smith, Georgia State University, Atlanta

**Registration:** Rochelle Harris, Kennesaw State University, GA

**Exhibits:** Mike Keleher, Kennesaw State University, GA

**Special Events (James Berlin Walk/Run):** Stewart Whittemore, Auburn University, AL

**Accessibility:** Margaret Price, Spelman College

## About the CCCC Convention

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### 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 (\$50.00) 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 Atlanta Marriott Marquis, International Ballroom Exhibit Hall, International Level, and is open Wednesday, April 6, 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 Atlanta Marriott Marquis, International Ballroom Exhibit Hall, International 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 Mary Hocks and other members of the Local Arrangements Committee is the Conference Registration Desk.

## Location of Meeting Rooms

All meetings of the 2011 CCCC are in the Atlanta Marriott Marquis.

## 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.

## 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 Gwendolyn Pough.

## 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 .

## CCCC 2011 Online

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

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

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### Douglas Eyman, Computer Connection Coordinator ([deyman@gmu.edu](mailto:deyman@gmu.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 Room M301, Marquis Level. The presentations are offered throughout the day on Thursday, April 7, and Friday, April 8. 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 ([deyman@gmu.edu](mailto:deyman@gmu.edu)).

### **“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 on the Marquis Level.

Cynthia Selfe, H. Lewis Ulman

# **General Information and Services**

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## **Audiovisual Equipment**

### **Room M201, Marquis Level**

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 Atlanta Marriott Marquis.

## **Resolutions Committee**

An open meeting of the CCCC Committee on Resolutions, chaired by Steven Parks, will be held Thursday, April 7, 5:30–6:30 p.m. (open), 6:30–7:30 p.m. (closed) in Room L502, Lobby Level

## **Nominating Committee**

An open meeting of the CCCC Nominating Committee, chaired by Martine Courant Rife, will be held on Thursday, April 7, 10:00 a.m.–Noon, in Room L501, Lobby Level.

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

Individuals interested in discussing program proposals for the 2012 CCCC Convention in St. Louis, MO, March 21-14, 2012 are invited to meet with Chris Anson, 2012 Program Chair, at the CCCC Registration Desk, 10:00 a.m.–Noon, International Ballroom Exhibit Hall, International Level.

## **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/2011 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.

# SPECIAL EVENTS

## WEDNESDAY'S SPECIAL EVENTS:

**April 6**

### **NCTE/NCATE Reviewers Training**

Room M107, Marquis Level

8:30 a.m. – 4:30 p.m.

### **Research Network Forum**

Marquis Ballroom, Salon B, Marquis Level

9:00 a.m.–5:00 p.m.

*Co-Chairs:* Gina M. Merys, Creighton University, Omaha, NE

Risa P. Gorelick, College of St. Elizabeth, Morristown, NJ

As a Forum devoted to research across a wide range of educational sites and activities, we are excited by the opportunities inherent in this call. Our researchers explore and interrogate the social constructs of race, gender, class, ethnicity, and authority as they emerge in and impact our teaching, our students' potential participation in the public sphere, and the relations of national, state, and local policies that have an impact on the students we teach in our classrooms and beyond. This necessarily involves fundamental concerns with interdisciplinary research, and increasingly, it demands a focus on the ways in which new media technologies shape both our social discourse and our educational practices. As in the past, we will be drawing on a number of different kinds of research that explore not only language education in the traditional classroom, but also the broad range of public discourse activities that might be affected by the success or failure of our classroom and institutional efforts. The researchers who gather with us are deeply involved with both the abstract theories and the particular, concrete, and social instances of what it means to write, to teach, or to learn writing, and to develop literacy not only as a technical achievement but as active social knowledge that enhances our changing identities. The kinds of teaching and learning we explore include everything from traditional textual literacy to emergent cyber-literacy, as well as a range of related discourse practices and cultural relationships that help to construct the social and institutional realities of that teaching and learning. Ultimately, our research asks us to identify the fundamental ethical issues involving the goals of education. Thus, we are always seeking answers to the essential question of how to "define communities within our discipline and the institutions within which we build our professional homes" and to "make our work meaningful outside of those disciplines and institutions" (2011 CCCC CFP). By contesting space and knowledge, we enrich our shared communities through promoting research of work-in-progress presenters at RNF and throughout the field.

Toward this end, 2011 plenary speakers include:

**Kathleen Blake Yancey**, Kellogg W. Hunt Professor of English, Director of the Graduate Program in Rhetoric and Composition, Editor, *CCC*, Florida State University, “The Making of Knowledge in Rhetoric and Composition’s Contested Space and Contested Knowledge: Mapping Assumptions, Inquiry, Claims, and Evidences in the 21st Century”

**Mike Palmquist**, Associate Vice Provost for Learning and Teaching, Professor of English, University Distinguished Teaching Scholar, Colorado State University, “Find a Way into Research: Mentoring, Research Archives, and New Approaches to Publication”

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

Marquis Ballroom, Salon D, Marquis Level

1:30–5:00 p.m.

*Chair:* Cynthia L. Selfe, The Ohio State University, Columbus

The Consortium of Doctoral Programs in Rhetoric and Composition, representing over 70 universities, has met since 1992 at CCCC and most recently as a Caucus on Wednesday afternoon. CCCC is home for our annual meeting, and we use this forum to link doctoral education with the discipline, with masters and undergraduate organizations, 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 2011 CCCC Program theme “All Our Relations: Contested Spaces, Contested Knowledge” we offer a two-part caucus that opens with cross talk on a special topic, and then after break at 3:00, closes with our business meeting. For the 2011 Consortium in Atlanta, our topic is Designing and Adapting Doctoral Programs to Changing Times and Contexts, and we invited brief presentations on how the changing nature of doctoral programs 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).

By framing our discussion through the multiple lenses that give us perspective on both change and adaptation to change, we will engender a discussion of doctoral course work, faculty recruitment, program administration and program design. We invite CCCC members to join us in this discussion. We will be using the CDPRC listserv and other forums to invite participation in this session and to attend the consortium business meeting. The business meeting consists of reports from the consortium officers, elections of new officers, planning for the 2012 Caucus in St. Louis, and planning for how the Consortium through our website and membership can connect with stakeholder groups inside or outside of CCCC.

## Qualitative Research Network

Imperial Ballroom A, Marquis Level

1:30–5:00 p.m.

**Co-Chairs:** Gwen Gorzelsky, Wayne State University, Detroit, MI

Kevin Roozen, Auburn University, AL

The Qualitative Research Network (QRN) aims to foster discussion of qualitative research issues and to offer mentoring and support of qualitative researchers at all levels of experience, in all areas of study within the college composition community, and at all stages of the research process. The QRN session for 2011 will consist of two components. The first hour features a keynote address by Professor Beth Daniell of Kennesaw State University. Titled “The Questions that Need Answers,” Daniell’s talk argues that if research is the attempt to make sense of not only what is around us, but also who we are, then researchers need to treat the questions we need answers to as both professionally and personally important. The remaining two hours feature research roundtables where new and veteran qualitative researchers present works-in-progress for small group discussion facilitated by QRN mentors.

All CCCC attendees are invited to attend the keynote address and/or the works-in-progress presentations.

**Keynote Speaker:** Beth Daniell, Kennesaw State University, “The Questions that Need Answers”

## Intellectual Property in Composition Studies

Room M301, Marquis Level

2:00–5:30 p.m.

**Co-Chairs:** Traci Zimmerman, James Madison University, Harrisonburg, VA

Martine Courant Rife, Lansing Community College, MI

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.

Topics discussed will be:

- Implications of the DMCA for Teaching and Learning
- Students’ Rights to Their Own Writing—and the Writing of Others
- Current Research and Publications on Intellectual Property Issues
- Teaching IP with RiP!
- Tracking Open Access/Fair Use Court Cases and Legislations
- Building a Student-Oriented Sample Plagiarism Policy

## **Newcomers' Orientation**

Imperial Ballroom, Salon A, Marquis Level

5:15–6:15 p.m.

## **Coalition of Women Scholars**

Marquis Ballroom, Salon B, Marquis Level

6:00–8:00 p.m.

*Chair:* Nancy Myers, University of North Carolina at Greensboro

The first part of the session consists of Keynote Speakers, “Women in the Profession: Disciplinary and Institutional Relations Past, Present, Future.”

*Keynote Speakers:* Erika Lindemann, University of North Carolina-Chapel Hill, “When the field was young . . . and I was too”

Hui Wu, University of Texas-Tyler, “An Academic Career Built on Hybrid Feminist Rhetorics: From China to the U.S.”

Rhea Estelle Lathan, Florida State University, “And Still I Rise: Unceasing Variations in an Early Afrafeminist Academic Career”

Michelle T. Johnson, Livingstone College, “Beginning with the End in Mind: Why I’ve Chosen a Career at an HBCU”

By examining their specific motivations and commitments to the discipline and higher education, the four speakers address the following question: “How do we define communities within our discipline and the institutions within which we build our professional homes?” These women represent emerita, mid-career, and early career moments along with a range of institutional locations.

The second part of the session consists of the Coalition’s traditional mentoring groups led by Coalition members and disciplinary leaders such as Nan Johnson, Lynee Gaillet, Cheryl Glenn, and others. Topics of these mentoring groups include Grant Writing, Tenure and Promotion, Completing the Dissertation, Publishing from the Dissertation, and similar professional subjects.

## **Rhetoricians for Peace—Where are the Rhetoricians? Rhetorical Intervention as Activism**

Marquis Ballroom, Salon D, Marquis Level

6:00–10:00 p.m.

*Chairs:* Mary Braun, University of North Carolina at Pembroke

Teresa Grettano, University of Scranton, PA

In early 2003, as the calls to war with Iraq escalated and scores of artists and poets descended upon DC to protest, Charles Bazerman pleaded on H-Rhetor—“Where are the rhetoricians?” With that charge, Rhetoricians for Peace was created, and, since then, the organization has: examined public communications and their contexts by analyzing public discourses and the rhetorical situations in which those discourses occur; countered manipulative rhetoric, lies, dishonest representations of facts, and

appeals to the power of force over reason and empathy; and networked with organizations dedicated to open inquiry, particularly organizations that promote peace, environmental responsibility, and social justice.

At this year's Special Event, the organization would like to focus its work on the rhetorical interventions activist-rhetoricians can make in current public discourse, ways in which we can continue to lend our expertise to reframing conversations by examining current problems in public discourse and offering strategies for intervention and working toward more just and peaceful approaches to problem-solving. The event will be structured around seven presentations over three hours. The first three papers are theoretical; the first two provide grounding in neo-liberalism, the political economic theory that dominates discursive rationalizations for the expansion of capitalist globally, and the third provides grounding in rhetorical theory that problematizes contemporary social movement discourse. The next four papers examine rhetorical interventions through teaching and activism that are suggested by this theory. The final hour is reserved for the annual meeting of Rhetoricians for Peace.

## **Master's Degree Consortium of Writing Studies Specialists**

Room A703, Atrium Level

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.

The organization's ongoing agenda can be referenced at <http://www.mastersinwritingprograms.com/index.html>.

## **Public Image of the Two-Year Colleges: Hallmarks of Fame**

Room M301, Marquis Level

6:30–7:30 p.m.

*Chair:* Sterling Warner, Evergreen Valley College, San Jose, CA

# SPECIAL EVENTS

## THURSDAY'S SPECIAL EVENTS:

**April 7**

### **Newcomers' Coffee Hour**

Imperial Ballroom, Salon B

7:30–8:15 a.m.

### **Opening Session**

Marquis Ballroom, Marquis Level

8:30–10:00 a.m.

At this session we honor both the 2011 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair's address. Please join us.

### **Featured Speakers**

Marquis Ballroom, Salons A, B, and C

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

PULSE Loft

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 underrepresented 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**

Imperial Ballroom, Salon A

8:00–10:00 p.m.

In keeping with the 2011 CCCC theme, Humor Night panelists will explore questions of relations, space, and knowledge, ranging from the relations one has with one's colleagues to the relations one has with one's administration to the relations one has with one's students to the relations we all have with the open road and the messages we're assailed with there.

# SPECIAL EVENTS

## FRIDAY'S SPECIAL EVENTS: April 8

### Featured Speakers

Marquis Ballroom, Salon A

### Awards/Recognition Reception

Marquis Ballroom, Salon A

5:00–6:30 p.m.

At this reception we announce the winners of the 2011 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

Marquis Ballroom, Salon D

6:30–7:30 p.m.

#### **Come celebrate 15 years of National TYCA!**

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-Fourth Annual Poetry Forum: Exultation of Larks

Room L508, Lobby Level

7:30–10:30 p.m.

This forum has become a valued 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, mminock@madonna.edu) if they have questions.

## **CCCC Jam**

**Marquis Ballroom**

**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:**

**April 9**

### **TYCA Annual Breakfast**

**Imperial Ballroom, Salon B**

**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, to see if any tickets are still available.

## **Annual Business/Town Hall Meeting**

Marquis Ballroom Salon B

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.

## **Oklahoma Girl Makes Good: Celebrating the Boundary-less Career of Andrea Abernethy Lunsford**

Marquis Ballroom, Salon A, Marquis Level

11:00 a.m.–12:15 p.m.

Oklahoma born and Tennessee bred, Andrea Abernethy Lunsford grew up to blaze a trail and establish settlements throughout then-frontier, now thriving field of rhetoric and composition. Because she knows no boundaries and would joyously contest any she met, anyway, this tireless, omniscient, much lauded and awarded, perpetual publishing Louise Hewlett Nixon Professor of English and Director of the Program in Writing and Rhetoric at Stanford University has used her immeasurable rhetorical skills and charisma to make converts and friends of rhetoric every step of the way. Her professional and personal contributions constitute one compelling reason that rhetoric and composition can claim “all our relations.”

In this round table/open-mic session, a number of her colleagues will celebrate her contributions to our field, in terms of scholarship, collaborative work, developing graduate and undergraduate education, the women's coalition, mentoring, attention to underrepresented groups, and building professional alliances. Each of us will speak very briefly so that audience members can join us at the open mic.

For a list of speakers, see page 284.

## **Exultation of Larks: Poet-to-Poet**

International Ballroom, Salon A, International Level

12:30–1:45 p.m.

*Co-Chairs:* Mary Minock, Madonna University, Livonia, MI

Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX

Join the Saturday Afternoon Exultation of Larks: Poet-to-Poet Event. Bring 10 copies of one or two pages of original poetry in progress for insightful and constructive feedback. This workshop is not limited to readers at the Friday Exultation of Larks. There is no fee for this event. We particularly welcome CCCC member poets who are novices.

## **Prison Writing: Pedagogy, Representation, Research and Action**

Imperial Ballroom, Salon B, Marquis Level

2:00–3:15 p.m.

Experienced and novice teachers of prison writing share and extend best practices, discuss critical ethical issues, and explore implications of prison and related community-based teaching and research for comp and rhetoric.

Prisons are incredibly compelling places. There is an immediacy and urgency about prisons that captures the imagination – something that resonates with us at an elemental level. Whether it's about freedom or dignity or fear or something else, prisons have everything to do with who we are and how we interact with each other both as teachers and as human beings. Prison classrooms, in many ways the ultimate contested space, serve as an especially intense instantiation of community-based teaching and learning, where the process of crossing boundaries, engaging with difference, and entering a space imagined as other is made literal.

This workshop brings together veteran and novice teachers of writing in prison and related alternative sites of literacy to share and extend best practices, discuss ethical issues associated with teaching marginal populations in complex institutional settings, and explore the implications of prison teaching for the future of composition studies. Each speaker will present a very brief (5-7 minute) overview of key themes and will provide participants with a two-page handout that includes major arguments, sample materials, and bibliography. The day will have several interrelated components: three main mini-workshops, each followed by a pause for more informal conversation; an exchange of successful strategies (prompts, recommendations for readings, and strategies for working with correctional institutions); and a final plenary session that will enable participants to synthesize the different threads introduced throughout the day and to make plans for ongoing collaborations.

Major topics to be addressed include:

- Representations of and by incarcerated writers and the situation of incarceration
- The ethics and pragmatics of publishing work by incarcerated writers
- Documenting the impact of prison writing programs on students, teachers and institutions
- A primer on negotiating entry and sustaining partnerships in the criminal justice system and developing credit-bearing programs
- Prison-university collaborations: action projects, readings, advocacy, letter exchanges
- Re-tooling rhetorical education for the next century: Lessons from the crucible of the prison writing workshop

For a list of speakers, see page 308.

## **Pedagogies of Passion: Exploring Enthusiasm in Teaching and Writing**

Marquis Ballroom, Salon D, Marquis Level

2:00–3:15 p.m.

“The best lack all conviction, while the worst/are filled with passionate intensity.”

Does Yeats’ characterization apply in the age of Obama? What is the role of passion, including compassion and dispassion, in public and private discourse, and how does it affect teaching and writing? Corbett described passion as “the rhetoric of the closed fist”; it both inspires and blinds us—as teachers, writers, and citizens. This workshop, sponsored by the Assembly for Expanded Perspectives on Learning, includes a renowned keynote presenter and involves participants in projects that chart passion’s complicated ethical/political weave of in/exclusion.

Apathy impedes dialogue. The iconic teacher is both passionate and compassionate; the idealized student, eager and engaged. But passion limits perspective. The Montaignian ethos of detachment that informs much of the “personal” writing of creative nonfiction relies on a dispassionate incertitude that opposes the galvanizing dogma of political rhetoric. Even so, personal narrative with its emphasis on “coming to voice” became associated with passionate emotional subjectivity that defied the “rhetorical turn” of late 20th c. writing instruction. Despite, as Borkowski points out, its role in progressive, liberatory pedagogy, “expressivism” was famously dubbed “sentimental realism” by Bartholomae, a charge that haunts pedagogy and writing seeking to promote empathy through narrative witnessing/community/connection—through compassion. Newcomb points out that Arendt saw compassion as a blinding “form of self-interest.” An ethic of care through a discourse of compassion can become something called “compassionate conservatism.” When, then, does the inspiration and vitality of passion become the ossified kitsch of sentimental rhetorics?

Participants will unpack the discourses of enthusiastic emotions by writing about positive/negative encounters with passion, responding to texts exhibiting/evoking passion, and examining student texts for the role passion does or doesn’t play.

For a list of speakers, see page 307.

## **Graduate Student Forum**

International Ballroom, Salon A, International Level

2:00–3:15 p.m.

All graduate students are enthusiastically encouraged to attend this forum!

Organized by the Program Chair at the request of graduate students in Rhetoric & Composition Studies, this forum will provide an official space for graduate students to discuss issues important to you -- this will include, but won’t be limited to, ways to gain representation in the organization (caucus? sig? committee?) in order to make sure that graduate students are included in organizational efforts to build a sustainable disciplinary future. A more detailed overview of this Forum will be included in the Program Update, distributed at the convention registration desk.

## 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.



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## 2011 CCCC Exemplar Award Winner

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**Edward White**

University of Arizona,  
Tucson

CCCC honors Edward M. White with the CCCC Exemplar Award, an award that recognizes those exemplifying “the highest ideals of scholarship, teaching, and service to the entire profession.” Ed has been contributing to composition studies for over 40 years and is primarily responsible for the development of writing assessment as a field of research and a professional practice. He is currently a visiting professor of English at the University of Arizona and professor emeritus of English at California State University, San Bernardino, where he taught for 35 years.

Ed has been called “the very best authority” on issues of assessment in college writing. The durability of his major publications attests to this. His 1985 book *Teaching and Assessing Writing*, which remains a central text in writing assessment, has been published in three editions; his 1989 book, *Developing Successful College Writing Programs*, has also been published in three editions; and his 1992 book *Assigning, Responding, Evaluating: A Writing Teacher’s Guide*, has been published in four editions. Previous honors he is most proud of are an Outstanding Professor award from CSU-SB in 1994 and an MLA “outstanding research” award the same year for *Teaching and Assessing Writing*.

In his pioneering work on writing assessment, Ed has always promoted the value of the research being done in composition studies. In this way, he has encouraged many beyond our field to value our work and has helped disseminate composition scholarship to faculty in other disciplines, administrators in higher education, state education officials and legislators, and testing organizations.

As one of his nominators noted, “writing assessment, when done responsibly, can serve the greater good as a force for inclusion rather than exclusion. This foundational belief about students and the purposes for teaching them to write is as clearly at work in [Ed’s] 1970 textbook *The Writer’s Control of Tone* as it is in his most recent, *The Promise of America*.” He has enriched our conception of “assessment” itself and remains a principal authority in this field.

Ed’s service to the field of composition has been extensive and influential. He has served CCCC with two terms on the Executive Committee and one on the Braddock Award Committee. He directed the Writing Program Administrators’ consultant-evaluator service for fifteen years and has conducted numerous program evaluations and trained many evaluators. He served his department at San Bernardino as department chair and writing program administrator and the California State University system as coordinator of the Writing Skills Improvement Program and director of the English Equivalency Examination program.

We can’t close in a better way than with the words of one of his nominators: Ed

White “has influenced generations of students—first-hand in the classroom, second-hand in his published works, and third-hand through his training of so many graduate students who are now members of the professoriate. All of this work, the work of a lifetime, provides a model of the engaged scholar-teacher working both in and on the world.”

# Sessions Presented by Two-Year College Faculty

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## Concurrent Sessions Presented by Two-Year College Faculty

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- B.32     Getting a Job in a Two-Year College
- C.26     Digital Hemlock: Undermining the Myth of the Socratic Method through Community College Distance Learning Pedagogical Practices
- E.24     Writing Across the Curriculum in the Community College: Challenges and Opportunities
- E.26     How Small Teacher Communities Foster Effective Teaching and Integrative Learning in the Basic Writing Classroom
- F.21     Creating Shared Values: Development of Writing Programs at Multi-Campus, Two-Year Institutions
- G.39     Using Audio Response Methods to Enhance the “Human Touch” of Online Writing Instruction
- I.09     Digital Multiplicity: The Global Skills for College Completion Project to Create a Replicable Model for Success in Basic Writing
- K.13     What A Web We Weave: TYCA Research Committee Findings Illuminate Cross-Level, Cross-Disciplinary, and Cross-Institutional Connections (Part One)
- K.15     Bridging the Gap: The Effectiveness of a Bridge Course Between Developmental Writing and Freshman Composition
- L.28     What a Web We Weave: TYCA Research Committee Findings Illuminate Cross-Level, Cross-Disciplinary, and Cross-Institutional Connections (Part Two)

## Friday Special Interest Groups

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### TYCA TALKS

Marquis Ballroom, Salon D, Marquis Level  
Friday night, 6:30–7:30 p.m.

**Come celebrate 15 years of National TYCA!**



# Committee Meetings

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(PLEASE NOTE – Some Committee Meetings will be at the Hilton, 2nd and 3rd Floor, use Sky Walk)

## **CCCC Executive Committee**

Wednesday, April 6, 9 a.m.–5:00 p.m.  
International Ballroom, Salon B, Marquis Level  
Chair: Gwendolyn D. Pough

## **College Section Committee**

Friday, April 8, 8–11 a.m.  
Room L502, Lobby Level  
Chair: Mike Palmquist

## **Committee on Assessment**

Thursday, April 7, 2:00–4:00 p.m. (Closed)  
Room L501, Lobby Level  
Co-Chairs: Larry McDoniel & Summer Smith Taylor

## **Committee on Best Practices for Online Writing Instruction**

Friday, April 8, 9:00 a.m.–Noon (Closed)  
Hilton, Room 203, 2nd Floor  
Chair: Beth Hewett

## **Committee on Computers in Composition and Communication**

Friday, April 8, 12:30–2:30 p.m. (Closed)  
Room 501, 2nd Floor  
Chair: Doug Eyman

## **Convention Concerns Committee**

Saturday, April 9, Noon–1:00 p.m.  
Room L501, Lobby Level  
Co-Chairs: Gwendolyn D. Pough and Marilyn Valentino

## **Committee on Disability Issues**

Friday, April 8, 5:00–7:00 p.m. (Open)  
Hilton, Room 203, 2nd Floor  
Chair: Jay Dolmage

## **Committee on Diversity**

Thursday, 10 a.m. – Noon  
Hilton, Room 313, 3rd Floor  
Chair: Joyce Irene Middleton

## **Committee on Globalization of Postsecondary Writing Instruction and Research**

Thursday, April 7, 3:00–4:30 p.m. (Closed)  
Room L502, Lobby Level  
Chair: David Russell

## **Committee on Intellectual Property**

Friday, April 8, 12:30–1:45 p.m. (Closed)  
Hilton, Room 204, 2nd Floor  
Chair: Jeffrey Galin

## **Committee on LGBT/Q Issues**

Thursday, April 7, 12:15–2:15 p.m. (Closed)  
Room L502, Lobby Level  
Co-Chairs: Jonathan Alexander and Jacqueline Rhodes

## **Language Policy Committee**

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Room L501, Lobby Level  
Chair: Geneva Smitherman

## **Newcomers' Orientation Committee**

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Hilton, Room 204, 2nd Floor  
Chair: Paul Puccio

## **Nominating Committee**

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Chair: Martine Courant Rife

## **Committee on Part-time, Adjunct or Contingent Labor**

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## **FORUM Editorial Board**

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Hilton, Room 203, 3rd Floor

Chair: Bradley Hammer

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Hilton, Room 313, 3rd Floor

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6:30–7:30 p.m. (Closed)

Room L502, Lobby Level

Chair: Steve Parks

## **Committee on Second Language Writing**

Saturday, April 9, 9:30 a.m.–Noon (Open)

Hilton, Room 203, 2nd Floor

Co-Chairs: Susan Miller-Cochran & Christina Ortmeier-Hooper

## **TYCA Executive Committee**

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Community Projects
- F 24 Writing Public Spaces
- G 10 Like It Or Not, We’re All (Inter)related: Challenging Othering Practices through  
Public Rhetoric(s) of Interconnectedness
- G 24 Education Behind Bars
- G 38 Civic Action, Social Justice, and The Human Flesh Search Engine: Examining  
Public-Digital-Spaces-for-Public-Advocacy
- H 08 Service Learning and Web 2.0: Contested Spaces, New Literacies, and Peda-  
gogy for the Digital Age
- H 24 Can Care be Taught?: Perspectives on Emotion, Community, and the Digital

- I 04 Texas Topoi and other Common-Places: The Importance of Writing Geographies
- I 08 Composing the “Extracurriculum”: Translocal and Multimodal Public Writing
- I 21 Making Pacts: Moments of Dialogue, Campaigns for Justice
- J 02 Inside Out: Literacy, Incarceration, and the Making of Teachers
- J 08 Writing in Relationship: Digital Tools and Data-Based Assessment in the Community-Engaged Classroom
- J 24 Diversity, Social Justice, and the New WPA: Responsible Relations in Knowledge-Making, Community Activism, and W
- K 05 Other(ed) Spaces, Other(ed) Speakers—The Missionizing Impact of Public Sites
- K 20 Authenticity, Engagement, and Outreach: Enriching College Writing via University-Rural Communities Partnerships
- M 31 Creating a Framework for Audience Analysis: Contesting the Boundaries between Ethos and Pathos in Civic Discourse
- N 16 Practicing What We Preach: Rearticulating Rhetoric in the Polis and the University

### **113—Contesting Boundaries**

- A 05 Florida
- A 08 Writing the Real World of Student Work
- A 12 Democracy and Wikipedia: Finding New Connections
- A 13 Kairos as Ambient Environs: Silence, Extracurriculum, and Material Practices as Invention
- A 19 Renovating Composition for The Twenty-first Century: Three Integrations of Science and Composition
- A 27 Sulh, Rhetorical Sovereignty, and Solidarity: Epistemological Models for Contesting Injustice and Pursuing Peace
- A 28 Contested Evolutions: Modern Science on the Farm and in the Home
- A 30 The Power of Stories: Narrative as Action
- A 32 Contesting Space, Boundaries, and Power: A Wider Field of Vision for Creative Writing, Professional Writing, and the Writing Center
- A 37 Crossing the Chicana/o Border into Academia: Using Outside Communities to Teach on the Inside of Academia
- A 38 Listening To/For Embodied Rhetorics: Making Meaning across Difference as an Act of Alliance Building
- B 05 How I Stopped Worrying the Book and Learned to Love Digital Filmmaking
- B 06 Language Play and Transcultural Rhetorics
- B 08 Our Writing Relations: Systems of Genres from Three Perspectives
- B 11 The Science and Art of Transfer Revisited
- B 12 Stitches of Materiality: Disrupting Deviation with Visual Arguments
- B 13 Beyond Boundaries: Hybrid Discourse, Transatlantic Perspectives, and Cacophony
- B 19 Making, Doing, and Undoing English Studies

- B 27 Composition versus “Criterion”: Toward a Common Language of Writing at the University and Beyond
- B 28 Transliteracy in Three Keys: Creating Meaning in Transitions.
- B 29 Generation Vet: Composing with a New Student Population
- B 37 Out of Line and Different: Meditations on Queer Rhetorics
- B 38 Shame on Us: Writing the Self in Academic Research
- C 02 Engaging Disciplinary Boundaries and Frameworks: Art, Science and Writing Pedagogy
- C 03 Discourse Patterns in the Classroom: Working Class and Indigenous Rhetorics
- C 04 Strategic Reimaginings: Balancing Rhetorics of the Body in Medical Discourse, Asian/Asian American Rhetoric, and Queer Theory
- C 05 All of Our Literacies? Contesting the Theories and Pedagogies of Multi-Modality
- C 06 Watching Stories, Listening to Scenes: Following Literacy Back Home
- C 12 Beyond “L1” and “L2”: Toward an Interdisciplinary Synthesis in Multilingual Writing Research and Pedagogy
- C 13 Community Conversations that Extend Possibilities
- C 19 Interwoven Storytelling: Braiding Together Our Identities
- C 27 Labored “Balance”: Maternal Bodies, Composition Studies, and Structural Relationships in University Communities
- C 28 The Subtexts of Manipulation: Embodying, Extending, and Unearthing
- C 29 Mapping Genre Relations: Using Metaphors to Explore and Traverse Boundaries
- C 37 Contesting the Trope of Home and School: Transnational Considerations, Domestic Invitations, and Family Transgressions
- C 38 Has Capitalism Corrupted Your Writing Course? Experiences with Teaching Composition Online in the Private, For-Profit University
- D 04 Writing and Working for Change: Tracing the History of Latina/o and Chicana/o Members’ Contributions to 4C’s and NCTE
- D 05 Contested Spaces, Contested Knowledge: Exploring All Our Relations with College-Athletics and Student-Athletes
- D 08 Rewriting the Boundaries: The Ensemble as Inter-Cultural Learning
- D 12 Contesting Master Narratives for Teaching Writing: Collaborative Reflection on Literacy Narratives as Way to Re-Think Writing Program Design and Policies
- D 13 Making Space: Multiple Geographies and Sites of Articulation
- D 19 Telling Tales: Contesting Boundaries Through Theory and Pedagogy
- D 27 Negotiating Our Terrain: Creating Habitable Spaces in Composition
- D 28 Changing the Conversation about Writing Programs: Assessment as Advocacy, Research as Teaching, Teacher as Learner, Program as Ecosystem
- D 29 Our Closest Relations: Best Practices in Mentoring Graduate Teaching Assistants
- D 37 Teaching Alternative Discourses: Hip-Hop, Whiteness, and Multicultural Rhetorics
- D 38 The Future Anterior of Rhetoric: Potentials For Rhetorics Built on Material Relations
- E 01 Longitudinal Writing Studies and Exploring the Spaces of Transitions

- E 04 From Stage to Page: The Rhetoric of Performance in the Writing Classroom
- E 05 "I am not a Mascot": Communities Contesting Rhetorical Sovereignty
- E 06 Relating the Disaster: Mapping the Spill, Mapping Ourselves (a MEMorial)
- E 12 Writing Health and Disability: The Ethics and Rhetorics of Embodied Identities
- E 13 Locating Feminism Beyond Immediate Space
- E 17 Indigeneity and Faith: Reflections on Public Life and Interactions
- E 19 Contesting and Connecting Relations: Medical Representation and Writing Research
- E 27 Crossing Our C's: New Media Communication, Composition and Creative Writing
- E 28 Teaching Information Literacy or Research? Promoting Partnerships between College Libraries and First-Year Writing Programs
- E 29 Composing in Third Space
- E 36 Our Conflicted Bourgeois Values: How We Learned to Stop Worrying and Love Capitalism
- E 37 The Graduate School Experience: Stories from the Deep
- E 38 Representing Indigeneity: Challenging, Affirming and Building Our Relations
- F 04 Would Habermas Recognize This as Deliberation?: The Competing and Performative Discourses of Local Publics
- F 05 Broadening our Community to Reaffirm Connections with K-12 Educators and Beyond
- F 07 Gray Matter: Examining Rhetorical Contests of Psychological and Neurological Difference
- F 10 Contesting "National" Pedagogies: Student Writers, Critical Literacy, and Collaboration in Transnational Spaces
- F 12 Making Values Visible: The Textual, Pedagogical, and Civic Boundaries of Composition Studies
- F 13 Refiguring Assessment as Situated Performance
- F 14 Subverted Gaze: Double Consciousness and Writing the Personal
- F 15 From "The Wire" To Dolly Parton: Acknowledging Invisible Power
- F 26 Room(s) to Negotiate: Distance Learning Classrooms as Contested Spaces
- F 27 All Our Relations: Linking Past and Present Writing through the Smith Family Letters
- F 28 Conceptualizing Trauma in Student Writing
- F 30 A Composition and Information Literacy Crew/Club/Gang/Entourage/Collaboration: Refiguring What Composing in College Really Means
- F 35 Online Essay Evaluations 2.0: From Assessment to Learning to Research
- F 38 Hearing Space and Listening Compositions: Re-inscribing Sound in Composition Practices
- G 01 Found in Translation: Forging Literate Identities in Marginalized Communities
- G 05 Screening Identities Across Borders: Participatory Popular Culture and Literacy Practices
- G 06 Theorizing Writing in Digital Spaces: From Romance Genre to the "Secondary Orality"
- G 07 Diversity + Busing = "An At-Risk Model of Education"

- G 12 Rhetoric, Technology, and Women's Civic Engagement
- G 13 Inverting "Generation Me": "We" Pedagogies in the 21st Century
- G 25 Porn and (Bad) Grammar: What Can We Learn?
- G 27 All Our Relations Make L2 Writing Work: Students, Tutors, Instructors, and WPAs
- G 28 From HBCU to Hollywood Pedagogy: New Connections in Teaching Writing
- G 30 Contesting CCCC Spaces: Undergraduate Research at the National Convention
- G 35 Being with Others: Animals, Prosthetics, Implements, and Interfaces
- G 37 Collapsing Non/Academic Spaces with Comics and Graphic Novels
- H 02 Refiguring the Public Sphere: Cherokee, Appalachian and Cuban Identities
- H 03 What We Talk About When We Talk About Writing: Conversations Among Teachers and Students
- H 05 Questionable Relations, Questionable Narrations: The Forming of Teachers and Curriculum in a National Project Site
- H 06 Going Global: Rhetorical Studies and the Geopolitics of Witnessing
- H 07 Weaving Our Social Network: Acts of Participatory Composition Using New Media
- H 12 Embodied Pedagogy: The People, Places, and Things of the Writing Process
- H 13 Student, Teacher, Scholar: Blurred Boundaries and Contested Relations
- H 25 Self Examination and (Trying To) Practice What We Preach
- H 27 Guerilla Spaces: Writing Globalization, Sustainability, and Resistance in Urban Environments
- H 28 Law, Community, and Play: Issues in Teaching Basic Writing
- H 30 Bricolage at Work: How Teacher/Student Collaboration Reconfigures Sites of Rhetorical Power
- H 35 Theorizing Comics as Alternative Discourse
- H 37 "Leveling Up" Gee, Gaming, and the Composition Classroom
- H 38 When Our Relations Come Over and Stay: Mapping Convergent Moments of Temporal, Kairotic, and Epistemic Infrastructure
- I 01 Contesting the Consequences of Language: Examining the Material Effects of Medical Discourse, Drug Coding, and Personal Narrative on Identity Formation
- I 02 Remembering the Mamzers: Our Jewish Past as Professional Prologue
- I 03 Teaching Composition in the Era of Dual-Credit: A Study of High School Writers in the Community College
- I 07 What If Our Keyword Were Literacy?
- I 12 Investigating Relations of Place, Time, and Power in Literacy Research and Teaching
- I 13 Intersubjectivity as a Pedagogical Practice
- I 25 Disconnected. Choppy. Abrupt. - Undoing Linguistic Heterogeneity
- I 27 ¿Usando español para tutoría en inglés?: A Study of Writing Center Tutoring Sessions involving Bilingual Tutors and Students
- I 28 Nineteenth Century Writing by Nurses as Emerging Feminist Rhetoric
- I 30 All Our Relations: Undergraduates, Graduates, and Professors Reaching Across Academic and Cultural Boundaries
- I 35 Compose or Else: Tracking Student Writers' Organizational, Technological, and Cultural Performances

- I 37 Composing the Female: A Critical Examination of Dress, Writing, and Ontology
- I 38 Speaking the Language of IT
- J 05 Click Here to Connect: Teaching Civic Engagement in Digital Environments
- J 12 Staging Tactical Interventions on Public Writing
- J 13 Making Human Rights Claims Public: Rhetoric Tactics of Identification, Bearing Witness, and Advocacy
- J 25 Issues with Writing Centers: Relationships and Pedagogies
- J 27 Red Dirt Relations: Resurrecting Region through Rhetoric
- J 28 Supporting Multilingual Writers: WAC/Second Language Writing Partnerships, Pedagogies, and Best Practices
- J 30 Failing in Silence: Situating Failure within Composition's Pedagogical, Institutional, and Public Relations
- J 35 Palimpsest(ed) Institutions: Overwriting Boundaries in Time and Space
- J 37 Contesting Methodological Boundaries in Rhetoric and Writing Research
- J 38 The Contested Female Body: Competition, (Trans)National Identity and Wholeness in the Rhetorics of Plastic Surgery
- K 03 WAW and Praxis: Revising Notions of Self, Composition, and Culture
- K 10 Transgressing logocentrism: indigenous and non-Western rhetorical strategies in American Indian, Thai, and Ainu Traditions
- K 12 Re-Writing Boundaries of Text, Genre and Self: Examining Urban Adolescent Male Writing Practices
- K 25 Writing Across the Curriculum: Spaces and Conversations
- K 27 Whaddya Know?: E-Portfolios as Spaces for Making Connections, Contesting Borders, and Drawing Boundaries
- K 28 Is Jewish Rhetoric Ethnic Rhetoric?
- K 30 Discourse Analysis in the Teaching of Basic Writers, Creative Nonfiction, and Grant Writing
- K 35 Latinos Online: Contesting, Creating, and Sustaining Boundaries via Social Network Participation
- K 37 The "Writing Everywhere" Collective: Opening Classrooms to New Spaces and New Contexts
- K 38 "Ready or Not, Here I Come": Composing Black Feminine Voices and Identities in the Classroom and Beyond
- L 02 Embodied Digital Pedagogies: Intermodal Composing, Re-membering, and Access
- L 05 Fans, Fandom, and Fanzines: Contesting Boundaries
- L 07 Crossing Boundaries with STEM Discourse in the Undergraduate Writing Curriculum
- L 10 Contesting Definitions of "Writing Programs" Through Consortial Research
- L 12 Mentor. Teach. Write. Relating People and Programs
- L 14 Contesting Cultural Diversity in the Composition Classroom: The Disconnect between Definition and Performance of Diversity

- L 15 Legal Policy and Discursive Norms
- L 18 The “Tangled Roots” Of Creative Writing and Composition in the Classroom
- L 19 Where Rhetoric Ends and Violence Begins: Theorizing Relationships between Bodies and Spaces
- L 24 An Ethical Response to Monsters
- L 25 Environmental Narratives and Ethnographies: A Nourishing Inheritance
- M 01 Oklahoma Girl Makes Good: Celebrating the Boundary-less Career of Andrea Abernethy Lunsford
- M 02 Towards a Rhetoric of Locational Literacy: Discourse, Discipline, and Method
- M 07 Composition of the Image: Contested Space between Image and Text
- M 12 Indigenous Female Rhetorics—at Work in the Texts and in (all our related) Classrooms
- M 13 Reseeing the Rhetoric of Embodiment
- M 14 Exploring the “Discursive Resources” of Black Music Intellectuals in the “Contact Zones”
- M 20 Listening to Our Old Drunk Uncles: The Pragmatists and Our Problems
- M 21 Embodied Knowledge and Contested Spaces: New Models of Community
- M 22 Gendered Rhetorics: LGBT and Women’s Archival Research
- M 23 Assessing Our Stories, Assessing Ourselves: Re-Building Relations through Program Assessment
- M 27 Food for Thought and Action: Creating Community through Literary Cookbooks, Kitchen Blogs, Arguments, and Reflection
- M 30 A Higher Good: Morality, Faith, and Subjectivity
- M 32 Beyond Rhetoric and Composition: The Liberal Arts Writing Major
- N 02 Writing and Working for Change: Working Class Politics in CCCC
- N 05 Writing Spaces: Lessons Learned for Creating and Using Open Textbooks
- N 11 Body, Place, and Family: Three Cases for Expanding Epistemes in Researched Writing
- N 12 The Maker’s Mark: Productive Knowledge in Writing Studies
- N 14 Multimodal Composition and the Agency of Transfer Students
- N 23 Contesting Copyright on Campus
- N 25 The Life of the Mind, Meditation and Humility
- N 26 Politicizing All Our Relations: Feminist Rhetorics, Contested Spaces
- N 27 “Disclosing Hidden Episodes”: Contentious Spaces and the Complexities of Indians
- N 28 Contesting the Tenure Process Post-September 2008: Nontraditional Trajectories
- N 29 Global Educators for Hope: The International Sustainable-Literacy Project
- N 30 A Department in Exile: The Challenges of Contested Spaces and Roles
- N 31 Code-Meshing as World English: Policy, Pedagogy, Performance
- N 32 Gendered Boundaries: Women in the Profession and the Impact of Economic Conditions



# Pre-convention Workshops and Meetings

## Wednesday, April 6

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### **REGISTRATION, 8:00 a.m.–6:00 p.m.**

International Ballroom Exhibit Hall, International Level

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

Imperial Ballroom, Salon B, Marquis Level

9:00 a.m.–5:00 p.m.

### **NCTE/NCATE Reviewers Training**

Room M107, Marquis Level

8:30 a.m.–4:30 p.m.

### **The Research Network Forum**

Marquis Ballroom, Salon B, Marquis Level

9:00 a.m.–5:00 p.m.

**Co-Chairs:** Risa P. Gorelick, College of St. Elizabeth, Morristown, NJ

Gina Merys, Creighton University, Omaha, NE

**Executive Committee:** Sally Chandler, Kean University, Union, NJ

Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis

Gina Merys, Creighton University, Omaha, NE

Mark Sutton, Kean University, Union, NJ

Janice Walker, Georgia Southern University, Statesboro

Katherine V. Wills, Indiana University Purdue University, Columbus

**Speakers:** Gina M. Merys, Creighton University, Omaha, NE

Deanya Lattimore, Syracuse University, NY

Sally Chandler, Kean University, Union, NJ

Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis

Mark Sutton, Kean University, Union, NJ

Katherine V. Willis, Indiana University-Purdue University, Columbus

Carie Wastal, Muir College, La Jolla, CA

Ollie Oviedo, Eastern New Mexico University, Portales

William Macauley, College of Wooster, OH

Janice R. Walker, Georgia Southern University, Statesboro

### **ATTW Meeting**

Marquis Ballroom, Salon A, Marquis Level  
9:00 a.m.– 5:00 p.m.

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

Marquis Ballroom, Salon D, Marquis Level  
1:30–5:00 p.m.

### **Qualitative Research Network**

Imperial Ballroom A, Marquis Level  
1:30–5:00 p.m.

### **Intellectual Property in Composition Studies**

Room M301, Marquis Level  
2:00–5:30 p.m.

### **Newcomers' Orientation**

Imperial Ballroom, Salon A, Marquis Level  
5:15–6:15 p.m.

### **Master's Degree Consortium of Writing Studies Specialists**

Room A703, Atrium Level  
6:30–8:30 p.m.

### **Coalition of Women Scholars in the History of Rhetoric and Composition**

Marquis Ballroom, Salon B, Marquis Level  
6:00–8:00 p.m.

### **Public Image of the Two-Year Colleges: Hallmarks of Fame**

Room M301, Marquis Level  
6:30–7:30 p.m.

# Half-Day Wednesday Workshops

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*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.

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### **MW.1 Building Arguments for Best Practices with the CCCC Statement of Principles and Standards for the Postsecondary Teaching of Writing**

International Ballroom A, International Level

*Speakers:* Randall McClure, Georgia Southern University, Statesboro  
Dayna Goldstein, Georgia Southern University, Statesboro

### **MW.2 The Arts and the Writing Life—Aesthetic Pleasures in the Life of the Classroom and the Life of the Writing Teacher**

International Ballroom B, International Level

*Chair:* Joonna Trapp, Waynesburg University, PA

*Speakers:* Wilma Romatz, Retired, Mott Community College, Flint, MI,  
“Why Visual Art is Important in Writing Classes and How”

Roger Thompson, Virginia Military Institute, Lexington, “Outsider Art, Military Cadets, and Space for Local Expression in the Writing Classroom”

H. Brooke Hessler, Oklahoma City University, OK, “Assemblage Art: Living and Learning “Third Mind” through 3D Composition”

Laurence Musgrove, Angelo State University, San Angelo, TX, “Cartooning as Reader Response”

Joonna Trapp, Waynesburg University, PA, “Dark Joys—Changing Campus Culture with Gothic Storytelling and Dramatic Space”

Bradley Peters, Northern Illinois University, DeKalb

Elizabeth Weiser, The Ohio State University, Newark, “Dig Deeper: Creative Nonfiction for Writers and Nonwriters”

Sarah Yoder Skripsky, Westmont College, Santa Barbara, CA, “Sounds of Music and Pictures of Style in Advanced Composition”

Elizabeth Woodworth, Auburn University at Montgomery, AL, “Film and Television Science Fiction in the Writing Classroom: Exploring Race, Class, and Gender in Not-So-Safe Places”

**MW.3 Negotiating Archival Spaces:  
Exploring Existing Archives and Building New Ones**

Room M301, Marquis Level

*Co-Chairs:* Michelle Niestepski, Lasell College, Newton, MA

Katherine Tirabassi, Keene State College, NH

*Speakers:* Michael DePalma, Baylor University, Waco, TX

Jessica Enoch, The University of Pittsburgh, PA

David Gold, University of Tennessee Knoxville, TN

O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT

Gesa Kirsch, Bentley University, Waltham, MA

Brad Lucas, Texas Christian University, Euless, TX

Liz Rohan, University of Michigan Dearborn

Robert Schwegler, University of Rhode Island, Kingston

Ryan Skinnell, Arizona State University, Tempe

Margaret Strain, University of Dayton, OH

**MW.5 Experimenting with the Practice of Writing**

Room M103, Marquis Level

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

*Speakers:* Anne Bello, University of Massachusetts, Amherst, “Museums as Texts, Classrooms as Exhibits: Using Museum Studies to Re-imagine the ‘Space’ of Composition”

Morgan Lynn, University of Massachusetts, Amherst, “Queer Writing/The Boundaries of Queer”

Andrea Lawlor, University of Massachusetts, Amherst, “Queer Writing/The Boundaries of Queer”

Liane Malinowski, University of Massachusetts, Amherst, “Contesting the Rules: Writing and/as Sport”

**MW.6 “Theater Games for the Composition Classroom”**

Room M105, Marquis Level

*Speakers:* Clyde Moneyhun, Boise State University, ID

Jenn Fishman, University of Tennessee at Knoxville

Nancy Buffington, Boise State University, ID

Doree Allen, Stanford University, CA

**MW.7 A Common Ground in a Sea of Change: Culturally and Linguistically Diverse Writers in the Writing Classroom**

Room M106, Marquis Level

*Chair:* Angela Dadak, American University, Washington, DC

*Co-Chairs:* Steve Simpson, New Mexico Tech, Socorro

Maria Jersky, LaGuardia CC/CUNY, Long Island City

*Speakers:* David Kirkland, New York University, NY

Sarah Nakamaru, Borough of Manhattan Community College (CUNY), NY

Paul Kei Matsuda, Arizona State University, Tempe

Maria Jersky, LaGuardia CC/CUNY, NY

Steve Simpson, New Mexico Tech, Socorro

Todd Ruecker, University of Texas at El Paso

Marohang Limbu, Michigan State University, East Lansing

**MW.8 Making a Case for Tenure and Promotion within/outside Rhetoric and Composition**

Room M303, Marquis Level

*Speakers:* Michael Day, Northern Illinois University, DeKalb

Janice Walker, Georgia Southern University, Statesboro

Cynthia Selfe, The Ohio State University, Columbus

Michael Salvo, Purdue University, West Lafayette, IN

Douglas Eyman, George Mason University, Fairfax, VA

Susan Delagrange, The Ohio State University, Mansfield

Kathie Gossett, Old Dominion University, Norfolk, VA

James P. Purdy, Duquesne University, Pittsburgh, PA

Carrie Lamanna, Colorado State University, Ft. Collins

Risa Gorelick, College of St. Elizabeth, Morristown, NJ

*Respondent:* Cheryl Ball, Illinois State University, Normal

**MW.9 Play/Write 3.0:  
Connecting Game Studies and Composition Pedagogies**

Room M202, Marquis Level

*Speakers:* Kelly Centrelli, CUNY Queens College, Flushing, NY

Jill Morris, Baker College of Allen Park, Allen Park, MI

Scott Reed, Georgia Gwinnett College, Lawrenceville

Wendi Sierra, North Carolina State University, Raleigh, NC

Douglas Eyman, George Mason University, Fairfax, VA

# All-Day Wednesday Workshops

9:00 a.m.–5:00 p.m.

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## W.1 Labor Organizing in Hard Times

Room L504/505, Lobby Level

**Discussion Leaders:** Royal Bonde-Griggs, University of Wisconsin-Milwaukee

Amy Lynch-Binieck, Kutztown University of PA

Seth Kahn, West Chester University of PA

Kevin Mahoney, Kutztown University of PA,

Bill Thelin, University of Akron, OH

Susan Giesemann North, University of Tennessee-Chattanooga

Susan Naomi Bernstein, Queens, NY

Tracy Donhardt, Indiana University Purdue University, Indianapolis

Rachel Riedner, George Washington University, Washington, DC

Kathleen Klompfen, California State University Channel Islands, Camarillo

Jennifer Wingard, University of Houston, TX

Bob Samuels, University of California Los Angeles

*The Working Class SIG will be part of this workshop in the afternoon.*



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## **W.2 New Webs of Relationships: International Dialogue about Higher Education Writing Research**

Room M104, Marquis Level

**Co-Chairs:** Cinthia Gannett, Fairfield University, CT

Christiane Donahue, Dartmouth College, Hanover, NH

**Speakers:** Jonathan Benda, Tunghai University, Taichung, Taiwan, “Translating Research from the Periphery: A Case Study of a Taiwanese Doctoral Candidate Writing Scientific Articles in English”

Monica Behrend, University of South Australia, Adelaide, “The Mediational Role of Online Assignment Writing Resources for International Students in Hong Kong: Access, Achievement and Agency”

Montserrat Castelló, Universitat Ramon Llull, Barcelona, Spain, “Collaborative Revision: Helping Psychology Students Find Their Voice when Writing Their End-of-Studies Dissertation”

Julie Nelson Christoph, University of Puget Sound, Tacoma, WA, “Where There Is No Library: Doing Research at a New University in East Africa”

Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada, “Shifting Traditions: Writing Research in Canada”

Ann-Marie Eriksson, Chalmers University, Göteborg, Sweden, “Achieving Voice through Academic Writing Projects: Appropriating Disciplinary Text Practices in Environmental Engineering Education”

Magnus Gustafsson, Chalmers University of Technology, Göteborg, Sweden, “Peer Response and Anti-Realism for Academic Writing in the Sciences - The Dimension of Student Profiles”

Carol Haviland, California State University, San Bernardino, “Learning About English from Multilingual Students”

Marie-Odile Hidden, Département d’Etudes du Français Langue Etrangère, Bordeaux, France, “Some Writing Traditions in Use in France: Description of an Argumentative Genre”

Stefan Daniel Keller, University of Applied Sciences, Basel, Switzerland, “Advancing ePortfolios as a Mode of Learning through Task Design”

Haroun Ayoub Maalim, The State University of Zanzibar, Tanzania, “An Email Exchange Program between L1 and L2 Students: A Sort of Window on ESL Student Composition?”

Ligia Mihut, University of Illinois at Urbana-Champaign, “Global Selves: ‘The Struggle’ and the ‘Tools’ in Collaborative Research Beyond the U.S. Borders”

*For additional participants please see the online program at [www.ncte.org/conv/cccc](http://www.ncte.org/conv/cccc)*

**W.3      Fuck Tradition!:  
Mapping/Making/Performing/Contesting Queer Relations**

Room M302, Marquis Level

*Chair:* Trixie Smith, Michigan State University, East Lansing

*Speakers:* Matthew B. Cox, Michigan State University, East Lansing

Travis Webster, Michigan State University, East Lansing

Katie Livingston, Michigan State University, East Lansing

Adam Greteman, Michigan State University, East Lansing

Dianna Baldwin, Michigan State University, East Lansing

Casey Miles, Michigan State University, East Lansing

**W.4      We Are Not Alone: Strategic Coalition Building Across  
(Contested) Spaces Serving Basic Writers**

Room M304, Marquis Level

*Co-Chairs:* Hannah Ashley, West Chester University, PA

Shannon Carter, Texas A&M University-Commerce

*Speakers:* Greg Glau, Northern Arizona University, Flagstaff, “Facilitating the Discussion”

Steve Lamos, University of Colorado-Boulder, “Stating Our Mission: The Multifaceted Work of Contemporary BW Programs”

Kelly Ritter, University of North Carolina-Greensboro, “Defining ‘Basic’ in Local Contexts”

Susan Naomi Bernstein, Queens, NY

William Lalicker, West Chester University, PA, “We Are Not Alone: Strategic Coalition Building Across (Contested) Spaces Serving Basic Writers”

Barbara Gleason, City College of New York, NY

Mary Soliday, San Francisco State University, CA, “History of Basic Writing”

Wendy Olson, Washington State University, Vancouver, WA, “Another Open Admissions Context: Basic Writing in the 21st-Century Community College”

**W.5 20th Anniversary Feminist Workshop Retrospective:  
The History and Future of a Space and its Knowledges**

Marquis Ballroom, Salon C, Marquis Level

**Co-Chairs:** Patti Hanlon-Baker, Stanford University, CA

Lindsay Rose Russell, University of Washington, Seattle

Jason Barrett-Fox, University of Kansas, Lawrence

Tammie Kennedy, University of Nebraska at Omaha

**Keynote Speakers:** Kirsti Cole, Minnesota State University, Mankato

Cheryl Glenn, The Pennsylvania State University, University Park

Hallie Lemon, Western Illinois University, Monmouth

Susan Jarrett, University of California, Irvine

**Roundtables:**

1. “Institutional Tales”
2. “Feminist Thinking”
3. “Women Workers in the Academy”
4. “Feminist Pedagogy”

For additional participants please see the online program at [www.ncte.org/conv/cccc](http://www.ncte.org/conv/cccc)

**W.6 Sound Teaching: Bringing Music and Audio into the  
Composition Classroom**

Room L402, Lobby Level

**Co-Chairs:** Stephanie Ceraso, University of Pittsburgh, PA

Daniel Anderson, University of North Carolina at Chapel Hill

**Speakers:** Geoff Sirc, University of Minnesota, Minneapolis, “Annotated Playlists and Music Criticism as Genre”

Spencer Shaffner, University of Illinois, Urbana-Champaign, “Music and Remix Heuristics”

Jason Loan, University of North Carolina at Chapel Hill, “Music and Remix Heuristics”

Zach Laminack, University of North Carolina at Greensboro, “Audio Media Composing Projects”

**W.7 One-on-One with Second-Language Writers**

Room L508, Lobby Level

**Co-Chairs:** Therese Thonus, University of Kansas, Lawrence

Rebecca Day Babcock, University of Texas of the Permian Basin, Odessa

## **W.8 The Web of Meaning: Incorporating Multi-Media Technology into Writing-Intensive Courses**

Room M101, Marquis Level

*Chair:* Ann Russell, Madonna University, Livonia, MI

*Speakers:* Ellen Harcourt, Madonna University, Livonia, MI, “Meeting Students Where They Are: Electronic Media as a Bridge to Academic Language”  
Marian Woyciehowicz Gonsior, Madonna University, Livonia, “Meeting Students Where They Are: Electronic Media as a Bridge to Academic Language”

Neal Haldane, Madonna University, Livonia, MI, “Creating an Online Portfolio/Creating Multimedia Texts”

Kathleen Edelmayer, Madonna University, Livonia, MI, “A Vibrant Conversation: Going Online in Creative Writing, Advanced Composition, Interdisciplinary Studies, and Communication”

Ann Russell, Madonna University, Livonia, MI, “A Vibrant Conversation: Going Online in Creative Writing, Advanced Composition, Interdisciplinary Studies, and Communication/Portfolio Theory: From Paper to the Ethernet”

## **W.9 Situated Invention—Mapping, Documenting, Theorizing, and Contesting Generativity**

Room L506/507, Lobby Level

*Speakers:* Leonora Smith, Michigan State University, East Lansing

Nancy DeJoy, Michigan State University, East Lansing

Jenn Fishman, University of Tennessee, Knoxville

Sarah Arroyo, California State University Long Beach

Jason Wirtz, Hunter College, New York, NY

Steven Lessner, Michigan State University, East Lansing, MI



# Half-Day Wednesday Workshops

Afternoon: 1:30–5:00 p.m.

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**AW.1 Grammar for the Right Brain—Teaching Writing in the Context of Grammar**

International Ballroom A, International Level

*Chair:* Geoffrey Layton, University of Illinois at Chicago

**AW.2 Contesting Institutional Barriers and Boundaries: Engaging the Politics and Pedagogy of Ebonix (and Other Linguistic Varieties of Americans) in Classroom Practice**

International Ballroom B, International Level

*Chair:* Geneva Smitherman, Michigan State University, East Lansing

*Speakers:* Terry Carter, Southern Polytechnic State University, Marietta, GA

Austin Jackson, Michigan State University, East Lansing

David Kirkland, New York University, NY

Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis

Rashidah Muhammad, Governors State University, University Park, IL

Elaine Richardson, The Ohio State University, Columbus

Denise Troutman, Michigan State University, East Lansing

Bonnie Williams, Michigan State University, East Lansing

**AW.3 Standing Peachtree: Trading Ideas about American Indian Rhetorical Texts with “All Our Relations”**

International Ballroom C, International Level

*Speakers:* Rose Gubele, Central Michigan University, Mount Pleasant

Joyce Rain Anderson, Bridgewater State University, MA

Kimberli Lee, Northeastern State University, Tahlequah, OK

Lisa King, University of Kansas and John A. Logan College, Carbondale, IL

Qwo-Li Driskill, Texas A&M University, College Station

Gabriela Ríos, Texas A&M University, College Station

Angela Haas, Illinois State University, Normal, IL

**AW.4 Teaching Writing with Latino/a Students in the South:  
A Workshop Sponsored by the NCTE/CCCC Latino/a Caucus**

Room M102, Marquis Level

*Co-Chairs:* Damián Baca, University of Arizona, Tucson

Cristina Kirklighter, Texas A&M Corpus Christi

*Speakers:* Octavio Pimentel, Texas State University-San Marcos

Cristina Ramírez, Western Technical College, El Paso

Itzi Meztli, Slippery Rock University, PA

Janie J. Santoy, Texas Tech University, Lubbock

Rene M. Moreno, California State University-Northridge

Kendall Leon, Purdue University, West Lafayette, IN

Isabel Baca, University of Texas at El Paso

Iris Ruiz, University of California at San Diego

Aja Martinez, University of Arizona, Tucson

Alexandra Hidalgo, Purdue University, West Lafayette, IN

**AW.5 The Webs We Weave: Connecting and Contesting  
Boundaries through Participatory Acts of Composition**

Room M103, Marquis Level

*Chair:* Kim Haimes-Korn, Southern Polytechnic State University, Marietta, GA

*Speakers:* Kim Haimes-Korn, Southern Polytechnic State University, Marietta, GA, “Maps of the Imagination: Visual Mapping towards Critical Composition”

Ann Parker, Southern Polytechnic State University, Marietta, GA, “Writing in 3-D: New Dimensions in the Composition Classroom through Digital Narratives”

Jeff Greene, Southern Polytechnic State University, Marietta, GA, “Zap! Snikt! Bamf!: Comics and Graphic Novels in the Classroom”

Jeff Orr, Southern Polytechnic State University, Marietta, GA, “Values, Blogs, and Tweets: Ideological Becoming”

Erin Sledd, Southern Polytechnic State University, Marietta, GA, “The Vampire Bestiary: Multimedia Compendiums of the Undead”

Iraj Omidvar, Southern Polytechnic State University, Marietta, GA, “Joining the Conversation in the Network Society: Project-based Citizen Journalism in the Classroom”

**AW.6 Building a Philosophy/Building a Program**

Room M202, Marquis Level

*Co-Chairs:* Brenda Glascott, California State University, San Bernardino

Mary Boland, California State University, San Bernardino

Kimberly Costino, California State University, San Bernardino

Jacqueline Rhodes, California State University, San Bernardino

David Marshall, California State University, San Bernardino

Sunny Hyon, California State University, San Bernardino

**AW.7 Writing as Radical Hybridity:  
An Interdisciplinary Writing Workshop**

Room M106, Marquis Level

*Speakers:* Daisy Levy, Michigan State University, East Lansing  
Suzanne Webb, Michigan State University, East Lansing  
Matt Novak, Michigan State University, East Lansing

**AW.8 Broadening the Circle: Culturally and Linguistically  
Diverse Writers in the Writing Center**

Room M105, Marquis Level

*Co-Chairs:* Angela Dadak, American University, Washington, DC  
Kathryn Nielsen-Dube, Merrimack College, North Andover, MA  
Helena Hall, Loras College, Dubuque, IA  
*Speakers:* Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL  
Ben Raforth, Indiana University of Pennsylvania  
Kathryn Nielsen-Dube, Merrimack College, North Andover, MA  
Helena Hall, Loras College, Dubuque, IA  
Gigi Taylor, University of North Carolina, Chapel Hill  
Angela Dadak, American University, Washington, DC  
Havian Hoang, University of Massachusetts, Amherst  
Christopher DiBiase, University of Massachusetts, Amherst  
Lisha Daniels Storey, University of Massachusetts, Amherst

**AW.9 Informed Inferences:  
Pedagogical Uses of Physical and Digital Archives**

Room M303, Marquis Level

*Co-Chairs:* Amelia Herb, University of Illinois, Urbana-Champaign  
Vanessa Rouillon, University of Illinois, Urbana-Champaign



## CCCC Connected Community - CCCC Talk

Each year, thousands of rhetoric and composition scholars present, discuss, and engage in the latest research, pedagogy, and theory at our annual conference. But limitations surrounding the traditional in-person conference soon surface: a session must end just as the discussion just starts to take off; you forget all of those fantastic online resources with URLs that are impossible to jot down in your notes; or there is simply no way to attend the four sessions you must see that fate has slated inevitably at the very same time slot.

To address these limitations and encourage conversations that can last beyond the annual conference, this year we offer CCCC members our pilot of the new “CCCC Talk” initiative. CCCC Talk uses our new CCCC Connected Community Space.

### Using CCCC Talk, you can:

- Allow for ongoing conversations based on the conference theme
- Link your conference presentation or conference paper for others to read, comment and discuss
- Network with other CCCC members based on similar interests and see what others are working on
- Allow individuals who could not attend CCCC or who could not attend the particular talk still take part in the conference
- Archive conversations about the conference in a more permanent media

**Who can join the conversation?** CCCC presenters can post information about their talks to get discussions going (see guidelines for presenters below). All CCCC or NCTE members, regardless of whether or not you attended the annual conference are encouraged to join in on the discussions.

**Join the conversation at:** <http://ncte.connectedcommunity.org/NCTE/cccc/>

## FOR PRESENTERS: CCCC TALK

1. Visit the CCCC Talk Link and click on “new post”.
2. Title your post using the following guidelines: Code from CCCC Conference Book: Title of Talk.

### **Example: A:12: The Transfer of Writing Across Disciplines**

Your name will be visible on the thread as the thread creator, so no need to put it in the title.

3. In the body text, you should post:
  - a link to your presentation or paper (hosted offsite)
  - An abstract/overview of your talk
  - A set of discussion questions or issues you’d like others to consider
4. Invite others to participate!

## Thursday, April 7

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### **REGISTRATION, 8:00 a.m.–6:00 p.m.**

International Ballroom Exhibit Hall, International Level

### **EXHIBITS, 10:00 a.m.–6:00 p.m.**

International Ballroom Exhibit Hall, International Level

### **Newcomers' Coffee Hour, 7:30 a.m.–8:15 a.m.**

Imperial Ballroom, Salon B, Marquis Level

### **Nominating Committee**

Room L501, Lobby Level

10:00 a.m.–Noon

### **Resolutions Committee**

Room L502, Lobby Level

5:30–6:30 p.m.

### **“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 on the Marquis Level.

Cynthia Selfe, H. Ulman Lewis



# Opening General Session

Marquis Ballroom, Marquis Level

8:30 a.m.–10:00 a.m.

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**Presiding:** *Malea Powell*, Program Chair/CCCC Associate Chair, Michigan State University, East Lansing

**Greetings:** Local Arrangements Chair, Mary Hocks, Georgia State University, Atlanta  
Yvonne Siu-Runyan, NCTE President, Boulder, CO  
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA

## Scholars for the Dream—2011 Recipients

Sonia C. Arellano, Texas State University-San Marcos: A.37  
Shonell Bacon, Texas Tech University, Lubbock: L.05  
Lamiyah Bahrainwala, Michigan State University, East Lansing: B.06  
Michael Sterling Burns, University of Illinois at Urbana-Champaign: M.02  
Lehua Ledbetter, Michigan State University, East Lansing: G.38  
Kelly McLain, University of Alaska Anchorage: K.19  
Caroline Prieto, San Francisco State University, CA: D.18  
Cheyenne Riggs, Texas State University, Austin: K Session  
Elias Serna, University of California, Riverside: D.07  
Reva E. Sias, Syracuse University, NY: H.16

## Previous Scholars for the Dream Award Winners

### 2010

Tamika Barrett, Eileen Ain Shams, R. Candace Epps-Robertson, Fernando Febres, Regina L. Golar, ku'ualoha ho'omanawanui, Vivian García López, Brandy Nalani McDougall, Cruz Medina, Gabriela Raquel Ríos

### 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**

Cedric D. Burrows, Linh Dich, Robin Evans, Maisha T. Fisher, Elisa Marie Norris, Daisy Pignetti, Eric Darnell Pritchard, Adina Sanchez-Garcia, Justin Schapp, Robyn Tasaka

## **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 Vaglianti

## **1999**

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

## **1998**

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

## 1997

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

## 1996

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

## 1995

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

## 1994

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

## 1993

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

## Scholars for the Dream Travel Award Committee

**Chair:** Lena Ampadu, Towson University, Baltimore, MD  
Mahli Mechenbier, Kent State University, OH  
Laura Micciche, University of Cincinnati, OH  
Eric D. Pritchard, University of Texas at Austin  
Adina Sanchez-Garcia, University of Miami, Coral Gables, FL

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—2011 Recipients

Erin R. Anderson, University of Pittsburgh, PA  
Beth Godbee, University of Wisconsin-Madison  
Rebecca Lorimer, University of Wisconsin-Madison  
Ryan Trauman, University of Louisville, KY

## **Chairs' Memorial Scholarship Award Committee**

**Chair:** Bruce Horner, University of Louisville, KY  
Shirley Wilson Logan, University of Maryland, College Park  
Mike Matthews, Tarrant County College Northwest Campus, Fort Worth, TX  
Cynthia Selfe, The Ohio State University, Columbus  
Anne Frances Wysocki, University of Wisconsin-Milwaukee

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**

2010 Iris Deana Ruiz, Jota Samper, Kyle D. Stedman, Kara Taczak  
2009 Tabettha 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 2010–2011 CCCC Research Initiative Recipients**

D. Alexis Hart and Roger Thompson, Virginia Military Institute  
Paul Kei Matsuda and Tanita Saenkhum, Arizona State University  
Michele Eodice, University of Oklahoma, Anne Ellen Geller, St. John's University,  
and Neal Lerner, Massachusetts Institute of Technology

## 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.

Edward M. White, winner of the 2011 CCCC Exemplar Award, will speak.

### Exemplar Award Committee

**Chair:** Carolyn R. Miller, North Carolina State University, Raleigh  
Elissa Caruth, Oxnard College, CA  
Jay Dolmage, University of Waterloo, Ontario, Canada  
Paul A. Prior, University of Illinois at Urbana-Champaign  
Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

### Previous Award Winners:

2010	W. Ross Winterowd
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 Harris
1999	Geneva Smitherman
1998	Janice Lauer
1997	Ann E. Berthoff
1996	Edward P. J. Corbett
1995	James L. Kinneavy
1994	Andrea Lunsford
1993	Richard Ohmann
1992	Janet Emig
1991	Richard Lloyd-Jones



## Chair's Address

Thursday, 8:30–10:00 a.m.

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### It's Bigger Than Comp/Rhet: Contested and Undisciplined

Marquis Ballroom, Marquis Level



**Gwendolyn Pough**

Syracuse University  
New York, NY

The fields that make up CCCC—composition, rhetoric, creative writing, language/linguistics, visual and digital rhetorics, professional writing and communication—are diverse, and much of our work cuts across disciplines within the field and outside of it. As compositionists, we touch the lives of students across our campuses. From two-year colleges to four-year private and public colleges and universities to the Ivy League, almost every student is touched in some way by a first year writing experience. And rhetoric is perhaps one of the original interdisciplinary fields, vital to various disciplines in the academy beyond English and Communication. The span and scope of what we do and what we can do with language is wider than many of us imagine. In fact, the

skills we bring as those who do language are needed in the world now more than ever. Learning to respect the power of language as well as learning how to properly communicate in civil and productive ways are areas that need to be developed both inside and outside of academia. In her 2011 Chair's Address, "It's Bigger Than Comp/Rhet: Contested and Undisciplined," Gwendolyn D. Pough will look at the field as a "sister outsider"—someone who is both inside the field and outside of it, who works in areas of the field that are sometimes marginalized, whose presence is often contested and who has embraced an undisciplined stance—in order to think about the ways we can better maximize our field's diversity and its interdisciplinary strengths. Whether we think of ourselves as researchers, composition theorists, creative writers, linguists, rhetoricians or historians, many of us not only teach writing but we also participate in various writing practices. We all do language. That is our greatest strength, and it is what makes what we do so much bigger than how we draw the disciplinary boundaries around our field and ourselves. As doers of the word who teach others to do what we do, we have an obligation to do it bigger and to reach every place and everyone we can influence. Gwendolyn will offer some reflections and insights on how we might expand our reach in the classroom, beyond the classroom and into the world.

**Gwendolyn D. Pough** is Associate Professor of Writing, Rhetoric, Women's and Gender Studies at Syracuse University and Director of Graduate Studies for the Composition and Cultural Rhetoric Doctoral Program. The author of *Check It While I Wreck It: Black Womanhood, Hip-Hop Culture, and the Public Sphere*, she has also written

numerous essays and articles on black feminism, hip-hop, critical pedagogy and black public culture. She co-edited a special issue of the journal *FEMSPEC* and the critically acclaimed *Home Girls Make Some Noise: A Hip-Hop Feminism Anthology*. She has won numerous grants and awards including the prestigious American Association of University Women Post-Doctoral Fellowship. She is also an award-winning romance author who writes under the pen name Gwyneth Bolton. She has published eleven novels and a novella.



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## A Sessions: 10:30–11:45 a.m.

### *Featured Speaker*

**Sid Dobrin**

### **“A Future of Writing Studies”**

Marquis Ballroom, Salon B, Marquis Level

**Chair:** Joe Hardin, University of Arkansas, Fort Smith

This is a presentation about writing and writing theory, and how changes outside of the field require substantial changes within. Synthesizing diverse discussions of posthumanism, visual/rhetoric, design, materiality, and ecology, the speaker considers what a future of writing studies might look like, if it wants to remain relevant intellectually. In order to engender and encourage conversations of possibility and opportunity in the current, burgeoning, self-critical moment in composition studies, this presentation considers a significant shift in approaches to writing studies that challenges entrenched ideas and assumptions that have defined composition studies—assumptions like the autonomous (student) subject and the role of visuals (in) writing. Such challenges to and within contested disciplinary spaces create discomfort, of course, and part of that discomfort emerges in this presentation as challenges to the mythologies and the removal of the guarantors upon which composition studies has relied, such as the management of student identities. As this presentation argues, however, we must do so in order to map writing studies’ intellectual future beyond composition studies’ academic past.



**Sid Dobrin**

**Sid Dobrin** is Associate Professor in the Department of English at The University of Florida, where for ten years he directed the writing program. He is the author and editor of more than a dozen books about writing, environment, and their intersections. His latest book *Postcomposition* will be published by SIUP in June, 2010. He is co-editor (with Sean Morey) of *Ecosce: Image, Nature, and Visual Rhetoric* (SUNY P, 2009) and co-editor (with J.A. Rice and Michael Vastola) of *Beyond Post-Process* (USUP; Forthcoming, July, 2010). His most recent research focuses on visual rhetoric, posthumanism, and complex ecology. He also co-edits and contributes to the on-line zine Digital Ink!, a free resource for teachers of technical writing.

*Featured Speaker*

**Leslie (Les) Hannah**

**“If the Subaltern Speaks in the Woods ...”**

**Marquis Ballroom, Salon C, Marquis Level**

**Chair:** Erika Strandjord, The Ohio State University, Columbus

**Dr. Leslie D. Hannah** is a citizen of the Wolf Clan, Cherokee Nation. He grew up in rural Adair and Cherokee Counties in Oklahoma; he attended Stilwell Schools.

Dr. Hannah received his Bachelor of Arts, Master of Sciences degrees from Northeastern State University in Tahlequah, OK. He received his Ph.D. in Native American and American Literature and Rhetoric/Literacy Studies from Oklahoma University in Norman.

Dr. Hannah has taught at the following institutions: Northeastern State University, Tulsa Community College, Oklahoma University, Oklahoma City Community College, University of Nevada, Reno, Johns-Hopkins University, Louisiana State University, Kansas State University, and has now returned to NSU where he is the Chair of the Languages and Literature Department, and Director of the Cherokee Language and Studies Programs.

Dr. Hannah completed an invited residency at Oxford University in Oxford, England where he lectured on American Indian theology, presenting “The Soul of the Indian: American Indian Theological Philosophies in Concert and Conflict with Christianity.” He is a frequent lecturer at regional, national, and international conferences and symposiums.

Dr. Hannah attended the inaugural World Universities Forum in Davos, Switzerland where he spoke on pedagogical storytelling in general education and encouraged the G-8 Nations to support General Education.

Dr. Hannah is a 2010 Fulbright Scholar; he taught Native American Studies in Esbjerg, Denmark.

Dr. Hannah is the author of three books: *Ghost Stories from the Cherokee Nation*, *Seven and Seven*, and *M.A.P. for the Essay Examination*.



**Leslie (Les)  
Hannah**

*Featured Session*

## **The State of Dual-Credit/Concurrent-Enrollment Writing Courses**

**Marquis Ballroom, Salon A, Marquis Level**

In this session, we will consider some recent scholarship on dual-credit/concurrent writing courses, especially the recent NCTE book, *College Credit for Writing in High School: The “Taking Care of” Business*, edited by Kristine Hansen and Christine R. Farris. The panelists, all members of the CCCC working group on dual-credit/concurrent enrollment writing courses, will also present data collected in a survey of CCCC, TYCA, and NCTE Secondary Section members. Panelists will also engage the audience in conversation about recent scholarship, the CCCC survey data, and audience members’ experiences with dual-credit/concurrent-enrollment writing courses. This panel’s aim is to provide a closer examination of how existing programs operate, as well as how they are evaluated and researched in order to help us take informed and responsible positions in this controversy.

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

**Speakers:**

**Christine Farris**

Indiana University, Bloomington

**Duane Roen**

Arizona State University, Tempe

**Respondent:**

**Kelly Ritter**

The University of North Carolina at Greensboro



**Christine Farris**



**Duane Roen**



**Kelly Ritter**

*History*

**A.01 Non-Western Rhetorical Theory and Add Al-qahir Al-Jurjani**

International Ballroom A, International Level

**Chair:** James Beasley, University of North Florida, Jacksonville

**Speakers:** James Beasley, University of North Florida, Jacksonville

Timothy Donovan, University of North Florida, Jacksonville

*Research*

**A.02 (Re)Creating the Center:  
Theoretical Approaches for Involving Campus  
Stakeholders in the Design of a Writing Center**

International Ballroom B, International Level

**Chair:** Lisa Tremain, University of California Santa Barbara

**Speakers:** Susannah McGowan, University of California Santa Barbara

Kara Otto, University of California Santa Barbara

Lisa Tremain, University of California Santa Barbara

Lorna Gonzalez, University of California Santa Barbara

*Academic Writing*

**A.03 The Successful Dissertation Boot Camp: Time, Space, and  
Motivation for Writing**

International Ballroom C, International Level

**Chair:** Michael McCamley, University of Delaware, Newark

**Speakers:** Michael McCamley, University of Delaware, Newark

Christine Cucciarre, University of Delaware, Newark

Joseph Turner, University of Delaware, Newark

Kyle Vitale, University of Delaware, Newark

*Language*

**A.04 Rhetorical Analysis of Grammar**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Erin Presley, University of Georgia, Athens

**Speakers:** Patricia Dunn, Stony Brook University, NY, “Challenging Society’s  
Unarticulated Assumptions about Language, Grammar(s), Intelligence,  
and Morality”

Laura Aull, University of Michigan, Ann Arbor, “‘Primitive’ Peoples,  
‘Feminine’ Qualities: Contesting Previous Utterances through Scare  
Quotes”

*Contesting Boundaries*

**A.05 Florida**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Jeff Rice, University of Missouri, Columbia

**Speakers:** Jeff Rice, University of Missouri, Columbia, “Miami”

Craig Saper, University of Central Florida, Orlando, “Epcot”

Bradley Dilger, Western Illinois University, Macomb, “West Palm”

Blake Scott, University of Central Florida, Orlando, “Tallahassee/Orlando”

*Writing Programs*

**A.06 No Such Thing as Community**

Imperial Ballroom, Salon B, Marquis Level

**Chair:** Joyce Walker, Illinois State University, Normal

**Speakers:** Joyce Walker, Illinois State University, Normal, “Interactive Formative Assessment and the Turn to Genre Studies in First-Year Composition”

Erinn Bentley, Western Michigan University, Kalamazoo, “Fostering Instructor Expertise Through Professional Learning Communities”

Jessie Borgman, Lake Michigan College, Benton Harbor, “Interactive Formative Assessment in the Classroom”

*Research*

**A.07 Creating, Studying, and Single-Sourcing a Multimedia Archive Of Student-Teacher Writing Conferences**

Room M101, Marquis Level

**Chair:** David Fisher, University of Arkansas at Little Rock

**Speakers:** Joseph Williams, University of Arkansas at Little Rock, “Artifact Arrangement: Web Publishing For Training, Research, and Assessment”

David Fisher, University of Arkansas at Little Rock, “Research Findings: How Conferences Scaffold Text Formation”

George Jensen, University of Arkansas at Little Rock, “Archive Applications: A Departmental Perspective”

*Contesting Boundaries*

**A.08 Writing the Real World of Student Work**

Room M102, Marquis Level

**Chair:** Rebecca Brittenham, Indiana University at South Bend

**Speakers:** Rebecca Brittenham, Indiana University at South Bend, “The Literacy of Work”

Connie Snyder Mick, University of Notre Dame, IN, “The Dirty Work of Service-Learning”

April Lidinsky, Indiana University at South Bend, “‘Wage Slaves’ Speak Out: Midwestern Monologues”

Jennifer Ahern-Dodson, Duke University, Durham, NC, “Making Writing Matter in the Engaged University: Mapping the Community through Digital Storytelling”

*Theory*

**A.09 The Rhetoric of Apologies: Revealing Contested Relations By Addressing Transgressions**

Room M103, Marquis Level

**Chair:** David Uedoi, University of Hawaii, Honolulu

**Speakers:** Novelynn Rubsamen, University of Hawaii, Honolulu, “Mea Culpa: Apology Paradox”

David Uedoi, University of Hawaii, Honolulu, “How Sorry Are You?: Analyzing the Rhetoric of Political Apologies”

*Community, Civic & Public*

**A.10 Configuring Community Spaces as Literacy Networks for Sustainable Civic Engagement**

Room M104, Marquis Level

**Chair:** Lucia Dura, The University of Texas-El Paso

**Speakers:** Lucia Dura, The University of Texas-El Paso, “Positive Deviance: An Alternative Methodology for Participatory, Grassroots, and Globally Networked Community-Based Work”

Carlos Salinas, The University of Texas-El Paso, “It’s not a Communication Problem: Contesting the Role of Scientific Knowledge in Public Spaces”

Julie Staggers, University of Nevada, Las Vegas, “Whistle Blowing, Activism, and Resistance as Literate Practice”

Denise Tillery, University of Nevada, Las Vegas, “Narratives of Engagement: How a Citizen Organization Tells a Story to Shape their Landscape”

*Teaching Writing & Rhetoric*

**A.11 Rooms, Publics, Centers, Margins: The Pedagogical Locations of Thirdspace**

Room M105, Marquis Level

**Chair:** Spencer Gee, Virginia Tech, Blacksburg, OK

**Speakers:** Frank Farmer, University of Kansas, Lawrence, “Trialogics, or Towards a Spatial Understanding of Rhetorical Invention”

Emily Donnelly, Park University, Parkville, MO, “Discursive Negotiations in the Public Writing Classroom: Soja’s Trialectics and the Language of Process”

Kristen Garrison, Midwestern State University, Wichita Falls, TX, “The Connected Writing Subject: Bakhtin’s Answerability and Thirdspace Ethics”

*Contesting Boundaries*

**A.12 Democracy and Wikipedia: Finding New Connections**

Room M106, Marquis Level

**Chair:** Jo Ann Thompson, Clermont College, Cincinnati, OH

**Speakers:** Melanie Kill, Texas Christian University, Fort Worth, “Wikipedians vs the Encyclopedia: Public Writing in a Professional Genre”

Leah Cassorla, Florida State University, Tallahassee, “Panopticism, Journalism, and Digital Convergence; Oh My!”

Alexandria Lockett, The Pennsylvania State University, State College, “Digital Citizenship and WikiLeaks: Rhetoric and Social Ethics in a Surveillance Society”

*Contesting Boundaries*

**A.13 Kairos as Ambient Environs: Silence, Extracurriculum, and Material Practices as Invention**

Room M107, Marquis Level

**Chair:** Monika Shehi, Lander University, Greenwood, SC

**Speakers:** Maureen Daly Goggin, Arizona State University, Tempe, “Stitching (in) Adversity: Embodied and Hand(y) Knowledge”

Kendra Fullwood, University of Kansas, Lawrence, “Black Preaching: An Extracurriculum of Composition and Rhetoric”

Lisa Bailey, University of South Carolina, Columbia, “Contesting What Happens in the Space/Time of the Classroom: Arguments for a Pedagogy of Silence”

*Theory*

**A.14 From the Country to the City: Rhetorics of Identity and the Composition of Space**

Room M108, Marquis Level

**Chair:** Roxanne Mountford, University of Kentucky, Lexington

**Speakers:** Margaux Deroux, University of Kansas, Lawrence, “Theoretical Landscapes (Into the Wild)”

Robert Topinka, University of Kansas, Lawrence, “Resisting the Fixity of Suburban Space: The Walker as Rhetorician”

Eric Hood, University of Kansas, Lawrence, “Detroit: Strategies for Post-Capitalism”

*Research*

**A.15 What Can Research with International and Generation 1.5 Learners Tell Us about Composition Studies?**

Room M109, Marquis Level

**Chair:** Wallis May Andersen, Oakland University, Rochester, MI

**Speakers:** Qisi Zhang, Indiana University of Pennsylvania, “Coming to America to Study: You Must Be Ambitious and Tough”

Gita DasBender, Seton Hall University, South Orange, NJ, “Literacy History and Writing Abilities of Generation 1.5 Learners: Revelations of Directed Self-Placement”

Eliana Hirano, Georgia State University, Atlanta, “Refugees in Mainstream First-Year Composition: How Much Help Is ‘Too Much Help’?”

*Language*

**A.16 Multilingual Pedagogy**

Room M202, Marquis Level

**Chair:** Carol D. Bollin, Western Illinois University, Macomb

**Speakers:** Nancy Bou Ayash, University of Louisville, KY, “Monolingualism and Multilingualism: Cross-national and Cross-linguistic Perspectives”

Esther Milu, Michigan State University, East Lansing, “Bringing All Our Relations Together through Language: Some Lessons from Multilingualism in Kenyan Hip-hop”

*Writing Programs*

**A.17 Learning Communities and Communities of Practice: Toward Improved Instruction**

Room M302, Marquis Level

**Chair:** Kimberly Edwards, Tidewater Community College, VA

**Speakers:** William Ritke-Jones, Mad River Educational Consulting Services, Montpelier, VT, “Establishing Communities of Practice in Graduate Writing Programs: Lessons for the Future”

J.S. Dunn, Jr., Eastern Michigan University, Ypsilanti, “Assessment as Community Building: Theorizing then Documenting Our Experiences of Successful Literacy Teaching and Learning in a Large-University Writing Program”

*Community, Civic & Public*

**A.18 Rhetorical Flexibility: Language Use in the Contested Space of a Homeless Day Shelter**

Room M303, Marquis Level

**Chair:** A.J. Price, University of North Carolina at Greensboro

**Speakers:** Liz Seymour, Interactive Resource Center, Greensboro, NC  
Elizabeth Chiseri-Strater, University of North Carolina at Greensboro  
Rachel Bowman, University of North Carolina at Greensboro

*Contesting Boundaries*

**A.19 Renovating Composition for the Twenty-first Century: Three Integrations of Science and Composition**

Room M304, Marquis Level

**Chair:** Susan Miller, University of Utah, Salt Lake City

**Speakers:** Michael Zerbe, York College of Pennsylvania, “Of Pens and Paradigm Shifts: Scientific Discourse in Composition Studies”  
M. Isabel Gardett, University of Utah, Salt Lake City, “Student Logics and Contrived Situations: Writing in a Molecular Biology Lab”  
Susan Miller, University of Utah, Salt Lake City, “Composition without Borders: A Medical Writing Group and Our Classrooms”

*Academic Writing*

**A.20 Emotions and Authority in Academic Writing**

Room L401, Lobby Level

**Speakers:** Paula Kristofik, Eastern Kentucky University, Richmond, “An Awful Quiet—Complementary Relations in the Classroom”  
Joseph Berenguel, University of Massachusetts, Amherst, “Writing with Feeling: Unmasking the Struggling Academic Writer”  
Heather Robinson, York College/CUNY, Jamaica, “Access or Exclusion? What Definite Descriptions Can Tell Us about Constructing Academic Authority”

*Institutional and Professional*

**A.21 Looking to the Boundaries:  
Improving Programs by Working Extra-Programmatically**

Room L402, Lobby Level

**Chair:** Keith Miller, Arizona State University, Tempe

**Speakers:** Jennifer Kunka, Francis Marion University, Florence, SC, “Leveraging the Relationship between NSSE Writing Consortium Results and Local Action”

Andrew Dominguez, California State University of Fresno, “Overcoming Boundaries: Obstacles that Prevent Articulation Between Secondary and College Writing Programs”

Mary French, Tarrant County College, Trinity River Campus, Fort Worth, TX, “The Integral Experience: From Developmental Student to Community Leader (Part 2)”

Christi Duque, Tarrant County College, Trinity River Campus, Fort Worth, TX, “The Integral Experience: From Developmental Student to Community Leader (Part 2)”

*Information Technologies*

**A.22 Reconfiguring Student Experiences in Online Writing  
Classes**

Room L403, Lobby Level

**Chair:** Sarah E. Baker, George Mason University, Fairfax, VA

**Speakers:** Fairy Hayes-Scott, Mott Community College, Flint, MI, “Keeping Online Composition Students Plugged In and Pulsating Within and Beyond the Community College Space: Predictors and Pedagogy”

Pamela Hardman, Cuyahoga Community College, Parma, OH, “Teaching Hybrid Composition Courses for the First Time: Narratives of Failure and What We Learned from Them”

Gwyn Enright, San Diego City College, CA, “How far is too far? Bringing Distance Learners into the Community”

Karen Lim, San Diego City College, CA, “How far is too far? Bringing Distance Learners into the Community”

*Community, Civic & Public*

**A.23 Law and Legislation**

Room L404, Lobby Level

**Chair:** Chris L. Massey, Clemson University, SC

**Speakers:** Santosh Khadka, Syracuse University, NY, “‘Public Good’: Even not an Afterthought in Copyright Legislations across Nations”

Deborah Welsh, East Carolina University, Greenville, NC, “Complex Trials and Jurors: How Discourse Analysis Can Reconcile Divergent Knowledge Schemas in the Courtroom”

Anthony Garrison, Kent State University, OH, “The Church/State Relationship: Rhetorical and Political Complexities of Two Legislative Acts and Their Public Documents”

*Writing Programs*

**A.24 Practitioner Inquirers at the Research Family Reunion or “Whatever Happened to Practitioner Research?”**

Room L405, Lobby Level

**Chair:** Harry Denny, St. John’s University, Staten Island, NY

**Speakers:** Sarah Liggett, Louisiana State University, Baton Rouge, “Reflective vs. Reflexive Stances: Reclaiming and Transforming the Value of Practitioner Inquiry”

Steven Price, Mississippi College, Clinton, “Practitioner Inquiry as Methodology: Narrative Inquiry and Pragmatic Inquiry”

Kerri Jordan, Mississippi College, Clinton, MS, “Practitioner Inquiry at Work: Problem Posing and Pathways of Investigation”

*Teaching Writing & Rhetoric*

**A.25 Defining and Addressing Expectations for L2 Writers across the Disciplines**

Room L406, Lobby Level

**Chair:** Michelle Hall Kells, University of New Mexico, Albuquerque

**Speakers:** Lindsey Ives, University of New Mexico, Albuquerque

Tom Pierce, Central New Mexico Community College, Albuquerque

Amy Christensen, Central New Mexico Community College, Albuquerque

Michael Schwartz, University of New Mexico, Albuquerque

*Teaching Writing & Rhetoric*

**A.26 What's the Question?—Theorizing the Question in Writing Studies**

Room L503, Lobby Level

**Speakers:** Matthew Capdevielle, University of Notre Dame, IN, “The Writerly Question in Non-Directive Writing Center Tutorials”

Patrick Clauss, University of Notre Dame, IN, “Questioning with Authority: Teaching The Art of Good Questions to Graduate Teaching Assistants”

Mitch Nakaue, University of Notre Dame, IN, “Asking, Receiving, Knowing: The Act of Writing in the Undergraduate Research Process”

*Contesting Boundaries*

**A.27 SuhI, Rhetorical Sovereignty, and Solidarity: Epistemological Models for Contesting Injustice and Pursuing Peace**

Room L504, Lobby Level

**Chair:** Eric Pritchard, The University of Texas at Austin

**Speakers:** Rasha Diab, The University of Texas at Austin, “Toward a Visionary Critique for Peace”

Sundy Watanabe, The University of Utah, Salt Lake City, “Reframing Rivaling for Indigenous Epistemological Visibility”

Beth Godbee, University of Wisconsin-Madison, “‘I hear your voice when I write’: Embodying Epistemic Rights to Speak through Solidarity”

**Respondent:** Eric Pritchard, The University of Texas at Austin

*Contesting Boundaries*

**A.28 Contested Evolutions: Modern Science on the Farm and in the Home**

Room L505, Lobby Level

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

**Speakers:** Casey J. Rudkin, Temple University, Philadelphia, PA, “Cooperative Extension Services and the Undermining of Generational Female Knowledge”

Erin Branch, University of North Carolina at Chapel Hill, “Reclaiming Domestic Space: Midcentury Women Resist Culinary Regimentation”

Oren M. Abeles, The University of North Carolina at Chapel Hill, “Contesting Darwin: Agriculture, Policy, and Politics”

*Teaching Writing & Rhetoric*

**A.29 Plagiarism and Ethics: Working within the (Murky) Space**

Room L506, Lobby Level

**Co-Chairs:** Tracey Baker, University of Alabama at Birmingham

Irwin Weiser, Purdue University, West Lafayette, IN

**Speakers:** Tracey Baker, University of Alabama at Birmingham, “Plagiarism and Ethics: Surveying Faculty and Students”

Jennifer Greer, University of Alabama at Birmingham, “Plagiarism and Ethics: Finding a Compass for Decisions about Authorship”

Julia Austin, University of Alabama at Birmingham, “Plagiarism and Ethics: Strategies for Nurturing Ethical Writers”

*Contesting Boundaries*

**A.30 The Power of Stories: Narrative as Action**

Room L507, Lobby Level

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

**Speakers:** Laura Brady, West Virginia University, Morgantown, “Composing Stories”

Nathalie Singh-Corcoran, West Virginia University, Morgantown, “Changing Stories”

Jo Ann Dadisman, West Virginia University, Morgantown, “Teaching Stories”

*Teaching Writing & Rhetoric*

**A.31 Rubrics, Peer Response, and Student Self-Assessment**

Room L508, Lobby Level

**Chair:** John Hyman, American University, Washington, DC

**Speakers:** Scott Geisel, Wright State University, Dayton, OH, “Analytical Steps toward Creating Self-Sufficient Writers: Rubrics, Peer Response, and Self Assessment”

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

Susan DeRosa, Eastern Connecticut State University, Willimantic, “Choices Writers Make: Re-Shaping the Realities of Peer Review in First-Year Writing”

Lisa Johnson-Shull, Washington State University, Pullman, “The Ink Left Behind: Failure, Nonsense and Cruelty in Peer Responses to Student Papers”

*Contesting Boundaries*

**A.32 Contesting Space, Boundaries, and Power:  
A Wider Field of Vision for Creative Writing, Professional  
Writing, and the Writing Center**

Room A701, Atrium Level

**Chair:** Dianne Donnelly, University of South Florida, Tampa

**Speakers:** Dianne Donnelly, University of South Florida, Tampa, “Cross-Pollination: The Hybridization of Creative Writing”

Debra Bacon Noonan, University of South Florida, Tampa, “The New Geography of Professional Writing: Building Identities in Virtual Communities”

Kim Murray, University of Central Florida, Orlando, “From Fields to Furrows and Back Again: Building Fences and Bridging Gaps in the Writing Center”

**Respondent:** Ellen Cushman, Michigan State University, East Lansing

*History*

**A.33 Elocution and Affective Eloquence**

Room A702, Atrium Level

**Chair:** Julie Nichols, Utah Valley University, Orem

**Speakers:** Elizabeth Kalbfleisch, University of Minnesota, Minneapolis, “Aristotle and the Institutional Needs of a Nascent Discipline”

Jonathan Stone, The University of Illinois, Urbana-Champaign, “The Sound of Rhetoric: Contesting Visualist Hegemony Across the Histories of Aural, Affective Eloquence”

Lisa Suter, University of Tampa, FL, “Our Relations and Their (Combative) Orations: The National Association of Elocutionists and Oratorical Contests in the Late Nineteenth Century”

*Information Technologies*

**A.34 Network Relations: Dialogic Composing Across Literacy  
Spaces**

Room A703, Atrium Level

**Chair:** Lynn Lewis, Oklahoma State University, Stillwater

**Speakers:** Lynn Lewis, Oklahoma State University, Stillwater, “Uneasy Spaces: From Meme Pandemic to Global Literacy”

Devon Fitzgerald, Millikin University, Decatur, IL, “Literacy of the Nostalgic: The Digital Archive and the Romance of Representation”

Huatong Sun, Miami University, Oxford, OH, “Local Uptakes of Global Discourse: Nurturing Global Literacies”

*Theory*

**A.35 Rhetoric in Liminal Spaces: Disability Memoir, In/ter/dependent Scholarship, and Solace**

Room A704, Atrium Level

**Chair:** Morris Young, University of Wisconsin, Madison

**Speakers:** Margaret Price, Spelman College, Atlanta, GA, “The Liminal Academic Space of Independent Scholars with Mental Disabilities”

Michelle Hite, Spelman College, Atlanta, GA, “The Rhetorical Ambiguity of Solace: Malls as Liminal Spaces”

Cynthia Lewiecki-Wilson, Miami University, Oxford, OH, “Rhetoric in Liminal Spaces: New Directions in Rhetorical Agency”

**Respondent:** Morris Young, University of Wisconsin, Madison

*Research*

**A.36 Acting Inventively: Rhetorical Perspectives of Writing Expertise**

Room A705, Atrium Level

**Chair:** Stewart Whittemore, Auburn University, AL

**Speakers:** Stewart Whittemore, Auburn University, AL, “Habit and the Acquisition of Workplace Writing Expertise”

Kevin Roozen, Auburn University, AL, “Re-Situating Expertise: A Case for Polycontextual Perspectives of Disciplinary Development”

Derek Van Ittersum, Kent State University, OH, “Cunning Experts: Integrating Technical Expertise in Writing Instruction”

*Contesting Boundaries*

**A.37 Crossing the Chicana/o Border into Academia: Using Outside Communities to Teach on the Inside of Academia**

Room A706, Atrium Level

**Chair:** Jaime Armin Mejía, Texas State University, San Marcos

**Speakers:** Sonia Arellano, Texas State University, San Marcos, “Relationships with Land and Religion: The Migrant Farm Worker Experience as a Matrix for Student Identity”

Sarah Olivas, Texas State University, San Marcos, “Using Mexican American Pentecostal Rhetorical Practices in the Composition Classroom”

Blanca Loya, Texas State University, San Marcos, “Difference and Dominance: Relating Chicano Hip-hop Graffiti Images in Higher Education”

*Contesting Boundaries*

**A.38 Listening To/For Embodied Rhetorics: Making Meaning across Difference as an Act of Alliance Building**

Room A707, Atrium Level

**Chair:** Gabriela Raquel Ríos, Texas A&M University

**Speakers:** Gabriela Raquel Ríos, Texas A&M University, College Station  
Stephanie Wheeler, Texas A&M University, College Station, “Music as a Universal Language?: Challenging Abelism in the Construction of the Language of Music and Embodied Forms of Experience”

Garrett Wedekind Nichols, Texas A&M University, College Station, Texas, “How You Live Your Life Behind Closed Doors: Valuing Feeling as Partial Perspective in Understanding Embodied Rhetorics”

*Institutional and Professional*

**A.39 Using *English Journal* as a Bridge between College and High School Writing Teachers**

Room A708, Atrium Level

**Chair:** Ken Lindblom, Stony Brook University, NY

**Speakers:** Sara Hillin, Lamar University, Beaumont, TX, “The Influence of *English Journal* Authors on Future High School Teachers”

Ken Lindblom, Stony Brook University, NY, “Invigorating the Conversation: *English Journal* as a Contact Zone between High School and College Writing Teachers”

Missy Nieveen Phegley, Southeast Missouri State University, Cape Girardeau, “Cross-Level Collaboration: Using Technology to Inspire High School and College Students to Talk about Their Writing”

Elizabeth Brockman, Central Michigan University, Mt. Pleasant, “How University Assessment Can Build Bridges between College and High School Writing Teachers”

**Respondent:** Lil Brannon, University of North Carolina, Charlotte



## B Sessions: 12:15–1:30 p.m.

### *Featured Speaker*

#### **Gary Greene**

#### **Secrets of Cherokee History: A Storyteller's View**

Marquis Ballroom, Salon C, Marquis Level



**Gary Greene**

**Chair:** Rochelle Harris, Kennesaw State University, GA

**Gary Greene** is a professional storyteller and songwriter with deep roots in north Georgia. A native of Rome, Georgia, Greene served as an interpretive guide for New Echota and Etowah state historic sites. He also completed the Cherokee Nation History course with Dr. Julia Coates and Principal Chief Chad Smith. These experiences helped shape and deepen his understanding of Native history in this region. This understanding is reflected in his stories and songs.

Greene has participated in storytelling at MayFest, the Tale Spin Festival, and the Smoky Mountain Storytelling Festival. He has completed workshops with the best storytellers in the country: Donald Davis, Sheila Kay Adams, Kathryn Tucker Windham, Gayle Ross, and Lloyd Arneach. Gary is a member of the Rome Area Songwriters Association and recently had his first solo show, “A Night With Gary Greene.” He regularly performs with Cherokee flutist Tommy Wildcat at the Chieftains Museum and was featured in a television program, “The Songwriter,” produced by Southwind Sound. Greene’s first CD, *The Grand Imagineer*, was released in 2002. He is currently at work on his first storytelling CD, *Tales from the Enchanted Land of the Cherokee*. He can be found online at the “Friends of Gary Greene” Facebook group.

For the last few years, Greene has traveled to schools throughout the state of Georgia, telling stories and singing. His programs focus on Cherokee culture, New Echota, Sequoyah, Appalachian Jack tales, folk tales, and family stories. He has been told by children that his stories contain magic.

*Featured Session*

**Transversing Narratives in the Margins:  
The Audacity of One (and All) to Contest the Boundaries  
of Race, Gender, Age, Culture, and Religion**

Marquis Ballroom, Salon B, Marquis Level

Each of these accomplished scholars will discuss narratives from their own diverse background. These narratives will address the successes, the constraints, and the challenges of teaching rhetoric that transcends the boundaries of race, gender, age, culture, and religion.

***Chair:***

**Sheldon B. Wrice**

University of Akron, OH

***Speakers:***

**Lena Ampadu**

Towson University, MD, “The Imperfect Union of David Walker, Frederick Douglass, Barack Obama and the African American Rhetorical Tradition”

**Elsa Rogers**

Hodges University, Fort Myers, FL, “Informing, Protesting, and Calling to Action: Rhetorical Narratives of the Modern-Day Griot”

**Akua Duku Anokye**

Arizona State University, Glendale, “‘Grandma’s Hands’: How Age Implicates Rhetorical Relations”

**Mary Alice Trent**

Oral Roberts University, Tulsa, OK, “The Rhetoric of Dis(Grace), Christian Charity, and Ethos: Narratives of the Tulsa Race Riots Finding a Platform for Civic Discourse”



**Lena Ampadu**



**Elsa Rogers**



**Akua Duku  
Anokye**



**Mary Alice Trent**

*Community, Civic & Public*

**B.01 Origin Stories: Mythos, Realism, and the Real**

International Ballroom A, International Level

**Chair:** Erin Boade, Drew University, Madison, NJ

**Speakers:** Nicole McFarlane, Clemson University, SC, “Remembered, Mystified, Forgotten: The Rhetoric of ‘Racial Regality’ in the Great Kings and Queens of Africa Posters”

Erin Boade, Drew University, Madison, NJ, “At Last, the Speakable: Ethos and Logos in Toni Morrison and Nell Painter”

Michelle Dacus Carr, Clemson University, SC, “Kara Walker and the Manirhetorics of Silhouette”

*Institutional and Professional*

**B.02 Between the Global and the Postcolonial: Intercultural Models of English and Technical Communication Education**

International Ballroom B, International Level

**Chair:** Rich Rice, Texas Tech University, Lubbock

**Speakers:** Kanika Batra, Texas Tech University, Lubbock, “‘Programming’ Communication Studies in India”

Ritu Raju, Houston Community College Northwest, TX, “Bridging the Technical Communication Gap: Opportunities in India for American 2-year Institutions”

Marc Wilson, Ivy Tech State College, Richmond, IN, “The Cultural Turn in U.S. Community College Education”

Rich Rice, Texas Tech University, Lubbock, “Reading and Writing Textbook Creation for Practical Learning”

*Theory*

**B.03 New Locations, Histories, and Possibilities for Social Justice and Democracy in College Composition**

International Ballroom C, International Level

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

**Speakers:** Benjamin Kuebrich, Syracuse University, NY, “Consensus Process as Embodied Activism: What the Global Justice Movement can Teach us about Student Agency”

Andrew Ogilvie, Loyola Marymount University, Los Angeles, CA, “Pragmatism, Dewey, and Service Learning: Reconsidering Community and Democracy in the Composition Classroom”

KJ Peters, Loyola Marymount University, Los Angeles, CA, “Why Did the Jesuits Teach Non-Catholic Students? Moral Reasoning, Eloquencia Perfecta, and the Pragmatism of a Just Society”

Maureen Fitzsimmons, Loyola Marymount University, Los Angeles, CA, “The Medieval Believing Game”

*Institutional and Professional*

**B.04 The Rhetorical Work of Policy and Position Statements in Composition Studies**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Mya Poe, The Pennsylvania State University, University Park

**Speakers:** Scott Wible, West Virginia University, Morgantown, “What Archives Reveal about the CCCC’s Language Policies”

Stuart Selber, The Pennsylvania State University, University Park, “The Ideological Functions Of Institutional Policy Statements in Digital Contexts”

Christina Ortmeier-Hooper, The University of New Hampshire, Durham, “(Re) positioning the CCCC Statement on Second Language Writing and Writers”

**Respondent:** Libby Miles, University of Rhode Island, Kingston

*Contesting Boundaries*

**B.05 How I Stopped Worrying the Book and Learned to Love Digital Filmmaking**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Bonnie Lenore Kyburz, Utah Valley University, Provo

**Speakers:** Bonnie Lenore Kyburz, Utah Valley University, Provo, “How I Learned to Stop Worrying the Book and Love Digital Filmmaking”

Julie Platt, Michigan State University, East Lansing, “The Dream of a Common Silence: Poetry beyond Print Culture”

Todd Taylor, University of North Carolina, Chapel Hill, “In Your Face”

*Contesting Boundaries*

**B.06 Language Play and Transcultural Rhetorics**

Imperial Ballroom, Salon B, Marquis Level

**Chair:** Sarah Read, University of Washington, Seattle

**Speakers:** Tonya Stremlau, Gallaudet University, Washington, DC, “Boundaries and Bridges: Using Language Play to Build Connections in Contested Language Space in a Bilingual Classroom”

Lamiyah Bahrainwala, Michigan State University, East Lansing, “(con)Fused Arab Textuality: The Text-Messaging Language Of Bilingual Arab Youth”

Kristina Gutierrez, University of Texas at San Antonio, “Ecological Relations among Mexican American Students’ Cultural, Social, and Academic Situated Literacies”

*Information Technologies*

**B.07 Applying Gaming and CMC Theories to Writing Instruction**

Room M101, Marquis Level

**Chair:** Josh Lederman, Indiana University of Pennsylvania

**Speakers:** Cynthia Davidson, Stony Brook University, Stony Brook, NY, “Cyborg Literacy Acquisition through Second Life: Contesting Old-School Paradigms in Virtual Spaces”

Leigh Jonaitis, Bergen Community College, Paramus, NJ, “Troubling Discourse: Basic Writing and Computer-Mediated Technologies”

Kristen Miller, Tuskegee University, AL, “Principles of Scaffolding in Video Game Design and Applications for the Instruction of Writing”

*Contesting Boundaries*

**B.08 Our Writing Relations:  
Systems of Genres from Three Perspectives**

Room M102, Marquis Level

**Chair:** Megan O’Neill Fisher, Virginia Tech, Blacksburg

**Speakers:** Kerry Dirk, Virginia Tech, Blacksburg, “The ‘Research Paper’ Prompt: Dialogic or Fake Utterance?”

Matthew Sharp, Virginia Tech, Blacksburg, “Mediating University Brand”

Scott Kowalewski, Virginia Tech, Blacksburg, “The Ecology of Digital Video Compositions”

*Writing Programs*

**B.09 OWL – Tales: Ongoing Scholarship and Stories from the Online Writing Lab**

Room M103, Marquis Level

**Co-Chairs:** Melody Pickle, Kaplan University, Chicago, IL

Belinda Kramer, Long Island University, Brookville, NY

**Speakers:** Angela Gonzalez, Whitworth University, Spokane, WA, “Responding to Student Needs for a New Writing Center Space: On Campus and Online”  
Mary E. Wyeth, Adelphi University, Garden City, NY, “Tutor Training Leads to Kanoodling in Moodle”

Emily Nye, University of Hawaii, West Oahu, Pearl city, “Exploring Online Tutoring: Tales of a Hawaiian OWL”

Angela Clark-Oates, Arizona State University, Tempe, “(Re)Training Writing Tutors for the Online Environment”

Melody Pickle, Kaplan University, Chicago, IL, “Big Dreams: Reaching Students in a Virtual World”

Belinda Kramer, Long Island University, Brookville, NY, “If you Build It They Will Skype”

*Information Technologies*

**B.10 The Untamed Virtual World: Making Interesting Mistakes in Online Teaching Spaces**

Room M104, Marquis Level

**Chair:** Andrew Wright, University of Michigan-Dearborn

**Speakers:** Randal Woodland, University of Michigan-Dearborn, “Can Anyone Tell Me How to Shoot My Gun?” Confusion, Distraction, and Chaos in the Virtual Classroom

Andrew Wright, University of Michigan-Dearborn, “Pay Attention to the Man behind the Curtain: The Social Persona of Online Teachers and Students”

Anne-Marie Yerks, University of Michigan-Dearborn, “Class Blogs and Public Identity”

*Contesting Boundaries*

**B.11 The Science and Art of Transfer Revisited**

Room M105, Marquis Level

**Chair:** Nicole B. Wallack, Columbia University, New York, NY

**Speakers:** Nicole B. Wallack, Columbia University, New York, NY, “Forget Everything They Taught You in High School’: Fostering Positive Transfer to College”

Alfred Guy, Yale University Center for Writing Instruction, New Haven, CT, “The Neurodynamics of Transfer”

Natalie Friedman, Vassar College, Poughkeepsie, NY, “The Three ‘R’s’: Reading, Writing, and Research and the Fear of Failure”

Kristin Dombek, Princeton University, NJ, “From Writing to the Disciplines, with Love”

*Contesting Boundaries*

**B.12 Stitches of Materiality:  
Disrupting Deviation with Visual Arguments**

Room M106, Marquis Level

**Chair:** John Pell, Elon University, NC

**Speakers:** Christopher Carter, University of Oklahoma, Norman, “Spectacles of Dissent: Ted Streshinsky and the Photography of Protest”

Vanessa Kraemer Sohan, University of Louisville, KY, “Investigating Discourses of Deviation and Error: The Gee’s Bend Quilts as Heuristic”

M. Melissa Elston, Texas A&M University, College Station, “Kent Monkman: Subverting European Visual Discourses of Gender and Geography”

*Contesting Boundaries*

**B.13 Beyond Boundaries: Hybrid Discourse, Transatlantic Perspectives, and Cacophony**

Room M107, Marquis Level

*Chair:* Natalie L. Belcher, Delaware State University, Dover

*Speakers:* Shevaun Watson, University of Wisconsin-Eau Claire, “Contested Spaces in Transatlantic Spaces: Rhetorical History within the African Disapora”

Clay Walker, Wayne State University, Detroit, MI, “Hybrid Discourses as Internalized Boundary Crossing: An Archival Study of César Chávez and the United Farm Workers”

Denise Valdes, Syracuse University, New Hartford, NY, “A Cacophony of Voices: Contested Views Surrounding the Sterilization of Puerto Rican Women”

*Theory*

**B.14 Theorizing Critical and Third-Space Pedagogies**

Room M108, Marquis Level

*Chair:* Christine W. Heilman, Miami University, Oxford, OH

*Speakers:* Allison Parker, South Mountain Community College, Phoenix, AZ, “Full-Frontal Pedagogy: Jane Gallop vs. bell hooks in the Sexualized Classroom”

Kristopher Lotier, The Pennsylvania State University, University Park, “Freire and Foucault: A Critique of Critical Pedagogy”

Candace de Leon-Zepeda, University of Texas at San Antonio, “Composition and 3rd Space Chicana-Feminist Theory: A Framework on Body, Space, Pedagogy and Praxis”

*Research*

**B.15 Contradictions, Complications, and Communities in Science Rhetorics**

Room M109, Marquis Level

*Chair:* Desi Bradley, California State University, Northridge

*Speakers:* Kelly Pender, Virginia Tech, Blacksburg, “Previvor Rhetoric and the Neo-Liberal Rationality of Genetic Selfhood”

Susan Gardner, Southwestern Adventist University, Keene, TX, “Science Means Writing: Mentoring Biomedical Researchers”

*Language*

**B.16 Code-Switching, Code-Meshing, and Contrastive Rhetoric**

Room M202, Marquis Level

**Chair:** Kyle Stedman, University of South Florida, Tampa

**Speakers:** Raymond Oenbring, The College of The Bahamas, Nassau, “Attitudes to Standard English among Students and Composition Instructors in an English Creole Speaking Community: The Case of the Bahamas”

Jeremy Gillette-Newman, Northeastern University, Boston, MA, “Multilingual Approaches for ELL Students in College Writing”

*Writing Programs*

**B.17 Faculty Knowledge, Faculty Development, and Institutional Relations**

Room M302, Marquis Level

**Chair:** Eleanor Welsh, Chesapeake College, MD

**Speakers:** Reed Chewning, Limestone College, Gaffney, SC, “Engaging All of Our Relations: Working with Diverse (and Sometimes Skeptical) Faculty across Disciplines in a Small Liberal Arts College (Campuses)”

Erin Pushman, Limestone College, Gaffney, SC, “Engaging All of Our Relations: Working with Diverse (and Sometimes Skeptical) Faculty across Disciplines in a Small Liberal Arts College (Campuses)”

*Community, Civic & Public*

**B.18 Public Memory in Local Space**

Room M303, Marquis Level

**Chair:** Lauren Obermark, Ohio State University, Columbus

**Speakers:** Jennifer Haley-Brown, University of Arizona, Tucson, “‘Moving Memories’ in Arizona: Interruption as a Tactic for Shaping Spaces of Memory”

Lauren Obermark, Ohio State University, Columbus, “Writing Spaces, Writing Memories”

*Contesting Boundaries*

**B.19 Making, Doing, and Undoing English Studies**

Room M304, Marquis Level

**Chair:** Laura Micciche, University of Cincinnati, OH

**Speakers:** Joe Marshall Hardin, University of Arkansas-Fort Smith, “Disciplinary Cosmopolitanism”

Mica Darley Emerson, University of Cincinnati, OH, “Deconstructing Genre, Reconstructing Meaning”

Laura Micciche, University of Cincinnati, OH, “Writing Relations”

Eve Wiederhold, George Mason University, Fairfax, VA, “Writing as Material Relation”

*Academic Writing*

**B.20 Writing in the Disciplines (WID) Programs and Interdisciplinary Curricula**

Room L401, Lobby Level

*Chair:* George Diamond, Moravian College, Bethlehem, PA

*Speakers:* Teresa Henning, Southwest Minnesota State University, Marshall, “Ecopreneurship and the Undergraduate Writing Major: Building Sustainable Connections Among Relations, Spaces, and Disciplines”

Steven Youra, California Institute of Technology, Pasadena, “The Name(s) Beneath the Title: From Ghostwriting to Hyperauthorship”

Yashi Lee, California State University, Fresno, “If You Care, It Shows: Mirrored Expectations of an Upper-Division Writing Course”

*Institutional & Professional*

**B.21 Exploring Professional Identities: Knowledge, Status, and Preparation**

Room L402, Lobby Level

*Chair:* Carol Anne Johnson, Atlanta Metropolitan College, GA

*Speakers:* Peter Khost, Stony Brook University, NY, “Scholarship and the Non-Tenure Track PhD: What to Do, How, and Why(?)”

Donald Unger, Purdue University, West Lafayette, IN, “A Tactical Refiguring of the Graduate Student in Composition: Case Studies of First-Year Composition Instructors”

Brett Griffiths, University of Michigan, Ann Arbor, “‘I Wish They Understood What We Do’: Contested Knowledge and Tense Relations, Making Visible some of the Institutional, Cultural, and Professional Influences on the Pedagogical Practices at Community Colleges”

*Information Technologies*

**B.22 Multimedia and Critical Pedagogy**

Room L403, Lobby Level

*Chair:* Antony Ricks, Florida State University, Tallahassee

*Speakers:* Elizabeth Losh, University of California, San Diego, “Channeling Obama: Tropes of Transparency, Public Rhetorics, and Classroom Models”

Mary Lourdes Silva, University of California, Santa Barbara, “Designing the Next Generation of Composition Textbooks: The 4-Minute YouTube Video”

Tisha Turk, University of Minnesota Morris, “Vidding and Vidwatching as Multimedia Literacies”

*Community, Civic & Public*

**B.23 Exploring the Immigration “Problem”**

Room L404, Lobby Level

**Chair:** Rick Dorn, Miami, FL

**Speakers:** Steven Accardi, Arizona State University, Tempe, “Tracing the Rhetorical Marker ‘Illegal’ and Its Role in the Deaths of Thousands of ‘Illegal’ Immigrants”

Gale Coskan-Johnson, Brock University, St. Catharines, Ontario, Canada, “Troubling Citizenship: Contesting Civic Engagement in an Era of Immigration ‘Crises’”

Sarah Sloane, Colorado State University, Fort Collins, “Inventing Guatemala: A Feminist View of the Ethics of Writing”

*Writing Programs*

**B.24 Untangling the Web of Relations in the Undergraduate Writing Major**

Room L405, Lobby Level

**Chair:** Deborah Balzhiser, Texas State University, San Marcos

**Speakers:** Katherine Mack, University of Colorado, Colorado Springs

Traci Freeman, University of Colorado, Colorado Springs

Michelle Neely, University of Colorado, Colorado Springs

K. Alex Ilyasova, University of Colorado, Colorado Springs

*Teaching Writing & Rhetoric*

**B.25 Writing about Nature, Learning From Silence, Borrowing From Ecology: How Contemplative Practices Change What We Write and How We Teach**

Room L406, Lobby Level

**Chair:** Janine DeBaise, SUNY-ESF, Syracuse

**Speakers:** Janine DeBaise, SUNY-ESF, Syracuse, “Learning from Ecology: Writing as a Way of Listening to Place”

Lorianne DiSabato, Keene State College, NH, “The Observing I: Using Nature Journals in an Interdisciplinary First-Year Writing Course”

Kurt Stavenhagen, Syracuse University, NY, “‘Wherever You Go, There You Are’: Using Meditation in the Writing Classroom as a Place-Based Practice of Inquiry”

*Teaching Writing & Rhetoric*

**B.26 Contesting Views of Expertise in Peer Review**

Room L503, Lobby Level

**Chair:** Laura Schmidt, Carnegie Mellon University, Pittsburgh, PA

**Speakers:** Alexis Teagarden, Carnegie Mellon University, Pittsburgh, PA, “Getting What You Ask For? A Comparison of Peer Review Tasks and Results in First-Year Writing Sections”

Necia K. Werner, Carnegie Mellon University, Pittsburgh, PA, “‘The Business of Science’: Epistemic and Non-Epistemic Values in Arguments about Blind Peer Review”

Laura Schmidt, Carnegie Mellon University, Pittsburgh, PA, “Peer Review in Oral Deliberation”

*Contesting Boundaries*

**B.27 Composition versus “Criterion”: Toward a Common Language of Writing at the University and Beyond**

Room L504, Lobby Level

**Chair:** Jennifer Mayer, California State University, Fresno

**Speakers:** Ginny Crisco, California State University, Fresno, “Criterion” and Conversation: Translating Theories of Writing for Public Discussion”

Sharla Seidel, California State University, Fresno, “Criterion”: Reinforcing Formalist Notions of Writing for Instructors and Students”

Jennifer Mayer, California State University, Fresno, “Lost in (No) Space: “Criterion” and Challenges for Reflection”

*Contesting Boundaries*

**B.28 Transliteracy in Three Keys: Creating Meaning in Transitions**

Room L505, Lobby Level

**Chair:** Angela Crow, Georgia Southern University, Statesboro

**Speakers:** Lori Amy, Georgia Southern University, Statesboro, “Transliterations and the Transnational in Transition”

Chidsey Dickson, Lynchburg College, VA, “Tropes of Meaning in Print and Multimodal Composition”

Angela Crow, Georgia Southern University, Statesboro, “Transliteracy: Mid-Career Adjustments to Ways of Knowing”

*Contesting Boundaries*

**B.29 Generation Vet: Composing with a New Student Population**

Room L506, Lobby Level

**Chair:** Lisa Langstraat, Colorado State University, Fort Collins

**Speakers:** Robert Hazard, College of DuPage, Glen Ellyn, IL, “From Combat Zone to Contact Zone: Opening Spaces for Vets in Writing Classes”

Lisa Langstraat, Colorado State University, Fort Collins, “Vets-Only: Transitional Literacies and Veteran-Designated Composition Courses”

Sandra Jang, USMAPS, Fort Monmouth, NJ, “Songs of Experience: When Veterans Work with New Soldiers in Composition Courses”

*Teaching Writing & Rhetoric*

**B.30 Investigating Genre Awareness in Literature, Science, and Composition: Crossing Boundaries to Create a Writing Pedagogy that Transfers**

Room L507, Lobby Level

**Chair:** Heather Hill, University of Washington, Seattle

**Speakers:** Heather Hill, University of Washington, Seattle “Telling What They Know, Performing What They Say: Genre Awareness and the Transferability of Writing”

Christopher Martin, University Of Washington, Seattle, “Contesting the Space of Literature in Composition Classes: An Interdisciplinary Approach to the Teaching of Genre Awareness”

Joleen Hansen, University of Wisconsin-Stout, Menomonie, “Knowing More Than They Can Tell: An Assessment of Genre Awareness among Students in Writing Intensive Zoology and Civil Engineering Courses”

*Teaching Writing & Rhetoric*

**B.31 Workload, Portfolios, and Student Learning**

Room L508, Lobby Level

**Chair:** Logan Bearden, Florida State University, Tallahassee

**Speakers:** Cynthia Martin, James Madison University, Harrisonburg, VA, “A Tale of Masochism, Martyrdom and Motherhood: How “Going Electronic” in My First Year Writing Courses Helped Bring Balance to My Career and Family”

Jeffrey Jablonski, University of Nevada Las Vegas, ““There’s Too Much Writing in This Writing Class’: Theories and Strategies for Determining Paper-Load in the Composition Classroom”

Edith Kennedy, Lord Fairfax Community College, Warrenton, VA, “Blogs, Wikis, and E-portfolios: The Effectiveness of Technology on Actual Learning in College Composition”

*Institutional and Professional*

**B.32 Getting a Job in a Two-Year College**

Room A701, Atrium Level

**Chair:** Sharon Mitchler, Centralia College, WA

**Speakers:** Eva Payne, Chemeketa Community College, “Making Your Application Stand Out”

David Lydic, Austin Community College, TX, “Interviewing Tips for Two-Year Colleges”

Sharon Mitchler, Centralia College, WA, “Finding Job Openings at Two-Year Colleges”

*History*

**B.33 Educational Movements**

Room A702, Atrium Level

**Chair:** Barbara Lutz, University of Delaware, Newark

**Speakers:** Michelle Brazier, Rutgers University, New Brunswick, NJ, “Gertrude Stein, Barrett Wendell, and the Pedagogy of Daily Themes”

Samantha NeCamp, University of Louisville, KY, “The Americanization Movement, Moonlight Schools, and Composition’s Struggle for Legitimacy”

David Stock, University of Wisconsin-Madison, “Rhetoric’s Dispersal in the Nineteenth-Century American University”

*Information Technologies*

**B.34 Designing Education: What Video Game Designers and Rhetoricians Can Learn from Each Other**

Room A703, Atrium Level

**Chair:** Matt Davis, Florida State University, Tallahassee

**Speakers:** Samantha Blackmon, Purdue University, West Lafayette, IN

Ian Bogost, Georgia Institute of Technology, Atlanta

Alice Daer, Arizona State University, Tempe

Alexander Reid, SUNY Buffalo

*Teaching Writing & Rhetoric*

**B.35 Cross-Cultural Collisions in Composition**

Room A704, Atrium Level

**Chair:** Doug Baldwin, ETS, Princeton, NJ

**Speakers:** Kerri Hauman, Bowling Green State University, OH, “Writing Classrooms as Collision Space: Writing Center Practice and Post-Process Theory”

Daisy Miller, Hofstra University, Hempstead, NY, “Carving a Composition Space”

Peter Vandenberg, DePaul University, Chicago, IL, “Composition in the Pre-Teens: Fulkerson’s ‘Full Theory’ Twenty Years Later”

*Research*

**B.36 “Poking and Prying With a Purpose”: Questioning Our Methods, Developing Better Researchers**

Room A705, Atrium Level

**Chair:** Carole Clark Papper, Hofstra University, Hempstead, NY

**Speakers:** Gregory Zobel, Texas Tech University, Lubbock, “Doctoral Student Research Confidence and Research Challenges”

Carole Clark Papper, Hofstra University, Hempstead, NY, “Newly Graduated, Newly Hired, Now What?”

Rebecca Rickly, Texas Tech University, Lubbock, “Creating—and Sustaining—a Culture of Research by Re-Creating the Required Research Methods Course”

*Contesting Boundaries*

**B.37 Out of Line and Different: Meditations on Queer Rhetorics**

Room A706, Atrium Level

**Chair:** Juliette Kitchens, Georgia State University, Atlanta

**Speakers:** Bret Keeling, Northeastern University, Boston, MA, “Consensus and Contingency: Queer(ing) Differences in the Writing Class”

Matthew W. Novak, Michigan State University, Lansing, “Getting Out of Line: Queer Phenomenology in Rhetoric and Composition”

Kathryn Dunlap, University of Central Florida, Orlando, “Engaging Bitextuality: Compositing Identity, a Bisexual Aesthetic and the Meditation of Gender”

*Contesting Boundaries*

**B.38 Shame on Us: Writing the Self in Academic Research**

Room A707, Atrium Level

**Chair:** Ana Holguin, Michigan State University, East Lansing

**Speakers:** Ana Holguin, Michigan State University, East Lansing, “Shielding My ‘I’s: the Criticized and Critical Self”

Andrea Riley Mukavetz, Michigan State University, East Lansing, “Relational Accountability: Community-based Research across Generations of Urban, Native Women”

Katie Livingston, Michigan State University, East Lansing, “Let’s Talk About Sex: Remixing Image and Memory”

*Community, Civic & Public*

**B.39 Testimony, Memory, and Space in National Narratives of Progress**

Room A708, Atrium Level

**Chair:** Morris Young, University of Wisconsin-Madison

**Speakers:** Christopher McVey, University of Wisconsin-Madison, “Specters of History: Contested Memory in South Africa’s Truth and Reconciliation Commission”

Roger Thompson, Virginia Military Institute, Lexington, “Locating Space for ‘Real’ War: Narratives of Progress in Iraq War Memoirs and Confessions”

Michael Dimmick, University of Wisconsin-Madison, “Oral Histories and the Civil Rights Movement: Spaces of Radical Openness in the Contested Terrain of Nationalist Narratives”

## C Sessions: 1:45–3:00 p.m.

### *Featured Session*

#### **Cherokee and U.S. Relations: Contested Spaces and Rhetorical and Cultural Colonization**

Marquis Ballroom, Salon B, Marquis Level

For more than two hundred years, the Cherokee have been considered part of the five “Civilized Tribes,” indigenous nations whose members assimilated European cultures and maintained positive relations with the European colonizers. However, this designation did not prevent the Cherokee from being assailed on many levels by federal, state, and local governments. This panel addresses colonizing efforts made against Cherokee land and culture from a historical perspective and the ways in which the Cherokee resisted these efforts. Particularly, panelists will discuss ways in which the Cherokee resisted efforts by outsiders to take their lands and change their identity through rhetorical approaches in the nation’s newspaper; how descriptions of missionary “civilization” projects focused on then-current cultural practices associated with gender and sexuality to demonstrate the “savageness” of Cherokee life and used to dispossess the nation of its ancestral lands; and explore the lawsuits brought by the Cherokee against the state of Georgia, as well as chronicle indigenous resistance to removal.

**Co-Chairs:** **Rose Gubele**, Central Michigan University, Mount Pleasant

**Angela M. Haas**, Illinois State University, Normal

**Speakers:** **Qwo-Li Driskill**, Texas A&M University, College Station, “The Missionary Position: Asegi Stories, Colonization, and Cherokee Genders/Sexualities”

**Resa Crane Bizzaro**, Indiana University of Pennsylvania, “‘There’s gold in them thar hills!’: EuroAmerican Newspaper Rhetorics in Support of Cherokee Removal”

**Rose Gubele**, Central Michigan University, Mount Pleasant, “‘Psyching the System’: Trickster Rhetorics Opposing Removal in the Cherokee Phoenix”



**Qwo-Li Driskill**



**Resa Crane Bizzaro**



**Rose Gubele**

*Featured Session***What HBCU's Can Teach Us About Writing Instruction****Marquis Ballroom, Salon C, Marquis Level**

Signs of racial progress, claims of a post-racial America, and the low graduation rates of some historically Black colleges and universities (HBCUs) have caused critics to overlook the great contributions that HBCUs make in educating African American students. Focusing on writing instruction, this panel brings to the fore the distinct and innovative writing pedagogies and initiatives that speak to the enduring value of HBCUs. Zandra L. Jordan, Coordinator of First-Year Composition and Co-Director of SpEL Folio, an electronic portfolio project, at Spelman College, will discuss the significance of race and gender to Spelman's transformative approach to writing instruction. Director of the Center for Excellence in Teaching, Learning, and Assessment at Howard University, Teresa Redd will discuss the liberating tradition that shapes writing approaches at Howard. Reva Sias, co-editor of the *Reflections* special issue "Historically Black Colleges and Universities and African American Literacy Partnerships" will highlight some of the African American literacy practices forged from historic and contemporary partnerships between HBCUs and community organizations.

**Zandra L. Jordan****Teresa Redd****Reva Sias*****Speakers:*****Zandra Jordan**

Spelman College, Atlanta, GA, "Writing Institutional Identity: Transformative Literacies at Spelman College"

**Teresa Redd**

Howard University, Washington, DC, "Writing at Howard University: A Liberating Tradition"

**Reva Sias**

Syracuse University, NY

"Writing and Publishing Community Literacy: HBCUs and African American Community Literacy Partnerships"

*Teaching Writing & Rhetoric*

**C.01 Ecocomposition and Sustainability**

International Ballroom A, International Level

**Chair:** John Stovall, National-Louis University, Chicago, IL

**Speakers:** Charlie Wesley, Binghamton University, NY, “Writing the Politics of Food”

Londie Martin, University of Arizona, Tucson, “Writing Sustainable Relationships: Ecocomposition and Romantic ‘Natures’ in First-Year Composition”

Martha Otis, University of Miami, FL, “Decomposing: The Accidental Ecocompositionist and the Spell of the Sensuous”

*Contesting Boundaries*

**C.02 Engaging Disciplinary Boundaries and Frameworks: Art, Science and Writing Pedagogy**

International Ballroom B, International Level

**Chair:** Marta Hess, Georgia State University, Atlanta

**Speakers:** Susanna Engbers, Kendall College of Art and Design, Grand Rapids, MI, “Practicing the Art of Rhetoric at an Art and Design College”

Jason Wirtz, Hunter College, New York, NY, “These Rhetoricians are Poets and these Poets are Rhetoricians”

*Contesting Boundaries*

**C.03 Discourse Patterns in the Classroom: Working Class and Indigenous Rhetorics**

International Ballroom C, International Level

**Chair:** Ken Autrey, Francis Marion University, Florence, SC

**Speakers:** Heather Bruce, University of Montana, Missoula, “Indigenous Literacies Are for Everybody”

Heather McEntarfer, University at Buffalo, NY, “Implicit and Explicit Discourse Patterns in the Context of First-Year Composition: A Qualitative Study”

Margaret Barrow, Borough of Manhattan Community College, New York, NY, “Discussion as Contested Space”

*Contesting Boundaries*

**C.04 Strategic Reimaginings:  
Balancing Rhetorics of the Body in Medical Discourse,  
Asian/Asian American Rhetoric, and Queer Theory**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Gesa Kirsch, Bentley University, Boston, MA

**Speakers:** Alexandra Cavallaro, University of Illinois, Urbana-Champaign,

“‘We wanted people to think twice about something they do everyday’:

The Body and Image Events in the Making of Involuntary Activists”

Hannah Bellwoar, University of Illinois, Urbana-Champaign, “Imagining the  
Invisible Body: Images and Gesture in Medical Discourse Studies”

Yu-Kyung Kang, University of Illinois, Urbana-Champaign, “Embodying  
the ‘English Craze’: Case Studies of South Korean Early Study Abroad  
Students”

*Contesting Boundaries*

**C.05 All of Our Literacies? Contesting the Theories and  
Pedagogies of Multi-Modality**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Cynthia Selfe, The Ohio State University, Columbus

**Speakers:** Jay Dolmage, University of Waterloo, Ontario, Canada, “All of  
Our Literacies, As Much as Possible, All of the Time?”

Bre Garrett, Miami University of Ohio, Oxford, “Accessing Embodied Delivery  
through Multimodal Composing and Teaching”

Melanie Yergeau, Ohio State University, Columbus, “Shiny, Happy Multimodal  
Compositionists”

*Contesting Boundaries*

**C.06 Watching Stories, Listening to Scenes:  
Following Literacy Back Home**

Imperial Ballroom, Salon B, Marquis Level

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

**Speakers:** Bump Halbritter, Michigan State University, East Lansing

Julie Lindquist, Michigan State University, East Lansing

*Information Technologies*

**C.07 ePortfolio 2.0: Revising and Expanding the Role of Electronic Portfolios in a Developmental Writing Curriculum**

Room M101, Marquis Level

**Chair:** Kathleen Blake Yancey, Florida State University, Tallahassee

**Speakers:** Naomi Silver, University of Michigan, Ann Arbor, “Reciprocity and Reputation: Mobilizing Youth Online Learning Values to Develop Course-Based ePortfolios”

Christopher Schmidt, University of Michigan, Ann Arbor, “Creating a Research ePortfolio with Blogs and Social Bookmarking Tools”

*Writing Programs*

**C.08 Making Space for Service-Learning Projects in a Portfolio-Based Writing Program**

Room M102, Marquis Level

**Chair:** Donna Nelson-Beene, Bowling Green State University, OH

**Speakers:** Ann Westrick, Bowling Green State University, OH, “Reality Writing for a County Educational Services Center: The Importance of Audience in a First-Year Composition Class”

Amanda McGuire Rzicznek, Bowling Green State University, OH, “Planting Seeds of Motivation: Community Gardens and the First-Year Composition Student”

Susan R. Carlton, Bowling Green State University, OH, “Speaking with Silent Witnesses against Domestic Violence: Contesting Rhetorical Agency in the First-Year Composition Class”

*Language*

**C.09 Critical Literacy Connections to Reading/Writing Instruction: Analyses of Broadcast and Print Texts Concerning President Barak Hussein Obama**

Room M103, Marquis Level

**Chair:** Charles Coleman, York College The City University of New York, Jamaica

**Speakers:** Charles Coleman, York College The City University of New York, Jamaica, “Constructing Critical Literacy Biographical Profiles”

Jon Yasin, Bergen County Community College, Paramus, NJ, “A Critical Literacy Analysis of Barak Obama’s Cairo Speech and Some Reactions To It”

Cynthia McCollie-Lewis, New Jersey City University, Jersey City, “A Critical Literacy Examination of Reverend Jeremiah Wright and the African American Evangelical Performance Tradition”

*Community, Civic & Public*

**C.10 Writing toward the Revolution: Poetics of Relation**

Room M104, Marquis Level

**Chair:** Danny Mayer, Bluegrass Community and Technical College, Lexington, KY

**Speakers:** Michael Benton, Bluegrass Community and Technical College, Lexington, KY, “The 2009 G20 Summit and Protests: Anarchist Pedagogy and Protest in a Democratic Society”

Sean Morris, East Carolina University, Greenville, NC, “News-Making and Muck-Raking Texts as/in Communal Composition”

Danny Mayer, Bluegrass Community and Technical College, Lexington, KY, “Producing Local Journalism: North of Center in the Community (College) Classroom”

Wes Houp, Middle Tennessee State University, Murfreesboro, TN, “When ‘all our relations’ Disgust Us: The University Free-Speech Zone as Contested Space”

*Teaching Writing & Rhetoric*

**C.11 Teaching the College Application Essay in Qatar: Mitigating Cross-cultural Assumptions through Rhetorical and Narrative Approaches**

Room M105, Marquis Level

**Chair:** Thomas Mitchell, Carnegie Mellon University, Pittsburgh, PA

**Speakers:** Thomas Mitchell, Carnegie Mellon University, Pittsburgh, PA, “Conceptualizing the Audience: Situational Values and Culture-Specific Expectations”

Yun Zhao, Carnegie Mellon University, Pittsburgh, PA, “Bridging the Culture Gap through Personal Experience: A Related Approach to Conceptualizing Audience”

Mark Andrew Thompson, Carnegie Mellon University, Pittsburgh, PA, “Strategizing the Task: Universalized Individual Expression through Narrative”

*Contesting Boundaries*

**C.12 Beyond “L1” and “L2”: Toward an Interdisciplinary Synthesis in Multilingual Writing Research and Pedagogy**

Room M106, Marquis Level

**Chair:** Jonathan Hall, York College, City University of New York, Jamaica

**Speakers:** Jonathan Hall, York College, City University of New York, Jamaica, “The New Writing Research: Toward a Synthesis of L2 Writing Research and Rhetoric/Composition”

Shawna Shapiro, Middlebury College, Middlebury, VT, “WAC/WID and ESL: Beyond the Deficiency Model of Multilingualism”

Nela Navarro, Rutgers University, Newark, NJ “WAC/WID and Language Learning: Lessons from Writing Intensive Courses in Spanish”

*Contesting Boundaries*

**C.13 Community Conversations that Extend Possibilities**

Room M107, Marquis Level

**Chair:** Sheila Mayne, The University of Pennsylvania, Philadelphia

**Speakers:** Heather Brown, Monmouth University, West Long Branch, NJ, “Contesting Authorities with Counter-Expertise: The Rhetoric of Abortion Trauma Research”

Lara Smith-Sitton, Georgia State University, Atlanta, “Contesting Boundaries: Margaret Fuller and the Establishment of Community Learning Environments”

Rachel Wolford, Iowa State University, Ames, “Contested Space: Women Farmland Owners and Conservational Ag Practices”

*Theory*

**C.14 Theorizing Bodies**

Room M108, Marquis Level

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

**Speakers:** Pamela Kincheloe, RIT/NTID, Rochester, NY, “‘Implanting Rhetoric’: The Cyborg Body as Contested Space”

Nicole Quackenbush, University of Wyoming, Laramie, “A Rhetoric of Access in Action: Ed Roberts, the Disability Rights Movement, and the Design and Construction of the Ed Roberts Campus”

Lydia McDermott, Ohio University, Athens, “A Womb of One’s Own: A Wandering Rhetoric”

*Research*

**C.15 Digital Rhetoric Research**

Room M109, Marquis Level

**Chair:** Amy L. Weaver, University of California, Santa Cruz

**Speakers:** Will Dodson, University of North Carolina at Greensboro, “The Biology of Interaction and Online Composition Instruction”

Jennifer O’Malley, Florida State University, Tallahassee, “Sustaining Differences: Gendered Discourse Patterns in the First-Year Composition Class Blog”

Quinn Warnick, St. Edward’s University, Austin, TX, “Ethos without Identity: Reputation Building in Online Communities”

*Language*

**C.16 Assessing Error, Style, and Dialect**

Room M202, Marquis Level

**Chair:** Keith Clavin, Auburn University, AL

**Speakers:** Anjanette Riley, Illinois State University, Normal, “Bringing Context as a Theory to the Admissions of Second-Language Learners”

Deborah Crusan, Wright State University, Dayton, OH, “Second Language Writers and the Machine Scoring of Essays”

Denise Gray, University of Michigan, Ann Arbor, “Toward a New Concept of Error in Written Composition: Disassociating Stylistic Features and Grammatical Features of Nonstandard Dialects in Student Texts from Error”

*Writing Programs*

**C.17 Research on the Nature and Effects of Writing-Center Tutorials**

Room M302, Marquis Level

**Chair:** Rosanne Carlo, University of Arizona, Tucson

**Speakers:** Rita Malenczyk, Eastern Connecticut State University, Willimantic, “‘I Thought I’d Put That In to Amuse You’: The Tutor Report as ‘Bonding’ Genre”

Derek Boczkowski, The Ohio State University at Newark, “Contesting Relations in the Writing Center: Discourse and Power in Peer-Facilitated and Professional-Facilitated Writing Tutorials”

Deborah Bertsch, Columbus State Community College, OH, “Contesting Relations in the Writing Center: Discourse and Power in Peer-Facilitated and Professional-Facilitated Writing Tutorials”

*History*

**C.18 Composing Archival Accounts of Kenneth Burke’s Writing Process**

Room M303, Marquis Level

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

**Speakers:** Ann George, Texas Christian University, Fort Worth, “Caught in the Act: The Writing Process of Kenneth Burke”

Kyle Jensen, University of North Texas, Denton, “On the Future of the Kenneth Burke Archive, A Comment and a Proposal”

Joel Overall, Texas Christian University, Fort Worth, “Meet Kenneth Burke, Multimodal Composer”

*Contesting Boundaries*

**C.19 Interwoven Storytelling: Braiding Together Our Identities**

Room M304, Marquis Level

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

**Speakers:** Jaqueline McLeod Rogers, University of Winnipeg, Manitoba, Canada, “Cross-Generational Storytelling about Home(s): Immigrant Parents, Rhetoric Daughters”

Andrea Davis, Washington State University, Tri-Cities, Richland, “Contested Space, Contested Knowledge: Exploring Storytelling as Embodied Rhetoric”

Jason Lovvorn, Belmont University, Nashville, TN, “Digital Storytelling as Rhetorical Practice and Racial Activism”

*Academic Writing*

**C.20 Students’ Perceptions of Writing Assessment and Teacher Feedback**

Room L401, Lobby Level

**Chair:** Stephen McElroy, Florida State University, Tallahassee

**Speakers:** Matthew Dowell, University of Louisville, KY, “Comments and the Classroom Context: Investigating the Use of Directive Comments in One Composition Classroom”

Anna Varley, Cardinal Stritch University, Milwaukee, WI, “Broaching Issues of Equity and Access in an Urban Education Degree Program through an Interdisciplinary Approach to Writing Assessment”

Lisa Schreibersdorf, University of Wisconsin, Fond du Lac, “The Purpose of Commenting: How Students Interpret Instructor Comments on Graded Essays”

*Institutional and Professional*

**C.21 Professionalism and Graduate-Student Preparation**

Room L402, Lobby Level

**Chair:** Diane Kelly-Riley, Washington State University, Pullman

**Speakers:** Diane Martinez, Utah State University, Logan, “Strengthening Graduate Programs by Creating Versatilists through Interdisciplinarity”

Keith Gibson, Utah State University, Logan, “Strengthening Graduate Programs by Creating Versatilists through Interdisciplinarity”

Stephen Wilhoit, University of Dayton, OH, “Leadership Training For Graduate Students In English”

Sarah Brown, DePaul University, Chicago, IL, “Collective Expertise: A Method for Developing a Practice-Oriented Course in Graduate Programs”

*Information Technologies*

**C.22 Approaches to Online Collaboration**

Room L403, Lobby Level

**Chair:** Ann R. Shapiro, Farmingdale State College, NY

**Speakers:** Danielle Roach, Old Dominion University, Norfolk, VA, “Technology, Identity, Community: Peer-Review and Collaboration in the Asynchronous Online Classroom”

Cheryl Hawkinson Melkun, University of Mary Washington, Fredericksburg, VA, “Collaborating in Cyberspace: A Quantitative Study of Synchronous Online Conferencing Client Demographics and Session Effectiveness”

Ashley Kramer, California State University, Los Angeles, “Collaborative Web Publishing: Individual Voices within a Collective”

*Community, Civic & Public*

**C.23 Rhetorics of Resistance and Prediction**

Room L404, Lobby Level

**Chair:** Luke Niiler, The University of Alabama, Tuscaloosa

**Speakers:** Liberty Kohn, Winona State University, MN, “Separate, But Empathetic: What Tea Party Rage Can Teach Us About the Limits of Multicultural Education”

Laura Palmer, Southern Polytechnic State University, Marietta, GA, “Rhetorics of Resistance: The Discourses of Rebels, Revolutionaries, and Radicals in Environmental Writing”

Nathalie Kuroiwa-Lewis, Saint Martin’s University, Olympia, WA, “Carter’s Parable of the Environment: Are We Listening?”

*Writing Programs*

**C.24 What in the World Is English and How Are We Teaching It as a Second Language in US Research Universities?**

Room L405, Lobby Level

**Chair:** Martha D. Patton, University of Missouri, Columbia

**Speakers:** Martha D. Patton, University of Missouri, Columbia

Jessica Armstrong, University of Missouri, Columbia

Cristyn L. Elder, Purdue University, West Lafayette, IN

Linda Bergmann, Purdue University, West Lafayette, IN

*Teaching Writing & Rhetoric*

**C.25 Rethinking Composition: The Power of Teaching Students to Write (& Teach) in Digital Mediums**

Room L406, Lobby Level

**Chair:** Lori Doddy, Texas Woman's University, Denton

**Speakers:** Lori Doddy, Texas Woman's University, Denton, "(Re)Envisioning Your Pedagogy: Teaching Writing to 'Citizen-Rhetors'"

Mary Wood, Texas Woman's University, Denton, "Teaching with Technology: New Methods for New Media"

Kezia Strite Ruiz, Texas Woman's University, Denton, "A Journey into 21st Century Freshman Composition"

Christina Grimsley, Texas Woman's University, Denton, "From Print to YouTube: Reconceptualizing Learning and Teaching in the 21st Century"

*Teaching Writing & Rhetoric*

**C.26 Digital Hemlock: Undermining the Myth of the Socratic Method through Community College Distance Learning Pedagogical Practices**

Room L503, Lobby Level

**Chair:** Nathan Franklin, Madera Community College, CA

**Speakers:** Loren Palsgaard, Madera Community College CA, "The Dialectics of Voice: A Students' Movement from Individual to Communal in Community College Instruction"

Jay Leech, Madera Community College, CA, "Slipping into Something: Time, Space, and Uncertainty in the Online Academic Cosmos"

Gregory Ramirez, Madera Community College, CA, "Digital 'Do Over': Teaching Revision to Online Developmental Writing Students"

Nathan Franklin, Madera Community College, CA, "A Pedagogy of Responsibility: Developing Best Online Interactive Practices for Community College Instruction"

*Contesting Boundaries*

**C.27 Labored "Balance": Maternal Bodies, Composition Studies, and Structural Relationships in University Communities**

Room L504, Lobby Level

**Chair:** Kevin Mahoney, Kutztown University, PA

**Speakers:** Pegeen Reichert Powell, Columbia College, Chicago, IL, "Off Balance and Out of Choices: Reconceiving the Work of Writing Instruction"

Jessica Restaino, Montclair State University, NJ, "Surviving Labor: Thinking Bodies and Writing Work"

Rachel Riedner, The George Washington University, Washington, DC, "Where are the Women?: Gender and Structural Arrangements"

*Contesting Boundaries*

**C.28 The Subtexts of Manipulation:  
Embodying, Extending, and Unearthing**

Room L505, Lobby Level

**Chair:** Kim Lacey, Wayne State University, Detroit, MI

**Speakers:** Wendy Duprey, Wayne State University, Detroit, MI, “Visceral Manipulation: Rhetorical Engagement with Bodily Codes”

Kim Lacey, Wayne State University, Detroit, MI, “Manipulating Memory: Keeping It Real”

Jared Grogan, Wayne State University, Detroit, MI, “Manipulating the Land: From Service to Sustained Giving”

*Contesting Boundaries*

**C.29 Mapping Genre Relations:  
Using Metaphors to Explore and Traverse Boundaries**

Room L506, Lobby Level

**Chair:** Heather Bastian, The College of St. Scholastica, Duluth, MN

**Speakers:** Amy Devitt, University of Kansas, Lawrence, “Creating within Genres: How Genre Metaphors Shape Student Innovation”

Anis Bawarshi, University of Washington, Seattle, “Genres as Rhizome: Mapping the Performances of Genre”

Mary Jo Reiff, University of Kansas, Lawrence, “Geographies of Genres: Navigating Metaphorical and Material Relations”

*Teaching Writing & Rhetoric*

**C.30 Whole-Class Peer Workshops:  
Reconceptualizing Relations in the Composition Classroom**

Room L507, Lobby Level

**Chair:** Tamika Barrett, University of Pittsburgh, PA

**Speakers:** Jenifer Fennell, Minneapolis Community and Technical College, MN, “Whole-Class Workshops and Basic Writers: Qualifications and Possibilities”

Jessica Shumake, University of Arizona, Tucson, “Drafts that Don’t Get Love: Recruiting Value in Whole-Class Workshops”

Kristi Wilson, Soka University of America, Aliso Viejo, CA, “Work shopping with a Mission”

**Respondent:**

Ian Barnard, California State University, Northridge, CA

*Teaching Writing & Rhetoric*

**C.31 The Rhetoric of Course Design**

Room L508, Lobby Level

**Chair:** Joanna Mann, Langston University, OK

**Speakers:** Dennis McGlothlin, University of Tennessee, Knoxville, “The Rhetoric of the FYC Syllabus”

Genevieve Critel, The Ohio State University, Columbus, “Participation: 10%”

Murleen Ray, California State University, Fresno, “Rethinking Contract Grading in the Writing Classroom: Do Students Actually Experience Improved Learning and Teaching?”

*Community, Civic & Public*

**C.32 The Chora of The Twin Towers:  
Three Panelists Invite You to Participate in Contesting and  
Documenting the Struggle for Rebirth**

Room A701, Atrium Level

**Chair:** Victor Vitanza, Clemson University, SC

**Speakers:** Sarah Arroyo, California State University, Long Beach, “The Twin Towers, Chora, and the Classroom”

Robert Leston, New York City College of Technology, Brooklyn, “The Twin Towers, Chora, and Community”

Geoffrey V. Carter, Saginaw Valley State University, MI, “The Twin Towers, Chora, and Chorology”

*History*

**C.33 Feminist and Women’s Historical Rhetorics**

Room A702, Atrium Level

**Chair:** Helena M. Hall, Loras College, Dubuque, IA

**Speakers:** Joyce Malek, University of Cincinnati, OH, “Inter/Acts: Rhetorical Traditions in Feminist Theater”

Katherine Hagopian, North Carolina State University, Raleigh, “Foremothers Now: Rereading Virginia Woolf’s Feminist Rhetoric”

Carolyn Skinner, Ohio State University, Mansfield, “Nineteenth-Century Women, Science, and Rhetoric”

*Research*

**C.34 The Citation Project:  
Results of a 15-College Study of Students' Use of Sources**  
Room A703, Atrium Level

**Chair:** Chris M. Anson, North Carolina State University, Raleigh

**Speakers:** Rebecca Moore Howard, Syracuse University, NY, "The Background:  
Why We Need Data-Driven Research to Understand Plagiarism"  
Sandra Jamieson, Drew University, Madison, NJ, "A Statistical Profile of 150  
Students' Researched Writing, with Implications for Teaching"

*Teaching Writing & Rhetoric*

**C.35 Mediating Rhetorics of Home and School:  
Writing Cultural Memory into Genre**

Room A704, Atrium Level

**Chair:** Nancy Mack, Wright State University, Dayton, OH

**Speakers:** Jacqueline Preston, University of Wisconsin-Madison, "Collective  
Persuasions: A Cultural-Historical Approach to Understanding Rhetorics  
of Place"

David Seitz, Wright State University, Dayton, OH, "Writing Place-Based  
Genres: Community Bonds, Local History, and Global Influences"

Nancy Mack, Wright State University, Dayton, OH, "A Place for Dialogue among  
Home and Academic Voices: Multigenre Writing"

*History*

**C.36 Revisionary Histories of Rhetorical Education**

Room A705, Atrium Level

**Chair:** David Gold, University of Tennessee Knoxville

**Speakers:** Candace Epps-Robertson, Syracuse University, NY, "We're Still  
Here: Listening to the Students of Prince Edward County Free Schools,  
1963-1964"

Zosha Stuckey, Syracuse University, NY, "What Has Become of Jimmy Thorn-  
ton?: Rhetorical Education at the New York State Asylum at Syracuse,  
1854-1884"

Whitney Myers, Texas Wesleyan University, Fort Worth, "'Raise Your Right  
Arm/And Pull on Your Tongue!': Reading Silence(s) at the Albuquerque  
Indian School"

Pamela VanHaitsma, University of Pittsburgh, PA, "I Heard We Were There:  
Queer Relations, Letters, and Gossip"

*Contesting Boundaries*

**C.37 Contesting the Trope of Home and School:  
Transnational Considerations, Domestic Invitations, and  
Family Transgressions**

Room A706, Atrium Level

**Chair:** Min-Zhan Lu, University of Louisville, KY

**Speakers:** Mike MacDonald, University of Wisconsin-Milwaukee, “Emis-saries of Literacy: Dominant Discourses of Refugee Home/School Life”

Casey O’Brien Gerhart, University of Wisconsin-Milwaukee

Danielle Goldstein, University of Wisconsin-Milwaukee, “She’s Boas, I’m Geertz: Working My Way Out of Home School”

**Respondent:** Min-Zhan Lu, University of Louisville, KY

*Contesting Boundaries*

**C.38 Has Capitalism Corrupted Your Writing Course?  
Experiences with Teaching Composition Online in the  
Private, For-Profit University**

Room A707, Atrium Level

**Chair:** Melissa Hussain, West Shore Community College, Scottville, MI

**Speakers:** Melissa Hussain, West Shore Community College, Scottville, MI, “Composition, Capitalism and Corporatization: A Critique of the Growing For-Profit Trend of Online Education”

Colette Morrow, Feminist Formations, Minneapolis, MN, “Sweatshopping Composition: Assembly Line Service Courses”

Lise Mae Schlosser, Northern Illinois University, DeKalb, IL, “Making the Best of a Bad Situation? Online Composition Instruction and Women Students”

*Community, Civic & Public*

**C.39 Public Space, Private Interests:  
Teaching Writing in a Global Economy**

Room A708, Atrium Level

**Chair:** Mary Ann Cain, Indiana University-Purdue University Fort Wayne

**Speakers:** Mary Ann Cain, Indiana University-Purdue University Fort Wayne, “Reconnecting Word and Image: Creative Writing in Public Space”

Lil Brannon, University of North Carolina Charlotte, “Losing our Words in Digital Spaces: The Privatization of Teaching Composition Online”

Michelle Comstock, University of Colorado Denver, “Critical Sonic Literacy: Keeping Airwaves Public”

## D Sessions: 3:15–4:30 p.m.

### *Featured Session*

#### **The NCTE Centennial: A Time for Reflecting on Past and Future Relations** Marquis Ballroom, Salon A, Marquis Level

This panel will celebrate the NCTE centennial by examining the role of composition in the organization's various relations, especially the relation between NCTE and CCCC.

**Chair:** Erika Lindemann, University of North Carolina, Chapel Hill

**Speakers:**

**Steven Mailloux**

Loyola Marymount University, Los Angeles, CA,  
"Fragmenting Rhetoric 1911–1916"

**Leila Christenbury**

Virginia Commonwealth University, Richmond, "The Place of Composition and Rhetoric in the History of NCTE"

**Jacqueline Royster**

The Ohio State University, Columbus, "Savory Alliances"

**Anne Gere**

University of Michigan, Ann Arbor, "College and K-12 Relations: History and Today's 'Transfer' Issue"

**John Schilb**

Indiana University, Bloomington, "Relations between Composition and Literature in College English"



**Steven Mailloux**



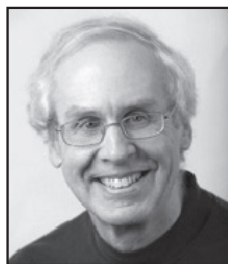
**Leila Christenbury**



**Jacqueline Royster**



**Anne Gere**



**John Schilb**

*Featured Session*

## **Questioning Pedagogical Contested Space: A Chicana Perspective**

**Marquis Ballroom, Salon B, Marquis Level**

In this panel, speakers will closely examine some of the multiple ways in which pedagogical space is taken up as potentially restrictive, revised, and resisted. Among these multiple ways, panelists will address the persistent propensity by state government to further devalue the minor-ity's voice in the classroom and the academy, drawing on the educational and political history of the Chicana/o student in the academy and how it affects their learning and success in the academy; how faculty and students at Northern New Mexico College, a traditionally Hispanic and Native American serving institution, are co-creating a writing community around the concept of "academic rigor/cultural relevance," in efforts to understand not only the grammar/ mechanics/ context of academic writing, but also how to understand the grammar/ mechanics /context of the colonization that has shaped (is shaping) their literal community; and how the children's book, *A Columbus Coyote Tale* by Thomas King and explain how the text can be used to facilitate a discussion on the complexities and intersections of oppression in historically colonized communities. Together, these panelists offer a complex Chicana/o perspective which illustrates how education has been/ is/can be asked to build (and threaten) bridges, emphasize the sacredness of writing/righting/riting, and contest borderlands of space, identity, and sexuality.

***Speakers:***

**Dora Ramirez-Dhoore**, Boise State University, ID, "The Difference is in the Voice: Listening to the "minor-ity" perspective in Academia"

**Patricia Trujillo**, Northern New Mexico College, Espanola, "Writing/Righting/Riting Northern New Mexico: A Statement on Improving Writing at Northern New Mexico College"

**Carol Brochin-Ceballos**, University of Texas, El Paso, "Queering Coyote: Writing through the Ugly of Coming Out in Northern New Mexico"



**Dora  
Ramirez-Dhoore**



**Patricia Trujillo**



**Carol  
Brochin-Ceballos**

*Teaching Writing & Rhetoric*

**D.01 Going Public with Student Writing**

International Ballroom A, International Level

**Chair:** Cynthia L. Butos, Trinity College, Hartford, CT

**Speakers:** Denise Paster, Coastal Carolina University, Conway, SC, “Practices of Value: A Materialist View of Going Public with Student Writing”  
Anne R. Richards, Kennesaw State University, GA, “All Our Writings: Literary Nonfiction Workshopping and Publishing in Graduate Technical Communication Classes”

Adrienne Lamberti, University of Northern Iowa, Cedar Falls, “All Our Writings: Literary Nonfiction Workshopping and Publishing in Graduate Technical Communication Classes”

Verne Meyer, Write Source/UpWrite Press, Burlington, WI, “Helping Students Publish Their Work in Writing Texts: Benefits and Strategies”

*Teaching Writing & Rhetoric*

**D.02 Kin through Class in the Writing Classroom: Passion and Radical Reflexivity in the Postcritical Case Study**

International Ballroom B, International Level

**Chair:** Ellen Cushman, Michigan State University, East Lansing

**Speakers:** Teresa Hooper, The University of Tennessee, Knoxville  
Tricia George, The University of Tennessee, Knoxville  
Casie Fedukovich, The University of Tennessee, Knoxville

**Respondent:** Ellen Cushman, Michigan State University, East Lansing

*Teaching Writing & Rhetoric*

**D.03 Virtually Queer: The Web-Side Manners of CCCC Institutions to the LGBTQ Community**

International Ballroom C, International Level

**Chair:** Mark McBeth, John Jay College of Criminal Justice/CUNY, NY

**Speakers:** Mark McBeth, John Jay College of Criminal Justice/CUNY, NY, “Queer Navigations: Finding One’s ‘Self’ at the College Website”

Martha Marinara, University of Central Florida, Orlando, “‘I don’t mind them as long as they aren’t in my face’: Visual Rhetoric, Compulsory Heteronormativity, and University Websites”

Kami Day, Johnson County Community College, Overland Park, KS, “Nothing Comes Up When You Type in Gay: Queering Community Colleges Websites”

*Contesting Boundaries*

**D.04 Writing and Working for Change:  
Tracing the History of Latina/o and Chicana/o Members’  
Contributions to 4C’s and NCTE**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Damián Baca, University of Arizona, Tucson

**Speakers:** Cristina Kirklighter, Texas A&M University-Corpus Christi

Itzi Meztli, Slippery Rock University, PA

Iris Ruiz, University of California, San Diego

**Respondent:** Steve Parks, Syracuse University, NY

*Contesting Boundaries*

**D.05 Contested Spaces, Contested Knowledge:  
Exploring All Our Relations with College-Athletics and  
Student-Athletes**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Cassie Wright, University of Arizona, Tucson

**Speakers:** Cassie Wright, University of Arizona, Tucson, “Contested Spaces,  
Contested Knowledges: Exploring Our Relations with College-Athletics  
and Student-Athletes”

Billie Hara, Texas A&M University, Corpus Christi, “Students as Athletes or  
Athletes as Students: Constructing a Writer Identity in First-Year Com-  
position”

J. Michael Rifenburg, University of Oklahoma, Norman, “Sophists and Sport:  
Competitive Rhetoric in Student-Athlete Tutoring Sessions”

Chris Drew, Harold Washington College/PLC, Chicago, IL, “Syncretic Bodies:  
Re-Weaving the Mind/Body Split with Student-Athletes”

*Information Technologies*

**D.06 Ebooks, Ethics, and Digital Literacy**

Imperial Ballroom, Salon B, Marquis Level

**Chair:** Dulivanette Onema, Community College of Philadelphia, PA

**Speakers:** Toby Coley, Bowling Green State University, OH, “Digital Media  
Ethics in First Year Composition: It’s Not Just about Academic Honesty”

Abigail Lambke, St. Louis University, MO, “Media Familia: Adopting the  
eBook through Secondary Literacy”

Andrew Virtue, University of Minnesota, Minneapolis, “The Book and E-  
Reader: Contesting the Space between Learning and Technology”

Joshua Welsh, University of Minnesota, Minneapolis, “The Book and E-  
Reader: Contesting the Space between Learning and Technology”

*Theory*

**D.07 Pleito, Sacates y Aristotl: Introducing Mestiz@ Rhetorics into the College Composition Classrooms**

Room M101, Marquis Level

**Chair:** Renee Elisaldez, University of California, Riverside

**Speakers:** Elias Serna, University of California, Riverside, “Reading the Rhetoric of Chican@ Student Activists”

Joelle Guzman, University of California, Riverside, “Mestiz@ Rhetoric and Episteme”

Lisette Ordorica Lasater, University of California, Riverside, “Haciendo Cara: Crafting a Chicana Feminist Pedagogy”

Renee Elisaldez, University of California, Riverside, “Chicana Cultural Resistance: A Pedagogy of Critical Media Literacy and Resistance”

*Contesting Boundaries*

**D.08 Rewriting the Boundaries:  
The Ensemble as Inter-Cultural Learning**

Room M102, Marquis Level

**Chair:** Nicole MacLaughlin, University of Notre Dame, IN

**Speakers:** Nicole MacLaughlin, University of Notre Dame, IN

Christine Burgess, Robinson Community Learning Center, South Bend, IN

Caroline Mohamed, University of Notre Dame, IN

*Professional and Technical Writing*

**D.09 Widening the Community:  
Re-thinking and Re-framing Medical Rhetoric/Writing**

Room M103, Marquis Level

**Chair:** Marie Moeller, University of Wisconsin-La Crosse

**Speakers:** Erin Clark Frost, Illinois State University, Normal, “Poaching (Re) Production: Why FYC Needs Medical Rhetoric”

Barbara Heifferon, Louisiana State University, Baton Rouge, “Evidence-Based Medicine to Evidence-Based Writing: Borrowing from the Medical Community”

Marie Moeller, University of Wisconsin-La Crosse, “Pushing Boundaries of Normalcy: Analyzing Medical Rhetoric in Medical Charity Websites”

*Teaching Writing & Rhetoric*

**D.10 Style, Error, and Student Perception**

Room M104, Marquis Level

**Chair:** Joel Wingard, Moravian College, Bethlehem, PA

**Speakers:** Michelle Niestepski, Lasell College, Newton, MA, “Student Struggles to Identify and Correct Grammatical Errors”

Yuehai Xiao, New York University, NY, “Teaching Composition beyond Sentences: Higher Order of Concern Verses Lower Order of Concern”

Keith Harms, University of Minnesota, Twin Cities, Minneapolis, “Cooperative Grading and Student Perception of a Teacher’s Attempt to Resist Privilege”

*Teaching Writing & Rhetoric*

**D.11 Post-Pedagogy and Contesting Meaning in Multimodal Composition: A Conversation**

Room M105, Marquis Level

**Chair:** Andrea Feeser, Clemson University, SC

**Speakers:** Andrea Feeser, Clemson University, SC, “Beginning a Dialogue on Art, Post-Pedagogy, and Post-Hermeneutics”

Joshua Abboud, Clemson University, SC, “The (Ob)scene of Pedagogy: Standing Against the Teaching Event”

Josephine Walwema, Clemson University, SC, “Understanding the Art of Design in Information Design”

Anthony Collamati, Clemson University, SC, “Multimodal Dabbling and Other Reasons Teachers of Composition Should Take More Art Classes”

*Contesting Boundaries*

**D.12 Contesting Master Narratives for Teaching Writing: Collaborative Reflection on Literacy Narratives as Way to Rethink Writing Program Design and Policies**

Room M106, Marquis Level

**Chair:** Sally Chandler, Kean University, Union, NJ

**Speakers:** Lorena Ramirez, Kean University, Union, NJ, “From Excellence to Mediocrity: An Urban Student’s Stories about Feedback and Identity in First-Year College Composition”

Sally Chandler, Kean University, Union, NJ, “Missing Class, Late Papers, and the American Dream”

Mark Sutton, Kean University, Union, NJ, “Bicycling on the Interstate: Rethinking Grandiose Expectations for Digital Natives”

Angela Castillo, Kean University, Union, NJ

*Contesting Boundaries*

**D.13 Making Space:  
Multiple Geographies and Sites of Articulation**

Room M107, Marquis Level

**Chair:** Holly Tipton Hamby, Fisk University, Nashville, TN

**Speakers:** Christine Masters Jach, Western Illinois University, Macomb, “Contested Space, Clashing Worldviews: Google Earth’s Environmental Rhetorics”

Dhruba Neupane, University of Louisville, KY, “Facebook: Contesting Global/Local Boundaries and Re-creating Identities”

Celeste Del Russo, University of Arizona, Tucson, “Space, Place, and Memorialization: Sites of Memory, Disposability, and Feminist Alliances in a Post-Katrina New Orleans”

*Theory*

**D.14 Contemporary Rhetorical Theory**

Room M108, Marquis Level

**Chair:** Megan L. Titus, Rider University, Lawrenceville, NJ

**Speakers:** Lindsay Rose Russell, University of Washington, Seattle, ““And the Oscar for Best-Supporting Actor Goes To . . .”: The Roles of Current-Traditional Rhetoric”

Amy England, University of Cincinnati, OH, “What Cognitive Science Can Tell Us about Plagiarism and Cryptomnesia”

Joseph Griffin, Miami University, Oxford, OH, “The Shared Space of Dialogic Rhetoric and Alternative Dispute Resolution”

*History*

**D.15 Local Disciplinary Histories**

Room M109, Marquis Level

**Chair:** Richard Lane, Clarion University, PA

**Speakers:** Ryan Skinnell, Arizona State University, Tempe, “Contesting the WPA Professionalization Narrative: A Local History of Writing Program Administration”

Nathan Shepley, University of Houston, TX, “On Linking Local Histories of Composition”

Jon Burr, North Carolina State University, Raleigh, “Antebellum Student Writing at UNC-Chapel Hill”

*Creative Writing*

**D.16 Investigating Creative Writing Pedagogies**

Room M202, Marquis Level

**Chair:** David Johnson, American University, Washington, DC

**Speakers:** Caroline Wilkinson, University of Louisville, KY, “How We Position Our Stories: Reflecting on the Sequencing of Creative Nonfiction in FYC”  
Adam Breckenridge, University of South Florida, Tampa, “The Role of Audience in Distance Learning MFA Programs”

*Theory*

**D.17 The Rhetoricity of Literacy**

Room M302, Marquis Level

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

**Speakers:** Beth Daniell, Kennesaw State University, GA, “Stealing Prospero’s Books: Agency, Rhetoric, and Literacy”

John Duffy, University of Notre Dame, South Bend, IN, “Autism and Literacy: The Rhetorical Dimension of Oral Testimonies”

Peter Mortensen, University of Illinois at Urbana-Champaign, “Personal Literacy Narratives and Their Rhetorical Curriculum”

*Research*

**D.18 Negotiating Difference in the Classroom: Three Studies on Perceptions of Diversity at a Large Public University**

Room M303, Marquis Level

**Chair:** Sarah Fama, San Francisco State University, CA

**Speakers:** Tanna Rozar, San Francisco State University, CA

Caroline Prieto, San Francisco State University, CA

Sarah Fama, San Francisco State University, CA

*Contesting Boundaries*

**D.19 Telling Tales: Contesting Boundaries through Theory and Pedagogy**

Room M304, Marquis Level

**Chair:** Mary Hocks, Georgia State University, Atlanta

**Speakers:** Cara Minardi, Georgia State University, Atlanta, “Metahistory in Greek and Roman Foundations Classes”

Rahna Carusi, Georgia State University, Atlanta, “I Am a Theorist and So Can You!”

Melanie McDougald, Georgia State University, Atlanta, “Narrative Theory: Subjectivity, Objectivity, and Desire in the Personal Narrative”

*Academic Writing*

**D.20 Gender, Performance, and Academic Writing**

Room L401, Lobby Level

**Chair:** Mary King, University of Akron, OH

**Speakers:** Cayo Gamber, The George Washington University, Washington, DC, “Deconstructing and Reconstructing All Our Relations in the Transformative Space of the Online Classroom”

Serkan Gorkemli, University of Connecticut, Storrs, “Embodying Coming Out: Sexual Literacy, Liminality, and Queer Visibility”

Shawna Lipton, University of Wisconsin-Milwaukee, “The Classroom and the Closet: Performing Femininity and Enacting Queer Pedagogy”

*Writing Programs*

**D.21 Who Does What, and With Whom: Exploring the Staffing and Work of Writing Centers**

Room L402, Lobby Level

**Chair:** Jonathan Arnett, Kennesaw State University, GA

**Speakers:** Adam Johnson, College of Charleston, SC, “A Writing Center for All: Including Graduate Students in Undergraduate Writing Labs”

Sarah Spring, Winthrop University, Rock Hill, SC, “Proving and Improving Graduate Writing Groups: The Contested Space between Writing Center Philosophy and Meeting Students’ Needs”

Kathleen Shine Cain, Merrimack College, North Andover, MA, “From Academic Literacies to The Everyday Writing Center: Putting Theory Into Practice in a US Writing Center”

*Research*

**D.22 Researching Difference**

Room L403, Lobby Level

**Chair:** Kim Flachmann, California State University, Bakersfield

**Speakers:** Jamet Woods, University of Alaska Anchorage, “(Re)Establishing Ethos in the Classroom: Does Race Hinder Discussions of Race?”

Aimee Mapes, Duke University, Durham, CA, “Contested Identities: Desire as Research and Learning in Basic Writing”

Angelle Hebert, Louisiana State University, Baton Rouge, “From Pedagogy to Penitentiary: A Foucaultian Analysis of the Marginalization of At-Risk African-American High School Students”

*Information Technologies*

**D.23 Digital Technologies and Classroom Practices**

Room L404, Lobby Level

**Chair:** Stacy A. Bell, Emory University, Atlanta, GA

**Speakers:** Kimberly Freeman, Northeastern University, Boston, MA, “Green Machines? Eco-composition, E-portfolios, and Writing in the Disciplines”  
Mary Karcher, Wayne State University, Detroit, MI, “Participatory Culture, Fandom and Digital Writing: Identifying Criteria for Coherence in Digital and Multimodal Texts”

*Community, Civic & Public*

**D.24 The Rhetoric of Institutional Websites and Mission Statements**

Room L405, Lobby Level

**Chair:** Shuai Zhao

**Speakers:** Daren Young, University of Oklahoma, Norman, “A Web-Rhetoric of Connection: Reading Tribal Colleges’ Websites as Native American Literature”

Christie Toth, University of Michigan, Ann Arbor, “Mission Positioning: Identification and Resistance in Institutional Mission Statements”

Melody Pugh, University of Michigan, Ann Arbor, “Mission Positioning: Identification and Resistance in Institutional Mission Statements”

*Teaching Writing & Rhetoric*

**D.25 The Open Hand:  
New Approaches to Teaching Rhetoric in the Classroom**

Room L406, Lobby Level

**Chair:** Mary Lou Odom, Kennesaw State University, GA

**Speakers:** M. Todd Harper, Kennesaw State University, GA, “Rhetoric as Cookery: Hospitality and Cooking in a Writing Classroom”

Karen Roop, Kennesaw State University, GA, “Blurring Discourse Boundaries: Why Study Women’s Rhetorics in the Composition Classroom”

Robert Rockett, Kennesaw State University, GA, “Guiding Across the Borders: A Look at Rhetorical Strategies in a Diverse Classroom”

*Teaching Writing & Rhetoric*

**D.26 Creative Community:  
Rhetoric and Writing at the Art and Design University**

Room L503, Lobby Level

**Chair:** Nicol Augusté, Savannah College of Art and Design, GA

**Speakers:** Nicol Augusté, Savannah College of Art and Design, GA, “Elders and Art Students: Capturing Wisdom via Writing our Relations”

Carey Murphy, Savannah College of Art and Design, GA, “Aural Texts, Visual Texts, and Critical Writing”

Mary C. Kim, Savannah College of Art and Design, GA, “Digital Communities: Livejournal Homework Blogs”

Jennifer Scoggins, Savannah College of Art and Design, GA, “Validating the Visual Vocabulary: Communicating with Writers in the ‘Contact Zone’”

*Contesting Boundaries*

**D.27 Negotiating Our Terrain:  
Creating Habitable Spaces in Composition**

Room L504, Lobby Level

**Chair:** Lindsay Ratcliffe, University of Texas, San Antonio

**Speakers:** Lindsay Ratcliffe, University of Texas, San Antonio, “Confronting Planetary Peril: Writing by a Generation Facing Ecological Crisis”

Paula Tran, University of Texas, San Antonio, “Crossing the Chasm: A Manual for Mythbusting in Modern Medicine”

Gail Pizzola, University of Texas, San Antonio, “Communing with the Dark Side: When Letters Meet Numbers”

*Contesting Boundaries*

**D.28 Changing the Conversation about Writing Programs:  
Assessment as Advocacy, Research as Teaching, Teacher  
as Learner, Program as Ecosystem**

Room L505, Lobby Level

**Chair:** Heidi Estrem, Boise State University, ID

**Speakers:** Debra Frank Dew, University of Colorado, Colorado Springs, “Assessing Content Knowledge as Portable Domain in a Writing-about- (Rhetoric-and-Writing) Curriculum”

M. Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada, “Helping TA’s Assess (and Teach) FYC as Writing about Writing: Students’ Self-reported Outcomes on a Writing Strategies Inventory”

Heidi Estrem, Boise State University, ID, “It’s Kind of Frustrating Just Not Being Perfect: How TAs Understand the First Years of Teaching”

E. Shelley Reid, George Mason University, Fairfax, VA, “It’s Kind of Frustrating Just Not Being Perfect: How TAs Understand the First Years of Teaching”

*Contesting Boundaries*

**D.29 Our Closest Relations:  
Best Practices in Mentoring Graduate Teaching Assistants**  
Room L506, Lobby Level

**Chair:** Kay Halasek, Ohio State University, Columbus

**Speakers:** Kate Schmitt, Florida Atlantic University, Boca Raton, “‘Please Don’t Hurt My Evaluations’: Balancing GTA Mentorship and Tenure Anxiety”  
Darin Ciccotelli, Soka University of America, Aliso Viejo, CA, “Mentorship of the Distressed: The Role of Pedagogy in GTA Supervision”  
Tamara Fish, University of Houston, TX, “‘Just Tell Me What You Want Me to Do’: Mentoring as Giving Them What They Want vs. Giving Them What They Need”

*Teaching Writing & Rhetoric*

**D.30 Kaona to Mana: Rhetoric, Aesthetics, and Power in  
Hawaiian Literature and Song**  
Room L507, Lobby Level

**Chair:** Georganne Nordstrom, University of Hawaii, Honolulu

**Speakers:** Jeff Carroll, University of Hawaii, Honolulu, “Ki Ho ‘Alu As Mana: Ethos, Music and Hawaiian Rhetoric”  
Georganne Nordstrom, University of Hawaii, Honolulu, “How a Queen in Captivity Sings”  
Brandy Nalani McDougall, University of Hawaii, Honolulu, “Wawa No ‘Olelo ‘Okole ‘A I Pali (Let The Echo Carry To The Cliffs): Kaona As An Aesthetic Standard In Classical And Contemporary Kanaka Maoli Literature”

*Teaching Writing & Rhetoric*

**D.31 Blurring the Lines: Sharing Pedagogy Across/in Writing  
Centers and Writing Classrooms**  
Room L508, Lobby Level

**Chair:** Joe Moxley, University of South Florida, Tampa

**Speakers:** Kate Pantelides, University of South Florida, Tampa, “Telling It Like It Is: Writing Center Relationships and Practice”  
Megan McIntyre, University of South Florida, Tampa, “Writing in the Writing Classroom: Why the Writing Center Offers Us Important Models of How to Encourage Agency and Aid Proficiency”  
Erin Trauth, Texas Tech University, Lubbock, “Social Spaces? Social Constructionism from the Writing Center to the Writing Classroom”

*Creative Writing*

**D.32 How ‘Bout a Little Creative Writing, Y’all?:  
Building Relationships between Creative Writing and  
Critical Inquiry**

Room A701, Atrium Level

**Chair:** Rochelle Harris, Kennesaw State University, GA

**Speakers:** Christine Stewart-Nunez, South Dakota State University, Brookings, “Creative Writing and Academic Research: Kinship in the Archives”  
Rochelle Harris, Kennesaw State University, GA, “Demanding Rhetorical Spaces: How Public History Can Teach Creative Writing”

**Respondent:** Christine Stewart-Nunez, South Dakota State University, Brookings

*Institutional and Professional*

**D.33 Building Cross-Disciplinary Relations:  
Enhancing Students’ Disciplinary Writing and Cross-  
Cultural Competencies through a Collaborative Teaching  
Framework**

Room A702, Atrium Level

**Chair:** Kathleen Hunter, College of Saint Elizabeth, Morristown, NJ

**Speakers:** Courtney Kelsch, College of Saint Elizabeth, Morristown, NJ  
Margaret Roman, College of Saint Elizabeth, Morristown, NJ  
Laura Winters, College of Saint Elizabeth, Morristown, NJ  
Beatrice Kingston, College of Saint Elizabeth, Morristown, NJ  
Lillian Domenico, College of Saint Elizabeth, Morristown, NJ

*Research*

**D.34 Teaching for Transfer: Strengthening the Relationship  
between First-Year Composition and Writing in  
Multidisciplinary Contexts**

Room A703, Atrium Level

**Chair:** Kathleen Blake Yancey, Florida State University, Tallahassee

**Speakers:** Liane Robertson, Florida State University, Tallahassee  
Kara Taczak, Florida State University, Tallahassee  
Heather Camp, Minnesota State University-Mankato  
Sarah Johnson, Minnesota State University-Mankato

**Respondent:** Kathleen Blake Yancey, Florida State University, Tallahassee

*Teaching Writing & Rhetoric*

**D.35 Becoming Digital Ancestors:  
Capturing Self and Family with Digital Media**

Room A704, Atrium Level

**Chair:** Joseph Janangelo, Loyola University of Chicago, IL

**Speakers:** Joseph Janangelo, Loyola University of Chicago, IL, “What is a Digital Ancestor?”

Kristine Hansen, Brigham Young University, Provo, UT, “Composing Our Relations: Adding Voices and Faces to Print Histories of Self and Family”

Danette Paul, Brigham Young University, Provo, UT, “Problematic Relations: The Rhetoric of Visual Biographies as Signifying Self, Identity, and Community”

Jeff Swift, North Carolina State University, Raleigh, “Capturing Multimodal Personal History: The Medium and the Message”

*Writing Programs*

**D.36 Citation Context Analysis:  
Fresh Approaches to Assessment and Tutoring**

Room A705, Atrium Level

**Chair:** Rebecca M. Howard, Syracuse University, NY

**Speakers:** Tricia Serviss, Auburn University, AL, “Unveiling the Wizards of Writing Assessment: Methods for Revising the Premises and Practices of Assessment”

Bess Fox, Marymount University, Washington, DC, “Citation Analysis in an Institutional Assessment of Information Literacy: Measuring Student Engagement with Source Material”

Elizabeth Kleinfeld, Metropolitan State College of Denver, CO, “Beyond ‘Gotcha’ in the Writing Center: Using Citation Analysis in Tutorials”

*Contesting Boundaries*

**D.37 Teaching Alternative Discourses:  
Hip-hop, Whiteness, and Multicultural Rhetorics**

Room A706, Atrium Level

**Chair:** Alaina Feltenberger, University of Colorado at Boulder

**Speakers:** Meg McSwain, Appalachian State University, Boone, NC, “Challenging Heteronormativity: Hip-hop Rhetoric in the Composition Classroom”

Doug Schraufnagle, Michigan State University, East Lansing, “Barriers to Teaching Whiteness: Identity Politics and the Pitfalls of White Guilt”

Allison Carr, University of Colorado, Boulder, “Writing Many Voices: Taking Multicultural Rhetorics to the Writing Classroom”

*Contesting Boundaries*

**D.38 The Future Anterior of Rhetoric:  
Potentials For Rhetorics Built on Material Relations**

Room A707, Atrium Level

**Chair:** Laurie Gries, University of Florida, Gainesville

**Speakers:** Laurie Gries, University of Florida, Gainesville, “‘We Have Taken the Material Turn!’: The Emergence of Consequence in Material Rhetorics”  
Jeremy Tirrell, University of North Carolina Wilmington, “‘I’ve Crammed My Head Full of Garbage!’: Waste, Forgetting, and Anti-Memoria in Digital Culture”

Nathaniel Rivers, Georgetown University, Washington, DC, “‘The iPhone is Part of My Mind Already’: Rhetoric and the Cultivation of Body and Mind”

*Writing Programs*

**D.39 What’s Our Relation . . . to the Mean and the Median?  
The Contested Place of Student Course Evaluations**

Room A708, Atrium Level

**Chair:** Nancy Sommers, Harvard Graduate School of Education, Cambridge, MA

**Speakers:** Amy Dayton-Wood, University of Alabama, Tuscaloosa, “Learning from Other Disciplines: What the Existing Research on Student Opinion Surveys Can Teach Us”

Karen Gardiner, University of Alabama, Tuscaloosa, “The Student Opinion Survey as Rhetorical Situation”

Gregory Glau, Northern Arizona University, Flagstaff, “The Role Of ‘Lore’ in Evaluating Teaching”

Regina Clemens Fox, Utah Valley University, Orem, “How Do the Data Translate into Teaching Situations? Factors that Influence Students’ Perceptions of Teaching”

Amy Kimme Hea, University of Arizona, Tucson, “Strategies for Developing an Online Teacher Presence”



## E Sessions: 4:45–6:00 p.m.

### *Featured Speaker*

#### **Dean Rehberger**

#### **“What to do with a Million Texts: Rhetoric, Composition and High Performance Computing”**

Marquis Ballroom, Salon C, Marquis Level

**Chair:** Jim Ridolfo, University of Cincinnati, OH

**Dean Rehberger** is the Director of MATRIX: the Center for Humane Art, Letters, and Social Science Online and also Associate Professor of Writing, Rhetoric and American Cultures. His primary areas of research include: information design and architecture; digital libraries, museums and archives; Internet technologies in the classroom; and hybrid learning environments. He recently coedited the book, *Virtual Decisions: Digital Simulations for Teaching Reasoning in the social Science and Humanities*. An expert in user experience design, Dean oversees MATRIX’s multi-partner, multi-site projects in digital libraries, humanities and social science computing. He has helped to bring in over \$16 million in grants for the digital humanities. He is a seasoned leader in implementing major humanities technology projects that involve collaboration among multiple institutions, both in the U.S. and internationally. Dean is faculty advisor to the MSU Usability and Accessibility Center and teaches humanities computing, and rhetorical theory and history. Dean was recently awarded a Digging into Data Challenge Competition ([www.diggingintodata.org](http://www.diggingintodata.org)), funded NSF, NEH, JISC, SSHRC, and consists of an international, multi-disciplinary team of researchers from the University of Illinois, National Center for Supercomputing Applications, Michigan State University, and the University of Sheffield. The challenge explores the ways we do qualitative research on large quantities of digital media. The digital humanities and high performance computing promise to open up new avenues of research and change the face of scholarship in the humanities. Dean will speak about these new paths and how scholars in rhetoric and composition can take a leading role and be agents of change in the humanities.



**Dean Rehberger**

*Featured Session*

**“Gathering up our Multiple Participations”:  
Exploring Intersections/Interferences within and  
outside Rhetoric & Writing**

**Marquis Ballroom, Salon B, Marquis Level**

Malea Powell has called for a scholarly discourse that “listens and speaks, doubly” (2002, 19). In “Listening to Ghosts: An Alternative (Non)Argument,” Powell writes that we scholars need “to gather up the strands from our multiple participations...name them as relatives and take them home” (19). Our panel attempts to enact this need, as much as it does to consider and reconsider the relations between a selection of these participations within rhetoric & writing studies: histories, narratives, and spaces/places as contextualized within the local/global dichotomy. We focus on the distinctions between local and global as organizing metaphors, as well as the potential for alternate sites of inquiry in the in-between areas, liminal zones, or spaces of ambiguity. Finally, we discuss the opportunity this questioning of spaces offers us as scholars, writers, educators, and citizens.

***Speakers:*****Donnie Sackey**

Michigan State University, East Lansing, “History and Recognition, Mapping the Local in Rhetoric and Writing”

**Marilee Brooks**

Michigan State University, Lansing, “Spaces and Places, Recognizing Local/Global Ontologies and Rhetorics”

**Donnie Sackey****Marilee Brooks****Madhu Narayan****Daisy Levy****Terese Guinsatao  
Monberg**

**Madhu Narayan**

Michigan State University, East Lansing, “Stories and Storytellers, Blurring Legitimate/Non-Legitimate Knowledges in the Writing Classroom”

**Daisy Levy**

Michigan State University, East Lansing, “Stories and Storytellers, Blurring Legitimate/Non-Legitimate Knowledges in the Writing Classroom”

**Respondent:**

**Terese Guinsatao Monberg**

Michigan State University, East Lansing

*Contesting Boundaries*

**E.01 Longitudinal Writing Studies and Exploring the Spaces of Transitions**

International Ballroom A, International Level

**Chair:** Kevin Hooe, University of California, Santa Barbara

**Speakers:** Leonard Alvarez, University of Washington, Seattle, “Overlooked Moments of Contact: A Critique of Longitudinal Writing Development Studies”

Kevin Hooe, University of California, Santa Barbara, “Can We Get There From Here? Transitioning from High School to College Writing”

Sergio Casillas, University of Washington, Seattle, “Exploring Unfamiliar Discursive Spaces: Student Transitions from General Education to Writing within Their Majors”

*Teaching Writing & Rhetoric*

**E.02 Queer Theory in the Writing Classroom**

International Ballroom B, International Level

**Chair:** Dauvan Mulally, Grand Valley State University, Allendale, MI

**Speakers:** Rob Faunce, Stony Brook University, NY

Sarah Finn, University of Massachusetts Amherst, “A Transgender Pedagogy”

Teresa M. Pershing, West Virginia University, Morgantown, “The Intersections of Stylistics and Queer Theory: A New Approach to the Composition Classroom”

*Community, Civic & Public*

**E.03 Progressions of Publics:  
Relations within Rhetorical Communities**

International Ballroom C, International Level

**Chair:** Wendy Grosskopf, University of Rhode Island, Kingston

**Speakers:** Wendy Grosskopf, University of Rhode Island, Kingston, “Arguing to Relate: Reticulation and the Persuasive Essay”

Jennifer Lee, University of Rhode Island, Kingston, “The Pervasive Pink Ribbon: How a Visual Rhetorical Trope/Commodity Can Facilitate and Initiate Activism”

Gavin Hurley, University of Rhode Island, Kingston, “Faith Seeking Understanding: Catholic Public Writing”

*Contesting Boundaries*

**E.04 From Stage to Page:  
The Rhetoric of Performance in the Writing Classroom**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Andrea Lunsford, Stanford University, CA

**Speakers:** Shelley Manis, University of Michigan, Ann Arbor, “Rhetoric on its Feet, Performance on the Page”

Lesley Bartlett, University of Nebraska-Lincoln, “Performance of Self in the Writing Classroom”

Aimee Allard, University of Nebraska-Lincoln, “The Classroom, the Stage, and the Performative Space Between”

*Contesting Boundaries*

**E.05 “I am not a Mascot”:  
Communities Contesting Rhetorical Sovereignty**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Rose Gubele, Central Michigan University, Mount Pleasant

**Speakers:** Colleen Green, Central Michigan University, Mount Pleasant, “Mascots: Finding Honor”

Joshua Hudson, Central Michigan University, Mount Pleasant, “Walking in Two Worlds: The Cause and Effect of Racism toward Native Americans in the Academy”

Kenlea Pebbles, Central Michigan University, Mount Pleasant, MI, “What is Red and White All Over? The Battle of Written Words”

*Contesting Boundaries*

**E.06 Relating the Disaster:  
Mapping the Spill, Mapping Ourselves (a MEMorial)**

Imperial Ballroom, Salon B, Marquis Level

*Chair:* Sidney Dobrin, University of Florida, Gainesville

*Speakers:* Sean Morey, Clemson University, SC  
Nicholas Guest-Jelley, University of Florida, Gainesville  
Sidney Dobrin, University of Florida, Gainesville

*Theory*

**E.07 Visual Cultural Rhetorics**

Room M101, Marquis Level

*Chair:* Dan Du

*Speakers:* Ruben Mendoza, California State University, Northridge, “Walking the Talk: Sophist Rhetoric, Walking, and Decolonial Praxis in Harry Gamboa, Jr.’s Art”  
Alexis Ramsey, Eckerd College, St. Petersburg, FL, “Seeing is Believing: Understanding the Visual Environmental Rhetoric of Global Climate Change”  
Jennifer Herman, The Ohio State University, Columbus, “Constructing Popular Scientific Knowledge: The Role of Brain Imaging in Lay and Expert Discourses”

*Research*

**E.08 Intertextuality, Contested Knowledge, and the Struggle for  
(Re-)Representation in Multimodal Contexts:  
Studies of Rhetoric Across Texts and Modes**

Room M102, Marquis Level

*Chair:* Jonathan Halsall, Kent State University, OH

*Speakers:* John Oddo, Kent State University, OH, “How the News Framed Colin Powell’s UN Address: The Intertextual Transformation of a Political Speech in Journalistic Discourse”  
Elizabeth Feltner, Kent State University, OH, “All the News that’s Fit to Print? (Mis-)Representations of the Working Poor in Journalistic Discourse”  
Patrick Thomas, Kent State University, OH, “Contesting Representations of Military Operations in Iraq and Afghanistan: The ‘New’ Journalism of Soldier Blogs”

*Teaching Writing & Rhetoric*

**E.09 Helping a NOOB PWN the Grievers: Translating First-Year Composition into a Familiar Framework**

Room M103, Marquis Level

**Chair:** Laura Carroll, Abilene Christian University, TX

**Speakers:** Alisa Hail, Abilene Christian University, TX, “Game Over: Motivating Students to Try Again”

Grant Vickery, Abilene Christian University, TX, “The Teacher as Guide: Exchanging Responsibility with Students”

Debbie Williams, Abilene Christian University, TX, “Respawning Aristotle: Resetting the Teaching of Composition?”

*Community, Civic & Public*

**E.10 Feminist Action Research in Rhetoric and Composition: Engaging Community Exigencies and Building Coalitional Solidarity**

Room M104, Marquis Level

**Chair:** Rebecca Richards, University of Arizona, Tucson

**Speakers:** Rebecca Richards, University of Arizona, Tucson, “What If We’re Not All Cyberfeminists? Collaborative Writing Technology and Feminist Coalitional Building”

Jenna Vinson, University of Arizona, Tucson, “Responding to Community Exigencies: Resistance as Seizing Kairotic Moments for Writing and Public Action”

Denise Barnum, Arizona State University, Phoenix, “Feminist Coalition-Building and Disability Advocacy: The Partners in Policymaking Legislative Advocacy Program”

*Teaching Writing & Rhetoric*

**E.11 Constructions of Disability in the Composition Classroom**

Room M105, Marquis Level

**Chair:** Jessica Nastal, University of Wisconsin-Milwaukee

**Speakers:** Jessica Nastal, University of Wisconsin-Milwaukee, “Defining Disability toward Transforming Composition Classrooms”

Lauren Coker, St. Louis University, MO, “‘Disabled’ Textuality: Disability Studies in Theory and Practice in the First-Year Composition Classroom”

Ann Torrusio, St. Louis University, MO, “Reading Johnny’s Body: Constructions of Disability in Trumbo’s Johnny Got His Gun”

Tara Wood, University of Oklahoma, Norman, “Overcoming Rhetoric: Forced Disclosure and the Colonizing Ethic of Evaluating Personal Essays”

*Contesting Boundaries*

**E.12 Writing Health and Disability:  
The Ethics and Rhetorics of Embodied Identities**

Room M106, Marquis Level

**Chair:** John Duffy, University of Notre Dame, IN

**Speakers:** Amy Vidali, University of Colorado, Denver, “Rhetorical Cancer: Online Diagnoses of Health Symptoms in Research and Teaching”  
Stephanie Kerschbaum, University of Delaware, Newark, “Agency in Intersections of Disability Identity and Research Methodology”

Lynn Bloom, University of Connecticut, Storrs, “Body Language: The Rhetoric and Ethics of Teaching Contemporary Disability Autobiography”

*Contesting Boundaries*

**E.13 Locating Feminism Beyond Immediate Space**

Room M107, Marquis Level

**Chair:** Michael Hill, Henry Ford Community College, Dearborn, MI

**Speakers:** Melanie Lee, Ohio University, Athens, “Beyond Boundaries of Logo-centric Thinking: Feminizing Masculinized Logos with Visual Rhetoric”  
Rachael Shade, Indiana University of Pennsylvania, “Contesting Feminist Space: Toward a Pedagogy that Promotes and Goes beyond Transnational Feminist Views”

*Theory*

**E.14 Theories of Technology**

Room M108, Marquis Level

**Chair:** Steven Lessner, Michigan State University, East Lansing

**Speakers:** Michele Ninacs, SUNY College at Buffalo, NY, “Technology as Other”

Matt Morain, North Carolina State University, Raleigh, “Internet Culture and the Rhetori—IMMA LET YOU FINISH!: What Kairos Can Tell Us about Internet Memes and Viral Media”

Jason Kalin, North Carolina State University, Raleigh, “Memory Spaces, Spatial Memories: The Invention(s) of Digital Memory”

*History*

**E.15 Religious Rhetorics**

Room M109, Marquis Level

**Chair:** Rhonda Schlatter, Mesa Community College, AZ

**Speakers:** Bruce McComiskey, University of Alabama at Birmingham, “Contested Ceremonial Space in Ancient Jewish Rhetoric: Speech Acts as Rhetorical Strategies in the Community Rule (Dead Sea Scroll 1QS)”  
Deborah Burns, Merrimack College, North Andover, MA, “Into the Zenanas: The Rhetoric of Missionary Dr. Clara A. Swain”  
Ryan Stark, Corban University, Salem, OR, “Theological Motives in Early Modern Writing Instruction”

*Professional and Technical Writing*

**E.16 Inter-and Intra-Organizational Communication**

Room M202, Marquis Level

**Chair:** Jamie Thornton, Kaplan University, Fort Worth, TX

**Speakers:** Natalie Stillman-Webb, University of Utah, Salt Lake City, “‘Keeping it Real’: Contextualizing Intellectual Property and Privacy in the Online Technical Communication Course”  
Susan Popham, University of Memphis, TN, “Rhetorical Activity in a Pharmaceutical Communications Workplace: The ‘Public’ as Contested Space and Loci”  
Stevens Amidon, Indiana Purdue University Fort Wayne, “Writing in High Reliability Organizations: The Rickover Legacy”

*Contesting Boundaries*

**E.17 Indigeneity and Faith:  
Reflections on Public Life and Interactions**

Room M302, Marquis Level

**Chair:** Jeanne Bohannon, Georgia State University, Atlanta

**Speakers:** Twila Papay, Rollins College, Winter Park, FL, “Negotiating with ‘Us Mob’: Shaping the Praxis of an Inclusive Writing Pedagogy”  
Keith Walters, Portland State University, OR, “Finding Room for Reconciliation in Contested Spaces: Faith in the Classroom”  
Jill Hodges, Michigan Technological University, Houghton, “Being-In-Relation-To: Reconciling the Personal and the Professional”

*Information Technologies*

**E.18 Observing (Digital) Natives in their Habitus:  
New Approaches to “Seeing” Your Audience**

Room M303, Marquis Level

**Speakers:** Alicia Hatter, Clemson University, SC, “(Re)Constructing Habitus: Introducing ‘Interpellative Design’ for the Web”

Susan Hilligoss, Clemson University, SC, “Habitus as Artifact: Pierre Bourdieu in the Multimodal Classroom”

Randy Nichols, Clemson University, SC, “How Does Your Culture Grow? A New Organic Model for Cultural Inquiry”

Tharon Howard, Clemson University, SC, “Habitus as a Context for Decision-Making: Belonging in Online Communities”

*Contesting Boundaries*

**E.19 Contesting and Connecting Relations:  
Medical Representation and Writing Research**

Room M304, Marquis Level

**Chair:** Michael J. Salvo, Purdue University, West Lafayette, IN

**Speakers:** Elizabeth L. Angeli, Purdue University, West Lafayette, IN, “Contesting Spaces and Ethics in Writing Research: The IRB, Collaboration, and Claiming the Future”

Zachery Koppelman, Purdue University, West Lafayette, IN, “Contesting Spaces and Ethics in Writing Research: The IRB, Collaboration, and Claiming the Future”

Cynthia Ryan, University of Alabama at Birmingham, “A ‘Self’ Done ‘Robbed’: Contesting Spaces and Knowledge in the Retelling of HeLa/Henrietta Lacks”

T. Kenny Fountain, Case Western Reserve University, Cleveland, OH, “Visual Rhetoric as Witness: Authoring Relations, Arguing with Tissue”

*Academic Writing*

**E.20 Genre Studies**

Room L401, Lobby Level

**Chair:** Kimberly Thomas-Pollei, University of Minnesota, MN

**Speakers:** Christina Dubb, University of Pennsylvania, Philadelphia, “(Re)presenting the Self in Graduate Admissions Essays: Research in the Process Behind High Stakes Writing”

Jelena Markovic, University of Utah, Salt Lake City, “How Academic Are the Formulas Offered In They Say/I Say: The Moves That Matter In Academic Writing?”

Monika Brown, University of North Carolina, Pembroke, “Get something and Give Something: Student Expertise and Argument Genres in First-Year Writing”

*Writing Programs*

**E.21 New Challenges, New Understandings:  
Examining Our Relations within a Portfolio Culture**

Room L402, Lobby Level

*Chair:* Mike Williamson, Indiana University of Pennsylvania

*Speakers:* Susan Welsh, Indiana University of Pennsylvania, “‘Talk to yourself,’ ‘talk to me,’ and ‘talk to them’: Internal Rhetorics of Portfolio Reflection”

Tina Perdue, Indiana University of Pennsylvania “Visions of Improvement: Using Portfolios in Writing Center Assessment”

Lynne Alvine, Indiana University of Pennsylvania, “Unpacking Teachers’ Understandings, Insights, and Practices in Portfolio Assessment”

*Research*

**E.22 Memory, Cognition, and Psychology in Composition Research**

Room L403, Lobby Level

*Chair:* Carol Mikoda, Binghamton University, NY

*Speakers:* Joseph Bizup, Boston University, MA, “Memory, Attention, Writing: An Empirical Research Agenda”

Catherine Caldwell-Harris, Boston University, MA, “Memory, Attention, Writing: An Empirical Research Agenda”

Katherine S. Miles, Texas A&M University–Central Texas, Killeen, “Writing and Cognition: A Quantitative Analysis of the Writing Process”

Stephanie Horton, Georgia State University, Atlanta, “‘Their Lives A Storm Whereon They Ride’: The Affective Disorders, Marginalized Writers, and Composition”

*Community, Civic & Public*

**E.23 Extra-Institutional Literacies**

Room L404, Lobby Level

*Chair:* Erin Huebner Gloege, Utah State University, Logan

*Speakers:* Courtney Adams Wooten, University of North Carolina, Greensboro, “Finding New Ground: Homeschooling as an Extra-Institutional Literacy Space”

Rebecca Mlynarczyk, Kingsborough Community College, CUNY College, Brooklyn, “Literacy for the Ages: Looking at Literate Development Across the Lifespan”

Sean Barnette, University of Tennessee, Knoxville, “Houses of Hospitality: The Material Rhetoric of the Catholic Worker”

*Writing Programs*

**E.24 Writing Across the Curriculum in the Community College: Challenges and Opportunities**

Room L405, Lobby Level

**Chair:** Deb Rankin, Northwest Vista College, San Antonio, TX

**Speakers:** Jo Ann Thompson, Clermont College, Cincinnati, OH

Kathy Mendt, Front Range Community College, Larimer Campus, Fort Collins, CO

Christina Devlin, Montgomery Community College, Germantown Campus, MD

Mary McMullen-Light, Missouri Community College-Longview Community College, Lee's Summit

Deb Rankin, Northwest Vista College, San Antonio, TX

*Teaching Writing & Rhetoric*

**E.25 Gaming the Academy**

Room L406, Lobby Level

**Chair:** Scott Nelson, University of Texas-Austin

**Speakers:** Scott Nelson, University of Texas-Austin, "The Agon: A Model Video Game for Teaching Rhetoric"

Andrew Rechnitz, University of Texas-Austin, "The Agon: A Model Video Game for Teaching Rhetoric"

Tekla Schell, University of Texas-Austin, "Teaching Interactive Ethics: Mass Effect in the Classroom"

Kevin Borque, University of Texas-Austin, "How to Bring Your Sims Up Gay: Queer Theory in Gaming Environments"

*Teaching Writing & Rhetoric*

**E.26 How Small Teacher Communities Foster Effective Teaching and Integrative Learning in the Basic Writing Classroom**

Room L503, Lobby Level

**Chair:** Eileen Ferretti, Kingsborough Community College, Brooklyn, NY

**Speakers:** Eileen Ferretti, Kingsborough Community College, Brooklyn, NY, "Fostering Effective Teaching and Integrative Learning in the Basic Writing Classroom through Participation in Small Teacher Cohorts"

Sylviane Baumflek, Kingsborough Community College, Brooklyn, NY, "Fostering Effective Teaching and Integrative Learning in the Basic Writing Classroom through Participation in Interdisciplinary Learning Communities"

Ronna Levy, Kingsborough Community College, Brooklyn, NY, "An Introduction to the Protocols and Artifacts of the Teaching Commons at Kingsborough Community College"

Marissa Schlesinger, Kingsborough Community College, Brooklyn, NY, "The Art of Learning Together"

Cheryl Hogue Smith, Kingsborough Community College, Brooklyn, NY, "The Art of Learning Together"

*Contesting Boundaries*

**E.27 Crossing Our C's: New Media Communication, Composition and Creative Writing**

Room L504, Lobby Level

**Chair:** Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX

**Speakers:** Laura K. Smith, Huston-Tillotson University, Austin, TX, “Are ‘Traditional’ Journalism Programs Passé?”

J. Michael Hart, Huston-Tillotson University, Austin, TX, “‘Layout and Design’ is an English Course?”

Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX, “Notes on Composing Programs to Scale”

Peter Caster, University of South Carolina Upstate, Spartanburg, “Building Bridges instead of Walls: Rhet/Comp, Creative Writing, and New Media Journalism”

*Contesting Boundaries*

**E.28 Teaching Information Literacy or Research? Promoting Partnerships Between College Libraries and First-Year Writing Programs**

Room L505, Lobby Level

**Chair:** Michael Moghtader, James Madison University, Harrisonburg, VA

**Speakers:** Kurt Schick, James Madison University, Harrisonburg, VA, “After Process, After Rhetoric: Literacy Outcomes for First-Year Writing”

Kathy Clarke, James Madison University, Harrisonburg, VA, “Infusing Research-Based First-Year Writing with Information Literacy Standards”

Michael Moghtader, James Madison University, Harrisonburg, VA, “From the Teaching of Research to a Pedagogy of Information Literacy”

*Teaching Writing & Rhetoric*

**E.30 Challenging Monolingual Practices to Foster Multilingual Engagement: Enacting our Theories in High Schools, Writing Centers/WAC and Our Own Professional Practices**

Room L507, Lobby Level

**Chair:** Joan Mullin, Illinois State University, Bloomington

**Speakers:** Amy Magnafichi Lucas, Illinois State University, Bloomington, “Secondary Schools and Monolingual Compositions”

Carol Peterson Haviland, California State University- San Bernadino, “Multilingual Speakers and Writers: Enriching, Informing and Expanding Writing Center /WAC Practice”

Joan Mullin, Illinois State University, Bloomington, “Our Theories, Ourselves: The Effects of Academic, Monolingual, Professional Practices on Our Construction of Research and Pedagogy”

*Teaching Writing & Rhetoric*

**E.31 Sex, Lies, and Student Video Projects:  
Shifting Relations in Digital Literacy and Composition**

Room L508, Lobby Level

**Chair:** Heidi Skurat Harris, Eastern Oregon University, La Grande

**Speakers:** Heidi Skurat Harris, Eastern Oregon University, La Grande, “From Texting to Textual to YouTube: Students Literacy in Mixed Media”

Ethna Lay, Hofstra University, Hempstead, NY, “When the Essay is the Gloss: Other Ways of Making Arguments”

Kristine Kellejian, University of Washington Bothell, “Collaborative Digital Commentaries: DVD Interfaces, Critical Reflection, and Composition”

*Community, Civic & Public*

**E.32 Coming of Age in Composition:  
What We Can Learn from Late-Life Writers**

Room A701, Atrium Level

**Chair:** Suzanne Rumsey, Indiana University Purdue University, Fort Wayne

**Speakers:** Suzanne Rumsey, Indiana University Purdue University, Fort Wayne, “A Community of Transitionals: Late-Life Writers in Nursing and Hospice Care”

Lauren Bowen, University Of Illinois at Urbana-Champaign, “Embodied Histories of Literacy: The Literate Lives of Elders”

Donora Hillard, Wayne State University, Detroit, MI, “‘The very brokenness of these things is the witness of my life’: Learning from a Writer with Alzheimer’s”

Ruth Ray, Wayne State University, Detroit, MI, “The 21st Century Merging of Composition and Age Studies”

**Respondent:** Ruth Ray, Wayne State University, Detroit, MI

*Institutional and Professional*

**E.33 Community Building among Teaching Assistants:  
Bridging the Gap from Training to the First-Year Classroom**

Room A702, Atrium Level

**Chair:** Bryan Bardine, University of Dayton, OH

**Speakers:** Megan Smida, University of Dayton, OH, “Community Building during Teaching Assistant Summer Training Programs”

Katie Baumgardner, University of Dayton, OH, “Continuing Community Building: A Year-Long Process”

Lindsey Light-Davidson, University of Dayton, OH, “Fostering a Professional and Social Community in the Classroom”

*Research*

**E.34 Transnational Spaces:  
Making a “Space” for Multilingual Writing in Composition**

Room A703, Atrium Level

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

**Speakers:** Xiaoye You, The Pennsylvania State University, University Park,  
“Reconfiguring Spaces: Writing in the Devil’s Tongue”

Youngjoo Yi, Georgia State University, Atlanta, “Creating a Space for Multi-  
lingual Writers Navigating In- and Out-of-School Writing”

Steven Fraiberg, Michigan State University, East Lansing, “Making a Space  
for Workplace Writing: Multilingualism in the Global Hi-tech Industry”

**Respondent:** Joel Bloch, The Ohio State University, Columbus

*Teaching Writing & Rhetoric*

**E.35 Inviting “All Our Relations”:  
Code Meshing in First-Year Writing**

Room A704, Atrium Level

**Chair:** Elaine Richardson, The Ohio State University, Columbus

**Speakers:** Mark Forrest, Indiana University Purdue University, Indianapolis,  
“Standard American English and Its Relationship to the Global Discourse  
Community”

Sylvia Cunningham, Associate Faculty, National Writing Project, Indianapolis,  
IN, “Code Meshing: Embracing Culture, Empowering Lives”

Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis, “Code  
Meshing through Self-Directed Writing”

*Contesting Boundaries*

**E.36 Our Conflicted Bourgeois Values:  
How We Learned to Stop Worrying and Love Capitalism**

Room A705, Atrium Level

**Chair:** Jason Evans, Prairie State College, Chicago Heights, IL

**Speakers:** Jason Evans, Prairie State College, Chicago Heights, IL, “Contesting  
the Color Line through Composition”

Rebecca Cox, Seton Hall University, South Orange, NJ, “How is That Helping  
Us?: The Intersection of Students’ Occupational Goals and Instrumental  
Approaches to Learning”

Vershawn Young, University of Kentucky, Lexington, “Could Bigger Thomas  
and Howard Roark Both Pass Your Writing Class?”

*Contesting Boundaries*

**E.37 The Graduate School Experience: Stories from the Deep**

Room A706, Atrium Level

**Chair:** Alice Gillam, University of Wisconsin, Milwaukee

**Speakers:** Jill McKay Chrobak, Oakland University, Rochester, MI, “Graduate Relations: Cultivating a Culture of Collegiality in a Rhet/Comp Graduate Program”

Neil Baird, Western Illinois University, Macomb, “The Writing Center and the English MA Thesis: Fostering Writing Relations Among Graduate Students”

Elena Garcia, Michigan State University, East Lansing, “‘What About Us?’ Telling Stories About Graduate Student Disciplinary Identity Negotiation Occurring in an Interdisciplinary Graduate Writing Group”

*Contesting Boundaries*

**E.38 Representing Indigeneity:  
Challenging, Affirming and Building Our Relations**

Room A707, Atrium Level

**Chair:** Erika Strandjord, The Ohio State University, Columbus

**Speakers:** Erika Strandjord, The Ohio State University, Columbus, “Representing the Body of Hawai’i: Haunani-Kay Trask’s Polyrhetoric of Incorporation and Resistance”

Ayde Enriquez-Loya, Texas A&M University, College Station, “Converging Narratives/Creating Alliances: White Buffalo Woman and Emily Raboteau’s *The Professor’s Daughter*”

Amanda Morris, Kutztown University, PA, “Conversations in Story(ality): Native American Stand-Up Comedy”

*Writing Programs*

**E.39 Exploring the Next Frontier in WAC/WID:  
A Multi-University, NSF-Sponsored Project to Enable  
Engineering Faculty to Teach Writing in a Four-Year  
Sequence of Technical Courses**

Room A708, Atrium Level

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

**Speakers:** Paul Anderson, Miami University, Oxford, OH, “Designing and Assessing Curricula that Fully Integrate Writing and Technical Instruction in Courses Taught by Disciplinary Faculty”

Michael Carter, North Carolina State University, Raleigh, “Developing Learning Outcomes that Fully Integrate Writing and Disciplinary Goals”

Gerald Gannod, Miami University, Oxford, OH, “Classroom Implementation of Fully Integrated Instruction: Results from Faculty and Student Assessment”

Magnus Gustafsson, Chalmers University of Technology, Gothenburg, Sweden, “Developing and Implementing Curricula that Fully Integrate Technical and Writing Instruction: An International Perspective”

# Special Interest Groups

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6:30–7:30 p.m.

- TSIG.01    Serious Games SIG**  
Room M101, Marquis Level  
*Co-Chairs:* Cynthia Haynes, Clemson University, SC  
Jan Holmervik, Clemson University, SC
- TSIG.02    SIG: Self-Efficacy and Composition**  
Room M102, Marquis Level  
*Chair:* Piper Selden, University of Hawaii at Manoa, Honolulu
- TSIG.03    Non-Western Rhetorical Traditions**  
Room M103, Marquis Level  
*Chair:* Maha Baddar, University of Arizona, Tucson
- TSIG.04    Women's Network:  
Gender and Professional Status in the Field**  
Room M104, Marquis Level  
*Chair:* Morgan Gresham, University of South Florida St. Petersburg
- TSIG.06    SIG: Klal Rhetorica**  
Room M106, Marquis Level  
*Chair:* Janice Fernheimer, University of Kentucky, Lexington
- TSIG.07    SIG: Language, Linguistics, and Writing**  
Room M107, Marquis Level  
*Chair:* Deborah Rossen-Knill, University of Rochester, NY
- TSIG.08    Writing Center Spaces**  
Room M108, Marquis Level  
*Chair:* Nathalie Singh-Corcoran, West Virginia University, Morgantown
- TSIG.09    Community Literacy, Service Learning, & Public Rhetoric  
SIG**  
Room M109, Marquis Level  
*Co-Chairs:* H. Brooke Hessler, Oklahoma City University, OK  
Cole Bennett, Abilene Christian University, Abilene, TX
- TSIG.10    Disability Studies SIG**  
Room M202, Marquis Level  
*Co-Chairs:* Margaret Price, Spelman College, Atlanta, GA  
Amy Vidali, University of Colorado Denver

- TSIG.11 National Archives of Composition and Rhetoric**  
Room M301, Marquis Level  
*Co-Chairs:* O. Brian Kaufman, Quinebaug Valley Community College,  
Danielson, CT  
Robert Schwegler, University of Rhode Island, Kingston
- TSIG.12 Council of Basic Writing Special Interest Group**  
Room M302, Marquis Level  
*Chair:* Shannon Carter, Texas A&M-Commerce
- TSIG.13 EngiComm: Communication in the Engineering Curriculum**  
Room M303, Marquis Level  
*Chair:* Ivy Higgins, College of the Bahamas
- TSIG.14 Second Language Writing and Globalization:  
Cross-Talk and Continuing Conversations**  
Room M304, Marquis Level  
*Co-Chairs:* Kevin Eric DePew, Old Dominion University, Norfolk, VA  
Gail Shuck, Boise State University, ID
- TSIG.15 The Lyric Essay: Reading, Writing, and Teaching the  
“Beautiful Wild Child” of Creative Nonfiction**  
Room L401, Lobby Level  
*Co-Chairs:* Jenny Spinner, Saint Joseph’s University, Philadelphia, PA  
Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA
- TSIG.16 Kenneth Burke SIG at CCCC**  
Room L402, Lobby Level  
*Chair:* Ethan Sproat, Purdue University, West Lafayette, IN
- TSIG.17 Medical Rhetoric SIG**  
Room L403, Lobby Level  
*Chair:* Barbara Heiffron, Rochester Institute of Technology, Rochester, NY
- TSIG.18 Writing about Writing: FYC as Introduction to Writing  
Studies**  
Room L404, Lobby Level  
*Chair:* Elizabeth Wardle, University of Central Florida, Orlando  
Kathleen Blake Yancey, Florida State University, Tallahassee
- TSIG.19 Professional Writing:  
Theory and Practice—The Digital Perspective**  
Room L405, Lobby Level  
*Chair:* Judy Tarbox, Southern Connecticut State University, New Haven

**TSIG.20 Undergraduate Consortium in Rhetoric and Writing**

Room L406, Lobby Level

*Co-Chairs:* Tom Moriarty, Salisbury University, MD

Tim Peeples, Elon University, NC

Helen Foster, University of Texas El Paso

**TSIG.21 Zen and the Art of Writing Teacher Maintenance**

Room L503, Lobby Level

*Chair:* Irene Papoulis, Trinity College, Hartford, CT

**TSIG.22 Transnational Composition**

Room L504, Lobby Level

*Chair:* Bruce Horner, University of Louisville, KY

**TSIG.23 Retired Faculty in Rhetoric/Composition/Writing Studies**

Room L505, Lobby Level

*Co-Chairs:* Louise Wetherbee Phelps, Old Dominion University,  
Norfolk, VA

Carol Lipson, Syracuse University, NY

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## Thursday Evening Events

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**Scholars for the Dream Reception**

6:00–7:00 p.m.

PULSE Loft, Marquis Level

**Humor Night 2011**

8:00–10:00 p.m.

Imperial Ballroom, Salon A, Marquis Level

*Chair:* Ronald F. Lunsford, University of North Carolina, Charlotte

*Keynote Speakers:* Anita Guynn, University of North Carolina, Charlotte, “All Our Relations Means Uncle Bo, Too (or) A Horsehair Sofa in the Burkean Parlor”

C. McKenzie, John Jay College of CUNY, NY, “Dr. McKenzie Tries to Get Tenure”

Rachel Bryant, Sam Houston State University, Huntsville, TX, “Alligators Live in my Lesson Plan, or, For a Pronoun, I Am Pretty Amateur”

Bill Bridges, Sam Houston State University, Huntsville, TX, “Have Rhetoric Will Travel: The Road Sign as Text”

Marvin Diogenes, Stanford University, CA, “CBB: Maximum Revision and Blues”

Clyde Moneyhun, Stanford University, Stanford, CA, “CBB: Maximum Revision and Blues”

**AA**

8:00–10:00 p.m.

Room L405, Lobby Level

**ALANON**

8:00–10:00 p.m.

Room L406, Lobby Level

## Friday, April 8

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### **REGISTRATION, 8:00 a.m.–5:00 p.m.**

International Ballroom Exhibit Hall, International Level

### **EXHIBITS, 9:00 a.m.–5:00 p.m.**

International Ballroom Exhibit Hall, International Level

### **TETYC Editorial Board Meeting**

7:30–8:30 a.m.

Hilton, Room 204, 2nd Floor

### **Bodies of Words: An Interactive Installation**

8:00 a.m.–3:00 p.m.

Marquis Foyer, Marquis Level

There will be a discussion of this event at 3:30 p.m. in Marquis Ballroom, Salon C, Marquis Level.



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## F Sessions: 8:00–9:15 a.m.

### *Featured Session*

#### **“Unrelated Kin”: Building Kin Relationships with Critical Race Theory and Out-Loud Public Literacies in Rhetoric-Composition Studies**

Marquis Ballroom, Salon B, Marquis Level

This panel borrows its title from Gwendolyn Etter-Lewis’s and Michele Foster’s 1996 edited collection examining race and gender. Etter-Lewis’s individual research showed how African American oral narratives shared a common framework, albeit multi-dimensional and non-formulaic, where familial kin relationships are used to elaborate historical consciousness. That historical consciousness simultaneously incorporates “related and unrelated kin” and dynamically informs political and discursive imaginations for present and future struggles. This panel attempts to mobilize the impact and still “untapped” power of very specific strands of “unrelated kin” in rhetoric-composition studies: 1) the interpretive framework of critical race theory to map the ways exclusionary, racialized policing of college admissions affects whose and what literacies represent college/classrooms; 2) black women’s discursive struggles against the property function of whiteness as a reading of the field’s investment in whiteness; and 3) new ideological lenses on the multiple literacies undergirding the activism of the Civil Rights Movement in order to finally see those literacies as endemic to social action. We see these three spaces relegated as a kind of “unrelated kin” to more widely circulated understandings of rhetoric-composition studies. Thus, we collectively intend to relate work in our field to racist politics of literacy maneuvered via college admissions, the maintenance of whiteness via literacy in the classroom, and the still necessary recovery and reminder-y work of the critical literacies serving African American activism as revolutionary, “tapping potential” (Brooks) for



**Jody Ludlow**



**Carmen Kynard**



**David Holmes**

curriculum and instruction. We position the stories that we tell toward new disciplinary kin-relations and, thus, new consciousness of our field’s history and the discursive building of our present and future.

***Chair:***

**Jamila Smith**

Ohio State University, Columbus

***Speakers:***

**Jody Ludlow**

St. John’s University, Queens, NY, “Shaping the College Classroom: The Relationship of State Anti-Affirmative Action Law to Literacy Standards”

**Carmen Kynard**

St. John’s University, Queens, NY, “What is Critical Race Theory and What (Could It Be) Doing in a Nice Field like (Rhet-Comp)?”: Composing Black Female Literacies Against White Property”

**David Holmes**

Pepperdine University, Malibu, CA, “‘Hear Me Tonight’: The Out-Loud Public Literacies of the Birmingham Mass Meetings”

*Featured Session*

**Indigenous Languages in the English Department?  
How the Dakota Initiative Functions as a  
Boundary Object in English Studies**

**Marquis Ballroom, Salon C, Marquis Level**

In the Modern Languages Association’s “Statement on Indigenous Languages of the World in the College and University Curriculum,” they recommend that “institutions should, whenever possible, support the study of and research in Indigenous languages and literatures worldwide and devise means for native speakers of Indigenous languages to fulfill foreign language requirements with their Indigenous languages.” Faculty in composition/rhetoric, literature, and English Education at our institution are concerned about the survival of Native American languages, so we worked collaboratively to hire a Dakota professor of practice in 2009 to teach the language—a first for our institution. Several members of the English Department have found that the Dakota Studies initia-

tive may function as a boundary object for the department. Originally developed to describe how scientists negotiate tension between different perspectives, Star and Griesemer define the concept thus: “Boundary objects are both adaptable to different viewpoints and robust enough to maintain identity across them.” Clifford Canku will explain the scholarly work of translating Dakota letters into English and teaching his native language of Dakota at the University. Kelly Sassi reflects on how the addition of a Dakota speaker has changed the way she works with English Education majors in designing their field experiences and co-mentoring a capstone project on the teaching of Native American literatures. Kim Sjurseth discusses how contributions of the Dakota professor inform her analysis of rhetorical action of humor in the work of Thomas King and Sherman Alexie.

***Chair:***

**Dale Sullivan**

North Dakota State University, Fargo

***Speakers:***

**Clifford Canku**

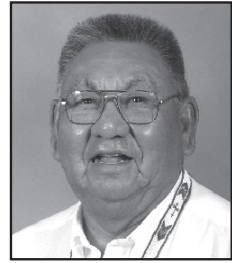
North Dakota State University, Fargo

**Kelly Sassi**

North Dakota State University, Fargo

**Kim Sjurseth**

North Dakota State University, Fargo



**Clifford Canku**



**Kelly Sassi**



**Kim Sjurseth**



*Teaching Writing & Rhetoric*

**F.01 Defining/Rewriting Contested Spaces**

International Ballroom A, International Level

**Chair:** Patrick Shaw, University of Southern Indiana, Evansville

**Speakers:** Patrick Shaw, University of Southern Indiana, Evansville, “The Contested Program: Faculty Knowledge, Faculty Development, and Composition Program Focus at a Four-Year Public Institution”

Jill Kronstadt, Montgomery College, Germantown, MD, “Rewriting the Museum: Multimodality and Metaphor in a Student-Curated ‘Dream Exhibit’”

*Teaching Writing & Rhetoric*

**F.02 Embodiment and Composition**

International Ballroom B, International Level

**Chair:** Sonja Lynch, Wartburg College, Waverly, IA

**Speakers:** Sandie Friedman, George Washington University, Washington, DC, “Running and Writing in First-Year Composition: Towards an Embodied Praxis”  
A. Abby Knoblauch, Kansas State University, Manhattan, “Bodies of Knowledge: Embodied Rhetorics in Undergraduate and Graduate Classrooms”

Myra Salcedo, University of Texas at Arlington, “Rethinking Disability in First-Year Composition: When the Teacher is the Text”

*History*

**F.03 Contesting Bodies: Visual Rhetoric in the Struggle over White Identity and the Black Male Body**

International Ballroom C, International Level

**Chair:** Kristie Fleckenstein, Florida State University, Tallahassee

**Speakers:** Kristie Fleckenstein, Florida State University, Tallahassee, “Creating the New Negro: W. E. B. DuBois’s Visual Work at the 1900 Paris Exposition”  
Scott Gage, Florida State University, Tallahassee, “Wish You Were Here: Lynching Postcards and the Visual Rhetoric of White Supremacy”

Rachael Baitch Zeleny, University of Delaware, Newark, “In Vogue? Visual Archaeology in the Composition Classroom”

Rhea Estelle Lathan, Florida State University, Tallahassee, “Unsettling Boundaries: Critical Consequences”

**Respondent:** Rhea Estelle Lathan, Florida State University, Tallahassee

*Contesting Boundaries*

**F.04 Would Habermas Recognize This as Deliberation?: The Competing and Performative Discourses of Local Publics**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Elenore Long, Arizona State University, Tempe

**Speakers:** Linda Flower, Carnegie Mellon University, Pittsburgh, PA, “Contested ‘Working Theories’ of Deliberation in Local Publics”

Jennifer Clifton, Arizona State University, Tempe

Elenore Long, Arizona State University, Tempe, “Flipping the Script on Aid to Africa: Gambian-American College Writers Enact Public-World Making”

*Contesting Boundaries*

**F.05 Broadening our Community to Reaffirm Connections with K–12 Educators and Beyond**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Elyse Eidman-Aadahl, National Writing Project, Berkeley, CA

**Speakers:** Anne Herrington, University of Massachusetts Amherst, “The National Writing Project as a Model for Broadening Community”

Kevin Hodgson, William E. Norris Elementary School, Southamptn, MA, “An NWP Site’s Teacher and Student Collaborations on Digital Projects”

Donna LeCourt, University of Massachusetts Amherst, “From Site sponsored Digital Projects to a Reimagining Composition’s Role in the Digital Humanities”

*Contesting Boundaries*

**F.07 Gray Matter: Examining Rhetorical Contests of Psychological and Neurological Difference**

Room M101, Marquis Level

**Chair:** Ellen Taber, Kennesaw State University, GA

**Speakers:** Sara Biggs Chaney, Dartmouth College, Hanover, NH, “Contesting Child Psychiatry: ‘Behavior’ as a Measure of Wellness in Leo Kanner’s Work”

Marsha Olsen Wiley, Kent State University, OH, “Contesting Representations of Psychological and Neurological Conditions: Stereotypes and Stigma in PSAs”

Madaline Walter, University of Missouri-Kansas City, “Support Networks, Memoirs, and Mental Illness: Tensions of Biological and Social Rhetoric”

*Community, Civic & Public*

**F.08 Rhetorical Recoveries: Toward a Translocal Consortium for University-Community Projects**

Room M102, Marquis Level

**Chair:** Deborah Mutnick, Long Island University, Brooklyn

**Speakers:** Jeanne Bohannon, Georgia State University, Atlanta, “Giving Voice to the Voiceless: Recovering the Rhetorics of Marginalized Immigrant Populations”

Laurie Grobman, Pennsylvania State University-Berks, “Rhetorical and Narrative Recovery: Writing the History(ies) of the Central Pennsylvania African American Museum”

Shannon Carter, Texas A&M - Commerce, “Tensions across Local Landscapes: Disciplinary Implications for Future Literacy Scholars and Rhetoricians”

Deborah Mutnick, Long Island University, Brooklyn, NY, “Toward a New American Guide for the 21st Century: Ordinary People Making Rhetorical Space”

*Contesting Boundaries*

**F.09 Multimedia Pedagogy for a Combined-Skills Rhetoric Course**

Room M103, Marquis Level

**Chair:** Debra Hawhee, The Pennsylvania State University, University Park

**Speakers:** Veena Raman, The Pennsylvania State University, University Park, “Blogging to Learn Rhetorical Techniques and Civic Discourses”

Michelle Smith, The Pennsylvania State University, University Park, “Implementing Civic Blogging in the Rhetoric Classroom”

Jessica O’Hara, The Pennsylvania State University, University Park, “Teaching Rhetoric through Multi-Media Documentary Projects”

John Belk, The Pennsylvania State University, University Park, “Emerging Patterns in Multi-Media Composing with e-Portfolios”

*Contesting Boundaries*

**F.10 Contesting “National” Pedagogies: Student Writers, Critical Literacy, and Collaboration in Transnational Spaces**

Room M104, Marquis Level

**Chair:** Christopher Keller, University of Texas-Pan American

**Speakers:** Christopher Keller, University of Texas-Pan American, Edinburg, “Transnational Students, Transnational Pedagogies: Writing beyond U.S. Centrism”

Randall Monty, University of Texas-El Paso, “Academic Space Unbound: Collaboration in Transnational Writing Communities”

R.J. Lambert, University of Texas-El Paso, “Transnational Guanxi: Digital Literacy Practices in China and the U.S.”

*Teaching Writing & Rhetoric*

**F.11 Writing as Contesting Space, Knowledge, and Identity: Co-constructing what it means to be a Writer within an Undergraduate Writing Major**

Room M105, Marquis Level

**Chair:** Jeffrey Maxson, Rowan University, Glassboro, NJ

**Speakers:** Jeffrey Maxson, Rowan University, Glassboro, NJ, “Writing Difference in Writer’s Mind and Writer’s World”

Drew Kopp, Rowan University, Glassboro, NJ, “Cultivating Rhetorical Intelligence through Writing Creative Nonfiction”

Sabatino Mangini, Rowan University, Glassboro, NJ, “Composing Happening Pedagogy: Using Performative Multimodal Writing to Construct and Contest Space in Academia”

*Contesting Boundaries*

**F.12 Making Values Visible: The Textual, Pedagogical, and Civic Boundaries of Composition Studies**

Room M106, Marquis Level

**Chair:** Erin Dietel-McLaughlin, University of Notre Dame, IN

**Speakers:** Erin Dietel-McLaughlin, University of Notre Dame, IN, “Vernacular Video: YouTube, Epideictic Rhetoric, and the (De)Stabilization of Community Values”

Stephanie Anderson Quinn, University of Toledo, OH, “A Curriculum of Community: Toward an Engaged Practice of Graduate Student Education”

Brittany Cottrill, Grand View University, Des Moines, IA, “Selecting, Collecting, and Reflecting: The Personal, Academic, and Civic Value of e-portfolios”

*Contesting Boundaries*

**F.13 Refiguring Assessment as Situated Performance**

Room M107, Marquis Level

**Chair:** Ivy Higgins, College of the Bahamas

**Speakers:** Steven Pearlman, Marist College, Poughkeepsie, NY, “Making Grading a Non-Contested Space: Assessment as Situated Practice”

Mike Garcia, Augusta State University, GA, “Student Self-Assessment and the Complex Performance of the ‘Academic Self’”

Patricia Lynne, Framingham State College, MA, “Refiguring the Formative/Summative Divide”

*Contesting Boundaries*

**F.14 Subverted Gaze: Double Consciousness and Writing the Personal**

Room M108, Marquis Level

**Chair:** Jamie Skye Bianco, University of Pittsburgh, PA

**Speakers:** Janice Chernekoff, Kutztown University, PA, “Riding and Writing My Way through My Academic Life”

Phyllis F. Lawhorn, Clark Atlanta University, GA, “Exploring Double Consciousness through Personal Narrative Writing”

Kathryn Comer, The Ohio State University, Columbus, “Narrating Literacies: Students’ Metalearning and Teaching”

*Contesting Boundaries*

**F.15 From “The Wire” To Dolly Parton: Acknowledging Invisible Power**

Room M109, Marquis Level

*Chair:* Curtis Ricker, Georgia Southern University, Atlanta

*Speakers:* Nicole Galante, SUNY Stony Brook, NY, “Locating Power in The Wire: Same S\*\*\*, Different Discourse”

Lisa Stockton, University of Kansas, Lawrence, “Ignored and Dismissed Experiences: A Feminist Rhetorical-Discourse Analysis of Women Acting Heroically As Rescue and Recovery Workers in the Aftermath of 9/11”

Deidre Garriott, University of Tennessee, Knoxville, “Dolly Parton’s Invisible Women: Gendered Labor and Cultural Currency as a National Rhetoric in Dollywood”

*Teaching Writing & Rhetoric*

**F.16 Contesting the Blogosphere in a First-Year Writing Curriculum**

Room M202, Marquis Level

*Chair:* Cynthia Selfe, The Ohio State University, Columbus

*Speakers:* Jennifer Michaels, The Ohio State University, Columbus, “Using Remediation, Hypermediacy and Case Study to Engage with Classroom Blogs as Contested Space”

Annika Konrad, The Ohio State University, Columbus, “Blogging as a Pedagogy for Going Public”

Blake Wilder, The Ohio State University, Columbus, “Blogging without Teachers: Using Digital Media Options to Subvert Teacher Authority”

*Theory*

**F.17 Theorizing Writing Pedagogy**

Room M302, Marquis Level

*Chair:* David Schmidt, Kennesaw State University, GA

*Speakers:* Geoffrey Layton, University of Illinois at Chicago, “Guess Who’s Coming to Dinner—or, Does Grammar Have a Place at the Table of Composition Theory?”

Sarah Swaty, San Francisco State University, CA, “What’s the Unconscious Got to Do with It? Intersections of Psychoanalysis and Writing in the Composition Classroom”

*Research*

**F.18 Enacting the Parlor: Qualitative Investigations of Classroom Communities in Whole-Class Writing Workshops**

Room M303, Marquis Level

*Chair:* Carolyn Wisniewski, University of Tennessee, Knoxville

*Speakers:* Carolyn Wisniewski, University of Tennessee, Knoxville, “Writing,

Talking, Writing: Effects of Whole-Class Workshops on Student Composing Processes”

Ryan Woldruff, University of Tennessee, Knoxville, “Workshopping the Composition Classroom: The Teacher’s Role in Building a Workshop”

Megan Titus, Rider University, Lawrenceville, NJ, “‘I get to choose what I want to be done with my paper’: Whole-Class Workshops, Revision, and Student Agency”

Dianna Winslow, Syracuse University, NY, “Where Does the ‘Whole-class’ End? Whole-Class Workshops and Community Engagement”

*Teaching Writing & Rhetoric*

**F.19 I’m Not A Racist But My Comments Are:  
Two Studies of Race in Teacher Commenting Practices**

Room M304, Marquis Level

*Chair:* Asao Inoue, California State University, Fresno

*Speakers:* Megan McKnight, California State University, Fresno, “Examining the Racial Construction of Error in Teacher Commentary”

Holly Riding, California State University, Fresno, Ca, “Applying Race Theory to Responding Practices in the First Year Writing Classroom”

Nicole Burgin, California State University, Fresno, Ca, “Passing Into Whiteness”

*Research*

**F.20 Upholding Differences in Composition History**

Room L401, Lobby Level

*Chair:* Joseph Jones, University of Memphis, TN

*Speakers:* Joseph Jones, University of Memphis, TN, “You Don’t Know Me: White Researchers in an HBCU Archive”

Laura Klonaris, University of Memphis, TN, “Contestation and Cooperation in the LeMoyne-Owen College Archives”

Elizabeth Baddour, University of Memphis, TN, “To Make Them Promising”: The Work of Juanita Williamson at LeMoyne-Owen”

*Writing Programs*

**F.21 Creating Shared Values: Development of Writing Programs at Multi-Campus, Two-Year Institutions**

Room L402, Lobby Level

*Chair:* Holly Hassel, University of Wisconsin-Marathon County, Wausau

*Speakers:* Holly Hassel, University of Wisconsin-Marathon County, Wausau  
Joanne Giordano, University of Wisconsin-Marathon County, Wausau

*Information Technologies*

**F.22 Social Networks, Classroom Communities:  
Using Social Media to Foster Active Learning Communities**

Room L403, Lobby Level

*Chair:* Amy Edwards Patterson, Moraine Park Technical College, Fond du lac, WI

*Speakers:* Susan Schuyler, Stanford University, CA, “Class and Mass Audiences: Creating Communities of Authors and Audiences”

Christine Alfano, Stanford University, CA, “Classroom Networks: Composition and Research Collaboration in the Read-Write Classroom”

Mark Vega, Stanford University, CA, “Voicing the Passive and Active in Social Media”

*Academic Writing*

**F.23 Sibling Rivalry and Reconciliation:  
Information Literacy and Learning in the Academy**

Room L404, Lobby Level

*Chair:* Jaena Hollingsworth, Indiana University Purdue University Indianapolis

*Speakers:* Amanda Roberts, Indiana University Purdue University Indianapolis

Carl Johan Carlsson, Chalmers University of Technology, Gothenburg, Sweden, “Integrating Language and Communication Completely, Partially, or not at all—Aspects on Writing at a Swedish University of Technology”

Fia Christina Börjeson, Chalmers University of Technology, Gothenburg, Sweden, “Integrating Language and Communication Completely, Partially, or not at all—Aspects on Writing at a Swedish University of Technology”

*Community, Civic & Public*

**F.24 Writing Public Spaces**

Room L405, Lobby Level

*Chair:* John McKinnis, Buffalo State College, NY

*Speakers:* Linda Stewart, Kennesaw State University, GA, “Pausing in Place: Student Writers Learn to Greet the Streets”

Kerrie Farkas, Millersville University of Pennsylvania, “Exchanging Stories and Changing Lives: The Unlikely Partnership of College Students and the Homeless”

Stacy Day, Penn State Abington, “Contesting Historical Education at Sites of Public Memory: Establishing the Dialectic through User-Generated Content”

*Teaching Writing & Rhetoric*

**F.25 Moments in Action: Establishing Classroom Relationships through Multimodal Praxis**

Room L406, Lobby Level

**Chair:** Les Kay, University of Cincinnati, OH

**Speakers:** Les Kay, University of Cincinnati, OH, “Multimodal Response Strategies: Intersections of Genre, Mode, and Technology in Commentaries on Student Papers”

Ethan Philbrick, University of Cincinnati, OH, “Embodied Relations and Literacies in the College Classroom”

Nathan Swartzendruber, University of Cincinnati, OH, “Students Aren’t ‘Folks’: Social Tagging and Searching in the Composition Classroom”

*Contesting Boundaries*

**F.26 Room(s) to Negotiate: Distance Learning Classrooms as Contested Spaces**

Room L503, Lobby Level

**Chair:** Elizabeth Rhoades, The University of Akron, OH

**Speakers:** Elizabeth Rhoades, The University of Akron, OH

Catherine Stoyonoff, The University of Akron, OH

Jennie Giaconia, The University of Akron, OH

Jennifer Hebert, The University of Akron, OH

*Contesting Boundaries*

**F.27 All Our Relations: Linking Past and Present Writing through the Smith Family Letters**

Room L504, Lobby Level

**Chair:** Cynthia Fields, Virginia Tech, Blacksburg

**Speakers:** Mike Gracemarie, Virginia Tech, Blacksburg, “The Smith Family Letters: A Study in Style and Language for Teachers of Editing”

Lindsay Ehrlich, Virginia Tech, Blacksburg, “From Print to Digital: Writing Between the Genres and the Writing Classroom”

Tess Sell, Virginia Tech, Blacksburg, “The Pedagogical Implications of Crafting the Smith Family Letters Knowledge Site”

*Contesting Boundaries*

**F.28 Conceptualizing Trauma in Student Writing**

Room L505, Lobby Level

**Speakers:** Karen Springsteen, SUNY Potsdam, NY, “The Warrior Writers Project: Veterans’ Writing and Material Collaboration”

Sara Webb-Sunderhaus, Indiana-Purdue Fort Wayne, “Writing in Crisis: Retaining Basic Writers during Difficult Times”

Cynthia Urbanski, University of North Carolina Charlotte, “When Literacies We Fear Bleed into Classroom Spaces”

*Teaching Writing & Rhetoric*

**F.29 Rhetoric and the Writing Classroom**

Room L506, Lobby Level

**Speakers:** Genci Shehu, Texas A&M University, College Station, “Enthymemes in the Transnational Classroom of Composition and Rhetoric”

Ryan Weber, Penn State Altoona, “Oh the Places We Never Go! Inventing from the Atopos”

Timothy Johnson, University of Wisconsin-Madison, “Recognizing and Utilizing ‘Parralactic Rhetoric’: A Heterospatial Conception of the Writing Across the Disciplines”

*Contesting Boundaries*

**F.30 A Composition and Information Literacy Crew/Club/Gang/Entourage/Collaboration: Refiguring What Composing in College Really Means**

Room L507, Lobby Level

**Chair:** Michelle Sidler, Auburn University, AL

**Speakers:** Nancy Noe, Auburn University, AL, “Teaching Information Literacy: Connecting Writing and Library Instruction”

Toni Dean, Auburn University, AL, “Information Literacy Assessment: How Do We Know What Students Know?”

Barbara Hightower, Auburn University at Montgomery, AL, “Librarians and Writing Instructors: Adapting Library Instruction as Writing Programs Evolve”

Elizabeth Woodworth, Auburn University at Montgomery, AL, “Outcomes, Rubrics, and Standards (Oh my!): Assessing Information Literacy in Composition Programs/Courses”

*Writing Programs*

**F.31 Revisiting the Status Quo: New Directions in Writing Programs**

Room L508, Lobby Level

**Chair:** J. Elizabeth Clark, LaGuardia Community College-CUNY, NY

**Speakers:** Mary Rist, St. Edward’s University, Austin, TX, “Forgotten Relatives: An Argument for Teaching Grammar and Style in the Undergraduate Writing Major”

William Carpenter, High Point University, NC, “Does Transfer Require Disciplining? A Writing Program Emphasizes Invention and Reflection”

Kurt Spellmeyer, Rutgers University, New Brunswick, NJ, “Writing in the Era of the Shadow Elite: The Twilight of the Professions and the Rebirth of the Public Sphere”

*Institutional and Professional*

**F.32 Crossing Campus to Teach Research as Process:  
The Writing Instructor/Librarian Relationship in  
Professional Development and Mutual Advocacy in the  
University**

Room A701, Atrium Level

**Chair:** Jocelyn McCarthy, American University, Washington, DC

**Speakers:** Alison Thomas, American University, Washington, DC, “Negotiating ‘Service Roles’: Composition Faculty and Librarians as Mutual Advocates in the University”

Alex Hodges, American University, Washington, DC, “Teaching Information Literacy and Research in Composition: Coordinating Values as an Opportunity for Professional Development”

Patricia West, American University, Washington, DC, “Collaboration and Advocacy in Practice: Forming a Committee, Designing Modules, and Mentoring New Faculty”

*History*

**F.33 American Indian Rhetorical Traditions and Practices**

Room A702, Atrium Level

**Chair:** Kelly Cooper, The Citadel, Charleston, SC

**Speakers:** Tom Pace, John Carroll University, University Heights, OH, “Contested Land, Contested Language: The Puritan Pedagogy of John Eliot”

Laura Ellis-Lai, University of Texas at San Antonio, “Indigenous Ways of Knowing and Ethnographic Research Projects in First Year College Composition”

Paige Conley, University of Wisconsin-Milwaukee, “Sacred Circles and Eagle Plumes Gathered Before a ‘Great Stone’ Shrine: Zitkala-Ša’s Dacotah Ode and the Expansive Power of Epideictic Discourse”

*Research*

**F.34 How It Comes Together—Or Not: Major Findings from a  
Four-Year Longitudinal Study of Undergraduate Writers**

Room A703, Atrium Level

**Chair:** Doug Hesse, University of Denver, CO

**Speakers:** Jennifer Campbell, University of Denver, CO

Richard Colby, University of Denver, CO

Kelli Custer, University of Denver, CO

Eliana Schonberg, University of Denver, CO

Rebekah Shultz-Colby, University of Denver, CO

*Contesting Boundaries*

**F.35 Online Essay Evaluations 2.0:  
From Assessment to Learning to Research**

Room A704, Atrium Level

**Chair:** Norbert Elliot, New Jersey Institute of Technology, Newark

**Speakers:** Les Perelman, Massachusetts Institute of Technology, Cambridge,  
“Online Evaluation 2.0: Breaking Boundaries”

Anne Gere, University of Michigan, Ann Arbor, “Assessment 2.0: Networking  
Directed Self-Placement with Instruction and Research”

Irvin Peckham, Louisiana State University, Baton Rouge, “Bon Voyage!:  
Breaking Free from Presence”

**Respondent:** Norbert Elliot, New Jersey Institute of Technology, Newark

*Teaching Writing & Rhetoric*

**F.36 Looking the Wrong Way:  
Tales of Misdirection and a Call for Radical Revision in the  
Teaching of Citation (#burnthemanual)**

Room A705, Atrium Level

**Chair:** Doug Downs, Montana State University, Bozeman

**Speakers:** Doug Downs, Montana State University, Bozeman, “Cite or Die:  
Good for Students but Not for Faculty?”

ZuZu Feder, Montana State University, Bozeman, MT, “Cite or Die: Good  
for Students but Not for Faculty?”

Barbara Fister, Gustavus Adolphus College, St. Peter, MN, “Docudrama: Why  
Sources Matter—and Why Citing Them Correctly Doesn’t”

Nick Carbone, Bedford/St. Martin’s, Boston, MA, “Using and Citing Sources:  
Missing the Rhetorical Forest for the Mechanics of Trees”



*Research*

**F.37 Using Qualitative Research to Negotiate “Our Relations”**

Room A706, Atrium Level

**Chair:** Melissa Nicolas, Drew University, Madison, NJ

**Speakers:** Rebecca Taylor Fremo, Gustavus Adolphus College, St. Peter, MN, “Shifting the How, and Sharing the What: The Perils and Promises of Methodological Chaos”

Michelle LaFrance, University of Massachusetts, Dartmouth, “Dynamic Tensions and Multi-Vocality: Contextualizing ‘Our Relations’ through Emergent Design”

Beverly Moss, The Ohio State University, Columbus, “Researchers and Research Participants: Negotiating ‘Our Relations,’ Negotiating Reciprocity”

Melissa Nicolas, Drew University, Madison, NJ, “The Advantage of Having a Qualitative Toolkit: Using Qualitative Research in Administration”

Robyn Lyons-Robinson, Columbus State Community College, OH, “: Researchers and Research Participants: Negotiating ‘Our Relations,’ Negotiating Reciprocity”

*Contesting Boundaries*

**F.38 Hearing Space and Listening Compositions:  
Re-Inscribing Sound in Composition Practices**

Room A707, Atrium Level

**Chair:** Bump Halbritter, Michigan State University, East Lansing

**Speakers:** Jordan Frith, North Carolina State University, Raleigh, “The Sound of Location: Situating Auditory Texts in Physical Learning Environments”

Seth Mulliken, North Carolina State University, Raleigh, “‘I Have Quoting To Do’: Composition, John Cage, and Auditory Logics”

Kati Fargo, North Carolina State University, Raleigh, “Listening to the Virtual World Soundscape”

*Teaching Writing & Rhetoric*

**F.39 Contested Space: The First-Year Writing Classroom  
Contested Knowledge: The AP English Language and  
Composition Course and the AP English Language and  
Composition Exam**

Room A708, Atrium Level

**Chair:** Akua Duku Anokye, Arizona State University, Phoenix

**Speakers:** Stephen Heller, Adlai E. Stevenson High School, Lincolnshire, IL  
Roger Cherry, The Ohio State University, Columbus

John Brassil, John Bapst Memorial High School, Bangor, ME

## G Sessions: 9:30–10:45 a.m.

### *Featured Session*

#### **Rhetorics of Racism, Protest, and Alliance: Decolonial (Multi)-media(ted) Responses to AZ SB1070** Marquis Ballroom, Salon B, Marquis Level

Although European contact accelerated the rate and proliferation of pan-tribal alliances, peoples indigenous to the Americas formed cross- and multi-tribal communities and political alliances in response to intermarriage, conquest, and defense long before the European invasion. Despite all that indigenous legal paradigms can teach us about balance, justice, and peaceful cooperation between cultural groups in the Americas, the West has historically ignored, silenced, revised, and dismissed them, as these models challenge the legal legitimacy and the moral foundation of the West's ongoing colonization of the Americas. The foundation of this paracolonial condition was built upon and continues to be sanctioned by the legislation of indigenous bodies, knowledges, and lands—as evidenced by Arizona's recent immigration law, AZ SB1070.

This panel demonstrates that, despite Western rejections and suppressions, contemporary activist responses to SB1070 have been informed by indigenous memories and traditions of building alliances, resisting colonization, and working toward social justice. Employing critical race theory and decolonial methodologies, this panel interrogates the racist rhetoric of SB1070 and assesses the potential for digital, visual, aural, material, and embodied protest rhetorics to contribute to a revolution. Visuals, voices, texts, and bodies work together toward a fully multi-modal, multi-mediated, decolonial rhetorical revolution that debates, resists, and protests AZ SB1070.

***Chair:***

Qwo-Li Driskill, Texas A&M University, College Station



**Angela Haas**



**Casie Cobos**



**Marcos Del Hierro**

***Speakers:***

**Angela Haas**

Illinois State University, Normal, “Linking Arms (and Facebook) Together: What Does Decolonial Visual Activism Look Like?”

**Casie Cobos**

Texas A&M University, College Station, “El Pueblo Unido: Media, Bodies, and Borderlands in Protest of AZ SB1070”

**Marcos Del Hierro**

Texas A&M University, College Station, “‘Wait ‘till I get to Arizona’: The Mobility and Rhetorical Agility of Hip-hop Mixtapes in Response to AZ SB1070”

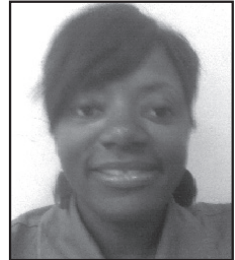
*Featured Session*

**Toward a Pedagogy of Inclusion:  
Contesting the Boundaries of Alternative Pedagogies,  
Rhetorics, and Languages in a Writing Program**

Marquis Ballroom, Salon C, Marquis Level

With ever increasing populations of ethnic minority and international students enrolling in our universities, and as many of our state universities expand their campuses overseas, writing programs and writing centers must work together to ensure that the curricular approaches we implement and promote are culturally relevant for all of the students whom we serve. We see a focus on African American language, African American literacies, and African American rhetorics as a few of many ways to address culturally relevant practices in writing programs. As the Students’ Right

to Their Own Language Resolution (1974) reinforced long ago, the “claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another” (p. 1). By the same token, students who demonstrate competency with the Language of Wider Communication and current-traditional rhetorical practices can also benefit from learning about alternative language varieties and rhetorical traditions so that they may too



**Kendra Mitchell**

understand that “[d]ifferences in dialects derive from events in the history of the communities using the language, not from supposed differences in intelligence or physiology” (p. 2).

This panel addresses the roles that language, literacy, and rhetoric play in writing programs, writing centers, and communities beyond the classroom. Speaks will address alternative curricular pedagogies and strategies for promoting African American Vernacular English (AAVE) in writing centers, bridges for African American literacy beyond the classroom into the community, and a teacher-research study that assesses how instructors might teach an Afrocentric rhetorical and linguistically-focused curriculum and still help all students—including non-Black students and international students—meet an institution’s writing programmatic goals.

***Chair:***

**Elaine Richardson**

Ohio State University, Columbus

***Speakers:***

**Kendra Mitchell**

Florida State University, Tallahassee

**Jessica Jackson**

Florida State University, Tallahassee

**Staci Perryman-Clark**

Western Michigan University, Kalamazoo



**Jessica Jackson**



**Staci  
Perryman-Clark**



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*Contesting Boundaries*

**G.01 Found in Translation: Forging Literate Identities in Marginalized Communities**

International Ballroom A, International Level

**Chair:** Allyson Jones, Texas A&M University-Commerce

**Speakers:** Sunchai Hamcumpai, Texas A&M University-Commerce, “Digitalizing the World: New Media Ministry at an East Texas Church”

Lami C. Adama, Texas A&M University-Commerce, “Advancing Literacy: Graduate School Experience Among Local Students and Graduates from Underrepresented Groups”

Sean Ferrier-Watson, Texas A&M University-Commerce

*History*

**G.02 The Sports Page, the Country Music Stage, and the Spelman Messenger: Women Claiming Agency in Contested Spaces**

International Ballroom B, International Level

**Chair:** Beth Daniell, Kennesaw State University, GA

**Speakers:** Sarah Robbins, Texas Christian University, Fort Worth, “The Spelman Messenger in the 1880s–1890s: A Shared Space of Gendered Agency”

Lisa Shaver, Baylor University, Waco, TX, “Woman on the Sports Page: Babe Didrikson Zaharias’ Rhetoric of Self-Promotion”

Sarah Bowles, Belmont University, Nashville, TN, “Loretta Lynn, Tammy Wynette, and Southern Womanhood”

*Teaching Writing & Rhetoric*

**G.03 Working with Graduates and Writing Fellows**

International Ballroom C, International Level

**Chair:** Samantha Bell, Johnson County Community College, Overland Park, KS

**Speakers:** Sharon Cavusgil, Georgia State University, Atlanta, “Establishing Effective International Graduate Student Writer/ Mentor Relationships”

Laura Schubert, James Madison University, Harrisonburg, VA, “Experiential Learning: Engaging Writing Fellows and Undergraduate Teaching Assistants in the Classroom”

Leigh Ryan, University of Maryland, College Park, “Experiential Learning: Engaging Writing Fellows and Undergraduate Teaching Assistants in the Classroom”

J.P. Lewis, University of Guelph, Ontario, Canada, “Faculty Perceptions of the Doctoral Dissertation Writing Process”

Kim Garwood, University of Guelph, Ontario, Canada, “Faculty Perceptions of the Doctoral Dissertation Writing Process”

*Creative Writing*

**G.04 (Com)positioning Contested Spaces:  
Creative Writers in Composition Territory**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Marjorie Stewart, Art Institute of Pittsburgh PA

**Speakers:** Marjorie Stewart, Art Institute of Pittsburgh PA, “Creative Writing Practices, Strategies, and Pedagogies in the Composition Classroom”

Patrick Bizzaro, Indiana University of Pennsylvania, “Improving Writing in First Year Composition by Relying on Techniques for Teaching Fiction Writing”

Deanya Lattimore, Syracuse University, NY, “‘I Just Can’t Fall into a Purpose!’, or How Creative Writing Techniques Can Help Students Understand Rhetorical Choices”

John Ryan Hrebik, Indiana University of Pennsylvania, “Responding Creatively: Fostering Mutuality through Written Dialogue”

*Contesting Boundaries*

**G.05 Screening Identities across Borders:  
Participatory Popular Culture and Literacy Practices**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Bronwyn T. Williams, University of Louisville, KY

**Speakers:** Bronwyn T. Williams, University of Louisville, KY, “The World on Your Screen: New Media, Popular Culture, and Questions of Contact”

Ghanashyam Sharma, University of Louisville, KY, “Global Popular Culture and Literacy Practices of Nepalese Youth Online”

Mark Vicars, Victoria University, Melbourne, Australia, “Queering the Text: Online Literacy Practices, Identities, and Popular Culture”

Mohanalakshmi Rajakumar, Bloomsbury Qatar Foundation Publishing, Washington, DC, “Faceless Facebook: Women on the Internet in Qatar”

**Respondent:** Amy Zenger, American University of Beirut, Lebanon

*Contesting Boundaries*

**G.06 Theorizing Writing in Digital Spaces:  
From Romance Genre to the “Secondary Orality”**

Imperial Ballroom, Salon B, Marquis Level

**Chair:** Sarah Antinora, Etiwanda, CA

**Speakers:** Wendi Brownson, Central Michigan University, Mount Pleasant,  
“New Media Literacy within an Era of Secondary Orality”

Stephanie Moody, University of Michigan, Ann Arbor, “Virtual Relations:  
Exploring the Literacy Practices of a Romance Genre eCommunity”

Paul Rogers, George Mason University, Fairfax, VA, “Writing Lives in a Digital  
Landscape: Investigating the Boundaries between Extracurricular and  
Academic Writing in Higher Education”

Andrea Lunsford, Stanford University, CA, “Writing Lives in a Digital  
Landscape: Investigating the Boundaries between Extracurricular and  
Academic Writing in Higher Education”

*Contesting Boundaries*

**G.07 Diversity + Busing = “An At-Risk Model of Education”**

Room M101, Marquis Level

**Chair:** Jennifer Ware, North Carolina State, Raleigh

**Speakers:** Zora Felton, Wake County Public Schools, NC, “Teaching in Wake  
County Public Schools Before, During, and After the Debate”

Jennifer Ware, North Carolina State, Raleigh, “From an Honorific to a Pejorative:  
Diversity in Wake County Public Schools”

E. Ashley Hall, University of North Carolina-Chapel Hill, “Blaming the Bus:  
A Rhetorical Analysis of Busing in the Wake County Schools Debate”

*Academic Writing*

**G.08 Ways with Texts: Reading, Writing, and New Media Practices  
of English Graduate Students**

Room M102, Marquis Level

**Chair:** Laura Micciche, University of Cincinnati, OH

**Speakers:** Allison Carr, University of Cincinnati, OH, “Ethnographic Perspectives  
on the Writing Practices of Graduate Students”

Hannah Rule, University of Cincinnati, OH, “Ethnographic Perspectives on  
the Reading Practices of Graduate Students”

Kathryn Trauth Taylor, Purdue University, West Lafayette, IN, “New Media  
Collaboration and Post-Process Practices of Graduate Students”

*Teaching Writing & Rhetoric*

**G.09 A Different Kind of Space: How Writing Constructs and is Constructed in Online Courses in Different Disciplines**

Room M103, Marquis Level

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

**Speakers:** Mark Ellis, William Paterson University, Wayne, NJ, “Writing in Sociology: How Permeable is Affect in Teaching Online?”

Dewar MacLeod, William Paterson University, Wayne, NJ, “Writing in History: How Writing Online Creates Historians”

Phoebe Jackson, William Paterson University, Wayne, NJ, “Writing in Literature: Contested Knowledge”

Christopher Weaver, William Paterson University, Wayne, NJ, “A Compositionist’s Response”

*Community, Civic & Public*

**G.10 Like It Or Not, We’re All (Inter)related: Challenging Othering Practices through Public Rhetoric(s) of Interconnectedness**

Room M104, Marquis Level

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

**Speakers:** Guiseppe Getto, Michigan State University, East Lansing, “(Social) Media Matters: Challenging the Rhetoric of Discursive Violence through Community Media”

Nathan Franklin, Madera Community College Center, CA, “The Culture of Anachronism: Contested American Origins and the Rhetoric of the New Right”

Lorelei Blackburn, Michigan State University, East Lansing, “Othering Knows No Boundaries: Engaging Marginalized Communities in Public-Making”

Jessica Rivait, Michigan State University, East Lansing, MI, “Doing Public Rhetoric, Shaping Public Discourse: Promoting New (Media) Relationships through Online and Offline Public Forums”

*Teaching Writing & Rhetoric*

**G.11 Definitely NOT What I Did Last Summer: Recreating the Personal Narrative**

Room M105, Marquis Level

**Chair:** Patricia Morelli, University of Hartford, West Hartford, CT

**Speakers:** Kerry Beckford, University of Hartford, West Hartford, CT, “Evolution of the Personal Narrative for First-Year Writers at the University of Hartford”

Ann Barrett, University of Hartford, West Hartford, CT, “Personal Narratives and Studying Plagiarism: From the Subjective to the Objective”

Patricia Morelli, University of Hartford, West Hartford, CT, “Personal Narratives and Academic Literacies in Social Science Learning Communities at University of Hartford”

*Contesting Boundaries*

**G.12 Rhetoric, Technology, and Women's Civic Engagement**

Room M106, Marquis Level

**Chair:** Laura McGrath, Kennesaw State University, GA

**Speakers:** Angela Miss, Belmont Abbey College, NC, "The Complex Private/Public Ethos of Women's Breast Cancer Forums"

Laura McGrath, Kennesaw State University, GA, "ICT and Global Civic Engagement: Confronting the Rhetoric of Women as Change Agents"

D. Alexis Hart, Virginia Military Institute, VA, "The Embodied Politics of the Academy Women eMentor Program"

*Contesting Boundaries*

**G.13 Inverting "Generation Me":  
"We" Pedagogies in the 21st Century**

Room M107, Marquis Level

**Chair:** Teresa Grettano, University of Scranton, PA

**Speakers:** Teresa Grettano, University of Scranton, PA, "'Freire, Ignatius, and Berlin walk into Burke's bar . . . or, 'What's in a Name?'"

William H. Thelin, The University of Akron, OH, "Generational Studies and Composition"

Shelley DeBlasis, University of Tampa, FL, "Confronting the Dark Side of Democratic Education"

*Academic Writing*

**G.14 Writing Communities and Cultural Literacies**

Room M108, Marquis Level

**Chair:** Andrew Blake, Delaware State University, Dover

**Speakers:** Nichole Stanford, CUNY Graduate Center, NY, "All My Cajun Relations: The Place of Family in Academic Writing"

John Van Rys, Redeemer University College, Ancaster, Ontario, Canada, "Contested Ethical Space: Research Writing and Its Communities"

Elizabeth Matway, University of Pittsburgh, PA, "Our L2 Relations: Resisting English-Only for Writing-Intensive Courses"

*Research*

**G.15 Research on Research**

Room M109, Marquis Level

**Chair:** Charlotte Brammer, Samford University, Birmingham, AL

**Speakers:** Holly Bruland, University of Hawaii Manoa, Honolulu, “A New Turn in Teacher Research: Contesting the Teacher/Student Binary through Trinary Classroom Configurations”

Carrie Leverenz, Texas Christian University, Fort Worth, “Lore, the IRB, and Other Problems with Writing about Teaching”

Amanda MacDonald, Auburn University, AL, “Do as I Say, Not as I Do: Exploring the Space between Published Works and Training Materials on Teaching Research through Inquiry”

*Research*

**G.16 Embracing the Disruptions:  
Approaches to Doing Queer Methodologies**

Room M202, Marquis Level

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

**Speakers:** Gina Patterson, Miami University, Oxford, OH, “Queer: A Methodological Undoing”

Lisa Blankenship, Miami University, Oxford, OH, “Critical Empathy as a ‘Queer Methodology’”

Caroline Dadas, Miami University, Oxford, OH, “Queer Methodological Approaches to Online Research”

Travis Webster, Michigan State University, East Lansing, “The Role of Self-Disclosure in a Queer Methodology”

*Writing Programs*

**G.17 Photography, Writing, and the Drafts of History**

Room M302, Marquis Level

**Chair:** Doug Hesse, University of Denver, CO

**Speakers:** Kathleen Blake Yancey, Florida State University, Tallahassee, “Glad You’re Not Here: The 1906 San Francisco Earthquake, Postcards, Scrapbooks, and Visual Compositions of the Past”

Monica Hesse, The Washington Post, Washington, DC, “Something Changes when the Camera Comes Out: The Reporter and/as Photographer”

Doug Hesse, University of Denver, CO, “Camera as Moleskin, Writing and Imaging”

*Information Technologies*

**G.18 Intellectual Property at the Boundaries:  
Piracy, Appropriation, and Moral Panics, 1728-2011**

Room M303, Marquis Level

**Chair:** Krista Kennedy, Syracuse University, NY

**Speakers:** Jessica Reyman, Northern Illinois University, DeKalb, “Copyright on Campus: The Rhetorical Work of Anti-Piracy Campaigns”

Justin Lewis, Syracuse University, NY, “Rhetoricizing Labor: Piratical Writing Practice and Black Market Economies”

Krista Kennedy, Syracuse University, NY, “The Daw and the Honey Bee: Anxiety and Piracy in the 1728 Chambers’ Cyclopaedia”

*Teaching Writing & Rhetoric*

**G.19 Making Metaphor, Discovering Relations**

Room M304, Marquis Level

**Chair:** Katherine Sohn, Pikeville College, KY

**Speakers:** Ruth Josimovich, CUNY/John Jay and School of Visual Arts, NY, “Metaphor”

Georgia Reid, CUNY Graduate Center, NY, “Metaphor”

Dominique Zino, CUNY Graduate Center, NY, “The Reader, the Writer, the Metaphor: Encouraging Relations between ‘Aesthetic Reading’ and College Composition”

*Theory*

**G.20 Theories of Identity**

Room L401, Lobby Level

**Chair:** Wendy Blanchard, Clemson University, SC

**Speakers:** Jessica Yood, CUNY, Lehman College, Bronx, “All Our Self-Relations: Composition and the Autopoietic Turn”

Kim Moreland, University of Wisconsin-Madison, “Rhetorical Entrapment via Autonomy – Rethinking Identity and Agency”

Rachel Carrales, University of Wisconsin-Madison, “The Rhetoric of Pain: How American Women Construct Maternal Identities through Their Response to the Pain of Childbirth”

*Institutional and Professional*

**G.21 Understanding Our Relations:  
Contested Ideologies and Practices in WPA Work**

Room L402, Lobby Level

**Chair:** Marc Scott, New Mexico State University, Las Cruces

**Speakers:** Seth Myers, New Mexico State University, Las Cruces, “The Problems of Praxis: Institutional and Theoretical Positions in Conflict”

Patti Wojahn, New Mexico State University, Las Cruces, “Administering the Boundaries: WPA Work across Professional and Institutional Borders”

Marc Scott, New Mexico State University, Las Cruces, “Compliment and/or Complicate: Contested Ideologies within WPAs and in WPA work”

*Language*

**G.22 Local-Global Negations of Literacy and Multilingualism**

Room L403, Lobby Level

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

VA **Speakers:** Tabetha Adkins, Texas A&M University-Commerce, “Losing Their Religion: The Problem of Lost Language, Literacy Practices, and Local Relations Among the Amish”

Amber Engelson, University of Massachusetts Amherst, “Writing as Intercultural Practice: Local-Global Negotiations in an Indonesian Literacy Context”

Nicole Walls, West Texas A&M University, Canyon, “Language in the Working World: The United States, UNESCO, and the Place of Multilingualism in Economic Development”

*Information Technologies*

**G.23 Poiesis in Motion: Rhetoric, Composition, and Mobility**

Room L404, Lobby Level

**Chair:** Ehren Pflugfelder, Purdue University, West Lafayette, IN

**Speakers:** Ehren Pflugfelder, Purdue University, West Lafayette, IN, “Kinesis, Techne, and the ‘Mobilities Turn’ in Rhetoric”

Lars Soderlund, Purdue University, West Lafayette, IN, “Rhetors on the Move: The Recurring Significance of Peripatetic Rhetoric”

Jason Swarts, North Carolina State University, Raleigh, “Being Somewhere: The Mobile Composition of Location”

Rylish Moeller, Utah State University, Logan, “Accounting for Mobility: Empirical Research on Students’ Mobile Composing Practices”

*Community, Civic & Public*

**G.24 Education Behind Bars**

Room L405, Lobby Level

**Chair:** Carl Donner, Palm Beach Atlantic University, FL

**Speakers:** Sherry Robertson, Arizona State University, Tempe, “Not Your Average Internship: Reaching the Un-Reachables”

Joseph Lockard, Arizona State University, Tempe, “Prison Education as a Human Right”

Annette Priesman, Hawaii Pacific University, Honolulu, “Teaching the Un-teachables: The Importance of a Prison Education”

*Contesting Boundaries*

**G.25 Porn and (Bad) Grammar: What Can We Learn?**

Room L406, Lobby Level

**Chair:** Seth Mulliken, North Carolina State University, Raleigh

**Speakers:** Dennis Hall, University of Louisville, KY, “Literotica and the Elements of Style: Advice for Pornographic Writers Online”

Gina Hanson, California State University San Bernardino, “Grammar, Fluency, Error, and Style: Considering How Composition, Creative Writing, and Applied Linguistics/TESL Conceptualize Writing through Their Approaches to Grammar”

Chloe De los Reyes, California State University San Bernardino, “Grammar, Fluency, Error, and Style: Considering How Composition, Creative Writing, and Applied Linguistics/TESL Conceptualize Writing through Their Approaches to Grammar”

*Teaching Writing & Rhetoric*

**G.26 Toward Sustained Communities: Affective Investments and the Stories We Tell about Ourselves**

Room L503, Lobby Level

**Chair:** Rob Mawyer, Rock Valley College, Rockford, IL

**Speakers:** Rob Mawyer, Rock Valley College, Rockford, IL, “Excess Desire: Re-Telling the Story of High English Teachers”

Kelly Mannise, Nova Southeastern University, Ft. Lauderdale, FL, “Dirty Little Secrets?: Revising Composition’s Narratives through Students’ Voices”

Tom McCulley, Heartland Community College, Normal, IL, “All Our Bad Relations: Trauma in the Developmental Writing Classroom”

*Contesting Boundaries*

**G.27 All Our Relations Make L2 Writing Work: Students, Tutors, Instructors, and WPAs**

Room L504, Lobby Level

**Chair:** Elizabeth Woodworth, Auburn University, AL

**Speakers:** Rachel Reed, Auburn University, AL

Emily Young, Auburn University, AL

Elizabeth Woodworth, Auburn University, AL

*Contesting Boundaries*

**G.28 From HBCU to Hollywood Pedagogy:  
New Connections in Teaching Writing**

Room L505, Lobby Level

**Chair:** Mina Brunyate, Goucher College, Baltimore, MD

**Speakers:** Beth Burmester, Georgia State University, Atlanta, GA, “Hollywood Pedagogy and All Our (Film) Relations: What Movie Students Teach Us about Teacher Education”

Kedra James, University of Alabama, Tuscaloosa, “Critical but Contested Space: First-Year Writing Programs at Historically Black Colleges and Universities”

Vesta Silva, Allegheny College, Meadville, PA, “Bringing Speech Back Into the Conversation: The Challenges and Possibilities of Including Speech in a First Year Seminar Program”

Jon Wiebel, Allegheny College, Meadville, PA, “Bringing Speech Back Into the Conversation: The Challenges and Possibilities of Including Speech in a First-Year Seminar Program”

*Teaching Writing & Rhetoric*

**G.29 Contesting Plagiarism**

Room L506, Lobby Level

**Chair:** Alyssan Barnes, Shorter University, Rome, GA

**Speakers:** Antonio Ceraso, DePaul University, Chicago, IL, “From Controlled Materials to Control Societies: Contesting Histories of Composition and Plagiarism”

Jim Sundeen, Metropolitan State College of Denver, CO, “Not So Safe Assign: The Pitfalls of an Uncritical Reading of ‘Plagiarism’ Reports”

*Contesting Boundaries*

**G.30 Contesting CCCC Spaces:  
Undergraduate Research at the National Convention**

Room L507, Lobby Level

**Co-Chairs:** Gregory Giberson, Oakland University, Rochester, MI

Laurie Grobman, Penn State University-Berks, Reading

**Speakers:** Jacob Matthews, Oakland University, Rochester, MI, “Facing Fear: A Systematic Approach to Writing Anxiety in the Writing Center”

Amanda Deschamps, Oakland University, Rochester, MI, “Writing Undergraduates in the Writing Center: The Reconciliation between Writing Center Pedagogical Beliefs and the Study of Writing as a Discipline”

Angina DeLeon, Penn State-Berks, Reading

Alyssa Williams, Penn State-Berks, Reading

Jason Carabelli, Oakland University, Rochester, MI, “Undergraduate Writing Majors: Opening Space for New Voices”

*Writing Programs*

**G.31 A Place at the Table:**

**The Contested Space of Writing in a Corporate Curriculum**

Room L508, Lobby Level

**Chair:** Vivian Cadbury, The Culinary Institute of America, Hyde Park, NY

**Speakers:** Vivian Cadbury, The Culinary Institute of America, Hyde Park, NY

Amanda Vladick, The Culinary Institute of America, Hyde Park, NY

Richard Horvath, The Culinary Institute of America, Hyde Park, NY

*Institutional and Professional*

**G.32 Blurring Disciplinary Boundaries and Identities:  
Expanding Local Writing Relations through an  
Interdisciplinary Writing TA Program**

Room A701, Atrium Level

**Chair:** Kimberly Harrison, Florida International University, Miami

**Speakers:** Kimberly Harrison, Florida International University, Miami, “An Interdisciplinary Writing TA Program: Design, Purpose, and Programmatic Identity”

Michael Creeden, Florida International University, Miami, “Interrogating Writing Faculty Identity through Interdisciplinary Collaboration”

Shelley Wick, Florida International University, Miami, “Lessons Learned: Interdisciplinary Views of Writing and Writing Pedagogy”

Carolina Zumaglini, Florida International University, Miami, “Serving as a Writing Ambassador in the History Department: Challenges and Successes”

*History*

**G.33 African American Rhetorics: Literacies**

Room A702, Atrium Level

**Chair:** Danielle Hinrichs, Metropolitan State University, St. Paul, MN

**Speakers:** Kristi Melancon, Louisiana State University, Baton Rouge, “*The New Orleans Tribune*: Periodicals as a Contested Space of Black Men’s Economic Literacy”

Sue Carter Wood, Bowling Green State University, OH, “Assessing the Activism of Hallie Quinn Brown”

Maria Bibbs, University of Wisconsin-Madison, “Revisiting the Literacy Myth during the Progressive Era”

*Writing Programs*

**G.34 Assessing Programmatic Relationships:  
Bridging Internal, Interdisciplinary, and Institutional Gaps**

Room A703, Atrium Level

**Chair:** Eli Goldblatt, Temple University, Philadelphia, PA

**Speakers:** Jaime Lynn Longo, La Salle University, Philadelphia, PA, “Apples and Oranges: Conducting Assessment on a Program in Flux”

Meghan Wilson Brenneman, La Salle University, Philadelphia, PA, “Bridging the Secondary/Postsecondary Divide: Determining Effective Assessment in a Comprehensive Dual Enrollment Program”

Elizabeth G. Allan, Oakland University, Rochester, MI, “Kairotic Assessment: A Research-Based Approach to Designing and Reporting Writing Program Assessment”

Jim Nugent, Oakland University, Rochester, MI, “Kairotic Assessment: A Research-Based Approach to Designing and Reporting Writing Program Assessment”

**Respondent:** Linda Adler-Kassner, University of California, Santa Barbara

*Contesting Boundaries*

**G.35 Being with Others:  
Animals, Prosthetics, Implements, and Interfaces**

Room A704, Atrium Level

**Chair:** Matthew Levy, Pacific Lutheran University, Tacoma, WA

**Speakers:** Scot Barnett, Clemson University, SC, “Rhetoric and the World Without Us”

Matthew Levy, Pacific Lutheran University, Tacoma, WA, “Kynicism and Relinquishment: Experiments in Disimbrication”

Amanda K. Booher, Texas Tech University, Lubbock, TX, “An Eye for a Leg: (Dis)ability, Prosthetics, and Olympics”

Geoffrey Sirc, University of Minnesota, Minneapolis, “Writing at the Point of Traumatic Need”

Cynthia Haynes, Clemson University, SC, “Accidental Metaphysics: What Animals Don’t Think About”

*Teaching Writing & Rhetoric*

**G.36 Punishing Writing/Writing as Punishment**

Room A705, Atrium Level

**Chair:** Carlos Salinas, University of Texas, El Paso

**Speakers:** Cathy Amanti, University of Arizona, Tucson, “Punishing Writing/Writing as Punishment”

Kathryn Ortiz, University of Arizona, Tucson, “Case Studies of the Long Term Consequences of Using Writing as Punishment”

Custis Acosta, University of Arizona, Tucson, “Rewarding Writers: Liberating and Empowering Chican@ Youth through Prose”

*Contesting Boundaries*

**G.37 Collapsing Non/Academic Spaces with Comics and Graphic Novels**

Room A706, Atrium Level

**Chair:** Simone J. Billings, Santa Clara University, CA

**Speakers:** Pauline Uchmanowicz, SUNY New Paltz, “Comics at the Interstice”  
Eric Stainbrook, Forsyth Technical Community College, Winston-Salem, NC,  
“Reading Sequential Images”

Franny Howes, Virginia Tech, Blacksburg, “Pulling Panels: Contesting the  
Boundaries of Rhetoric through Comix”

*Community, Civic & Public*

**G.38 Civic Action, Social Justice, and the Human Flesh Search Engine:**

**Examining Public-Digital-Spaces-for-Public-Advocacy**

Room A707, Atrium Level

**Chair:** Chris Gerben, University of Michigan, East Lansing

**Speakers:** Joannah Portman Daley, University of Rhode Island, Kingston,  
“Digital Citizen, Contested Citizen: How Social Media Spaces Can Unite  
Divided Notions of Civic Action”

Lehua Ledbetter, Michigan State University, East Lansing, “Fascism or Dia-  
lectic? The Human Flesh Search Engine and China’s Ascendance in the  
Global Scene”

Collette Caton, Syracuse University, NY, “Advocating with/for the ‘Other’:  
Utilizing Contested Virtual Spaces for Social Justice Work”

*Teaching Writing & Rhetoric*

**G.39 Using Audio Response Methods to Enhance the “Human Touch” of Online Writing Instruction**

Room A708, Atrium Level

**Chair:** Jeff Sommers, West Chester University, PA

**Speakers:** Sue Sipple, University of Cincinnati, OH, “Fostering the Student-  
Professor Bond: Audio Commentary in Online Writing Classes”

Jeff Sommers, West Chester University, PA, “‘Other’ Kinds of Comments:  
Rhetorical Opportunities and Audio Response”

Brittany Stephenson, Salt Lake City Community College, UT, “Embodying  
Virtual Space: a Case Study in Audio Commentary”

Scott Warnock, Drexel University, Philadelphia, PA, “AV Commentary on  
Student Writing: What the Video Brings to the Classroom”

## H Sessions: 11:00 a.m.–12:15 p.m.

### Featured Session

#### **“On a Distant Journey”: Defining and Teaching the World in World Literature**

Marquis Ballroom, Salon B, Marquis Level

We are students who took a Spring 2010 World Literature class at Kennesaw State University and who wrote a conference paper co-authored by 31 KSU undergraduates. We are English, Education, Psychology, Biotechnology, Photography, Information Systems, Communications, Nursing, Sport Management, and Anthropology majors who found common ground in our discussions about love, war, the canon, politics, race, and gender. We are individuals who experience and represent the cultural dynamics about which we studied—individuals who coach high school, volunteer, collaborate with artists, teach in elementary schools, are elected student senator, and study abroad in Turkey and Ireland. We argue that this course encouraged us to affirm diversity by shattering cultural misconceptions, acting as a gateway for interpreting other cultures, and providing us with strategies to critically approach world realities. We discovered in this literature nothing short of how each work is a reflection of and on the world.

**Authors:** Melanie Avery, Steven Barnes, Meredith Bolte, Suzette Boza, John DeFoor, Erica Eckman, Georgette Forrest, Carlie Gentry, Robert Henderson, Shakeerah Hicks, Tia Johnson, Reggie Joseph, Jes Kaltman, Kayt Lieberman, Sarah Loeffler, Emily Madden, Audrey McAnarney, Jennifer McKelvy, Wazzy Mughal, Jessica Namymanik, Jade Novak, Clara Reed, Jordan Richards, Chris Shillinger, Andy Simpson, Kelli Sneed, Sam Sugar, Anna Tolbert, Julianna Vannest, David Vu, Lisa Zuniga

**Rochelle L. Harris** teaches writing and literature at Kennesaw State University in Kennesaw, Georgia, where she had the great honor of teaching the World Literature class that is a featured speaker on this panel. Rochelle has taught writing, rhetoric, and creative writing to undergraduate and graduate students for 15 years, receiving two prestigious teaching awards and serving as a Visiting Assistant Professor in Rhetoric at Michigan State University in 2007. Rochelle publishes in such journals as *Fourth Genre*, *Crab Orchard Review*, *Women's Studies Quarterly*, *Writing on the Edge*, and *The Writing Instructor*. She received her Ph.D. from the University of Nebraska-Lincoln.



**Rochelle L. Harris**



**Kennesaw State  
University Students**

*Featured Session*

## Contesting and Constructing Asian American Rhetorics: Reflections and Possibilities

Marquis Ballroom, Salon C, Marquis Level

In this presentation, **Morris Young** will reflect on the development of scholarship in Asian American rhetoric and look toward the connections that may be made with existing rhetorical traditions and emerging rhetorical theory. In seeking to understand the relations between tradition and innovation, between history and present, Young examines the contested spaces of Asian American rhetoric and where and how it exists in rhetorical studies.



**Morris Young**

**Terese Guinsatao Monberg's** work focuses on methodologies for uncovering, documenting, mobilizing, and renewing Asian Pacific American and Filipina/o American rhetorical and historical legacies. She is currently at work on a book-length project examining Asian American notions of dwelling and listening—and how those notions can inform civic engagement and writing program curricula. Recent publications include a book chapter in *Representations: Doing Asian American Rhetoric* and an article in *Reflections: A Journal of Writing, Service-Learning, and Community Literacy*.



**Terese Guinsatao Monberg**

**Mira Shimabukuro** completed her dissertation, *Relocating Authority: Japanese American Writing to Redress Mass Incarceration*, focusing on the historical and contemporary literacy practices performed by the imprisoned Japanese American community during World War II. Published work from this study includes a chapter on Japanese American resistant rhetoric in LuMing Mao and Morris Young's collection, *Representations: Doing Asian-American Rhetoric* and an article on the private literacies of incarcerated Japanese Americans, "Me Inwardly Before I Dared: Japanese Americans Writing to Gaman," now forthcoming in *College English*. A working poet, Mira also has creative work published in journals like *CALYX*, *Raven Chronicles*, *Bamboo Ridge Quarterly* and *The Seattle Review*. After several years of teaching in



**Mira Shimabukuro**

alternative high schools, community programs, and both two- and four-year colleges, Mira recently joined the faculty at Highline Community College in Des Moines, Washington, where she teaches both pre-college and first-year composition, as well as an introductory course in multicultural rhetorics. She lives in Seattle.



**LuMing Mao**

**LuMing Mao** is a professor of English and director of the Asian and Asian American Studies Program at Miami University. He is author of *Reading Chinese Fortune Cookie: The Making of Chinese American Rhetoric* and co-editor of *Representations: Doing Asian American Rhetoric*, which received honorable mention for the 2009 Mina P. Shaughnessy Prize. He has also co-edited *Comparative Rhetorical Studies in the New Contact Zone: Chinese Rhetoric Reimagined*, a special symposium in the June 2009 issue of *College Composition and Communication*, and guest-edited the March 2010 issue of *College English*. He is currently working on a book project, *Search for a Tertium Quid: Studying Chinese Rhetoric in the Present*.

***Speakers:***

**Morris Young**

“Relations and Reflections: Contested Spaces of Asian American Rhetoric”

**Terese Guinsatao Monberg**

“Geographies of Remembering: Asian/American Theories of Space, Movement, and Listening”

**Mira Shimabukuro**

“From Enemy Aliens to Parents of Citizens: A Case of Asian American Rhetoric from the Mothers of Minidoka”

**LuMing Mao**

“Becoming/History: Theorizing Asian American Rhetoric through Paradox”



*Teaching Writing & Rhetoric*

**H.01 Sisters, Feminists, and the Third Space**

International Ballroom A, International Level

**Chair:** Rebecca Gardner, Minnesota State University, Moorhead

**Speakers:** Jennifer Dorsey, St. Louis University, MO, “Bless This Mess: A Feminist Critique (and Acceptance) of the Writing Portfolio”

Hope Parisi, Kingsborough Community College, Brooklyn, NY, “Claiming ‘Third Space’ to Cultivate Subjectivity/ies in the Portfolio-Reflective Essay Process”

Michelle Holley, University of Cincinnati, OH, “‘Can I Get a Witness?’ Testifying in Contested Spaces for the Urban Student and her Jesuit Sister”

Anne McCarty, Xavier University, Cincinnati, OH, “‘Can I Get a Witness?’ Testifying in Contested Spaces for the Urban Student and her Jesuit Sister”

*Contesting Boundaries*

**H.02 Refiguring the Public Sphere:  
Cherokee, Appalachian, and Cuban Identities**

International Ballroom B, International Level

**Chair:** James R. Zimmerman, James Madison University, Harrisonburg, VA

**Speakers:** Amanda Moulder, University of Kentucky, Lexington, “‘They ought to mind what a woman says’: Eighteenth-Century Cherokee Women’s Critical Literacies as a Challenge to the Bourgeois Public Sphere”

Elizabeth Lowry, Arizona State University, Tempe, “The Flower of Cuba: Rhetoric, Representation, and Circulation in the Public Sphere During the Build-Up to the Spanish American War”

Krista Bryson, The Ohio State University, Columbus, “Contesting the Boundaries of Regional Identity: A New Rhetorical Theory of Appalachia”

*Contesting Boundaries*

**H.03 What We Talk about When We Talk about Writing:  
Conversations among Teachers and Students**

International Ballroom C, International Level

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

**Speakers:** Kay Siebler, Missouri Western State University, St. Joseph, “When the First Voice You Hear IS Your Own: Making Room for ALL Our Friends and Relations in Teacher Development”

Lauren Fitzgerald, Yeshiva University, New York, NY, “Teaching English Studies’ Contested Relations through (Student) Authorship”

Bill Phillips, University of Tennessee-Knoxville, “FYC Pedagogical Strategies: A Survey of Teachers and Statements of Teaching Philosophy”

*Theory*

**H.04 Deliberating Whiteness in the Teaching of Rhetoric and Writing**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Krista Ratcliffe, Marquette University, Milwaukee, WI

**Speakers:** Jennifer Trainor, San Francisco State University, CA, “Racial Memory and Classroom Practice: Exploring the Boundaries of Race and Class with White Teachers”

Annette Powell, Bellarmine University, Louisville, KY, “How Do We Engage in ‘Disorientation’ as a Way to Confront Our Privilege?”

Vorris Nunley, University of California, Riverside, “Cultural Rhetorics: Transforming Theory or Refiguring Whiteness?”

Joyce Irene Middleton, East Carolina University, Greenville, NC, “Why Do We Still Believe in Whiteness (and Reproducing White Privilege)?”

**Respondent:** Tammie M. Kennedy, University of Nebraska at Omaha

*Contesting Boundaries*

**H.05 Questionable Relations, Questionable Narrations: The Forming of Teachers and Curriculum in a National Project Site**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Sherrie Gradin, Ohio University, Athens

**Speakers:** Sherrie Gradin, Ohio University, Athens, “Questionable Narrations: Voices that Empower? Or Disenfranchise?”

Tallin Phillips, Ohio University, Athens, “Questionable Narrations: Voices that Empower? Or Disenfranchise?”

Susan Hagerty, Ohio University/Belpre High, Athens, “Questionable Relations: Reconsidering the Narrative Construction of Appalachian Teachers”

Don Dudding, Ohio University/Meigs High, Athens, “Questionable Relations: Reconsidering the Narrative Construction of Appalachian Teachers”

*Contesting Boundaries*

**H.06 Going Global: Rhetorical Studies and the Geopolitics of Witnessing**

Imperial Ballroom, Salon B, Marquis Level

**Chair:** Eileen Schell, Syracuse University, NY

**Speakers:** Elizabeth Flynn, Michigan Technological University, Houghton, “Gayatri Spivak as Rhetor and Witness”

Wendy Hesford, The Ohio State University, Columbus, “Ghostly Publics: Rhetorical Memory and the Cambodian Genocide”

Wendy Hinshaw, Florida Atlantic University, Boca Raton, “Contested Authors: Responding to Art and Writing by Prisoners”

**Respondent:** Min-Zhan Lu, University of Louisville, KY

*Contesting Boundaries*

**H.07 Weaving Our Social Network:  
Acts of Participatory Composition Using New Media**

Room M101, Marquis Level

**Chair:** Iraj Omidvar, Southern Polytechnic State University, Marietta, GA

**Speakers:** Kim Haines-Korn, Southern Polytechnic State University, Marietta, GA, “I Map Therefore I am: Understanding Our Relations through Visual Maps of the Imagination”

Jeff Orr, Southern Polytechnic State University, Marietta, GA, “Values, Blogs, and Tweets: Ideological Becoming”

Iraj Omidvar, Southern Polytechnic State University, Marietta, GA, “Joining the Conversation in the Network Society: Project-Based Citizen Journalism in the Classroom”

*Community, Civic & Public*

**H.08 Service Learning & Web 2.0: Contested Spaces, New Literacies, and Pedagogy for the Digital Age**

Room M102, Marquis Level

**Chair:** Lynn Reid, Brookdale Community College, Lincroft, NJ

**Speakers:** Lynn Reid, City College of NY/Brookdale Community College, “Bridging the Gaps: Reconsidering Access and Community through Digital Activism”

Laura Howard, Georgia State University, Atlanta, “Literacy, Access, and Community: Social Media, Freshman Composition, and Beyond”

Gabriel Flacks, Champlain College Saint-Lambert, Quebec, Canada, “Literacy, Community, and the Newsactivist Curriculum”

*Teaching Writing & Rhetoric*

**H.09 Come to Jesus: The Heuristics of Science and Faith in the Southern Composition Classroom**

Room M103, Marquis Level

**Chair:** Courtney Watson, University of Southern Mississippi, Hattiesburg

**Speakers:** Jennifer Burkett, University of Southern Mississippi, Hattiesburg, “Navigating Sacred Spaces in the Ivory Tower”

Jennifer Robertson, University of Southern Mississippi, Hattiesburg, “Scientificity: Student Perception of Scientific Authority in Academic Writing”

Corey Latta, University of Southern Mississippi, Hattiesburg, “And the ‘Word’ Became Text: Faith-Based Claims in Freshman Composition”

*Professional and Technical Writing*

**H.10 Where Print Meets Digital**

Room M104, Marquis Level

**Chair:** Mary Daniloff-Merrill, Southwest Minnesota State University, Marshall

**Speakers:** Meredith Zoetewey, University of South Florida, Tampa, “Professional Writing on the Cheap? Defining the Deal Breakers When We’re Tempted to Do More with Less”

Kara Poe Alexander, Baylor University, Waco, TX, “Technical Instructions’ Impact on Users: Relationships between Print and Multimodal Texts”

Geoffrey Sauer, Iowa State University, Ames, “Databases and Textbooks, Whether ‘Natural Enemies’ Or Not, Can Become Allies”

*Teaching Writing & Rhetoric*

**H.11 Zombies, Vampires, and (The) Stuff:  
Re-Configuring Contested Spaces via Horror Texts**

Room M105, Marquis Level

**Chair:** Rocky Colavito, Butler University, Indianapolis, IN

**Speakers:** Rocky Colavito, Butler University, Indianapolis, IN, “‘We Are Going to Consume You!’: Shambling Masses, Cultural Metaphors, and Zombie Texts in the Composition Classroom”

Kimberly Wine, Duke University, Durham, NC, “‘Spoon Fed (The) Stuff’: Contesting Conformity, Consumerism, and ‘Common Knowledge’”

Erika J. Galluppi, East Carolina University, Greenville, NC, “‘What’s at Stake?’: Inviting the Vampire into the Composition Classroom”

*Contesting Boundaries*

**H.12 Embodied Pedagogy:  
The People, Places, and Things of the Writing Process**

Room M106, Marquis Level

**Chair:** Heather Urbanski, Central Connecticut State University, New Britain

**Speakers:** Christy Wenger, Lehigh University, Bethlehem, PA, “Moving the Sticky Mat into the Classroom: Embodying the Writing Process With Yoga”  
Cydney Alexis, University of Wisconsin-Madison, “The Writing Habitat: Composition in Material Context”

Heather Urbanski, Central Connecticut State University, New Britain, “Web 2.0 and the Body: Using Familiar Technology to Reflect on the Physical World”

*Contesting Boundaries*

**H.13 Student, Teacher, Scholar:  
Blurred Boundaries and Contested Relations**

Room M107, Marquis Level

**Chair:** Stacey Waite, University of Pittsburgh, PA

**Speakers:** Stacey Waite, University of Pittsburgh, PA, “Body of Knowledge: Whose Body Is It?”

Ryan Smith Madan, Worcester Polytechnic Institute, MA, “Who Disciplines the Discipline?: How Student Writers Remake Composition”

Gabrielle (Brie) Owen, University of Pittsburgh, PA, “Adolescence and the Problem of Representation”

*Academic Writing*

**H.14 Retooling Curricula**

Room M108, Marquis Level

**Chair:** Teddi Fishman, Clemson University, SC

**Speakers:** Elizabeth Fleitz, Southeast Missouri State University, Cape Girardeau, “‘Citation Needed’: Teaching the Research Project Using Wikipedia”

Rhonda Waterhouse, York College, PA, “Graphic Organizers Facilitate the Discovery of Hidden Relationships in the Contested Knowledge of Literature: Academic Writing Students CAN Write Comprehensive and Polished Literature Reviews!”

John Walter, Creighton University, Omaha, NE, “Enacting Memoria and Actio for Student Learning: Using Graphic Syllabi and Outcomes Maps”

*Research*

**H.15 Research on Student Learning**

Room M109, Marquis Level

**Chair:** Patricia Kain, Johns Hopkins University, Baltimore, MD

**Speakers:** Kennie Rose, University of Louisville, KY, “Revising the ‘Writing-about-Writing’ Course: Developing Skillful Writing Learners through Course Document Analysis”

Beth Young, University of Central Florida, Orlando, “Do Errors Matter If We Can’t Spot Them? How Writing Teachers React to Surface Error”

Darci Thoune, University of Wisconsin-La Crosse, “Making Thinking Visible: Mapping Conceptual Change in the First Year and Beyond”

Bryan Kopp, University of Wisconsin-La Crosse, “Making Thinking Visible: Mapping Conceptual Change in the First Year and Beyond”

*History*

**H.16 “We’ve Come this Far By Faith”:  
Women’s Literacy, Activism, and Faith Practices**

Room M202, Marquis Level

**Chair:** Vicki Tolar Burton, Oregon State University, Corvallis

**Speakers:** Reva Sias, Syracuse University, NY, “The African American Women’s Tradition”

Jane Rosecrans, J. Sargeant Reynolds Community College, Richmond, VA, “The Transcendentalist Women’s Tradition”

Violet Dutcher, Eastern Mennonite University, Harrisonburg, VA, “The Amish and Mennonite Women’s Tradition”

*Theory*

**H.17 Theorizing Boundaries and Borders**

Room M302, Marquis Level

**Chair:** Christine Bailey, Union University, Jackson, TN

**Speakers:** Shu-Fen Cheng, Indiana University of Pennsylvania, “Weaving Chi (Qi) into Writing in the Real World”

Jiyoung Ryu, The Graduate Center, CUNY, NY, “What if I Contract a Disease?: The Dangers of the Contact Zone”

Yndalecio Hinojosa, University of Texas at San Antonio, “Cuerpo: Excavating Rhetoric, Materiality, and Literacy on the Border”

*Information Technologies*

**H.18 Writing Text, Writing Code, Writing Connections**

Room M303, Marquis Level

**Chair:** Dennis Jerz, Seton Hill University, Greensburg, PA

**Speakers:** Julie Meloni, University of Virginia Library, Charlottesville, VA, “Everyone’s a Coder Now: Reading and Writing Technical Code”

Annette Vee, University of Pittsburgh, PA, “(Code) Language as Action”

Brian Ballentine, West Virginia University, Morgantown, “There is No Spoon? Addressing Narrative’s Supposed Absence in Computer Code”

*Teaching Writing & Rhetoric*

**H.19 Critical Place-Based Curricula in Multimodal First-Year Composition: Theory, Pedagogy, Action**

Room M304, Marquis Level

**Chair:** Barb Blakely, Iowa State University, Ames

**Speakers:** Barb Blakely, Iowa State University, Ames, “The Campus as Place: Multiple Perspectives for First-Year Composition”

Susan Pagnac, Iowa State University, Ames, “Your New Landscape: The Campus as Place”

Thomas Lindsley, Iowa State University, Ames, “I’m an Engineer, not an Activist’: Reframing Social Action through Place-Based Public Writing”

*Creative Writing*

**H.20 Toward a Vibrant Conversation: Contesting the Boundaries Between Essay and Poem**

Room L401, Lobby Level

**Chair:** Sondra Perl, Lehman College and the CUNY Graduate Center, Bronx

**Speakers:** Benjamin Miller, CUNY Graduate Center, NY, “Lyric Essay as Ludic Essay: Language Games in the FYC Classroom”

Isabel Grayson, Hunter College and the CUNY Graduate Center, NY, “Music to the Ears: The Lyric Essay, an Instrument to Accompany the Scholarly”

Erica Kaufman, Baruch College and the CUNY Graduate Center, NY, “‘A Rose is a Rose is a . . . Thesis?’: Poetics, Pedagogy, Radical Grammar”

*Writing Programs*

**H.21 From Strangers to Family: The Development of a First-Year Writing Program**

Room L402, Lobby Level

**Chair:** Helen Raica-Klotz, Saginaw Valley State University, MI

**Speakers:** Mary Harmon, Saginaw Valley State University, MI, “‘E Pluribus Unum:’ Creating a First Year Writing Program”

Helen Raica-Klotz, Saginaw Valley State University, MI, “‘A Tree is known by its Fruit:’ Presenting a First-Year Writing Program to the Larger Community”

Bradley Herzog, Saginaw Valley State University, MI, “All in the Network: Expanding First-Year Writing Program Alliances within and beyond the University”

*Language*

**H.22 The Rhetoric of Speaking in a Native Voice: An Analysis of Cross-Cultural Communication Using Alexie, Erdrich, and the Rhetoric of Mexican-American Border Speech**

Room L403, Lobby Level

*Chair:* Lanette Cadle, Missouri State University, Springfield

*Speakers:* Amy Azevedo, Missouri State University, Springfield

Lora Chamberlain, Missouri State University, Springfield

Kevin James, Missouri State University, Springfield

Julie Brooks, Missouri State University, Springfield

*Information Technologies*

**H.23 Technologizing Collaborations and Conversations**

Room L404, Lobby Level

*Chair:* Rebecca Skinner, Florida State University, Tallahassee

*Speakers:* Christin Phelps, North Carolina State University, Raleigh, “Building Relationships and Networks: Creating an Online GTA Peer Mentoring Community”

Meg McGuire, New Mexico State University, Las Cruces, “Unending Conversations: How the Pentad is a Useful Tool for Students Uncovering the Motivation of Contributors to Wikis”

Belle Gironda, American University in Cairo, Egypt, “What our Writing Does: Software Studies and Writing Pedagogy”

*Community, Civic & Public*

**H.24 Can Care be Taught?: Perspectives on Emotion, Community, and the Digital**

Room L405, Lobby Level

*Chair:* Jennifer Bay, Purdue University, West Lafayette, IN

*Speakers:* Jennifer Talbot, Purdue University, West Lafayette, IN, “Why Should I Care?: Resituating Care in Bodies and Institutions”

Jeremy Cushman, Purdue University, West Lafayette, IN, “Careful on the Computer Screen”

Jennifer Bay, Purdue University, West Lafayette, IN, “Cultivating Care: Personal Investment, Initiative, and Service Learning”

*Contesting Boundaries*

**H.25 Self-Examination and (Trying to) Practice What We Preach**

Room L406, Lobby Level

**Chair:** Mary King, University of Akron, OH

**Speakers:** Annie Mendenhall, The Ohio State University, Columbus, “Contesting Disciplinary Scripts: Rethinking Diversity Rhetorics on the CCCC Blog”  
Kerri Considine, University of Tennessee, Knoxville, “Performing Composition: Practical Acting Theory and Composition Pedagogy”  
Andrea Beaudin, Texas Tech University, Lubbock, “Practicing What We Preach? Rhetorically Analyzing Conference Performance”

*Teaching Writing & Rhetoric*

**H.26 Grading Relations:  
Problematizing Current Grading Practices**

Room L503, Lobby Level

**Chair:** Tess Evans, Ball State University, Muncie, IN

**Speakers:** Elizabeth Nesbitt, Ball State University, Muncie, IN, “Using an Indigenous Education Model for Undergraduate Composition Assessment”  
Edward James Chambers, Ball State University, Muncie, IN, “Fattening the Curve: A Fat Studies Comparison of the BMI and the Bell Curve in Grading”  
Emily Standridge, Ball State University, Muncie, IN, “Student Success vs. Grading Curves: Conflicting Paradigms”

*Contesting Boundaries*

**H.27 Guerilla Spaces: Writing Globalization, Sustainability, and Resistance in Urban Environments**

Room L504, Lobby Level

**Chair:** Antonia Massa-MacLeod, University of Wisconsin, Madison

**Speakers:** Adedoyin Ogunfeyimi, University of Wisconsin, Madison, “The 1999 Odi Massacre: Re/Producing Contested Spaces through Graffiti”  
Antonia Massa-MacLeod, University of Wisconsin, Madison, “Citizen/Gardener: Adapting Sustainability in Contested Urban Spaces”  
James Daniel, University of Wisconsin, Madison, “Contested Communities: Writing and Resistance in the Global Squatters’ Movement”

*Contesting Boundaries*

**H.28 Law, Community, and Play:  
Issues in Teaching Basic Writing**

Room L505, Lobby Level

**Chair:** Robin Oswald, North Carolina State University, Raleigh

**Speakers:** Abby Nance, Gardner-Webb University, Boiling Springs, NC, “In Search of Duende in the Basic Writing Classroom”

Joyce Inman, University of Southern Mississippi, Hattiesburg, “Basic Writing Programming: Legally Contested Space”

Susan Gebhardt-Burns, Norwalk Community College, CT, “The Urgency of Building and Maintaining Community and Connection in the Community College Basic Writing Classroom”

*Teaching Writing & Rhetoric*

**H.29 Reading (with) Our Students’ Writing**

Room L506, Lobby Level

**Chair:** Jack Morales, Community College of Allegheny County, Pittsburgh, PA

**Speakers:** Carole Center, Lasell College, Newton, MA, “Composing a Reading”

Mary Beth Pennington, Virginia Military Institute, Lexington, “‘You Remind Me of Myself:’ Collaborative Literacy Narratives and the Virtues of Cultural Sameness in Literacy Research”

Leonard Podis, Oberlin College, OH, “The Value of Student Writing as Reading”

JoAnne Podis, Ursuline College, Pepper Pike, OH, “The Value of Student Writing as Reading”

*Contesting Boundaries*

**H.30 Bricolage at Work: How Teacher/Student Collaboration  
Reconfigures Sites of Rhetorical Power**

Room L507, Lobby Level

**Chair:** Michelle Iten, Texas Christian University, Fort Worth

**Speakers:** Meghan Roe, Texas Christian University, Fort Worth, “Flexing and Reflecting the Strengths of Learning-Disabled College Writers”

Angela Sowa, Texas Christian University, Fort Worth, “Unschooling, Un-teaching, Unwriting: A New Model for Self-Directed Learning in the Composition Classroom”

Alyssa Cavazos, Texas Christian University, Fort Worth, “Learning from Multilingual Writers’ Rhetorical Experiences: ‘Transcultural Repositioning’ in Latina/o Writers’ Resilient Narratives”

Michelle Iten, Texas Christian University, Fort Worth, “Maps in Motion: How Students and Instructors Can Chart New Ways of Knowing”

*Academic Writing*

**H.31 The Story of the Dissertation Writing Institute**

Room L508, Lobby Level

**Chair:** Anne Gere, University of Michigan, Ann Arbor

**Speakers:** Louis Cicciarella, University of Michigan, Ann Arbor, “DWI: Programmatic Support for Dissertation Writing”

Paul Barron, University of Michigan, Ann Arbor, “The Role and Practice of a Creative Writer as a Dissertation Writing Facilitator”

Annie Hesp, University of Michigan, Ann Arbor, “The Dissertation Writing Institute in Practice: a Dissertator’s Perspective”

*Institutional and Professional*

**H.32 Exploring Space in Challenging Economic Times: How Independent Writing Programs Have Crossed Boundaries, Built Relations, and Prospered during the Great Recession**

Room A701, Atrium Level

**Chair:** Randall McClure, Georgia Southern University, Statesboro

**Speakers:** Scott Payne, University of Central Arkansas, Conway, “Growing Together in the Garden of Fine Arts and Communication: A Case Study of a Writing Department”

Donna Nelson-Beene, Bowling Green State University, OH, “YourSpace, MySpace, OurSpace: A First-Year Writing Program Maintains Separate Spaces without Building Walls or Going Broke”

Randall McClure, Georgia Southern University, Statesboro, “The Final Frontier: Independent Writing Units as Campus Leaders”

**Respondent:** Barry M. Maid, Arizona State University, Mesa

*History*

**H.33 Histories of Literacy**

Room A702, Atrium Level

**Chair:** Lori Ostergaard, Oakland University, Rochester Hills, MI

**Speakers:** Holly Middleton, New Mexico Highlands University, Las Vegas, “‘The Work of Healthy Boys’: Performing Individuality in the Harvard Entrance Examinations”

Shawn Casey, The Ohio State University, Columbus, “Enlightenment Writing about Writing and the Meanings of Modern Literacy”

*Writing Programs*

**H.34 The Other Side of the Street: Understanding the Reciprocal Effects of Working as a Peer Tutor**

Room A703, Atrium Level

**Chair:** Clint Gardner, Salt Lake Community College, UT

**Speakers:** Clint Gardner, Salt Lake Community College, UT, “A Culture of Learning: The Effects of Working in a Community College Writing Center on Peer Writing Tutors”

Amber Jensen, Edison High School, Alexandria, VA, “From the Tutor’s Perspective: Social and Academic Benefits of High School Writing Center Tutoring”

Andrew Jeter, Indiana University of Pennsylvania, “Profound Impact: Examining the Relationship between Undergraduate Academic Maturity and High School Tutoring”

Dawn Fels, Indiana University of Pennsylvania, “What Peer Tutors Teach Us about the Effects of Standardized Writing Instruction”

*Contesting Boundaries*

**H.35 Theorizing Comics as Alternative Discourse**

Room A704, Atrium Level

**Chair:** Marilyn Cooper, Michigan Technological University, Houghton

**Speakers:** Daniel Lawson, Virginia Tech, Blacksburg, “A Multiplicity of Voices: The Photographer and Contested Knowledge”

Molly Scanlon, Virginia Tech, Blacksburg, “Knowledge and Power: Comics Journalism and War Discourse”

Eric La Freniere, James Madison University, Harrisonburg, VA, “Why God and Superheroes Don’t Mix: Comics and Contested Cognitive Space”

**Respondent:** Diana George, Virginia Tech, Blacksburg

*Language*

**H.36 L2 Literacy Landscapes**

Room A705, Atrium Level

**Chair:** Bronwyn Williams, University of Louisville, KY

**Speakers:** Alanna Frost, The University of Alabama in Huntsville

Suzanne Blum Malley, Columbia College Chicago, Oak Park, IL

Julia Kiernan, University of Louisville, KY

**Respondent:** Bronwyn Williams, University of Louisville, KY

*Contesting Boundaries*

**H.37 “Leveling Up” Gee, Gaming, and the Composition Classroom**

Room A706, Atrium Level

**Chair:** Samantha Blackmon, Purdue University, West Lafayette, IN

**Speakers:** Alex Layne, Purdue University, West Lafayette, IN, “Gaming the System in a System of Games: The Inherent Nature of Games in Pedagogy”  
Jessica Kaiser, Purdue University, West Lafayette, IN, “There’s Nothing Casual about This Gaming”

Jessica Clements, Purdue University, West Lafayette, IN, “A Tale of Two Gamers: What Video Games Can Teach Us about Collaboration and Writing”

*Contesting Boundaries*

**H.38 When Our Relations Come Over and Stay: Mapping Convergent Moments of Temporal, Kairotic, and Epistemic Infrastructure**

Room A707, Atrium Level

**Chair:** J. James Bono, University of Pittsburgh, PA

**Speakers:** J. James Bono, University of Pittsburgh, PA, “Temporality and the Construction of Disaster Literacy: Moments of Infrastructural Emergence”  
Casey Boyle, University of South Carolina, Columbia, “Media, Memory, and the Multiplicity of Composition: Moments of Academic Composition”  
Douglas Walls, Michigan State University, East Lansing, MI, “Strange Bedfellows: Moments of Cultural and Professional Accessing”

*Teaching Writing & Rhetoric*

**H.39 All Our Relations: (Teaching) Writing in the Global Now**

Room A708, Atrium Level

**Chair:** Nancy C. DeJoy, Michigan State University, East Lansing

**Speakers:** Steven Lessner, Michigan State University, East Lansing, “Mapping the Process of Globalization across Institutional Contexts: The Place of First-Year Writing in Global Curricula”

Beatrice Smith, Michigan Technological University, Houghton, “All Our Relations: Mapping Space and Knowledge Creation in the ‘Global’ Now”

Collin Craig, Michigan State University, East Lansing, “Consuming Genders in Cross-Context Global Spaces”

Nancy C. DeJoy, Michigan State University, East Lansing, MI, “All Our Relations: Disciplinary Crossings in the Material Real: Toward Non-Standard(izing) Cross-Institutional Terrains for First-Year Writing”

## I Sessions: 12:30–1:45 p.m.

### *Featured Speaker*

**Chris Teuton**

**“Communicating Tradition:  
Textual Politics in the Composition of  
Cherokee Stories of the Turtle Island Liars’ Club”**

**Marquis Ballroom, Salon A, Marquis Level**

For the past several years I have been collaborating on a book project with a group of esteemed Cherokee Nation and United Keetoowah Band elders and cultural traditionalists who call themselves the “Turtle Island Liars’ Club.” Now in the editorial stage and under advance contract with the University of North Carolina Press, *Cherokee Stories of the Turtle Island Liars’ Club* will represent the first volume of transcribed Western Cherokee oral traditional stories published in over forty years. This talk explores how *Cherokee Stories* was constructed through multiple nodes and channels of communication—oral, graphic, digital, and visual. More than simply a collection of orally recorded stories, the back story of the composition of *Cherokee Stories* shows how the book emerged within a complex matrix of forms of communication and technologies working sometimes in concert, other times at odds with one another as the Liars’ Club expressed their ideas concerning Cherokee culture, tradition, and teachings. Today, when elders email and Facebook as well as tell stories around the fire, what are the textual politics of communicating tradition?



**Chris Teuton**

**Dr. Christopher B. Teuton** is an Associate Professor of English at the University of Victoria, where he teaches Indigenous Literature, Multicultural Literature, and American Literature. A citizen of the Cherokee Nation, Dr. Teuton is author of *Deep Waters: the Textual Continuum in American Indian Literature* (University of Nebraska Press, 2010) as well as co-editor and co-author of *Reasoning Together: the Native Critics Collective* (University of Oklahoma Press, 2008). He spent 2009-10 as the Katrin H. Lamon Fellow at the School for Advanced Research on the Human Experience in Santa Fe, New Mexico, where he completed *Cherokee Stories of the Turtle Island Liars’ Club*, a collection of contemporary Cherokee oral traditional stories Dr. Teuton recorded and transcribed with four of his elders from the Cherokee Nation and

United Keetoowah Band of Cherokee Indians (under advance contract with the University of North Carolina Press).

Dr. Teuton's research methodology is grounded in the concept of praxis: a mutual commitment to theory and practice in developing Indigenous knowledge and art. His Indigenous literary studies scholarship develops critical theoretical concepts that may shape the discipline to better reflect both academic and community-based discursive concerns. His present scholarly manuscript, *The Cycle of Removal and Return: A Symbolic Geography of Indigenous Literature*, offers a model for understanding the evolving narrative patterns that chart the literal and figurative movements of characters and plots in Indigenous literature. In addition to his work in academia, Dr. Teuton serves as a consultant with the Cherokee Nation where, with a group of Cherokee Nation stakeholders, he's developing a Cherokee Nation K-12 educational curriculum.

### *Featured Session*

## **We are 113!**

**Marquis Ballroom, Salon B, Marquis Level**

The history of rhetoric and composition as a field is full of rhetorical moves to solidify the disciplinarity of a field. The problem with discipline and disciplinarity is the set of rules required to uphold them. As scholars in a post-post-structuralist academic world, we know the lines that represent the rules are always already blurred. To manage, or to be managed in the academy, however, we have to mold ourselves to fit into the lines of conference proposal categories, calls for manuscripts, job application foci, as well as tenure and post-tenure review packets. As rhetoricians, we know that to get the speaking or publication gig or job interview, we have to adapt our scholarly interests, CVs, and teaching philosophies to fit the language used, even the specific words used, in the call for submissions. The purpose of this panel is to embrace the call of cluster 113 by breaking traditional boundaries. In this case, we break the boundaries of what is a scholarly panel and what are scholarly presentations. We use ourselves to break the boundaries of profes-



**Rochelle Rodrigo**



**Paul Kei Matsuda**

sional and scholarly identities. Most importantly, we ask that the audience break their own boundaries by reminding you that we are all 113.

*Speakers:*

**Rochelle (Shelley) Rodrigo**

Mesa Community College, AZ

**Paul Kei Matsuda**

Arizona State University, Tempe

**Kathleen Blake Yancey**

Florida State University, Tallahassee

**Cynthia L. Selfe**

The Ohio State University, Columbus

**Chris Anson**

North Carolina State University, Raleigh

**Greg Glau**

Northern Arizona University, Flagstaff

**Jay Dolmage**

University of Waterloo, Ontario, Canada

**Kati Fargo**

North Carolina State University, Raleigh

**Kevin Brock**

North Carolina State University, Raleigh

**Lamiyah Bahrainwala**

Michigan State University, East Lansing



**Kathleen Blake  
Yancey**



**Cynthia L. Selfe**



**Chris Anson**



**Greg Glau**



**Jay Dolmage**



**Kati Fargo**



**Kevin Brock**



**Lamiyah  
Bahrainwalh**

*Contesting Boundaries*

**I.01 Contesting the Consequences of Language:  
Examining the Material Effects of Medical Discourse, Drug  
Coding, and Personal Narrative on Identity Formation**

International Ballroom A, International Level

**Chair:** Barbara Heiffler, Louisiana State University, Baton Rouge

**Speakers:** Jessica Lee, The University of Arizona, Tucson, “Authoritative  
Absence and Presence: The Rhetorical Force and Material Consequence  
of Diagnostic Labeling in the Mental Health Field”

Regina Kelly, The University of Arizona, Tucson, “Coding, Cyborgs, and the  
Contested Self: Exploring Stories Regarding the Power of Language and  
Drugs in Depression Recovery”

Amy Hickman, The University of Arizona, Tucson, “Testimonio as the Gateway  
between Rhetorics of Emergence and Rupture in Jim Corder’s *Yonder: Life  
on the Far Side of Change*”

*Contesting Boundaries*

**I.02 Remembering the Mamzers:  
Our Jewish Past as Professional Prologue**

International Ballroom B, International Level

**Chair:** Russel Durst, University of Cincinnati, OH

**Speakers:** Russel Durst, University of Cincinnati, OH, “Straying from the  
Path: Composition and Other Jewish Dilemmas”

Marjorie Roemer, Rhode Island College, Providence, “Voices Far Older than  
Our Own: Untold Stories, Missing Chapters”

Eli Goldblatt, Temple University, Philadelphia, PA, “The Right to Mourn:  
Learning to Gain a Jewish Voice”

Sheridan Blau, Teachers College, Columbia University, New York, NY, “Jewish  
Identity and Anti-Academic Rhetoric: Jewish Veterans as Cultural Mamzers  
and Models for Intellectual Achievement”

*Writing Programs*

**I.03 Teaching Composition in the Era of Dual-Credit:  
A Study of High School Writers in the Community College**

International Ballroom C, International Level

**Chair:** Howard Tinberg, Bristol Community College, Fall River, MA

**Speakers:** Howard Tinberg, Bristol Community College, Fall River, MA, “Fol-  
lowing the Paper Trail: What We Know and What We don’t Know about  
Dual-Credit Writers”

Ron Weisberger, Bristol Community College, Fall River, MA, “The Expansion  
of Dual Enrollment Programs: Why Now?”

Jean-Paul Nadeau, Bristol Community College, Fall River, MA, “Designing a  
Study of Dual-Credit Writers: Examining the Contested Border between High  
School and College”

*Community, Civic & Public*

**I.04 Texas Topoi and other Common-Places:  
The Importance of Writing Geographies**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Jenny Edbauer Rice, University of Missouri, Columbia

**Speakers:** Jenny Edbauer Rice, University of Missouri, Columbia, “The Amarillo Aristotle”

Jennifer Wingard, University of Houston, TX, “Discovering Houston: Locating and Writing the Neoliberal City”

Byron Hawk, University of South Carolina, Columbia, “(Post)Disciplinary Networks: Texas as Topos, Chora, and Kenon”

Rosa Eberly, The Pennsylvania State University, University Park, “Austin, Austin, Austin: Dallas and Dallastown”

*Theory*

**I.05 Fashioning Queer Relations: Fabricating, Crafting, and  
Designing Identities through Bodies and Texts**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Mimi Thi Ngyuen, University of Illinois, Urbana-Champaign

**Speakers:** Shereen Inayatulla, York College, CUNY, Jamaica, “Outfitting the Outcast: Sex Workers, Queer Femmes, and Our Fishnet Femifestos”

Jennifer Kontny, University of Wisconsin-Milwaukee, “Back to the Drafting Board: Re-Patterning Textual Materiality through a Queer Analysis of the Fashioning of Michelle Obama”

Kristin Prins, University of Wisconsin-Milwaukee, “Fashioning New Selves: Production, Craft and Shifting Subjectivities”

**Respondent:** Mimi Thi Ngyuen, University of Illinois, Urbana-Champaign

*Teaching Writing & Rhetoric*

**I.06 The Stories We Tell: Opening the Doors of Our Classrooms**

Imperial Ballroom, Salon B, Marquis Level

**Chair:** Tim McCormack, John Jay College of Criminal Justice, New York, NY

**Speakers:** Harriet Malinowitz, Long Island University, Brooklyn, NY, “The Full-Class Writing Workshop”

Sondra Perl, Lehman College, CUNY, Bronx, “Active Listening: Gesturing to What’s Not Yet Said”

Charles Schuster, University of Wisconsin-Milwaukee, “Writing Groups: A Bakhtinian Perspective”

*Contesting Boundaries*

**I.07 What If Our Keyword Were Literacy?**

Room M101, Marquis Level

**Chair:** Brenda Glascott, California State University, San Bernardino

**Speakers:** Brenda Glascott, California State University, San Bernardino, “Histories of Nineteenth-Century Literacy and Twenty-First-Century Composition: Ideologies and Practices”

Richard Parent, University of Vermont, Burlington, “New Media Literacy: Questions and Answers for Contemporary Communication”

Tara Lockhart, San Francisco State University, CA, “Graduate-Level Writing as Literacy: Questioning Assumptions, Instructing Change”

*Community, Civic & Public*

**I.08 Composing the “Extracurriculum”:  
Translocal and Multimodal Public Writing**

Room M102, Marquis Level

**Chair:** Jamie “Skye” Bianco, University of Pittsburgh, PA

**Speakers:** Jamie “Skye” Bianco, University of Pittsburgh, PA, “Scholar, Coder, Maker: Minimal Pedagogy and Maximal DIY in and beyond the Digital Composition Class(room)”

Hannah Gerrard, University of Pittsburgh, PA, “(Where the) Public Works: Transnational Dynamics in Public and Professional Writing”

Erin Anderson, University of Pittsburgh, PA, “Rethinking Composition’s ‘Extracurriculum’: Possibilities for Digital and Translocal Community”

*Teaching Writing & Rhetoric*

**I.09 Digital Multiplicity:  
The Global Skills for College Completion Project to Create  
a Replicable Model for Success in Basic Writing**

Room M103, Marquis Level

**Chair:** Marisa Klages, LaGuardia Community College–CUNY, Long Island City

**Speakers:** J. Elizabeth Clark, LaGuardia Community College–CUNY, Long Island City, “The Faculty ePortfolio”

Michelle Zollars, Patrick Henry Community College, Martinsville, VA

Reid Sunahara, Kapi’Olani Community College, Honolulu, HI

*Information Technologies*

**I.10 “We Don’t Do That Here”: Pushing the (Digital) Boundaries of What We “Do” in Writing Center Spaces**

Room M104, Marquis Level

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

**Speakers:** Natalie Szymanski, Florida State University, Tallahassee

Rory Lee, Florida State University, Tallahassee

Kelly Thayer, Florida State University, Tallahassee

*Teaching Writing & Rhetoric*

**I.11 Teaching Writing at Public Comprehensive Public Universities**

Room M105, Marquis Level

**Chair:** Emily Isaacs, Montclair State University, NJ

**Speakers:** Emily Isaacs, Montclair State University, NJ, “What Do We Need to Know about Teaching Writing at the Public Comprehensive University?”

Catherine Keohane, Montclair State University, NJ, “From Expository Writing to Intellectual Prose: Institutional Conceptions of First-Year Writing”

Lauralee Lubrano, Montclair State University, NJ, “From High School to the Public Comprehensive University: What Is Literary Study?”

Julia Wagner, Montclair State University, NJ, “Curb Your Dog and Keep off the Grass: English Composition and Manicured Lawn Values”

Jennifer Maloy, Montclair State University, NJ, “Puedes entender lo que estoy diciendo?: Exploring Multilingualism in Basic Writing”

*Contesting Boundaries*

**I.12 Investigating Relations of Place, Time, and Power in Literacy Research and Teaching**

Room M106, Marquis Level

**Chair:** Lisa Patrick, The Ohio State University, Columbus

**Speakers:** Valerie Kinloch, The Ohio State University, Columbus, “Relations of Literacy Research on/in Place and Time”

Christy Bragg, The Ohio State University, Columbus, “Relations of Literacy Research on/in Place and Time”

Tamara Butler, The Ohio State University, Columbus, “Relations of Power and Identity in Working with Students and Teachers”

Allison Wynhoff Olsen, The Ohio State University, Columbus, “Relations of Power and Identity in Working with Students and Teachers”

Cate Sacchi, The Ohio State University, Columbus, “Investigating Relations: Pedagogical Approaches and/in Multicultural Learning Spaces”

Deborah Petrone, The Ohio State University, Columbus, “Investigating Relations: Pedagogical Approaches and/in Multicultural Learning Spaces”

**Respondent:** Lisa Patrick, The Ohio State University, Columbus

*Contesting Boundaries*

**I.13 Intersubjectivity as a Pedagogical Practice**

Room M107, Marquis Level

**Chair:** Matthew Heard, University of North Texas, Denton

**Speakers:** Christopher Mays, Illinois State University, Normal, “Metaphors We Live (Dangerously) By: Why Appropriating Lakoff and Johnson Isn’t That Simple”

Kellie Sharp-Hoskins, Illinois State University, Normal, “Intersubjectivity and Pentadic Analysis”

Matthew Heard, University of North Texas, Denton, “Tonality and Intersubjectivity”

*Academic Writing*

**I.14 Graduate Student Writing:  
Dissertations, Grant Proposals, and Publications**

Room M108, Marquis Level

**Chair:** Stacy Montgomery, Florida State University, Tallahassee

**Speakers:** Christine Feak, University of Michigan, Ann Arbor, “Academic Writing for Graduate Students: It’s Not Just for International Students Any More”

Huiling Ding, Clemson University, SC, “The Contested Space of Plagiarism: Blurring Boundaries of Lab Knowledge, Templates, and Previous Publications”

Rebekah Buchanan, Temple University, Philadelphia, PA, “Finding New Relations: Developing Intentional Writing Communities among Dissertation Writers”

*Research*

**I.15 Writing Center Research**

Room M109, Marquis Level

**Chair:** Dixie Elise Hickman, American InterContinental University, Atlanta, GA

**Speakers:** Tzu-Shan Chang, Southern Illinois University at Carbondale, “The Relationality between ‘Self’ and ‘Other’: Native and Non-Native English Speaking Tutors’ Roles in the Writing Center”

Sarah Nakamaru, Borough of Manhattan Community College, New York, “Student Initiation of Feedback in Second Language Writing Conferences”

Kathryn Evans, Bridgewater State College, MA, “Tutors’ and Students’ Perceptions of Silence in Writing Center Tutorials”

*Writing Programs*

**I.16 Attitude Triage: Changing Student Attitudes toward Writing in Contested Spaces**

Room M202, Marquis Level

**Chair:** Daphne Daugherty, Missouri State University, Springfield

**Speakers:** Sarah Wynn, University of Southern Mississippi, Hattiesburg, “Learning Luggage: The Baggage Students Bring into WAC”

Daphne Daugherty, Missouri State University, Springfield, “We are All Writers: Using Creative Writing Concepts to Give Students Pride in their Work”

Jen West, Missouri State University, Springfield, “Attitude Damage Control in Teaching Individual Voice as a Second Language”

*Theory*

**I.17 Cultural Rhetorics**

Room M302, Marquis Level

**Chair:** Anne-Elizabeth Brodsky, Johns Hopkins University, Baltimore, MD

**Speakers:** Sarah Antinora, University of California, Riverside, “Rhetoric of Hawaiian Sovereignty: Israel Kamakawiwo ’Iole and Resistant Rhetoric”  
Regis Mann, University of California, Riverside, “Reconceptualizing Iola’s Crusade: A Rhetorical Study of Southern Horrors”

Kathleen Baldwin, University of Massachusetts, Amherst, “Alternative Rhetorics, Alternative Assessments: Evaluating Marginalized Englishes”

*Information Technologies*

**I.18 Digital Spaces With Material Implications: Advocacy, Crisis Management, and Community Empowerment**

Room M303, Marquis Level

**Chair:** Deborah Teague, Florida State University, Tallahassee

**Speakers:** Peter Mayshle, University of Wisconsin-Madison, “Blogs to the Rescue or Bayanihan 2.0: Investigating Community, Social Actors and Legitimation in Blog Posts on Typhoon Ketsana in Manila”

Mary Elizabeth Sullivan, Niagara University, NY, “Gluten Free Food Blogs as Social Action: This ain’t your mama’s Betty Crocker!”

Jennifer Ellis West, Louisiana State University, Baton Rouge, “(Dis) Embodied Writing Online: Digital Media, Medical Discourse, and Childbirth Advocacy”

*Teaching Writing & Rhetoric*

**I.19 The Interrelationship of Writing, Learning, and the Brain: Insights From Recent Neuroscience Research**

Room M304, Marquis Level

**Chair:** Pamela Bourgeois, California State University, Northridge

**Speakers:** Irene Clark, California State University, Northridge, “Academic Identity and Neuroplasticity”

Bettina J. Huber, California State University, Northridge, “The Intersection of Neuroscientific Insights and Student Perceptions of Their Learning”

Lennie Irvin, San Antonio College, TX, “Implications of King and Kitchener’s Reflective Judgment Model for Writing Instruction”

Toni Glover, University of Scranton, PA, “Learning with the Whole Brain: Neurobiological Research and the Emotion/Cognition Dichotomy”

*Professional and Technical Writing*

**I.20 The Rhetoric of Document Design in Public and Private Documents**

Room L401, Lobby Level

**Chair:** Alanna Frost, University of Alabama, Huntsville

**Speakers:** Sam Dragg, Texas Tech University, Lubbock, “The Trivial Depiction of Safety Standards: Lessons for Technical Communicators”

Theresa Donovan, University of Texas at El Paso, “‘The Rhetoric of Neutrality’ of the Blank Form: An Analysis of the Application for Naturalization”

Sheila Page, University of Winnipeg, Manitoba, Canada, “Networking and Narrative: The Boundaries of Identity”

*Community, Civic & Public*

**I.21 Making Pacts: Moments of Dialogue, Campaigns for Justice**

Room L402, Lobby Level

**Chair:** Diana George, Virginia Tech, Blacksburg

**Speakers:** Steve Parks, Syracuse University, NY, “Out of the Classroom and Into the Streets: Organizing Against Your Own University”

Paula Mathieu, Boston College, MA, “Housed in a University but Working in the Streets: The Challenges of Professional Activism”

John Trimbur, Emerson College, Boston, MA, “Asbestos Activism in South Africa: The Limits of Community Partnerships”

Tamara Marko, Emerson College, Boston, MA, “Medellin: Violencia is Not the Whole Story”

*Writing Programs*

**I.22 The Changing Shape of Two-Year College English  
Departments: Redefining Contested Spaces**

Room L403, Lobby Level

**Chair:** Jeffrey Klausman, Whatcom Community College, Bellingham, WA

**Speakers:** Jeffrey Klausman, Whatcom Community College, Bellingham, WA,  
“The Idea of a Writing Program at a Two-Year College”

Jared Anthony, Spokane Falls Community College, WA, “Assessing Components of a Writing Program: Where are We, and Where are We Going?”

Jeffrey Andelora, Mesa Community College, AZ, “Preparing the Under-Prepared: Professional Development for Adjunct Faculty”

*History*

**I.23 Contested Ground:  
Alternative Sites of Rhetorical Education, 1900-1930**

Room L404, Lobby Level

**Chair:** Lisa Mastrangelo, The College of St. Elizabeth, Morristown, NJ

**Speakers:** Kate White, Indiana University Purdue University, Fort Wayne,  
“Contestable Sites: Rhetorical Education for Citizenship in the General Federation of Women’s Clubs”

Lisa Mastrangelo, The College of St. Elizabeth, Morristown, NJ, “Sites of Contest: Women’s Debate Practices at the Turn-of-the Century”

Wendy Sharer, East Carolina University, Greenville, North Carolina, “Teaching to the (Con)test: Rhetorical Education for Labor Activism in The Women’s Trade Union League”

Nancy Myers, University of North Carolina at Greensboro, “Contesting Genteel Society: Emily Post’s Etiquette as Rhetorical Education for Social Mobility”



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*Research*

**I.24 Contesting Writing Spaces at the Institutional Level:  
Four Schools Make Meaning with Local Data from the  
NSSE Consortium for the Study of Writing in College**

Room L405, Lobby Level

**Chair:** Charles Paine, University of New Mexico, Albuquerque

**Speakers:** Constance Chismar, Georgian Court University, Lakewood, NJ, “Using Student Data from the NSSE to Revitalize the Writing Program at a Small Private University”

Margaret Marshall, Auburn University, AL, “From Student Engagement Data to Faculty Engagement in Student Learning: NSSE and the Faculty Improve Student Writing”

Drew Clark, Auburn University, AL, “From Student Engagement Data to Faculty Engagement in Student Learning: NSSE and the Faculty Improve Student Writing”

Michael Cripps, University of New England, Biddeford, ME, “Confirming and Contesting Perceptions of Spaces for Writing: Putting CSWC and Institutional Data in Conversation with the Writing Curriculum”

Margot Soven, La Salle University, Philadelphia, PA, “Meeting Students Where They Are: Revising a Writing Program Using the NSSE Survey Results”

*Contesting Boundaries*

**I.25 Disconnected. Choppy. Abrupt.—  
Undoing Linguistic Heterogeneity**

Room L406, Lobby Level

**Chair:** Carol Johnson, New Jersey Institute of Technology, Newark

**Speakers:** Sharon Merritt, Santa Clara University, CA, “Crossing Language (Policy) Boundaries Development of Bilingual First Year Writing Courses”

Brice Nordquist, University of Louisville, KY, “Remembering to Forget Linguistic Heterogeneity in Politics and Pedagogy”

Sheila Mayne, University of Pennsylvania, Philadelphia, “Contesting Boundaries by Teaching Cohesion and Coherence”

*Teaching Writing & Rhetoric*

**I.26 Hot for Teacher: Towards a Workable Feminist Pedagogy  
for Young Female Teachers**

Room L503, Lobby Level

**Chair:** Anna Robb, Missouri State University, Springfield

**Speakers:** Anna Robb, Missouri State University, Springfield, “Hot for Teacher: Towards a Workable Feminist Pedagogy for Young Female Teachers”

Jaimie Young, Missouri State University, Springfield, “Dealing with Student Incivility in the Female-led Classroom”

Jennifer Jackson, Missouri State University, Springfield, “Representations in Film and Media of Young Female Teachers”

*Contesting Boundaries*

**I.27 ¿Usando español para tutoría en inglés?:  
A Study of Writing Center Tutoring Sessions involving  
Bilingual Tutors and Students**

Room L504, Lobby Level

**Chair:** Shanti Bruce, Nova Southeastern University, Ft. Lauderdale, FL

**Speakers:** Kevin Dvorak, St. Thomas University, Miami Gardens, FL

Aileen Valdes, St. Thomas University, Miami Gardens, FL

Paula Gillespie, Florida International University, Miami

Dariel Suarez, Florida International University, Miami

**Respondent:** Shanti Bruce, Nova Southeastern University, Ft. Lauderdale, FL

*Contesting Boundaries*

**I.28 Nineteenth Century Writing by Nurses as Emerging  
Feminist Rhetoric**

Room L505, Lobby Level

**Chair:** Bradley Peters, Northern Illinois University, Rockford

**Speakers:** Joonna Trapp, Waynesburg University, PA, “The History of Nursing  
Rhetoric From Egypt to Today: Why We Should Care?”

Julianne Smith, Pepperdine University, Malibu, CA, “Florence Nightingale:  
The Lady with the Lamp and Victorian Healthcare Reform”

Henrietta Nickels Shirk, Montana Tech of the University of Montana, Butte,  
“The Rhetoric of Nursing in ‘Godey’s Lady’s Book’”

*Teaching Writing & Rhetoric*

**I.29 Questioning Dominant Discourses**

Room L506, Lobby Level

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

**Speakers:** Nur Yigitoglu, Georgia State University, Atlanta, “‘I didn’t know  
how to write this even in my language’: American Students Learning to  
Write in Turkish”

Diane Belcher, Georgia State University, Atlanta, “‘I didn’t know how to write  
this even in my language’: American Students Learning to Write in Turkish”

Tika Lamsal, University of Louisville, KY, “Remapping Composition in  
Transnational Contexts”

Arun Pokhrel, University of Florida, Gainesville, “Thinking beyond American  
Classroom: Connecting Composition, Literature, and New Media”

*Contesting Boundaries*

**I.30 All Our Relations: Undergraduates, Graduates, and Professors Reaching Across Academic and Cultural Boundaries**

Room L507, Lobby Level

**Chair:** Douglas Arnold Day, Texas State University, San Marcos

**Speakers:** Ky David Stevens, Texas State University, San Marcos, “Evolving Literacy and Contesting Academic Boundaries”

Stephanie Motz, Texas State University, San Marcos, “‘All Our Relations’: Othering the Other”

Jaime Armin Mejía, Texas State University, San Marcos, “Crossing Academic Boundaries to Reach a Rhetorical Understanding of Chicana/o Cultures”

*Information Technologies*

**I.31 Affect and Technology: Interrogating Politics of Shame, Humor, Privacy, and Nostalgia in “Instruments” of Communication**

Room L508, Lobby Level

**Chair:** Matthew B. Cox, Michigan State University, East Lansing

**Speakers:** Heather Branstetter, University of North Carolina at Chapel Hill, “Moving Potential: Shame and Transcendence through Serial Collective Memory Narratives”

Alyssa Samek, University of Maryland, College Park, “Affective Technologies of Resistance: Uses of Humor in 1970s Lesbian Feminist Public Activism”

Michael J. Faris, The Pennsylvania State University, University Park, “Historicizing Attachments to Privacy The Public/Private Distinction in Newsletters and Newspapers”

Will Kurlinkus, The Ohio State University, Columbus, “Nostalgia and New Media: The Rhetorical Affect of the Typewriter in the Twenty-First Century”

*Institutional and Professional*

**I.32 Contested! Defending First-Year Composition in the Regional University Setting**

Room A701, Atrium Level

**Chair:** David Brauer, North Georgia College and State University, Dahlonega

**Speakers:** Donna Gessell, North Georgia College and State University, Dahlonega, “The Political Context”

Linda Stallworth Williams, North Georgia College and State University, Dahlonega, “The Economic Context”

David Brauer, North Georgia College and State University, Dahlonega, “The Disciplinary Context”

Amy Childers Mansfield, North Georgia College and State University, Dahlonega, “The Squeezing of the Composition Class: A Defense of the Two-Course First Year Composition Sequence”

*History*

**I.33 South Asian and Asian American Rhetorical Histories**

Room A702, Atrium Level

**Chair:** Ruth Outland, Florida State University, Tallahassee

**Speakers:** K. Hyoejin Yoon, West Chester University, PA, “Consuming Culture: 19th-century Newspaper Representations of Afong Moy, the First Chinese Woman in the U.S.”

Stacey Sheriff, Bridgewater State College, MA, “Asian American Rhetorics: Sui Sin Far’s ‘Hidden’ Chinese Rhetorical Sources”

Danielle Nielsen, Case Western Reserve University, Cleveland, OH, “Discerning Spaces: Investigating the Genre of the History Lesson in Colonial Indian Texts”

*Teaching Writing & Rhetoric*

**I.34 Something Old, Something New:  
Ideas for Teaching in the Digital Age**

Room A703, Atrium Level

**Chair:** Elizabeth Chilbert, Florida State University, Tallahassee

**Speakers:** Pearce Durst, Washington State University, Pullman, “Assessing Electracy in the Apparatus of Digital Environments”

Rebecca Burnett, Georgia Tech, Atlanta, “Extended Relations: How Multimodal Assessment Reshapes the Boundaries of Discipline and Class”

L. Andrew Cooper, Georgia Tech, Atlanta, “Extended Relations: How Multimodal Assessment Reshapes the Boundaries of Discipline and Class”

Michael Neal, Florida State University, Tallahassee, “Something Old is Something New: Reflecting on the Processes of New Media Composition”

*Contesting Boundaries*

**I.35 Compose or Else: Tracking Student Writers’ Organizational, Technological, and Cultural Performances**

Room A704, Atrium Level

**Chair:** Andrea Lunsford, Stanford University, CA

**Speakers:** Jon McKenzie, University of Wisconsin, Madison, “Rebooting the Lecture Machine”

Jim Henry, University of Hawai’i at Manoa, Honolulu, “Studying Globalization from Below: Analyzing Organizational Performance Appraisals in a Course Entitled ‘Worklife Writing’”

Ryan Omizo, The Ohio State University, Columbus, “Critical Technological Performance: Teaching From the Fronts to the Backs”

**Respondent:** Jenn Fishman, University of Tennessee-Knoxville

*Language*

**I.36 Resisting the Linguistic Pull, Continuing the Push:  
Hip-hop's African American Language and Rhetoric as a  
Continuum of Black Movements for Education, Literacy,  
Equality, Freedom, and Liberation"**

Room A705, Atrium Level

**Chair:** Carmen Kynard, St. John's University, Jamaica, NY

**Speakers:** Jessica Barros, University of Massachusetts, Boston, "By Way of West Africa: The Relations of Rhetorical Strategies in Cape Verdean Culture and Hip-Hop"

Deborah Sanchez, North Carolina Central University, Durham, "'We are all queens': The Literacy and Humanity of Dionne"

Todd Craig, St. John's University, Jamaica, NY, "360 Degrees of Revolution: Rhetorical Sovereignty and the Positionality of the Hip-hop DJ in the Comp Contact Zone"

*Contesting Boundaries*

**I.37 Composing the Female:  
A Critical Examination of Dress, Writing, and Ontology**

Room A706, Atrium Level

**Chair:** Trixie Smith, Michigan State University, East Lansing

**Speakers:** Rebecca Hayes, North Dakota State University, Fargo, "Positionality and Politics: An analysis of Identity as Ethos in the Letters of Aloha Eagles"

Elizabeth Keller, Michigan State University, East Lansing, "Chimeras in the Borderland: How Cyborgism and a New Mestiza Inform Female Composing Practices"

Katie Marie Gunter, Michigan State University, East Lansing, "Composing the Female: A Critical Examination of Dress, Writing, and Ontology"

*Contesting Boundaries*

**I.38 Speaking the Language of IT**

Room A707, Atrium Level

**Chair:** Ann N. Amicucci, Indiana University of Pennsylvania

**Speakers:** Michael Wojcik, Michigan State University, East Lansing, "Inventing Computational Rhetoric"

Thomas Skeen, Arizona State University, Tempe, "Complicating Narratives about Commercial Technology: My Experience as a Researcher"

Rebekka Andersen, University of California, Davis, "Object-Oriented Information Development: Why Teaching Students 'Writing' Isn't Enough Anymore"

*Theory*

**I.39 Other Voices: Race, Institutional Silence and Rhetorical Listening in the Composition Classroom**

Room A708, Atrium Level

**Chair:** Asao B. Inoue, California State University, Fresno

**Speakers:** Miriam Fernandez, California State University, Fresno, "Rhetorical Listening in the First Year Writing Classroom"

Mathew Gomes, California State University, Fresno, "Noise Ordinances: Sound, Race, Power"

Maryam Jamali, California State University, Fresno, "Critical Race Theory, Aural and Spatial (Re)negotiations of Student Centered Pedagogy"

Jocelyn Stott, California State University, Fresno, "Knowing Our (Racial) Place: the White Female Body and the Rhetoric of Participation"

**Respondent:** Krista Ratcliffe, Marquette University, Milwaukee, WI

*Information Technologies*

**I.40 The Economy of Technology: Research Perspectives on Student Learning in Digital Environments**

Marquis Ballroom, Salon C, Marquis Level

**Chair:** Jane Mandalios, American College of Greece, Athens

**Speakers:** Jane Mandalios, American College of Greece, Athens, "Interrogating the Internet with RADAR: An Approach for Evaluating Web Sources"

Noël Clare Radley, University of Texas, Austin, "The art of the past no longer exists': Visual Literacy in a Culture of Networked Images"

Rebecca Beucher, University of Colorado at Boulder, "Advancing the Argument: Incorporating Digital Technologies into the English Classroom to Meet Common Core Standards for Argument and Technology"



## J Sessions: 2:00–3:15 p.m.

*Featured Speaker*

**Kimberli Lee**

**Voices Catching Up:**

**American Indian Songs as Rhetorics of Resistance**

Marquis Ballroom, Salon A, Marquis Level

**Chair:** Andrea Riley Mukavetz, Michigan State University, East Lansing

This paper will discuss particular American Indian musicians, singers, and songwriters whose music reflects and reveals the intersections of activism, survival, and resistance. Buffy Ste. Marie, John Trudell, Annie Humphreys, Testament, and Joy Harjo are among the songwriters discussed.

Kimberli Lee is an assistant professor of English at Northeastern State University in Tahlequah, Oklahoma. Her recently published book, “I Do Not Apologize for the Length of this Letter”: Mari Sandoz and the Letters on Native American Rights (Texas Tech Press) has won several regional awards in both Texas and Nebraska. She is currently writing her next book, *Rez-N-Nation: American Indian Rock, Blues, and Jazz as Rhetorics of Resistance*, a monograph focusing on such Native artists and performer as Buffy Ste. Marie, John Trudell, Joy Harjo, and Robbie Robertson. She has been published in *Studies in American Indian Literature* and *Great Plains Quarterly*. Her research interests are centered on the intersections of American Indian rhetorics, poetics, literatures and contemporary music. She is also interested in film studies and women’s writing. She teaches First-year Writing, Native American Literatures, and Cultural Rhetorics at Northeastern State. Although she is not an enrolled tribal member, she has relatives among the Lakotas, Omahas, and Southern Cheyennes.



**Kimberli Lee**

*Featured Session*

## **Archive 2.0 as a Rhetorical Model for Balancing Stakeholder Needs**

**Marquis Ballroom, Salon B, Marquis Level**

The design of archives and archival practices, generally, have not traditionally been associated with normal scholarly activity in rhetoric and composition studies. But a recent trend in the world of archival studies should perhaps capture the attention of rhetoric & composition researchers. In this panel, we advance that balancing the needs of multiple archival stakeholders -- including cultural stakeholders -- is an important form of rhetorical work, and that rhetoric and composition studies has a unique role to play in these kinds of “Archive 2.0” projects. We define “Archive 2.0” as a rhetorical concept of the archive, one where a single database is able to represent multiple stakeholders’ needs and perspectives. The process of creating “Archive 2.0” is thus a rhetorical inquiry into the values a group has for a set of texts.

Our panel will describe our rhetorical archive project, a collaborative digitization project between the Writing in Digital Environments (WIDE) Research Center, the MSU Chamberlain-Warren collection of Samaritan texts, a Samaritan elder, Binyamim Tsedaka. For our project, Archive 2.0 is not simply about Web 2.0 technology; Web 2.0 technology is able to help us rhetorically tailor the use of the archive for the needs of specific stakeholder groups. In other words, Archive 2.0 as a database-driven entity means that we no longer have to think about the archive as one kind of physical space, box, or catalogue; we can develop and tailor multiple interfaces to different stakeholder needs. Not only uniting the goals of humanities scholarship with the Web 2.0 movement, our project brings together two distinct groups of users - textual scholars and Samaritan community members - both of whom have a significant stake in the cultural and scholarly value of the Samaritan Archive. In so doing, our project seeks to honor calls like those by Craig Howe (2002) and Ellen Hoobler (2006)



**Jim Ridolfo**



**Michael McLeod**



**William  
Hart-Davidson**

to reimagine the archive as a location for community engagement, building and nurturing relationships among those who share and value cultural texts.

***Speakers:***

**Jim Ridolfo**

University of Cincinnati, OH, “Balancing Stakeholder Needs: Archive 2.0 and Community-Centered Design”

**Michael McLeod**

Michigan State University, East Lansing

**William Hart-Davidson**

Michigan State University, East Lansing

*Featured Session*

**New Directions from Feminist Rhetorical Studies:  
Charting the Future of Rhetoric, Composition,  
and Literacy Studies**

Marquis Ballroom, Salon C, Marquis Level

This round table explores the future of rhetoric, composition, and literacy studies. Drawing on the innovative work in feminist rhetorical studies, which has greatly expanded our focus of inquiry—the sites, activities, communities and people we study—participants will chart new directions in the field. Specifically, roundtable discussants will address new directions for working in the archives, working in communities, in digital environments, in global contexts, in a diverse world, and in institutional settings.



**Shirley Rose**

***Chair:***

**Jacqueline Jones Royster**

Georgia Institute of Technology, Atlanta

***Speakers:***

**Shirley Rose**

Arizona State University, Tempe, “Archival Research-in-Place as a Feminist Inquiry Practice”

**Beverly Moss**

The Ohio State University, Columbus, “New Directions and New Communities in Literacy Studies Research”

**Gail Hawisher**

University of Illinois, Urbana-Champaign, “Crafting a Feminist Research Methodology with Digital Media”

**Joyce I. Middleton**

East Carolina University, Greenville, “New Visions: Feminist Rhetorical Inquiry in a Diverse and Racialized World”

**Hui Wu**

University of Texas at Tyler, “Writing and Teaching Diverse Feminist Rhetorics: A Globalized Perspective on Theoretical and Pedagogical Innovations”

**Shirley Wilson Logan**

University of Maryland, College Park, “Trends in Feminist Rhetorical Scholarship and Publishing”

***Respondent:***

Gesa E. Kirsch, Bentley University, Waltham, MA



**Beverly Moss**



**Gail Hawisher**



**Joyce I. Middleton**



**Hui Wu**



**Shirley  
Wilson Logan**



**Gesa E. Kirsch**

*Research*

**J.01 Contested Domains, Contested Gateways:  
Working Within and Beyond Traditional L2 Practices**

International Ballroom A, International Level

**Chair:** Alan Shima, University of Gävle, Sweden

**Speakers:** Alan Shima, University of Gävle, Sweden

Tore Nilsson, University of Gävle, Sweden

Per Otterstedt, University of Gävle, Sweden

Mia Mårdberg, University of Gävle, Sweden

Pamela Marston, University of Gävle, Sweden

**Respondent:** Thomas Lavelle, Stockholm School of Economics, Sweden

*Community, Civic & Public*

**J.02 Inside Out:  
Literacy, Incarceration, and the Making of Teachers**

International Ballroom B, International Level

**Chair:** Spencer Schaffner, University of Illinois at Urbana-Champaign

**Speakers:** Patrick Berry, University of Illinois at Urbana-Champaign, “Literacy Narratives and Prison Relations”

Dan Colson, University of Illinois at Urbana-Champaign, “From the Cellblock to the Quad: Geographies of Prejudice”

Cory Holding, University of Illinois at Urbana-Champaign, “Configuring Conviction, Performing in Prison”

*Academic Writing*

**J.03 All Our (Global) Relations: Academic Writing, Global  
Citizenship, and the Study Abroad Course**

International Ballroom C, International Level

**Chair:** Erin Sagerson, Weatherford College, Decatur, TX

**Speakers:** Brian Fehler, Tarleton State University, Stephenville, TX, “Encountering our Global Neighbors: Reflection, Terministic Screens, and Academic Writing in the Study Abroad Course”

Diann Ainsworth, Weatherford College, TX, “‘Ghost Spot’: Study Abroad Reflective Writing and the Transformational Nature of Place”

Purna Banerjee, Millikin University, Decatur, IL, “When Identities Clash: the Deconstructive ‘Espacement’ of Study Abroad and Academic Writing Instruction”

*Institutional and Professional*

**J.04 Digital Rhetorics, Digital Relations:  
Making Scholars and Contesting Traditions**

Marquis Ballroom, Salon D, Marquis Level

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

**Speakers:** Colin Charlton, University of Texas-Pan America, McAllen, “Re-Contesting the Writing Classroom: New Potentials for Multi-Mediated Pedagogy”

Justin Hodgson, University of Texas at Austin, “Where Print and Digital Scholarship Collide/Collude: Changing Scholarly Play/Grounds”

David Blakesley, Clemson University, SC, “The Challenges of Innovation in Academic Culture”

Virginia Kuhn, University of Southern California, Los Angeles, “Building Vibrant Digital Curricula: Tradition + Flexibility = The Fifth Estate”

**Respondent:** Cynthia Selfe, The Ohio State University, Columbus

*Contesting Boundaries*

**J.05 Click Here to Connect:  
Teaching Civic Engagement in Digital Environments**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Andréa Davis, Washington State Universities, Tri-Cities, Richland

**Speakers:** Jenny Spinner, Saint Joseph’s University, Philadelphia, PA, “‘Can’t We All Just Get Along?’: Civil Discourse on the Web and in the Classroom”

Sean Conrey, Hobart and William Smith Colleges, Geneva, NY, “Facing Incivility Online”

Aimée Knight, St. Joseph’s University, Philadelphia, PA, “Webs of Connectivity”

*Teaching Writing & Rhetoric*

**J.06 Re-Working Visual Literacy through Comics:  
Production and Analysis in Composition**

Imperial Ballroom, Salon B, Marquis Level

**Chair:** Andre Buchenot, Indiana University Purdue University, Indianapolis,

**Speakers:** Dale Jacobs, University of Windsor, Ontario, Canada, “‘There are no rules. And here they are’: Scott Mccloud’s *Making Comics As A Multimodal Rhetoric*”

Jay Johnson, University of Wisconsin-Milwaukee, “Un/Available Designs: Exploring the Multimodal Rhetorics of Lynda Barry’s ‘Common Sense’ in the First Year Composition Classroom”

Andre Buchenot, Indiana University Purdue University, Indianapolis, “Teaching Comics as a Form of Composing”

*Information Technologies*

**J.07 Web 2.0 Technologies, Digital Writing and Building Communities**

Room M101, Marquis Level

**Chair:** Sarah Ann Rude, The Pennsylvania State University, College Park

**Speakers:** Teresa Marie Kelly, Kaplan University, Ft. Lauderdale, FL, “Meeting Students in Cyberspace: Harnessing the Power of Emerging Web 2.0 Language to Improve Student Writing”

Sheryl Bone, Kaplan University, Ft. Lauderdale, FL, “Meeting Students in Cyberspace: Harnessing the Power of Emerging Web 2.0 Language to Improve Student Writing”

Carly Finseth, Clemson University, SC, “The Social Hierarchy of the Joomla Content Management System (CMS): What the Open Source Community Can Teach Us about Knowledge Creation, Power, and Collaboration”

Chad Iwertz, University of Nevada, Las Vegas, “Will It Stick?: Web 2.0 and Its Place among Hypertext Theories”

*Community, Civic & Public*

**J.08 Writing in Relationship: Digital Tools and Data-Based Assessment in the Community-Engaged Classroom**

Room M102, Marquis Level

**Chair:** Alice Batt, The University of Texas at Austin

**Speakers:** Alice Batt, The University of Texas at Austin, “Writing about/for/with/as Community: Digital Tools and the Development of Civic Consciousness”

Sean McCarthy, The University of Texas at Austin, “Social Media, Relationship, and the Flow of Information in the Community-Engaged Classroom”

Peg Syverson, The University of Texas at Austin, “The Learning Record: Assessment in the Community-Engaged Classroom”

*Teaching Writing & Rhetoric*

**J.09 Publication Matters:  
Producing and Sustaining a Journal of First-Year Writing**  
Room M103, Marquis Level

**Chair:** Karen McDonnell, James Madison University, Harrisonburg, VA

**Speakers:** Kevin Jefferson, James Madison University, Harrisonburg, VA, “Behind the Scenes: Journal of a Journal”

Traci Cox, George Mason University, Fairfax, VA, “Speaking Volumes: Publication through the Published Writer/Editorial Board Member/New Instructor Lens”

Nicole Lee, James Madison University, Harrisonburg, VA, “Speaking Volumes: Publication through the Published Writer/Editorial Board Member/New Instructor Lens”

Daisy Breneman, James Madison University, Harrisonburg, VA, “Expanding the Conversation: Using Published First-Year Writing to Foster Diversity”

Karen McDonnell, James Madison University, Harrisonburg, VA, “Extending the Writing Process: Disciplinary Implications”

*Teaching Writing & Rhetoric*

**J.10 Call of Nature: Counter-Culture, Taboo, and Urban Legends**  
Room M104, Marquis Level

**Chair:** Craig Hulst, Grand Valley State University, Allendale, MI

**Speakers:** Christopher Alexander, University of Louisville, KY, “‘I’d Like to get it right:’ Trout Fishing in America and Countercultural Composition”

Michael Sobiech, University of Louisville, KY, “When a Bear Wipes in the Woods: The Charmin Bears and the Rhetoric of the Taboo”

Doug Bradley, University of California, Santa Barbara, “Contesting Counter-knowledge: What Happens When Writing Teachers and Their Students do Critical Research into Urban Legends, Hoaxes, and Conspiracy Theories”

*Teaching Writing & Rhetoric*

**J.11 Searching for the Owner of Writing: Contesting the Spaces of First-Year Composition, WAC, and the WPA**  
Room M105, Marquis Level

**Chair:** Neal Lerner, Massachusetts Institute of Technology, Cambridge

**Speakers:** Neal Lerner, Massachusetts Institute of Technology, Cambridge, “I taught a Jihadist to Write”

Anne Ellen Geller, St. John’s University, Queens, NY, “When Everyone on Campus Owned Writing and the Government Paid for It”

Melissa Ianetta, University of Delaware, Newark, “Who Owns Writing? I Do!”

*Contesting Boundaries*

**J.12 Staging Tactical Interventions on Public Writing**

Room M106, Marquis Level

**Chair:** Janell Haynes, Syracuse University, NY

**Speakers:** Amber Luce, Syracuse University, NY, “Queer Tactics, Unfulfilled Hopes: Public Writing and Tactical Research”

Janell Haynes, Syracuse University, NY, “Please Hold While I Connect You: Operating Tactics within the Writing Classroom”

Nicole Gonzales-Howell, Syracuse University, NY, “The Contested Space of ‘Public’ation”

**Respondent:** Paula Mathieu, Boston College, Chestnut Hill, MA

*Contesting Boundaries*

**J.13 Making Human Rights Claims Public: Rhetoric Tactics of Identification, Bearing Witness, and Advocacy**

Room M107, Marquis Level

**Chair:** Anne Rosenthal, Oglethorpe University, Atlanta, GA

**Speakers:** Ramika Gouridine, Oglethorpe University, Atlanta, GA, “Coming Out: Building Community by Contesting Constructions of Binary Gender Identity”

David Shawn Smith, Oglethorpe University, Atlanta, GA, “Taking My Seat at the Table: Rediscovering Relations in the Gay Community through Burke”

Anne Rosenthal, Oglethorpe University, Atlanta, GA

*Academic Writing*

**J.14 New Media and Civic Spaces**

Room M108, Marquis Level

**Chair:** Irene Sipos, Buffalo State University, NY

**Speakers:** Dominic DelliCarpini, York College of Pennsylvania, “Contesting the Civic Space: Academic Writing and “The Possibility of an Informed and Reasoning Public”

Sarah A. Etlinger, University of Wisconsin-Milwaukee, “All Our Writing: Toward Broader Rhetorical Relations”

Sherrin Frances, University of Texas-Arlington, “The Connected Heterotopic Spaces of Borges and New Media”

*Research*

**J.15 Reflections on Small Moments of Activism:  
Enriching Ethnographic Research through a Prism of “All  
Our Relations”**

Room M109, Marquis Level

*Chair:* Angela Rounsaville, Swarthmore College, Philadelphia, PA

*Speakers:* Cathryn Cabral, University of Washington, Seattle, “Putting the Human Back in Human Subjects: How Protective Practices Can Result in Dehumanizing the Research Process”

Shannon Mondor, College of the Redwoods, Arcata, CA, “Honoring Contested Layers of Research Relations and Responsibilities: How Embodied Feminist Ethnographic Work Can Transform Data Collection”

Angela Rounsaville, Swarthmore College, Philadelphia, PA, “Contested Spaces, Research Write-Ups, and When the Voices of ‘All Our Relations’ Get Too Loud”

*History*

**J.16 Rhetorics of Labor and Protest**

Room M202, Marquis Level

*Chair:* Shurli Makmillen, University of British Columbia, Canada

*Speakers:* Kelly Ritter, University of North Carolina-Greensboro, “‘Ladies Who Don’t Know Us Correct Our Papers’: The Lay Reader Program of 1959-1961 and the Origins of Contingent Labor in First-Year Composition”

Sally Griffin, University of North Carolina, Charlotte, “Contested Space in the Textile Mill: Workers Gain Authority through Song”

*Theory*

**J.17 Processing Pedagogical Movements**

Room M302, Marquis Level

*Speakers:* Maggie Werner, University of Arizona, Tucson, AZ, “‘We Are Everywhere’: Composition’s Role in Social Movement Rhetoric”

J. A. Rice, University of Florida, Gainesville, “Contested Materiality: Post-Process Theory and Web 2.0’s New Scene of Writing”

Richard Johnson-Sheehan, Purdue University, West Lafayette, IN, “In Defense of Process: An Argument for Teaching Genre and Pragmatism in Composition”

*Teaching Writing & Rhetoric*

**J.19 Talking Shop: The Value of Archiving Local Knowledge**

Room M304, Marquis Level

**Chair:** Steve Himmer, Emerson College, Boston, MA

**Speakers:** Catherine Ennis Sears, Emerson College, Boston, MA, “Investing in Lore: Giving Authority to Teacher Talk”

Greg Nichols, Emerson College, Boston, MA, “Defining the Group: Identity and Individuation in the First-Year Writing Program”

Steve Himmer, Emerson College, Boston, MA, “Fellow Travelers: Mentoring New Instructors in First-Year Writing”

*Creative Writing*

**J.20 Gatekeeping, Textual Silencing, and the Public Sphere: Exploring Creative Writing**

Room L401, Lobby Level

**Chair:** Lauren R. Goldstein, New Mexico State University, Las Cruces

**Speakers:** Cole Bennett, Abilene Christian University, TX, “Gatekept: Inviting Creative Community Literacy”

Michelle Sanders, Abilene Christian University, TX, “Gatekept: Inviting Creative Community Literacy”

Mike Peterson, University of New Hampshire, Durham, “No Big-Lovin’ Granddaddies Here: Family-History Writing and the Textual Silencing of Polygamist Ancestors”

Ben Ristow, University of Arizona, Tucson, “Creative Writing, Rhetoric, and Public Arts Sphere”

*Writing Programs*

**J.21 Mapping Contested Spaces for the Undergraduate Major in Writing and Rhetoric**

Room L402, Lobby Level

**Chair:** Barry Maid, Arizona State University, Mesa

**Speakers:** Thomas Moriarty, Salisbury University, MD, “Disciplinary Maps and Heuristic Momentum”

Rebecca Jackson, Texas State University, San Marcos, “Mission Work and the Work of Missions”

Deborah Balzhiser, Texas State University, San Marcos, “Reading the Writing Major Configurations”

Greg Giberson, Oakland University, Rochester, MI, “Defining the Discipline for a New Audience: Gateway Courses to the Writing Major”

*Language*

**J.22 Literacies of Migration/Migration of Literacies**

Room L403, Lobby Level

**Chair:** John Duffy, University of Notre Dame, IN

**Speakers:** Rebecca Lorimer, University of Wisconsin-Madison, “Moving Between Languages and Locations”

Kate Vieira, University of Illinois at Urbana-Champaign, “Writing Remittances”

Iswari P. Pandey, Syracuse University, NY, “Transnational Relations”

*Professional and Technical Writing*

**J.23 International, Intercultural, and Organizational Business Communication**

Room L404, Lobby Level

**Chair:** Oscar Martinez, University of the West, Rosemead, CA

**Speakers:** Zsuzsanna Bacsa Palmer, Old Dominion University, Norfolk, VA, “Genre Globalization: What Critical Discourse Analysis Can Tell Us about Global Purpose and Local Rhetoric”

Patricia Boyd, Arizona State University, Tempe, “Carving out Collaborations: Building Webbed Relationships with Business Communities”

Thomas Lavelle, Stockholm School of Economics, Sweden, “Expressions of Ethical Judgments by Second Language Business Writers”

*Community, Civic & Public*

**J.24 Diversity, Social Justice, and the New WPA: Responsible Relations**

Room L405, Lobby Level

**Chair:** Michelle Kells, University of New Mexico, Albuquerque

**Speakers:** Juan Guerra, University of Washington, Seattle, “The Stories We Tell Ourselves: Public Spheres and the Contestation of Discourses”

Michelle Kells, University of New Mexico, Albuquerque, “Welcome to Babylon: The New WPA Transgressing the Intersections of Composition and Cultural Studies”

Greg Evans, University of New Mexico, Albuquerque, “Knowledge-Making and Cultural Screens: The Transcultural WPA”

Dan Cryer, University of New Mexico, Albuquerque, “Narrative and the Social Turn: Invention and Teaching the Stories of Genres”

*Contesting Boundaries*

**J.25 Issues with Writing Centers: Relationships and Pedagogies**

Room L406, Lobby Level

**Chair:** John H. Whicker, The Ohio State University, Columbus

**Speakers:** Thomas McNamara, DePaul University, Chicago, IL, “Making Room for Multilingual Writers: Colonialist Pedagogies and the Writing Center/Composition Divide”

Lynn Shelly, Indiana University of Pennsylvania, “Writing Centers and Minority Student Persistence beyond the First Year: The Tutor-Student Relationship”

Katie Levin, University of Minnesota, Twin Cities, Minneapolis, “Out of Bounds: A Productive Collaboration between Athletics and the Writing Center”

*Teaching Writing & Rhetoric*

**J.26 Mo Rhetoric: Nomos, Nommo, Zapatismo, and the Turn toward a Critical Transnational Rhetoric**

Room L503, Lobby Level

**Chair:** Rory Ong, Washington State University, Pullman

**Speakers:** Rory Ong, Washington State University, Pullman, “Nomos: Imagining a Transnational Trope”

Gregory Phillips, Washington State University, Pullman, “Nommo and MLK: Toward a Global Community Rhetoric”

Francisco Tamayo, Skagit Valley College, Mt. Vernon, WA, “Toward a Transnational Activist Rhetoric: Lessons of Zapatismo from the Zapatista Army of National Liberation (EZLN)”

*Contesting Boundaries*

**J.27 Red Dirt Relations: Resurrecting Region through Rhetoric**

Room L504, Lobby Level

**Chair:** Rachel Jackson, University of Oklahoma, Norman

**Speakers:** Rachel Jackson, University of Oklahoma, Norman, “Kinship and Decolonization in Composition Classrooms”

Catherine Hobbs, University of Oklahoma, Norman, “Relating the Writing of Alternative History to Regional Composition Studies”

Susan Kates, University of Oklahoma, Norman, “Women’s Literacy and Quilting: An Analysis of Needlework from Plains Country”

*Contesting Boundaries*

**J.28 Supporting Multilingual Writers: WAC/Second Language Writing Partnerships, Pedagogies, and Best Practices**

Room L505, Lobby Level

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

**Speakers:** Michelle Cox, Bridgewater State College, MA, “WAC: Closing Doors or Opening Doors for Second Language Writers?”

Terry Myers Zawacki, George Mason University, Fairfax, VA, “Informing the Dialogue: Research on Faculty Perspectives on L2 Writing and Best Practices across the Curriculum”

Dana Ferris, University of California Davis, “WAC/L2 Collaboration in a Faculty Reading Group”

Chris Thaiss, University of California Davis, “WAC/WID as Genre, Rhetoric, and Language Growth in the Research University”

*Teaching Writing & Rhetoric*

**J.29 Race, Place, and Self**

Room L506, Lobby Level

**Speakers:** Meagan Rodgers, University of Science and Arts of Oklahoma, Chickasha, “Theorizing Classroom Talk: ‘Successful’ Student Performances in Racial Discussions”

Liz Rohan, University of Michigan-Dearborn, “Race, Place and Self as Subject: Writing in and out of a Metro Detroit First-Year Composition Classroom”

Eric Leake, University of Louisville, KY, “When the Words You Feel Are (Not) Your Own: Schooling the Emotions through Pedagogies of Empathy”

*Contesting Boundaries*

**J.30 Failing in Silence: Situating Failure within Composition’s Pedagogical, Institutional, and Public Relations**

Room L507, Lobby Level

**Chair:** Jeanne Marie Rose, Penn State University, Berks, Reading

**Speakers:** Joel Wingard, Moravian College, Bethlehem, PA, “Portfolios and Failure in a Small Liberal Arts College”

Jeanne Marie Rose, Penn State University, Berks, Reading, “Being a ‘Team Player’: Creating a Space for Failure When Institutions Demand Success”

Dylan B. Dryer, University of Maine, Orono, “Failing to Account for Agency: Redesigning our Assessments to Account for Resistant Writers”

**Respondent:** Asao B. Inoue, California State University, Fresno

*Information Technologies*

**J.31 The Textiverse as New Space:  
Hybridity, Cartography, and the Hyperphatic**

Room L508, Lobby Level

**Chair:** Ken Gillam, Missouri State University, Springfield

**Speakers:** Ben Bogart, Missouri State University, Springfield, “Bouncing Off Satellites and Cell Towers: Exploring the Materiality and Hybridity of Text Messaging”

Dominic Micer, Purdue University North Central, Evansville, “Texting, Identity, and Performance: Towards a Theory of Texting as Discursive Action”

Ken Gillam, Missouri State University, Springfield, “Audience Located: Texting as the Cartography of Social Networks”

*Institutional and Professional*

**J.32 Editing the Field: Online, In Transition, and In Production**

Room A701, Atrium Level

**Chair:** Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada

**Speakers:** Brad Lucas, Texas Christian University, Fort Worth, “Proprietary Assets: The Plight and Flight of Composition Studies”

Joshua Prenosil, Purdue University, West Lafayette, Indiana, “Digital Transitions: Invention, Scholarship and the Role of Online Journals”

David Elder, Morningside College, Sioux City, IA, “Resizing Scholarship: Production Editing and Document Design amid Editor Transition”

Megan Schoen, Purdue University, West Lafayette, IN, “Digital Transitions: Invention, Scholarship, and the Role of Online Journals”

*History*

**J.33 All Our Southern Relations: Histories of Rhetoric,  
Composition, and Literacy in the American Southeast**

Room A702, Atrium Level

**Chair:** Chris Warnick, College of Charleston, SC

**Speakers:** Jennifer Burgess, College of Charleston, SC, “South Carolina Catholic Women and the Rhetoric of Activism”

Anna Lonon, College of Charleston, SC, “Breaking Ground in the Lowcountry: Laura Bragg’s ‘Bragg Boxes’ as Agents of Literacy”

Chris Warnick, College of Charleston, SC, “1960s-era Student Writing and the Debate over *The College of Charleston Literary Magazine*”

Amy Mecklenburg-Faenger, College of Charleston, SC, “Contesting Gendered Institutions: Women Writers and *The College of Charleston Magazine*”

*Institutional and Professional*

**J.34 Mapping the Directions of Directed Self-Placement:  
Competing Views, Complementary Methods**

Room A703, Atrium Level

**Chair:** Roy Stamper, North Carolina State University, Raleigh

**Speakers:** David Gruber, North Carolina State University, Raleigh

Kelly Abrams, North Carolina State University, Raleigh

Dawn Shepherd, North Carolina State University, Raleigh

*Contesting Boundaries*

**J.35 Palimpsest(ed) Institutions:  
Overwriting Boundaries in Time and Space**

Room A704, Atrium Level

**Chair:** Robert Schwegler, University of Rhode Island, Kingston

**Speakers:** Michele Simmons, Miami University, Oxford, OH, “Overwriting  
Institutions and Emotion: A Multi-Institutional Study”

Libby Miles, University of Rhode Island, Kingston, “All Our Relations and/  
as Spatial Overwritings of Institutional Boundaries”

Patricia Sullivan, Purdue University, West Lafayette, IN, “Institutional Memory  
and the Temporal Overwritings of Institutional Boundaries”

**Respondent:** Robert Schwegler, University of Rhode Island, Kingston, RI

*Institutional and Professional*

**J.36 The Master’s Program as Contested Space**

Room A705, Atrium Level

**Chair:** Christine Tardy, DePaul University, Chicago, IL

**Speakers:** Jennifer Courtney, Rowan University, Glassboro, NJ, “The Bottom  
Line: Self-Supporting Graduate Programs in Writing”

Sanford Tweedie, Rowan University, Glassboro, NJ, “To the Core: How an  
Introductory Graduate Course Can Appeal to Students’ Multiple Interests”

Christine Tardy, DePaul University, Chicago, IL, “(Inter)Disciplinary Relations  
in a Growing Graduate Program”

Matthew Abraham, DePaul University, Chicago, IL, “Negotiating the Gateway  
Course: Examining the Contested Boundaries of the Field”

**Respondent:** Sarah Brown, DePaul University, Chicago, IL

*Contesting Boundaries*

**J.37 Contesting Methodological Boundaries in Rhetoric and  
Writing Research**

Room A706, Atrium Level

**Chair:** Brian McNely, Ball State University, Muncie, IN

**Speakers:** Christa Teston, Rowan University, Glassboro, NJ, “Modeling

Grounded Theory as Methodological Means Toward Warranted Assertibility”

Brian McNely, Ball State University, Muncie, IN, “Expanding and Accounting for ‘Situational Variables’ in Writing Research”

S. Scott Graham, Iowa State University, Ames, “Understanding the Mechanisms of Network Formation or, What Rhetoric Can Do For ANT”

John Monberg, Michigan State University, East Lansing, “Rhetorical Pedagogy after the Postmodern Turn”

*Contesting Boundaries*

**J.38 The Contested Female Body: Competition, (Trans)National Identity and Wholeness in the Rhetorics of Plastic Surgery**

Room A707, Atrium Level

**Chair:** Terese Guinsatao Monberg, Michigan State University, East Lansing

**Speakers:** Alexandra Hidalgo, Purdue University, West Lafayette, IN, “National Pride, Equilibrium and Freedom: The Rhetoric of Breast Implants in Venezuela”

Lille Norstad, University of Arizona, Tucson, “The Underlying Value of Wholeness: the Rhetoric of Breast Reconstruction”

Deborah Harris-Moore, University of Arizona, Tucson, “The Contested Female Body: Competition, (Trans)National Identity and Wholeness in the Rhetorics of Plastic Surgery”

Jennifer Sano-Franchini, Michigan State University, East Lansing, “Beyond Westernization: Transnationalism, Cosmetic Surgery, and Rhetorics of Beauty in South Korea”

*Teaching Writing & Rhetoric*

**J.39 Writing Assignments and Deep Learning:  
The Impact of NSSE/WPA Research on  
Assignment Design**

Room A708, Atrium Level

**Chair:** Paul Rutz, Purdue University, West Lafayette, IN

**Speakers:** John Bean, Seattle University, WA, “What Do We Mean by ‘Meaning-Constructing’ Assignments?”

Larry Nichols, Seattle University, WA, “Writing Assignments/Writing Center Consultations: Partners in Constructing Meaning”

Carol Rutz, Carleton College, Northfield, MN, “Changing Teaching, Changing Learning through Improved Writing Assignments”

**Respondent:** Paul Anderson, Miami University of Ohio, Oxford

# K Sessions: 3:30–4:45 p.m.

*Featured Speaker*

**Daniel Heath Justice**

**Four Questions: Kinship as Critical Center,  
Inclusivity as Pedagogical Principle**

Marquis Ballroom, Salon A, Marquis Level



**Daniel Heath  
Justice**

*Chair:* Madhu Narayan, Michigan State University, East Lansing

What would a classroom look like that took seriously the values of other-than-human kinship that inform most Indigenous epistemologies? How would scholarship function if it was attentive to knowledges drawn not only from other human cultures, but from a broader range of teachers, including plants, animals, and ancestors? What are the possibilities and perils of placing trans-species kinship and radical inclusivity at the center of intellectual concern, both in the classroom and in our scholarship? This presentation will explore

the principles of “kinship criticism” through four interrelated questions that increasingly challenge my own teaching and writing.

**Daniel Heath Justice** is a U.S. born Canadian citizen of the Cherokee Nation. He and his husband live near the shores of Georgian Bay in southern Ontario, and he teaches Aboriginal literature, Aboriginal Studies, and speculative fiction at the University of Toronto. In addition to numerous essays on Indigenous literary studies, he is the author of the critical study *Our Fire Survives the Storm: A Cherokee Literary History* (University of Minnesota Press), as well as the Indigenous epic fantasy, *The Way of Thorn and Thunder: The Kynship Chronicles* (University of New Mexico Press).

*Featured Session*

## “Ya Basta Con el Racismo!: Time to Recognize the OTHERS’ Space”

Marquis Ballroom, Salon B, Marquis Level

In an exploration of a range of spaces negotiated or identified as Other, this panel considers the ramifications and manifestations of pedagogical decisions, institutional racism, language practices, and the marginalization of non-English dominant students. Specifically, Octavio Pimentel argues that first year composition instructors must learn how to provide students with writing opportunities that prepare them for society’s gatekeepers and real life opportunities, and that theories of culturally responsive pedagogy should inform composition instructors in designing perspectives, curriculums, and teaching pedagogies that are in response to our diverse student population. Cheyenne Riggs will describe formal schooling on reservations, and how the diminished identity perpetuated in a WEA society impacts Native American children, robbing them of a source of pride and subsequently, of a drive to succeed, and forcing them to accept a skewed, racialized version of themselves. Shana Hamid describes Chicano English, and argues that the practice “is not a sign of deficiency in both languages [Spanish and English]” (Cutajar 1), but instead is a highly complex language in itself, which has been studied extensively by various scholars. Casie Moreland examines the ways in which US discourse marginalizes issues of color, especially within an academic context (Pendergrast, Villanueva, Gilyard, others). as well as marginalizing students of color. In particular, Moreland observes these problems are especially prevalent in settings like “English as a Second Language (ESL) Classes” where non-English dominant students have been identified as deficient by an institution.



**Octavio Pimentel**



**Cheyenne Riggs**

***Chair:***

**Keith Gilyard**

The Pennsylvania State, University Park

***Speakers:***

**Octavio Pimentel**

Texas State University-San Marcos, “Disrupting Composition Space and

Knowledge: Acknowledging the Latino Student”

**Cheyenne Riggs**

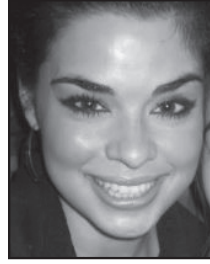
Texas State University-San Marcos, “How the West was Lost: Examining Education, Appropriation, and Racialized Identity on Native American Reservations”

**Shana Hamid**

Texas State University-San Marcos, “Prominence of Language Merge and Hybrid Ethnic Identity: Complexities of Code-switching and Realities and Provisions for Dual-Ethnic People”

**Casie Moreland**

Texas State University-San Marcos, “I Don’t Want to Sound Like a Racist but. . .”



**Shana Hamid**



**Casie Moreland**



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**Bodies of Words:  
Discussing the Interactive Installation**  
Marquis Ballroom, Salon C, Marquis Level

*An open discussion of the installation described below.*

Words and pictures, usually not allowed to share the same space of academic book pages, have not had the happiest of relations during the last two centuries. For technical and ideological reasons, words and pictures have been separated on pages and so kept to their own spaces: words have been aligned with the Real, and with reason, minds, maleness, and seriousness; pictures have been associated with the imaginary, the virtual, emotion, bodies, femaleness, and play. Such acts of border creation can be registered starting at least with the Greeks and continue into our lives with McLuhan and (most recently) graphic designer Ellen Lupton and other current media theorists; critique—in pages of writing—of such borders thread throughout Deconstruction and feminist responses to Western theory.

We wish to contest these borders through other means than paper pages.

***Discussants:***

**Johndan Johnson-Eilola**

Clarkson University, Potsdam, NY

**Anne Frances Wysocki**

University of Wisconsin-Milwaukee



**Johndan  
Johnson-Eilola**



**Anne Wysocki**



*Teaching Writing & Rhetoric*

**K.01 Literacies and Identity**

International Ballroom A, International Level

**Speakers:** Marshall Kitchens, Oakland University, Rochester, MI, “Literacy, Ethnography, and Urban Schools”

James Ray Watkins, Art Institute of Pittsburgh, Charleston, IL, “Our Poor Relations: Contested Language and Class in an Online Proprietary Classroom”

Todd Snyder, Ohio University, Athens, “Contesting Hillbilly Identity: Appalachia and the American Imagination”

*Teaching Writing & Rhetoric*

**K.02 Everybody Eats:**

**Connecting Students to the Discourse of Food**

International Ballroom B, International Level

**Chair:** Amy Lueck, University of Louisville, KY

**Speakers:** Kent Lenz, Bowling Green State University, OH, “Connecting Our Students to the Discourse of Food”

Heidi Huse, The University of Tennessee at Martin, “Food for (Critical) Thought: Food Inc. in the Composition Classroom”

Sylvia Whitman, Marymount University, Arlington, VA, “Food as Muse: An Experiment in Culinary Writing as Inquiry-Based Learning”

*Contesting Boundaries*

**K.03 WAW and Praxis:**

**Revising Notions of Self, Composition, and Culture**

International Ballroom C, International Level

**Chair:** Ginger Jurecka Blake, University of Wisconsin, Madison

**Speakers:** Rae Ann Meriwether, University of North Carolina-Greensboro, “Revising the Field: Increasing Collaboration and Communication between Two-Year and Four-Year College Writing Faculty”

Elizabeth Fogle-Young, Miami Jacobs Career College, Dayton, OH, “Teaching the WAW Approach at the Community College Level”

Amanda Wright Cron, University of Dayton, OH, “Self as Contested Space: Writing, Culture, and Identity in a Multilingual FYC Course”

*History*

**K.04 Making New Relations for Feminist Historiography: Geography, Genre, and Digital Rhetorics**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Susan Jarratt, University of California at Irvine

**Speakers:** Jess Enoch, University of Pittsburgh, PA, “Finding a Space for Feminist Geography in Feminist Historiography”

Risa Applegarth, University of North Carolina at Greensboro, “Rethinking Feminist Historiography through Genre”

Jordynn Jack, University of North Carolina at Chapel Hill, “Feminist Historiography and Digital Rhetorics: Cultivating a Feminist Digital Ethos”

*Community, Civic & Public*

**K.05 Other(ed) Spaces, Other(ed) Speakers—The Missionizing Impact of Public Sites**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo

**Speakers:** Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo, “On a California Mission: Enforcing a Narrative of Harmony in a Site of Conflict”

Morgan Leckie, Miami University, Oxford, OH, “Painted Grey: When Physical Space Argues for a Mission of Silence—Planned Parenthood Clinics of the U.S. and the Privatization of the Abortion Narrative”

Dawn Janke, California Polytechnic State University, San Luis Obispo, “Hiding in the Basement and You Should Be, Too: The Politics of Writing Center Placement”

**Respondent:** Kate Ronald, Miami University, Oxford, OH

*Teaching Writing & Rhetoric*

**K.06 Teachers’ Comments through Students’ Eyes**

Imperial Ballroom, Salon B, Marquis Level

**Chair:** Kathleen Blake Yancey, Florida State University, Tallahassee

**Speakers:** Nancy Sommers, Harvard University, Cambridge, MA, “Writing in the Margins: Why Students Find Some Comments Useful and Ignore Others”

Chris Anson, North Carolina State University, Raleigh, “Giving Voice: Reflections on Oral Response to Student Writing”

*Teaching Writing & Rhetoric*

**K.07 Entering the Contested Space of Globalism:  
Transnational Approaches for Teaching International  
Issues in the Composition Classroom**

Room M101, Marquis Level

**Chair:** Lisa Costello, Georgia Southern University, Statesboro

**Speakers:** Lisa Costello, Georgia Southern University, Statesboro, “Embodying Difference: Building Community through Critical and Transcultural Literacies”

Mary Hadley, Georgia Southern University, Statesboro, “Preparing Students for a Multicultural World: Research and the Novel in Freshman Composition”

Jessica Ketcham Weber, Cascadia Community College, Bothell, WA, “Contesting Global Neoliberalism with Transnational Interdependence”

*Information Technologies*

**K.08 Venturing into the (Virtual) Margins: A Critical Exploration  
of Fringe Spaces and User-Desired Environments**

Room M102, Marquis Level

**Chair:** Sara Howe, University of Arizona, Tucson

**Speakers:** Antonnet Johnson, University of Arizona, Tucson

Kate Chaterdon, University of Arizona, Tucson

Sara Howe, University of Arizona, Tucson

*Teaching Writing & Rhetoric*

**K.09 Contested Class Work Space:  
Boundaries at the Corner of Creation and Voice**

Room M103, Marquis Level

**Chair:** Nikki Agee, University of Texas-El Paso

**Speakers:** Ramesh Pokharel, University of Texas-El Paso, “Creating Students’ Agencies within the ‘Digital Divide’”

Rajendra Panthee, University of Texas-El Paso, “(Re)mapping literacies in the 21st century: A Rhetoric Of Literacies From The Perspective Of A First-Year Composition Instructor”

Carolyn Rhea Drapes, University of Texas-El Paso, “Writes/Rights, Cameras, Actions: Contested Space Negotiated In FYC Documentary Composing”

Nikki Agee, University of Texas-El Paso, “Animating Composition: Relating ‘Cartoon’ Rhetorics to Compositional Literacies”

*Contesting Boundaries*

**K.10 Transgressing Logocentrism:  
Indigenous and Non-Western Rhetorical Strategies in  
American Indian, Thai, and Ainu Traditions**

Room M104, Marquis Level

**Chair:** LuMing Mao, Miami University, Oxford, OH

**Speakers:** Ann Updike, Miami University, Oxford, OH, “A Rhetoric of Intermediation: Counter-Narratives in the Ledger Drawings of Nineteenth-Century Plains Indian Prisoners”

Chanon Adsanatham, Miami University, Oxford, OH, “Recovering the Thai Royal Feminist Archives: Extrapolating the Private Letters of a 19<sup>th</sup>-Century Thai Queen”

Dominic Ashby, Miami University, Oxford, OH, “Ainu Activism: Movements of Indigenous Rhetoric through Time and Place”

*Teaching Writing & Rhetoric*

**K.11 Contested Relations: Strategies for Overcoming Student  
Resistance in Nontraditional Writing Communities**

Room M105, Marquis Level

**Chair:** Lindsay Dunne, University of Maryland, College Park

**Speakers:** Zachary Benavidez, Montgomery College, Rockville, MD, “International Relations: Using Diversity and Resistance to Guide Course Design”  
Lindsay Dunne, University of Maryland, College Park, “Surveying Our Relations: A Non/Traditional Dialogue”

Nicole Escuadro, Year Up, Arlington, VA, “Sibling Rivalries: Resolving the Academic/Professional Dichotomy in a Hybrid Classroom”

Robyn Russo, Northern Virginia Community College, Sterling, “Revising Resistance: Making Academic Relations Visible”

*Contesting Boundaries*

**K.12 Re-Writing Boundaries of Text, Genre, and Self:  
Examining Urban Adolescent Male Writing Practices**

Room M106, Marquis Level

**Chair:** Anna Smith, New York University, NY

**Speakers:** Anna Smith, New York University, NY, “Written Work, Writing, or Writer: Urban Adolescent Male Writers’ Transcontextual Development”  
Robin Ford, New York University, New York, “Did You Write on My Wall?: Pop Culture, Composition and Student Engagement”  
David Kirkland, New York University, New York, “Genres of Self—Black Masculine Rhetorics and Writing Black Masculinities”

*Contesting Boundaries*

**K.13 A Web We Weave: TYCA Research Committee Findings Illuminate Cross-Level, Cross-Disciplinary, and Cross-Institutional Connections (Part One)**

Room M107, Marquis Level

**Chair:** Sterling Warner, Evergreen Valley College, San Jose, CA

**Speakers:** Jody Millward, Santa Barbara City College, CA, “CC Faculty and Student Demographics: Implications for Pedagogy”

Larry McDoniel, St. Louis Community College at Meramec, Kirkwood, MO, “Findings on College-Level Writing Outcomes: Implications for Assessment Programs and Practices”

Suzanne Labadie, Oakland Community College, Royal Oak, MI, “Findings and Recommendations on Use of Technologies To Increase Onground Student Participation in Writing Programs and Communities”

*Research*

**K.15 Bridging the Gap: The Effectiveness of a Bridge Course between Developmental Writing and Freshman Composition**

Room M109, Marquis Level

**Chair:** Deborah Fontaine, Northwest Florida State College, Niceville

**Speakers:** Anne Southard, Northwest Florida State College, Niceville

James Suderman, Northwest Florida State College, Niceville

Deborah Fontaine, Northwest Florida State College, Niceville

*Writing Programs*

**K.16 Creating a Functional Family: Building Relationships within FYC and with Its Siblings, WAC and Professional Writing**

Room M202, Marquis Level

**Chair:** Chalet Seidel, Westfield State College, MA

**Speakers:** Jennifer DiGrazia, Westfield State College, MA, “Roles, Regulation and Assessment in First-Year Composition Programs”

Beth Ann Rothermel, Westfield State College, MA, “Roles, Regulation and Assessment in First-Year Composition Programs”

Beverly Army Williams, Westfield State College, MA, “Family Resemblance: Examining the Relationship between Outcomes and Assignment Design among Tenure-Track and Contingent Faculty”

Chalet Seidel, Westfield State College, MA, “Capitalizing on Conflict to Build Coalition between Composition and Professional Writing”

Catherine Savini, Westfield State College, MA, “Working Backwards from Capstones to Work Together toward Coherence”

*Theory*

**K.17 Barack, Bush, and Beck (Oh, My?):  
Political Ideological Discourse Theories**

Room M302, Marquis Level

*Speakers:* Drew Loewe, St. Edwards University, Austin, TX, “Constitution’ as Ideograph: What Hundreds of Glenn Beck Transcripts Can Teach Us”  
Greg Wilson, Iowa State University, Ames, “Bush Administration Torture Discourse: Unpacking the Ideology and Justifications Using Articulation Theory”

Joseph Telegen, Western Carolina University, Cullowhee, NC, “Contesting and Changing Dichotomies: Barack Obama’s ‘Fourth Locales’, Wayne Booth’s ‘Modern Dogma and the Rhetoric of Assent, and Communicative Implications’”

*Language*

**K.18 Teaching, Translating, and Talking Language with  
Technology**

Room M303, Marquis Level

*Speakers:* Jonathan Benda, Tunghai University, Taichung, Taiwan, “Google-writing’: Implications of Google-Based Translation on EFL Composition”  
Miriam Jaffe-Foger, Rutgers University, New Brunswick, NJ, “Mediascape: Teaching ESL and ELL with Technology”

James Altman, University of Nevada Las Vegas, “Taming the Dragon: Effective Use of Dragon Naturally Speaking Speech Recognition Software as an Avenue to ‘Universal Access’”

*Teaching Writing & Rhetoric*

**K.19 Intersections of Real and Virtual Spaces:  
Reconsidering Interaction and Architecture in the Hybrid  
Composition Classroom**

Room M304, Marquis Level

*Chair:* Jennifer Stone, University of Alaska Anchorage

*Speakers:* Kelly McLain, University of Alaska Anchorage, “Format Matters: Comparing Small-Group Interactions Across F2F, Online, and Hybrid Course Formats”

Heather Caldwell, University of Alaska Anchorage, “He Said/She Said: Gendered Interaction in Hybrid Spaces”

Jennifer Stone, University of Alaska Anchorage, “Cyborg Students and Instructors: Examining the Intersection of the Virtual and the Real in a Hybrid Course”

Monika Kurber, University of Alaska Anchorage, “Intentionality through Architecture: Considerations for Designing a Hybrid First-Year Composition Course”

*Professional and Technical Writing*

**K.21 Are Digital Media Changing Formal Scientific Arguments?**

Room L402, Lobby Level

**Chair:** Michelle Sidler, Auburn University, AL

**Speakers:** Michelle Sidler, Auburn University, AL, “After Style and Presentation in Science Journal Articles: The Impact of Open Source Peer Review”  
Chad Wickman, Auburn University, AL, “Digital Note-Making and Open Source Collaboration in Scientific Research”

Jonathan Buehl, The Ohio State University, Columbus, “The Rhetorical Affordances of Interactive Data in Scientific Arguments”

Christian Casper, University of Michigan, Ann Arbor, “Mutable Mobiles: Scientific Research Articles in the Digital Age”

*Writing Programs*

**K.22 Assessing Students and Students as Assessors: Roles, Perspectives, and Influences**

Room L403, Lobby Level

**Chair:** Olin Bjork, Santa Clara University, CA

**Speakers:** John Lauckner, Michigan State University, East Lansing, “Writing Fellows’ Navigation of Spaces and Roles: How Individual’s Perspectives Shape Assessment”

Mary Wright, Christopher Newport University, Newport News, VA, “When an ‘A’ is an ‘A’: Tenure Affects Assessment”

John Wittman, California State University, Stanislaus, Turlock, CA, “Emerging Academics: Inviting Students into Assessment Research”

*History*

**K.23 Extracurricular Endeavors: Students Supplementing, Complementing, and Challenging Classroom Writing Instruction at Two Progressive Era Public High Schools, 1895-1930**

Room L404, Lobby Level

**Chair:** Henrietta Rix Wood, University of Missouri-Kansas City

**Speakers:** Henrietta Rix Wood, University of Missouri-Kansas City, “The Rhetorical Praxis of Central High School Students, 1895–1930”

Lori Ostergaard, Oakland University, Rochester, MI, “Extracurricular and Co curricular Writing Instruction at the Oak Park High School, 1913–1930”

Jeff Ludwig, University of Denver, CO, “Enhancing the Writing Instruction at Oak Park High School through Student Publication, 1913–1930”

*Professional and Technical Writing*

**K.24 Critiquing Disciplinary Boundaries in Technical Communication**

Room L405, Lobby Level

**Chair:** Steffen Guenzel, The University of Alabama, Tuscaloosa

**Speakers:** Aaron Toscano, University of North Carolina at Charlotte, “The Discourse Surrounding Technology: Expanding the Assumed Boundary of Technical Communication”

Roxane Gay, Eastern Illinois University, Charleston, “The Seventh Literacy: Contesting Disciplinary Boundaries to Incorporate Creative Literacy into Technical Communication Pedagogies”

Laurence José, Grand Valley State University, Allendale, MI “The Twenty-First Century Professional Writing Classroom: A Space for Contesting Linguistic, Cultural, and Disciplinary Borders”

*Contesting Boundaries*

**K.25 Writing Across the Curriculum: Spaces and Conversations**

Room L406, Lobby Level

**Speakers:** Ann Jurecic, Rutgers University, New Brunswick, NJ, “The Work of Writing in a Cross-Institutional, Cross-Disciplinary Project”

Brian Fallon, Fashion Institute of Technology–SUNY, NY, “‘Finding a hallway’: Writing the Production of Space”

Keri Bertino, Baruch College/CUNY, NY, “‘We’re like herding cats’: Digital Video Student-Faculty Interviews as a Site of Institutional Conversation and WAC Development”

*Teaching Writing & Rhetoric*

**K.26 Written on the Boundary: Contesting the Borders of Composition and Creative Writing Pedagogies**

Room L503, Lobby Level

**Chair:** Heidi Rosenberg, Aurora University, IL

**Speakers:** Kristy Starks-Winn, Powell High School, TN, “Testing: The Assimilation of Style and Abortion of Personal Voice”

Jennifer Beech, University of Tennessee at Chattanooga, “Forgetting the University and Inventing an Educated Popular Audience: Shifting Styles”

Heidi Rosenberg, Aurora University, IL, “‘You Want Me to Do What?’: Diverse Discourses in Academic Setting”

*Contesting Boundaries*

**K.27 Whaddya Know?: E-Portfolios as Spaces for Making Connections, Contesting Borders, and Drawing Boundaries**

Room L504, Lobby Level

**Chair:** Sonya Borton, Lipscomb University, Nashville, TN

**Speakers:** Kate Warrington, University of North Texas at Dallas, “Making Space for Students in E-Portfolio Assessment”

Valerie Hanson, Philadelphia University, PA, “Making E-Portfolio Connections Visible: The Constitutive Work of Reflective Writing in E-Portfolios”

Sonya Borton, Lipscomb University, Nashville, TN, “Making Critical Thinking Visible: Measuring Critical Thinking in E-Portfolio Reflections”

*Contesting Boundaries*

**K.28 Is Jewish Rhetoric Ethnic Rhetoric?**

Room L505, Lobby Level

**Chair:** Steven Katz, Clemson University, SC

**Speakers:** Andrea Greenbaum, Barry University, Miami Shores, FL, “‘It’s a Bird . . . It’s a Plane . . . It’s a Jew!’: An Exploration of Jewish Ethnicity and Rhetorical Practice in the Graphic Novel”

Robert Danberg, SUNY Binghamton, “Say It In Yiddish: A Phrasebook for Travelers—Speaking of Jewish Scholarship”

Deborah Holdstein, Columbia College, Chicago, IL, “Memoirs of Adoption—Rhetorical Absence and Assimilation”

Michael Bernard-Donals, University of Wisconsin-Madison, “Where Are the Jews?: Finding a Place for Jewish Rhetoric in our Field”

*Teaching Writing & Rhetoric*

**K.29 Exploring Relationships and Connections**

Room L506, Lobby Level

**Chair:** Evelyn H. Baldwin, University of Arkansas, Little Rock

**Speakers:** Barbara Gleason, City College of New York, NY, “Assessing Experiential Learning in Adult Undergraduates’ PLA Narratives: The Promise of Prior Learning Assessment for College Degree Completion”

Meg Woolbright, Siena College, Loudonville, NY, “Challenging Degrees of Separation: Forging Relationships within and outside of an Interdisciplinary First-Year Seminar”

Michelle Liptak, Siena College, Loudonville, NY, “Challenging Degrees of Separation: Forging Relationships within and outside of an Interdisciplinary First-Year Seminar”

*Contesting Boundaries*

**K.30 Discourse Analysis in the Teaching of Basic Writers, Creative Nonfiction, and Grant Writing**

Room L507, Lobby Level

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

**Speakers:** Theresa Wallent, University of Arkansas at Little Rock, “The Importance of Teaching Discourse Strategies to Basic Writers”

Andrea W. Herrmann, University of Arkansas at Little Rock, “Using Critical Discourse Analysis in Teaching Creative Nonfiction”

Suzann W. Barr, University of Arkansas at Little Rock, “Genre Analysis in Teaching Grant Writing”

*Information Technologies*

**K.31 Accessing Agency: Traversing the Spaces Between Classroom Composition and Digital Writing**

Room L508, Lobby Level

**Chair:** Michael Salvo, Purdue University, West Lafayette, IN

**Speakers:** Adam Strantz, Purdue University, West Lafayette, IN, “Working Towards a Student-Centered Internet Research Ethics”

Ashley Watson, Purdue University, West Lafayette, IN, “Recasting Technical Writing to Critique Online Spaces in Composition”

Emily Legg, Purdue University, West Lafayette, IN, “Access, Audience, Agency: What the Digital Archive has to Teach Students”

Caitlan Spronk, Purdue University, West Lafayette, IN, “Maintaining Student Privacy in Online Composing Spaces”

*Institutional and Professional*

**K.32 Dual Credit Courses: Opportunities for Curricular Innovation and Collaboration?**

Room A701, Atrium Level

**Chair:** Jane Greer, University of Missouri–Kansas City

**Speakers:** Melanie Burdick, University of Missouri–Kansas City, Lawrence, “Dual Credit Curricular Allignment: Facing Context and Collaboration in High Schools and College”

Charles Golden, Blue Valley Northwest High School, Overland Park, KS, “Serving Two Masters: The Challenge of Harmonizing AP and Dual-Credit Requirements in the Senior English Classroom”

Djana E. Trofimoff, Southwest Early College Campus, Kansas City, MO, “Writing Centers in High Schools: Promoting College Readiness, Providing Pathways to College Credit, and Fostering Collaboration”

Jane Greer, University of Missouri–Kansas City, “Writing Centers in High Schools: Promoting College Readiness, Providing Pathways to College Credit, and Fostering Collaboration”

*History*

**K.33 Reclaiming Our Spaces:  
Accessibility and the Public University**

Room A702, Atrium Level

**Chair:** Rachel Rigolino, SUNY New Paltz, NY

**Speakers:** Rachel Rigolino, SUNY New Paltz, NY

Aaron Barlow, New York City College of Technology (CUNY), Brooklyn

Susan Naomi Bernstein, Independent Scholar

*Language*

**K.34 The Complexities of FYC Placement for Multilingual  
Students**

Room A703, Atrium Level

**Chair:** Gail Shuck, Boise State University, ID

**Speakers:** Todd Ruecker, The University of Texas at El Paso, “FYC Placement and Identity Labels: The Students’ Perspective”

Tanita Saenkhum, Arizona State University, Tempe, “Examining Second Language Writers’ Placement Decisions”

Gail Shuck, Boise State University, ID, “The Challenges of Identifying, Placing, and Supporting Multilingual Writers in a (Mostly) Open-Access Institution”

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

*Contesting Boundaries*

**K.35 Latinos Online: Contesting, Creating, and Sustaining  
Boundaries via Social Network Participation**

Room A704, Atrium Level

**Chair:** Cynthia Selfe, The Ohio State University, Columbus

**Speakers:** Yazmin Lazcano, Arizona State University-Tempe, “Interrogating the Use of Borders in Social Networking Sites”

Cruz Medina, University of Arizona, Tucson, “Tweeting Collaborative Epistemology: Beyond the Digital Divide’s Rhetoric of Deficiency”

Janie J. Santoy, Texas State Tech/ Texas Tech, Harlingen/Lubbock, TX, “Cyberspace, Race, and Chicanas in the Blogosphere”

*Information Technologies*

**K.36 Understanding State-of-the-Art Online Writing Instruction: Results from the CCCC Committee's National Survey on Best Practices**

Room A705, Atrium Level

**Chair:** Beth Hewett, University of Maryland University College, Adelphi

**Speakers:** Christa Ehmann Powers, Smarthinking, Inc., Washington, D.C.,  
“National Survey Results about State of the Art Practices in Online Writing Instruction: Fully Online Contexts”

Deborah Minter, University of Nebraska, Lincoln, “National Survey Results about State of the Art Practices in Online Writing Instruction: Hybrid Contexts”

Webster Newbold, Ball State University, Muncie, IN, “Looking Ahead: Best Practices for OWI”

Sushil Oswal, University of Washington, Tacoma, “Looking Ahead: Best Practices for OWI”

*Contesting Boundaries*

**K.37 The “Writing Everywhere” Collective: Opening Classrooms to New Spaces and New Contexts**

Room A706, Atrium Level

**Chair:** Karen Lunsford, University of California Santa Barbara

**Speakers:** Robert Krut, University of California Santa Barbara, “Continued Exploration: Using Virtual Spaces”

Ilene Miele, University of California Santa Barbara, “Reaching in and Reaching out: The Letter Exchange”

Jennifer Johnson, University of California Santa Barbara, “Expanding Spaces: Personal Writing in Public Places”

*Contesting Boundaries*

**K.38 “Ready or Not, Here I Come”: Composing Black Feminine Voices and Identities in the Classroom and Beyond**

Room A707, Atrium Level

**Chair:** Rhea Estelle Lathan, Florida State University, Tallahassee

**Speakers:** Bonnie Williams, Michigan State University, East Lansing, “‘That has more meaning than what you just read’: African American Women’s Language Transcribed in the Language of Wider Communication”

David Green, The Pennsylvania State University, University Park, “Lauryn Hill as Public Pedagogue: Emancipatory Composition and Hip Hop”

Jamila Smith, The Ohio State University, Columbus, “‘Still Waitin’ to Exhale: An Intergenerational Narrative Analysis of Black Girls and Women”

*Teaching Writing & Rhetoric*

**K.39 Contested Knowledge: Challenging Student Stereotypes**

Room A708, Atrium Level

**Chair:** Jay Dolmage, University of Waterloo, Ontario, Canada

**Speakers:** Justin Crawford, West Virginia University, Morgantown, “Muted Voices: Masculinity in the Composition Classroom”

Justin Anderson, West Virginia University, Morgantown, “I Wanted to Write about that Time I Played High School Football. . .”

Kelly Sundberg, West Virginia University, Morgantown, “Supporting Returning Adult Women in the Composition Classroom”

**St. Louis 2012**

Renaissance  
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visit  
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**See You There!!**



# CCCC Awards/ Recognition Reception

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Marquis Ballroom, Salon A/B  
5:00–6:30 p.m.

**Chair:** Malea Powell, Michigan State University, East Lansing

At this reception we announce the winners of the 2011 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

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### 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

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**Chair:** Bennett Rafoth, Indiana University of Pennsylvania  
Deborah Brandt, University of Wisconsin-Madison  
Patrick Sullivan, Manchester Community College, CT  
Peter Vandenberg, DePaul University, Chicago, IL  
Janice R. Walker, Georgia Southern University, Statesboro

### Previous Award Winners:

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- 2010 David Gold, *Rhetoric at the Margins: Revising the History of Writing Instruction in American Colleges, 1873-1947*
- 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 Teaching*, and Catherine Prendergast, *Literacy and Racial Justice: The Politics of Learning after Brown v. Board of Education*
- 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*
- 1997 John C. Brereton, *The Origins of Composition Studies in the American College, 1875–1925: A Documentary History*
- 1996 Susan Peck MacDonald, *Professional Academic Writing in the Humanities and Social Sciences*
- 1995 Thomas L. Kent, *Paralogic Rhetoric: A Theory of Communicative Interaction*
- 1994 Lester Faigley, *Fragments of Rationality: Postmodernity and the Subject of Composition*
- 1993 Richard Bullock, John Trimbur, and Charles Schuster, Editors, *The Politics of Writing Instruction: Postsecondary*
- 1992 Susan Miller, *Textual Carnivals: The Politics of Composition*, and Patricia Bizzell and Bruce Herzberg, *The Rhetorical Tradition: Readings from Classical Times to the Present*
- 1991 Mike Rose, *Lives on the Boundary: The Struggles and Achievements of America's Underprepared*

## JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

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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

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**Chair:** Judith Wootten, Kent State University, Salem Campus, OH  
John Heyda, Miami University, Middletown, OH  
Jeffrey Maxson, Rowan University, Glassboro, NJ  
Susan Miller, University of Utah, Salt Lake City  
Gregory Shafer, Mott Community College, Flint, MI

### Previous Award Winners

- 2010 Risa Applegarth, “Other Grounds: Popular Genres and the Rhetoric of Anthropology, 1900-1940”
- 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”
- 2007 Julie Marie Staggers, “Learning to Love the Bomb: Secrecy and Denial in the Atomic City, 1943-1961”
- 2006 Jordynn Jack, “Rhetorics of Time: Women’s Role in Wartime Science, 1939–1945”
- 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”
- 2003 Elizabeth Graber, University of Alaska, Anchorage, “Old Believer Women in a Postmodern World: Changing Literacy, Changing Lives”
- 2002 Wendy B. Sharer, “Rhetoric, Reform, and Political Activism in U.S. Women’s Organizations, 1920–1930”
- 2001 Katherine Kelleher Sohn, *Whistlin’ and Crowin’ Women of Appalachia: Literacy Development Since College*
- 2000 Elizabeth A. Miles, *Building Rhetorics of Production: An Institutional Critique of Composition Textbook Publishing*
- 1999 Chris Gallagher, *Composing Inquiry: Rethinking Progressive Pedagogy and Literacy*
- 1998 Jeffrey N. Maxson, *A Multimedia and Multivocality in a Basic Writing Classroom*
- 1997 Ellen Cushman, *The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community*
- 1996 Amy M. Lee, *Visions and Revisions of Teaching Writing as a Critical Process*
- 1995 Margaret A. Syverson, “The Wealth of Reality: An Ecology of Composition”
- 1994 Harriet Malinowitz, “Lesbian and Gay Reality and the Writing Class”
- 1993 Marguerite Helmers, *The Constitution of Students: Genre and Representation in the Composition Testimonial*
- 1992 Susan Brown Carlton, “Poetic, Rhetoric, and Disciplinary Discourse”

## THE RICHARD BRADDOCK AWARD

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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

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**Chair:** Susan Jarratt, University of California Irvine  
Frank Farmer, University of Kansas, Lawrence  
Tom Fox, California State University Chico  
LuMing Mao, Miami University, Oxford, OH  
Kelly Ritter, University of North Carolina Greensboro

### Previous Award Winners:

- 2010 Shevaun E. Watson, “Good Will Come of This Evil”: Enslaved Teachers and the Transatlantic Politics of Early Black Literacy,” September 2009
- 2009 Ellen Barton, “Further Contributions from the Ethical Turn in Composition/Rhetoric: Analyzing Ethics in Interaction,” June 2008
- 2008 Michael Carter, “Ways of Knowing, Doing, and Writing in the Disciplines,” February 2007
- 2007 A. Suresh Canagarajah, “The Place of World Englishes in Composition: Pluralization Continued,” June 2006
- 2006 Jenn Fishman, Andrea Lunsford, Beth McGregor, and Mark Otuteye, “Performing Writing, Performing Literacy,” December 2005
- 2005 Min-Zhan Lu, “An Essay on the Work of Composition: Composing English against the Order of Fast Capitalism,” September 2004
- 2004 Karen Kopelson, “Rhetoric on the Edge of Cunning: Or, the Performance of Neutrality (Re)Considered as a Composition Pedagogy for Student Resistance,” September 2003
- 2003 Bruce Horner and John Trimbur
- 2002 Kathryn Fitzgerald
- 2001 James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffrey T. Grabill, and Libby Miles
- 2000 Jacqueline Jones Royster and Jean C. Williams
- 1999 Catherine Prendergast
- 1998 (tie) Arnetha Ball and Ted Lardner, Dennis A. Lynch, Diana George, and Marilyn M. Cooper
- 1997 Ellen Cushman
- 1996 Mary N. Muchiri, Nshindi G. Mulamba, Greg Myers, and Deoscorous B. Ndoloi
- 1995 Cheryl Glenn
- 1994 Peter Mortensen and Gesa E. Kirsch
- 1993 Nancy Sommers
- 1992 Glynda Hull, Mike Rose, Kay Losey Fraser, and Marisa Castellano
- 1991 Glynda Hull and Mike Rose
- 1990 Joseph Harris
- 1989 Christina Haas and Linda Flower
- 1988 Robert Brooke
- 1987 Linda Flower, John R. Hayes, Linda Carey, Karen Schriver, and James Stratman
- 1986 Peter Elbow
- 1985 Lisa Ede and Andrea Lunsford

1984	Stephen P. Witte
1983	Nancy Sommers
1982	Robert J. Connors
1981	David Bartholomae
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

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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

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**Chair:** Derek Ross, Auburn University, AL  
Elizabeth Flynn, Michigan Tech University, Houghton  
Deborah Minter, University of Nebraska Lincoln  
Michael Salvo, Purdue University, West Lafayette, IN  
Leah Zuidema, Dordt College, Sioux Center, IA

### Previous Award Winners

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2010	Rebekka Andersen
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

## TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

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This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

### Technical and Scientific Communication Awards Committee

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**Chair:** Bernadette Longo, University of Minnesota, St. Paul  
Stuart Blythe, Michigan State University, East Lansing  
Lee-Ann Kastman Breuch, University of Minnesota, Minneapolis  
Jeff Grabill, Michigan State University, East Lansing  
Michael Salvo, Purdue University, West Lafayette, IN  
Jason Swarts, North Carolina State University, Raleigh  
Katherine Wills, Indiana University-Purdue University Columbus

## WRITING PROGRAM CERTIFICATE OF EXCELLENCE

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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.

### 2010–2011 Writing Program Certificate of Excellence Committee

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**Chair:** Michele Eodice, University of Oklahoma, Norman  
Katie Gunter, Michigan State University, East Lansing  
Jeffrey Klausman, Whatcom Community College, Bellingham, WA  
Michael Pemberton, Georgia Southern University, Statesboro  
Leslie Roberts, Oakland Community College, Farmington Hills, MI

### Previous Certificate Winners

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#### 2009-2010

Louisiana State University, Communication across the Curriculum Program

**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

**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**

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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**

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**Chair:** Resa Crane Bizzaro, Indiana University of Pennsylvania  
Xiao Wang, Broward Community College, Davie, FL  
Lisa King, University of Kansas, Lawrence  
Amanda Booher, Texas Tech University, Lubbock

## **Previous Award Winners**

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### **2010**

Christie Cooke  
Jennifer Ann Owens

### **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

## THE MARK REYNOLDS *TETYC* BEST ARTICLE AWARD

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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 Award Committee:

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**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:

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2010	Holly Hassel and Joanne Baird Giordano
2009	David Martins
2008	Gregory Shafer
2007	Shir Filler
2006	Jeff Andelora
2005	Laurie Grobman
2004	Jay Simmons and Timothy McLaughlin
2003	Loretta Kasper
2002	Derek Soles
2001	Dana Elder
2000	Richard C. Raymond
1999	Kay Thurston
1998	Smokey Wilson
1997	Marilyn J. Valentino
1996	Thomas Speer
1995	William S. Robinson
1994	Julia Ferganchick-Neufang
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

\*At the 2010 CCCC Conference in Louisville, the *TETYC* Best Article of the Year Award Committee requested that the TYCA Executive Committee consider renaming this award for a long-time TYCA member who has contributed to the scholarship and mission of TYCA and the *Teaching of English in the Two-Year College* journal.

## NELL ANN PICKETT SERVICE AWARD

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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:

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**Chair:** Sharon Mitchler, Centralia College, WA  
Howard Tinberg, Bristol Community College, Fall River, MA  
Louise Bown, Salt Lake Community College, UT

### Previous Award Winners:

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2010	Mike Matthews, Tarrant County College/NW Campus, Fort Worth, TX
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

# Special Interest Groups

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6:30–7:30 p.m.

**FSIG.01 Black Caucus Business Meeting**

Room M101, Marquis Level

*Chair:* Elaine Richardson, The Ohio State University, Columbus

**FSIG.02 Latino Caucus Business Meeting**

Room M102, Marquis Level

*Co-Chairs:* Bobbi Ciriza Houtchens, Arroyo Valley High School, San Bernardino, CA

Cristina Kirklighter, Texas A&M University, Corpus Christi

Renee Moreno, California State University, Northridge

**FSIG.03 Asian/Asian American Caucus Business Meeting**

Room M103, Marquis Level

*Co-Chairs:* Terese Monberg, Michigan State University, East Lansing  
Stuart Ching, Loyola Marymount University, Los Angeles, CA

**FSIG.04 American Indian Caucus Business Meeting**

Room M104, Marquis Level

*Co-Chairs:* Resa Crane Bizzaro, Indiana University of Pennsylvania  
Joyce Rain Anderson, Bridgewater State College, MA  
Malea Powell, Michigan State University, East Lansing

**FSIG.05 Queer Caucus**

Room M105, Marquis Level

*Chair:* Mark McBeth, John Jay College of Criminal Justice, New York

**FSIG.06 Deaf and Hard of Hearing Interest Group**

Room M106, Marquis Level

*Chair:* Paige Franklin, Gallaudet University, Washington, D.C.

**FSIG.07 Studio Special Interest Group**

Room M107, Marquis Level

*Chair:* John Paul Tassoni, Miami University, Oxford, OH

**FSIG.08 Progressive Approaches to Grammar, Punctuation, and Usage**

Room M108, Marquis Level

*Chair:* Joseph Salvatore, The New School, New York, NY

**FSIG.09 International Network of Writing-across-the-Curriculum Programs**

Room M109, Marquis Level

*Chair:* Chris Thaiss, University of California, Davis

**FSIG.10 Independent Writing Units**

Room M202, Marquis Level

*Chair:* Barry Maid, Arizona State University, Mesa

**FSIG.11 Teaching Adult Writers in Diverse Settings**

Room M301, Marquis Level

*Co-Chairs:* Michelle Navarre Cleary, DePaul University, Chicago, IL  
Sonia Feder-Lewis, Saint Mary's University of Minnesota, Twin Cities,  
Saint Paul

Karen Uehling, Boise State University, ID

**FSIG.12 Best Practices for Online Writing Instruction:  
Validating Key Results of the 2010 CCCC Survey**

Room M302, Marquis Level

*Chair:* Beth Hewett, University of Maryland University College,  
Adelphi, MD

**FSIG.13 Science and Writing**

Room M303, Marquis Level

*Co-Chairs:* Jonathan Buehl, The Ohio State University, Columbus  
William FitzGerald, Rutgers University at Camden

**FSIG.14 Composition-English Education Connections**

Room M304, Marquis Level

*Co-Chairs:* Elizabeth Brockman, Central Michigan University, Mt.  
Pleasant

Mark Letcher, University of Oklahoma, Norman

**FSIG.15 Rhetoric and Christian Tradition**

Room L401, Lobby Level

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

**FSIG.16 Creative Writing, Rhetoric, and Composition Special Interest Group**

Room L402, Lobby Level

*Chair:* Ben Ristow, University of Arizona, Tucson

**FSIG.17 Writing with Current, Former, and Future Members of the Military**

Room L403, Lobby Level

*Co-Chairs:* Robert Hazard, College of DuPage, Glen Ellyn, IL  
Sandra Jang, United States Military Academy Prep School, Eatontown, NJ

**FSIG.18 The Community College Writing Center**

Room L404, Lobby Level

*Co-Chairs:* Gordon Pueschner, Century College, White Bear Lake, MN  
Brian Lewis, Century College, White Bear Lake, MN

**FSIG.19 Teaching Writing in Interdisciplinary Classrooms and Learning Communities**

Room L405, Lobby Level

*Chair:* Rebecca Nowacek, Marquette University, Milwaukee, WI

**FSIG.20 The Impact of Building Formal Schemata on ESL Writing Performance:  
A Focus on Second Sentence in Paragraph Coherence**

Room L406, Lobby Level

*Chair:* Yuehai Xiao, New York University, NY

**FSIG. 21 Con Job: Stories of Adjunct and Contingent Labor**

Imperial Ballroom, Salon A, Marquis Level

*Co-Chairs:* Bradley A. Hammer, University of North Carolina, Chapel Hill

Megan Fulwiler, The College of St. Rose, Albany, New York, NY  
Jennifer Marlow, SUNY, Albany

## Friday Evening Events

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### **The Caucus after the Caucus:**

#### **Coalition Building across the Caucuses**

Imperial Ballroom, Salon B, Marquis Level

7:30–8:30 p.m.

### **TYCA Talks**

Marquis Ballroom, Salon D, Marquis Level

6:30–7:30 p.m.

### **The Twentieth Annual Poetry Forum**

Room L508, Lobby Level

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**

Marquis Ballroom, Salon A/B, Marquis Level

9:30 p.m.–1:00 a.m.

### **AA**

Room L405, Lobby Level

8:00–10:00 p.m.

### **ALANON**

Room L406, Lobby Level

8:00–10:00 p.m.

## **Saturday, April 9**

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### **REGISTRATION, 8:00 a.m.–2:30 p.m.**

International Ballroom Exhibit Hall, International Level

### **Exhibits, 10:00 a.m.–1:00 p.m.**

International Ballroom Exhibit Hall, International Level

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

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

### **TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS**

Imperial Ballroom, Salon B, Marquis Level

7:00–8:00 a.m.

Admission is by advance registration only.

### **TYCA Executive Committee Meeting**

International Ballroom, Salon C, International Level

9:00 a.m.–5:00 p.m.

### **POETRY FORUM**

International Ballroom, Salon A, International Level

12:30–1:45 p.m.

### **GRADUATE STUDENT FORUM**

International Ballroom, Salon A, International Level

2:00–3:15 p.m.

## TYCA FAME AND SHAME AWARDS

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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:

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**Chair:** Sterling Warner, Evergreen Valley College, San Jose, CA  
Eric Bateman, San Juan College, Farmington, NM  
Carolyn Calhoun-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:

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#### Fame Winners

2010 Scott Jaschik, *Inside Higher Ed*, March 18, 2009, “Community College Surge”  
2009 Dr. Jill Biden, Northern Virginia Community College, Annandale, VA  
Honorable Mention: Peter Schworm, *The Boston Globe*, January 21, 2009, “Brush with Destitution Fuels a Desire to Succeed”  
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*  
2001 Black Issues in Higher Education, August 17, 2000, “Special Report: Community Colleges: Storied Success”

#### Shame Winners

2010 The Pilot Episode of *Community*, the Sitcom (especially the promotional trailer), Writer/Producer: Dan Harmon  
2009 Kim Clark, U.S. News & World Report, January 9, 2009, “Community Colleges: Cheaper but Not Necessarily Better”  
2008 Carlos Sadovi, Chicago Tribune, March 13, 2008, “Schools Don’t Do Enough to Help Kids Get into 4-Year Colleges, Study Says”  
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*  
2001 Hope Reeves, *New York Times Magazine*, December 17, 2000, “Lives: Evening the Score”

## DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

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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:

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**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:

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**2010 Enhancing Developmental Education**

“The Accelerated Learning Program (ALP)”  
Community College of Baltimore County, Baltimore, Maryland  
**Honorable Mention**  
“Portfolio Assessment and Mentoring Program”  
Camden County College, Blackwood, New Jersey

**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

## **ANNUAL BUSINESS/TOWN MEETING**

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Marquis Ballroom, Salon B

8:00–9:15 a.m.

*All members and newcomers of CCCC are invited to attend and vote at the business meeting.*

**Chair:** Gwendolyn D. Pough, Syracuse University, NY

**Associate Chair:** Malea Powell, Michigan State University, East Lansing

**Assistant Chair:** Chris Anson, North Carolina State University, Raleigh

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

**Secretary:** Duane Roen, Arizona State University, Tempe

**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.

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.

## L Sessions: 9:30–10:45 a.m.

*Featured Speaker*

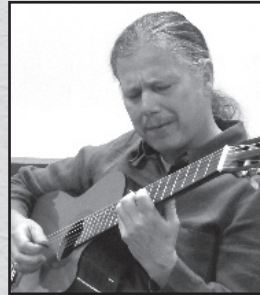
**Craig Womack**

**Tribally Specific Literature and Public Scholarship**

Marquis Ballroom, Salon A, Marquis Level

The presentation will feature a panel of graduate students who participated in a course entitled Community Approaches to Academic Research. The class was taught live via videoconference between Emory University and Muscogee Creek Language Teachers in Okmulgee, Oklahoma. The students engaged in interactions with Creek community leaders in Oklahoma and studied the ethical implications of community liaisons.

**Craig Womack** teaches English at Emory University and is author of *Art as Performance, Story as Criticism*.



**Craig Womack**



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*Featured Session*

## Balancing Visual Production and Analysis: Localized Pedagogies, Comic Interfaces, and American Indian Design

Marquis Ballroom, Salon B, Marquis Level

At the heart of this panel is a belief that visual communication instruction should be an integral part of teaching writing. For nearly three decades, scholars in composition, critical theory and professional communication (Barthes, 1977; Buchanan, 1989; Faigley, 1999; George, 2002; Hocks, 2003; Brumberger, 2007) have called for greater attention to the literacies needed to read and write contemporary texts. While much early work emphasized strategies for analysis of existing visual texts, more recent scholarship has called for developing practices for production of visual texts. This shift has opened many new possibilities for composing visually-purposeful and persuasive texts, but has also complicated the job of instructors who must now consider how to integrate tools for production into their curricula and pedagogy. This panel addresses the challenges of pedagogically balancing visual production and analysis, and offers strategies for bridging the seeming gap between consumers and producers, visualized and actualized designs, and form and function. A concern with putting visual analysis and production into critical, purposeful, and relevant relation with one another and with larger concerns of composition, interface studies and American Indian rhetorics will tie these presentations together.

***Chair:***

**Jen Almjeld**

New Mexico State University, Las Cruces

***Speakers:***

**Jennifer Sheppard**

New Mexico State University, Las Cruces, “Balancing Act: A Guide to Analyzing Context and Developing a Technologically- Appropriate Approach to



**Jennifer Sheppard**



**James Haendiges**



**Kristin Arola**

Visual Communication Instruction”

**James Haendiges**

Dixie State College of Utah, St George, “What You Imagine Is Not What You Get: Rhetorical Negotiations in the Interface”

**Kristin Arola**

Washington State University, Pullman, “Mindful Design: An Anishinaabe Approach to Visual Production”

*Community, Civic & Public*

**L.01 Expanding Conversation(s): Principled Resources, Strategies, and the Council of Writing Program Administrators**

Room A701, Atrium Level

**Chair:** Linda Adler-Kassner, University of California, Santa Barbara

**Speakers:** Linda Adler-Kassner, University of California, Santa Barbara, “Framing the Conversation: Resources, Strategies, and the Council of Writing Program Administrators”

Charles Paine, University of New Mexico, Albuquerque, “On the Road: CWPA Dialogues with TYCA and IWCA”

Susan Thomas, University of Sydney, St. Ives, Australia, “sane as /charles

Darsie Bowden, DePaul University, Skokie, IL, “On the Page and the Screen: The WPA Network for Media Action”

Peggy O’Neill, Loyola University, Baltimore, MD, “On the Map: The Framework for Success in Postsecondary Writing”

*Contesting Boundaries*

**L.02 Embodied Digital Pedagogies: Intermodal Composing, Re-membering, and Access**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Kristie S. Fleckenstein, Florida State University, Tallahassee, FL

**Speakers:** Maggie Christensen, University of Nebraska Omaha, “Embodied Rhetoric in Digital Writing”

Tammie M. Kennedy, University of Nebraska Omaha, “Embodied Multimodal Compositions and Re-membering in Feminist Historiography”

Katie Gindlesparger, Philadelphia University, PA, “Multimodal Access and Addressed Audiences: Teaching Radio in a Community Literacy Program”

*Language*

**L.04 (Re)Defining Translingual Writing**

Imperial Ballroom, Salon B, Marquis Level

**Chair:** Bruce Horner, University of Louisville, KY

**Speakers:** Bruce Horner, University of Louisville, KY, “Toward Translingual Writing Dispositions”

Paul Kei Matsuda, Arizona State University, Tempe, “Translingual Writing as Rhetorical Action”

Suresh Canagarajah, Pennsylvania State University, State College, “Strategies of Translingual Writing: Learning from Students”

**Respondent:** Min Lu, University of Louisville, KY

*Contesting Boundaries*

**L.05 Fans, Fandom, and Fanzines: Contesting Boundaries**

Room M101, Marquis Level

**Chair:** Paula Mathieu, Boston College, Chestnut Hill, MA

**Speakers:** Shonell Bacon, Texas Tech University, Lubbock, ““What are you reading that for?": The Romance Novel for African-American Readers”

Katherine Tanski, Purdue University, West Lafayette, IN, “A/Ns, Betas, and ConCrit: The ABCs of Fandom’s Composition Theory”

Amylea Clemons, Francis Marion University, Florence, SC, “A/Ns, Betas, and ConCrit: The ABCs of Fandom’s Composition Theory”

Tim Lockridge, Virginia Tech, Blacksburg, VA, “Into the Archives of Participatory Culture: Remediating Print Fanzines and Digital Collaboration”

*Teaching Writing & Rhetoric*

**L.06 Instructor Feedback in ESL Writing Courses**

Room M102, Marquis Level

**Chair:** Sarah Kegley, Georgia State University, Atlanta

**Speakers:** Debra Snell, Georgia State University, Atlanta

Sarah Kegley, Georgia State University, Atlanta

Sharon Cavusgil, Georgia State University, Atlanta

**Respondent:** Sharon Cavusgil, Georgia State University, Atlanta

*Contesting Boundaries*

**L.07 Crossing Boundaries with STEM Discourse in the Undergraduate Writing Curriculum**

Room M103, Marquis Level

**Chair:** Joanna Wolfe, University of Louisville, KY

**Speakers:** Sarah Perrault, University of California, Davis, “Teaching Critical Technoscience Literacy in a General Education Course”

Kenneth Walker, University of Arizona, Tucson, “Multiliteracies and STEM Genres in first-Year Writing Courses”

Joanna Wolfe, University of Louisville, KY, “Using STEM Genres in a FYC Writing Studies Curriculum”

*Writing Programs*

**L.08 Writing Assignments, Argumentation Strategies, and Social Identities: Three Views of Writing in the Disciplines**

Room M104, Marquis Level

**Chair:** Roger Graves, University of Alberta, Edmonton, Canada

**Speakers:** Roger Graves, University of Alberta, Edmonton, Canada, “Assignments across the Curriculum, a Meta-Analysis”

Susan Chaudoir, University of Alberta, Edmonton, Canada, “Assignments across the Curriculum, a Meta-Analysis”

Heather Graves, University of Alberta, Edmonton, Canada, “‘There Are More Plants Yet to be Described:’ The Structures of Argument in Academic Discourse”

Kathryn Alexander, University of Western Ontario, London, Canada, “Becoming Writers in Disciplinary Spaces: Investigating the Genre System of the Professional Writing Portfolio”

*Theory*

**L.09 The (Im)Possibilities of Rhetorical Witnessing: Theory, Methodology, and Pedagogy**

Room M105, Marquis Level

**Chair:** Christine Farris, Indiana University, Bloomington,

**Speakers:** Laura Sparks, Indiana University, Bloomington, “Rhetorical Witnessing and Public Performance in Anne Askew’s Examinations”

Ira Allen, Indiana University, Bloomington, “Witness, Rhetoric, Loss”

Christopher Basgier, Indiana University, Bloomington, “Multimodal Witnessing: Notes toward a Research Methodology for Composition”

Lavinia Hirsu, Indiana University, Bloomington, “The Limits of Rhetorical Witnessing in the Composition Classroom”

**Respondent:** Elizabeth Flynn, Michigan Technological University, Houghton

*Teaching Writing & Rhetoric*

**L.11 4 REAL: Student Researchers Bring Rhetorical Education in America to Life**

Room M107, Marquis Level

**Chair:** Jenn Fishman, University of Tennessee-Knoxville

**Speakers:** Kathryn Earle, University of Tennessee-Knoxville, “Reinventing Hodges’ Harbrace Handbook”

Matt Ailey, University of Tennessee-Knoxville, “Citizen Chat”

Leah Partin, University of Tennessee-Knoxville, “Leaning (in) Online Games”

Laura Sceniak, University of Tennessee-Knoxville, “Altering History, Altering Books: Reading Women into the Postbellum Record”

Keri Stafford, University of Tennessee-Knoxville, “Show, Tell, Learn”

LaKesha Thompson, University of Tennessee-Knoxville, “Calling It In: Frederick Douglass Talk Radio”

**Respondents:** Cheryl Glenn, The Pennsylvania State University, University Park  
Nan Johnson, The Ohio State University, Columbus

Susan Kates, University of Oklahoma, Norman

Rich Lane, Clarion University, PA

*Contesting Boundaries*

**L.12 Mentor. Teach. Write. Relating People and Programs**

Room M108, Marquis Level

**Chair:** Beth Buyserie, Washington State University, Pullman

**Speakers:** Beth Buyserie, Washington State University, Pullman, “Relating People and Programs: Administrative Perspectives on Teacher-Student Achievement and Success”

Donna Evans, Washington State University, Pullman, “Mentor. Supporting Teachers Peer-to-Peer”

Stephanie L. Schatz, Purdue University, West Lafayette, IN, “Teach. Empowering Students through a Pedagogy of Inclusion”

Sheri Rysdam, Washington State University, Pullman, “Write. The Labor of Student Learning”

*Theory*

**L.13 Traversing the Borderlands of Arab(ic) Rhetoric:  
Contesting the Boundaries of Language, Literacies, and  
Knowledge Production**

Room M109, Marquis Level

**Chair:** Nicole Khoury, Arizona State University, Tempe

**Speakers:** Maha Baddar, University of Arizona, Tucson, “From Athens (Via Alexandria) to Baghdad: Hybridity as Epistemology in the Medieval Arabic Translation Movement”

Lauren Connolly, University of Texas El Paso, “Weaving the Tales of (Her) stories: Using Transnational Narratives to Redefine the Boundaries of Knowledge”

Nicole Khoury, Arizona State University, Tempe, “Muslim Women’s Self-Identification in Islam and the Importance of Ijtihad”

*Contesting Boundaries*

**L.14 Contesting Cultural Diversity in the Composition  
Classroom: The Disconnect between Definition and  
Performance of Diversity**

Room M202, Marquis Level

**Chair:** Michelle Bachelor Robinson, University of Alabama, Tuscaloosa

**Speakers:** Phillip Blackmon, Alabama State University, Montgomery, “It’s all about Me, I think? Contested Spaces: Firing the Canon for Cultural Diversity in the Classroom”

Allison Egnew Smith, Lindsey Wilson College, Columbia, KY, “Writing Basically on the Border: Using Experimental and Self-Motivated Writing to Encourage Academic Success in the Basic Writing Classroom”

Michelle Bachelor Robinson, University of Alabama, Tuscaloosa, “Writing about Cultures: Isn’t that Diversity?”

*Contesting Boundaries*

**L.15 Legal Policy and Discursive Norms**

Room M302, Marquis Level

**Speakers:** Frank Walters, Auburn University, AL, “Intersected Rhetorics: Left Legal Critique and the Culture of Composition”

Katrina Powell, Virginia Tech, Blacksburg, “Letters, Case Law, Commitment Papers, and Oral Histories: Understanding Rhetorics of Displacement through Layers of Relations”

Jennifer Maher and Catherine Fox, University of Maryland, Baltimore County and St. Cloud State University, MN, “Interrupting Epistemological Colonization: Indigenous Resistance to Global Trade Laws and Intellectual Property Rights”

*Teaching Writing & Rhetoric*

**L.16 Questioning in the Margins: Teacher Feedback**

Room M303, Marquis Level

**Chair:** Kimberly Thomas, Indiana University of Pennsylvania

**Speakers:** Jeremy Branstad, Boise State University, ID, “Comments and the Classroom Context: Investigating Student Understandings of Instructor Response”

Judy Dyer, University of Michigan, Ann Arbor, “The Use of Questions in Writing Tutorials: A Case Study”

Jason Loan, The University of North Carolina at Chapel Hill, “Distributing Marginalia: Teacher-Response, New Media, and Networks”

*Teaching Writing & Rhetoric*

**L.17 Teaching the Crisis**

Room M304, Marquis Level

**Speakers:** Sarah Klotz, University of California, Davis, “Teaching the Crisis: Critical Writing Pedagogy in the UC System and Beyond”

Scott Rogers, University of Louisville, KY, “Sponsoring Recovery after Katrina: Rethinking Writing Instruction in the Wake of a Large-Scale Public ‘Trauma’”

Joyce Fleming, St. Petersburg College, FL, “Ayn Rand, Oil Spills and Jersey Shore . . . There Is an ‘I’ in Community”

*Contesting Boundaries*

**L.18 The ‘Tangled Roots’ Of Creative Writing and Composition in the Classroom**

Room L401, Lobby Level

**Speakers:** Mary Fiorenza, University of Wisconsin-Madison, “Pedagogies of Practice: Writing with Lynda Barry, Julia Cameron, and Natalie Goldberg”

David DiSarro, Ball State University, Muncie, IN, “Contested Spaces: Activity, Pedagogy, and Products in First-Year Composition and Introductory Creative Writing Classrooms”

Khem Aryal, University of Missouri, Columbia, “Writing Relatives with Competing Loyalties: Composition and Creative Writing under New Scrutiny”

*Contesting Boundaries*

**L.19 Where Rhetoric Ends and Violence Begins:  
Theorizing Relationships between Bodies and Spaces**

Room L402, Lobby Level

*Speakers:* Deborah Shaller, Towson University, MD, “In the Absence of Dogs: A Poetics of Relationship”

Daniela Ragusa, Capital Community College, Hartford, CT, “Town vs. Gown in New Haven, Connecticut: Community College Students Play the Confidence Game in the Shadow of the Ivy Tower”

Jared Colton, Clemson University, SC, “From the Religious to the Secular: Rhetorics of Community and Immanence”

*Teaching Writing & Rhetoric*

**L.20 Graphic Narratives:  
Exploring Intertextuality and Multi Modal Writing**

Room L403, Lobby Level

*Chair:* Andrea Lunsford, Stanford University, CA

*Speakers:* Alyssa O’Brien, Stanford University, CA, “Graphic Narrative Storyboarding and Intercultural Competencies”

Haerin Shin, Stanford University, CA, “Motion: How Constantly Surfing and Texting College Students Consume, Analyze and Appreciate Graphic Narratives”

Helle Ryttonen, Stanford University, CA, “What’s So Funny? Graphic Narratives in the Cross-Cultural Writing Classroom”

Lee Konstantinou, Stanford University, CA, “Teaching Graphic Narratives as ‘Evidence’ in College Arguments”

**L.21 Think-Tank for Newcomers Developing Papers and  
Sessions for CCCC 2012**

Room L406, Lobby Level

*Chair:* Paul Puccio, Bloomfield College, NJ

*Teaching Writing & Rhetoric*

**L.22 Exploring New Inventional Spaces for Writing Teachers**

Room A704, Atrium Level

*Speakers:* Don Kraemer, California State Polytechnic University, Pomona, “The Supreme Court vs. Writing Studies: A Split Decision”

Mary Lindberg, College of Mount Saint Vincent, Riverdale, NY, “A Picture is Worth a Thousand Words or Less”

Candice Welhausen, Georgia Institute of Technology, Atlanta, “Composing in Dynamic Spaces: Considering the Rhetoricity of Time and Motion via PSA Assignments”

*Teaching Writing & Rhetoric*

**L.23 Invention, Discovery, Knowledge Production:  
What Are Ideas Made Of?**

Room A705, Atrium Level

**Chair:** Leigh Cremin, Eastern Connecticut State University, Willimantic

**Speakers:** Justin Thurman, LaGrange College, GA, “What Ideas Are Made Of: Lynda Barry’s *What It Is* and Challenging the Contested Space of the Comic Book in Composition”

George H. Cooper, University of Michigan, Ann Arbor, “Invention as an End in Itself: The Ontological Possibility of Ongoing Discovery”

Ruijie Zhao, Parkland College, Champaign, IL, “YouTube—A Contested Space to Produce Knowledge during the Invention Stage”

*Contesting Boundaries*

**L.24 An Ethical Response to Monsters**

Room A706, Atrium Level

**Speakers:** Andrew Holladay, University of Louisville, KY, “Democratic Deliberation and the Composition Classroom: Moving Beyond Policy-Centered Political Discourse”

Bill Carroll, Abilene Christian University, TX, “On Gods and Monsters”

*Contesting Boundaries*

**L.25 Environmental Narratives and Ethnographies:  
A Nourishing Inheritance**

Room A707, Atrium Level

**Speakers:** Stephanie Wade, Rowan University, Glassboro, NJ, “Narrative Ecology: Stories as Compost and Other Tales about Writing”

Anne Porter, University of Michigan, Ann Arbor, “Writing Our Relations: Environmental Ethnography as Transformative Genre”

Katherine Piper, University of Cincinnati, OH, “Rural Relationships—Exploring the Farm as a Relative of the Academy”

*Professional and Technical Writing*

**L.26 Contesting the Language of Accounting**

Room L507, Lobby Level

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

*Research*

**L.27 Assessing the Efficacy of a Contested Pedagogy:  
Writing About Writing Outcomes and Assessments**

Marquis Ballroom, Salon C, Marquis Level

**Chair:** David Slomp, University of Ottawa, Ontario, Canada

**Speakers:** David Slomp, University of Ottawa, Ontario, Canada, “Does Contested Pedagogy Translate into Contested Assessment?”

Mary Tripp, University of Central Florida, Orlando, “(Not Quite) All of the Relations between Self-Efficacy in Writing and WAW Pedagogy”

Elizabeth Wardle, University of Central Florida, Orlando, “Teaching Concepts About Writing in Smaller Classes: Results of a Two-Year Study”

*Teaching Writing & Rhetoric*

**L.28 What a Web We Weave: TYCA Research Committee  
Findings Illuminate Cross-Level, Cross-Disciplinary, and  
Cross-Institutional Connections (Part Two, TYCA Strand)**

Room L503, Marquis Level

**Chair:** Sterling Warner, Evergreen Valley College, San Jose, CA

Lynn Woodbury, Oakton Community College, Des Plaines, IL

**Speakers:** Michael Geary, Bristol Community College, Fall River, MA, “Findings on Student Benefits of Student Learning Communities: Implications for Pedagogy”

Lisa Mahle-Grisez, Sinclair Community College, Dayton, Oh, “Findings on Service Learning Programs: Implications for Student Retention”

Jay Wooten, Kent State, Salem Campus, Salem, OH, “Findings and Recommendations on Use of Technologies to Increase Online Student Participation and Writing Communities”

Lynn Woodbury, Oakton Community College, Des Plaines, IL, “Findings on Role and Support of Adjunct Faculty in Composition”

*Information Technologies*

**L.29 Serious Games and Digital Rhetoric**

Room L508, Lobby Level

**Chair:** Victor Vitanza, Clemson University, SC

**Speakers:** Douglas Eyman, George Mason University, Fairfax, VA, “Writing and Games: Ecologies of Praxis and Theory-Machines”

Steven Keoni Holmes, Clemson University, SC, “Always High Prices at the Hordemart: Ethos, Cyberethos, and Procedural Rhetoric in Multiplayer Games”

Scott Reed, University of Georgia, Athens, “Resistance and Rhetorical Tactics: Games and Portfolios”

Jimmy Butts, Clemson University, SC, “Prison Play: A Manifesto Concerning the Politics of Escape”

Jan Rune Holmevik, Clemson University, SC, “Re/Vision: Rethinking Virtual World Design”

*History*

**L.30 Entering the Space of Women’s Rhetoric Through the Door of Religion**

Room A702, Atrium Level

**Chair:** Lisa Zimmerelli, Loyola University Maryland, Baltimore

**Speakers:** Lisa Zimmerelli, Loyola University Maryland, Baltimore, “The Historiography of Nineteenth-Century Women Preachers”

Jane Donawerth, University of Maryland, College Park, “Christian Eloquence and Women’s Rhetorical Theory”

Jill Lamberton, Wabash College, Crawfordsville, IN, “Maude Royden’s Radio Pulpit: Women Ministers and the Church of England in 1930s-era Britain”

Shirley Wilson Logan, University of Maryland, College Park, “Troubling the Waters to Make Whole”

*Teaching Writing & Rhetoric*

**L.31 High School to College: Student Learning, the Common Core Standards for College Readiness, and the Politics of Literacy**

Room A703, Atrium Level

**Chair:** Anne Gere, University of Michigan, Ann Arbor

**Speakers:** Russell Berman, Stanford University, CA, “Student Writing, Student Learning”

Doug Hesse, University of Denver, CO

Richard Miller, Rutgers University, New Brunswick, NJ

*Institutional and Professional*

**L.32 Collaboration, Competition, Coordination, Compromise: The 4Cs of Multi-campus Writing Centres**

Room A708, Atrium Level

**Chair:** Lucie Moussu, University of Alberta, Edmonton, Canada

**Speakers:** Stephen Kuntz, University of Alberta, Edmonton, Canada, “Re-sourcing Writing from Beginning to End”

Sheena Wilson, University of Alberta, Campus Saint Jean, Edmonton, Alberta, Canada, “The Bilingual Writing Centre”

Lucie Moussu, University of Alberta, Edmonton, Alberta, Canada, “New Kid on the Block”

## M Sessions: 11:00 a.m.–12:15 p.m.

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### **M.01 Oklahoma Girl Makes Good: Celebrating the Boundary-less Career of Andrea Abernethy Lunsford**

Marquis Ballroom, Salon A, Marquis Level

**Chair:** Cheryl Glenn, The Pennsylvania State University, University Park, PA

**Speakers:** Cheryl Glenn, The Pennsylvania State University, University Park, PA, “Scholarship”

Lisa Ede, Oregon State University, Corvallis, OR, “Collaboration”

Nan Johnson, Ohio State University, Columbus, OH, “More Mentoring”

Marvin Diogenes, Stanford, Stanford, CA, “Building Undergraduate Programs”

Krista Ratcliffe, Marquette University, Milwaukee, WI, “Coalitions”

Roxanne Mountford, University of Kentucky, Lexington, KY, “Building Graduate Programs”

**Respondent:** Jaime Armin Mejia, Texas State University, San Marcos, TX, “Mentoring”

Jenn Fishman, University of Tennessee, Knoxville, TN

Elizabeth Flynn, Michigan Tech University, Houghton, MI

Beverly Moss, Ohio State University, Columbus, OH

*Contesting Boundaries*

### **M.02 Towards a Rhetoric of Locational Literacy: Discourse, Discipline, and Method**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Jacqueline Jones Royster, The Ohio State University, Columbus

**Speakers:** Michael Burns, University of Illinois at Urbana-Champaign, “Race, Space, and Rhetoric: Defining Community with Discourse”

Rebecca Bilbro, University of Illinois at Urbana-Champaign, “Fraternal Disiplinarity: A Textual and Spatial Re-Mapping of Engineering”

Vanessa Rouillon, University of Illinois at Urbana-Champaign, “Writing Rhetorical Education through Archival Records and Oral Histories: Articulating the Researcher’s Location”

*Research*

**M.03 Addressing Racial Formations in Writing Classrooms, Reporting Strategies, and Faculty Workshops**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Mya Poe, The Pennsylvania State University, State College

**Speakers:** Asao Inoue, California State University, Fresno, “Assessment Technologies that Address Racial Formations in Writing Classrooms and Programs”

Norbert Elliot, New Jersey Institute of Technology, Newark, “Philosophical, Measurement, and Legal Issues: Disparate Impact in the Assessment of Writing Ability”

Mya Poe, The Pennsylvania State University, State College, “Addressing Racial Formations through Faculty Workshops”

*Information Technologies*

**M.04 Academic Writing and Digital Methodologies: Learning and Composing in Digital Environments**

Imperial Ballroom, Salon B, Marquis Level

**Chair:** Scott Lloyd DeWitt, The Ohio State University, Columbus

**Speakers:** Gail E. Hawisher, University of Illinois, Urbana-Champaign, “Crossing Disciplinary and Cultural Landscapes: Digital Media, Learning, and Writing Studies”

Richard J. Selfe, The Ohio State University, Columbus, “Technology and the Changes in Academic and Professional Writing”

Cynthia L. Selfe, The Ohio State University, Columbus, “Writing in Vernacular Digital Environments and Expectations for Academic Writing in the Humanities: Literacy Narratives from the U.S.”

*Academic Writing*

**M.05 Taking the Citation Project Back into History and Across the Curriculum**

Room M101, Marquis Level

**Chair:** Kelly Kinney, Binghamton University, NY

**Speakers:** Nancy K. Barry, Luther College, Decorah, IA, “Before Research Went Electronic: How Did Students Use Sources?”

W. Brock MacDonald, Woodsworth College, University of Toronto, Ontario, Canada, “Citation Practices and Disciplinary Acculturation: Learning to Write Research Papers in Geography”

Tanya K. Rodrigue, Wheaton College, Norton, MA, “Students’ Use of Sources in Classes Across the Curriculum”

*Teaching Writing & Rhetoric*

**M.06 Fresh Perspectives on Plagiarism and Responsibility**

Room M102, Marquis Level

**Chair:** Sandra Jamieson, Drew University, Madison, NJ

**Speakers:** Crystal Benedicks, Wabash College, Crawfordsville, IN, “‘Who Cares?’: Academic Integrity Policy and Other Sacred Texts”

Missy Watson, Syracuse University, NY, “Contesting the Scholarship on Plagiarism: An Inquiry into Research Methods and Methodologies”

Kristi Costello, Binghamton University, NY, “Don’t Ask, Don’t Tell: How FYC Fosters Irresponsible Source Use”

Kathryn Navickas, Syracuse University, NY, “Civil Disobedience: How FYC Fosters Civic Irresponsibility”

*Contesting Boundaries*

**M.07 Composition of the Image:  
Contested Space between Image and Text**

Room M103, Marquis Level

**Chair:** Byron Hawk, University of South Carolina, Columbia

**Speakers:** David Rieder, North Carolina State University, Raleigh, “New Forms of Writing in New Media: Contesting the Alphabetic Principle”

Kevin Brock, North Carolina State University, Raleigh, “One Hundred Thousand Billion Icons: Digital Cybertext and Computational Oulipian Writing”

Joshua Hilst, Utah Valley University, Orem, “The Movement and Time Image of Digital Media”

Jason Helms, University of Kentucky, Lexington, “Composing Multimodally about Multimodal Composition”

*Institutional and Professional*

**M.08 Basic Writing: Waning or Waxing?**

Room M104, Marquis Level

**Chair:** Rebecca Mlynarczyk, Kingsborough Community College, Brooklyn, NY

**Speakers:** Sugie Goen-Salter, San Francisco State University, CA, “Equal Opportunity and the Contested Value of Remediation”

Peter Adams, Community College Baltimore County, MD, “The Migration of Basic Writing to Community Colleges: Slow Death or Rebirth?”

Lynn Quitman Troyka, The City College of New York, NY, “Basic Writing: Pride of Place Morphing into Unknown Terrain”

*Teaching Writing & Rhetoric*

**M.10 Underdogs and Underprepareds:  
Issues in Teaching Basic Writing**

Room M106, Marquis Level

**Speakers:** Donald McCrary, Long Island University, Brooklyn, NY, “When The Underdog Rises: Using Writing Instruction and Learning Communities to Improve the Retention of At-Risk Male Students”

Terry Voorhees, Husson University, Bangor, ME, “People Like Me, People Unlike Me: A Cultural Epistemological Approach to the Teaching of Reading and Writing for Underprepared, First-Generation College Students”

Karla Lyles, North Carolina State University, Raleigh, “Basic Writers and Multiliteracies: What We Can Learn From Our Students to Design Better Writing Instruction”

*Teaching Writing & Rhetoric*

**M.11 Reclaiming Organic and Social Relationality in the  
Classical Rhetorical Tradition**

Room M107, Marquis Level

**Chair:** Justin Young, Eastern Washington University, Cheney

**Speakers:** Zach Bankston, University of Nevada, Reno, NV, “(Re)Understanding Ancient Roman Relations: How (Re)Interpreting Cicero and Tiro Affects Current Students of Writing”

Dana C. Elder, Eastern Washington University, Cheney, “Don’t Forget the Greeks: (Re)Viewing Organic Relatedness in Classical Greek Rhetoric”

Peter Moe, University of Pittsburgh, PA, “Toward Restoring the Ethics in Ethos: Revising Classical Resources for First-Year Composition”

*Contesting Boundaries*

**M.12 Indigenous Female Rhetorics—At Work in the Texts and in  
(all our related) Classrooms**

Room M108, Marquis Level

**Chair:** Liz Wilkinson, University of St. Thomas, St. Paul, MN

**Speakers:** Liz Wilkinson, University of St. Thomas, St. Paul, MN, “Transrhetorical Agency: A New Theoretical Approach to Nineteenth-Century Native American Women’s Writing”

Pettinelli Kerby, Roseville Area School, MN, “A Responsive Womanist-Tribal Examination of Leslie Marmon Silko’s *Ceremony*”

Sarah Hayes, University of Florida, Gainesville, “A War of Words: Zitkala-Sa and Richard Henry Pratt’s Rhetorical Battle over the National Narrative”

*Contesting Boundaries*

**M.13 Reseeing the Rhetoric of Embodiment**

Room M109, Marquis Level

*Speakers:* Catherine Chaput, University of Nevada, Reno, “Affect, Pedagogy, and the Boundaries of Writing”

Cathryn Molloy, University of Rhode Island, Kingston, “‘Crazy Talk’ and Silenced Relations: An Exploration of the Everyday Language of the Mentally Ill”

Christine Garbett, Bowling Green State University, OH, “Literacy Practices of Working-Class Deaf Adults”

*Contesting Boundaries*

**M.14 Exploring the “Discursive Resources” of Black Music Intellectuals in the “Contact Zones”**

Room M202, Marquis Level

*Chair:* Edward Hahn, University of Minnesota, Minneapolis

*Speakers:* Joseph Bartolotta, University of Minnesota, Minneapolis, “Twelve Bars and a Pen: Improvising and Writing as Sidepeople”

Edward Hahn, University of Minnesota, Minneapolis, “Post Black Power Hip-Hop and the Struggle for Educational Justice in Composition Studies”

Anne Wolf, University of Minnesota, Minneapolis, “Blues, Jazz, and Composition: Facilitating Productive Silences in Practices of Writing”

*Institutional and Professional*

**M.15 Promoting a Community of Scholar-Teachers among “Distant Relatives”:**

**Responsible Mentoring for Dual Enrollment Partners, Contingent Faculty, and Graduate Students**

Room M302, Marquis Level

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

*Speakers:* Chris Denecker, The University of Findlay, OH, “Composition Partnerships: Concurrent Enrollment, Mentoring, and Building Professional Ties that Bind”

Christine Tulley, The University of Findlay, OH, “Mentoring First-Year Writing Contingent Faculty: A Departmental/ Family Responsibility”

Kristine Blair, Bowling Green State University, OH, “Feminist Mentoring and the Politics of Digital Scholarship”

*Teaching Writing & Rhetoric*

**M.16 The Persistence of Interest in Emotion in Our Field**

Room M303, Marquis Level

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

**Speakers:** Dennis Lynch, University of Wisconsin-Milwaukee, “The Other ‘Affect’: Emotional Problems in Rhetoric and Composition”

Julie Nelson, University of Wisconsin-Milwaukee, Milwaukee, WI, “Teaching Emotion: Emotion as the ‘Phantom Limb’ in the Composition Classroom”

Stephanie Stone Horton, Georgia State University, Atlanta, “Their Lives a Storm Whereon They Ride”: The Affective Disorders, Student Composition, and the Case for Madness Studies”

*History*

**M.17 Show and Tell: Complicating the Fifth Canon, Alternative Forms of Women’s Rhetorical Delivery (1878–1931)**

Room M304, Marquis Level

**Chair:** Lindal Buchanan, Old Dominion University, Norfolk, VA

**Speakers:** Paige VanOsdol, The Ohio State University, Columbus, “Feminine Eloquence: Late Nineteenth-Century Women Elocutionists’ Revision of Delivery”

Heather Adams, The Pennsylvania State University, University Park, “Reform on Display: Exhibition and Visuality of Progressive Era Appeals”

Jason Barrett-Fox, University of Kansas, Lawrence, “Telling Silences: Recovering Feminist Geographies of Thirdspace, 1924–1931”

*Teaching Writing & Rhetoric*

**M.18 Something Old, Something New: History and Repurposing**

Room L401, Lobby Level

**Speakers:** Ann Shivers McNair, The University of Southern Mississippi, Hattiesburg, “Race and Consumer Identities in College Marketing Materials: Repurposing the Advertisement Analysis Assignment”

Rebecca Ingalls, Drexel University, Philadelphia, PA, “(Re)Discovering the Pink Triangle: Inviting Students into the Rhetorical Trenches of the Queer Movement”

Amelia Herb, University of Illinois, Urbana-Champaign, “Something Old, Something New: Students Performing Multimodal Historiography in a Composition Course”

*Writing Programs*

**M.19 Writing Hong Kong/Hong Kong Writing:  
Writing Administration in a Trilingual/Post-Colonial/Post-  
Handover Context**

Room L402, Lobby Level

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

**Speakers:** Paul Hanstedt, Roanoke College, Salem, VA, “Administering Writing in an Algorithmic Culture”

Gilbert Kit Po Wong, City University of Hong Kong, China, “The Effect of the Outcomes-Based Teaching and Learning Approach on Student Achievement in the Writing Center at City University of Hong Kong”

Wing Him Ivan Chui, City University of Hong Kong, China, “The Effect of the Outcomes-Based Teaching and Learning Approach on Student Achievement in the Writing Center at City University of Hong Kong”

Joseph Chaney, Writing Hong Kong: Designing an English Composition, South Bend, IN, “Writing Hong Kong: Designing an English Composition Course for Hong Kong First-Year Students”

*Contesting Boundaries*

**M.20 Listening to Our Old Drunk Uncles:  
The Pragmatists and Our Problems**

Room L403, Lobby Level

**Chair:** Mike Kelly, Champlain College, Burlington, VT

**Speakers:** Mike Kelly, Champlain College, Burlington, VT

Cedric Burrows, University of Kansas, Lawrence

Chris Gallagher, Northeastern University, Boston, MA

*Contesting Boundaries*

**M.21 Embodied Knowledge and Contested Spaces:  
New Models of Community**

Room L404, Lobby Level

**Chair:** Christine Abbott, La Roche College, Pittsburgh, PA

**Speakers:** Christine Abbott, La Roche College, Pittsburgh, PA, “Pedagogy as Self and Institutional Critique”

Linda Jordan Platt, La Roche College, Pittsburgh, PA, “Basketball Literacies: Reading Sign Systems and the Body in Motion”

Jessica Ganni, La Roche College, Pittsburgh, PA, “Moving between Spaces: The Writing Center, the Composition Classroom, and Literacy”

*Contesting Boundaries*

**M.22 Gendered Rhetorics: LGBT and Women's Archival Research**

Room L405, Lobby Level

*Speakers:* K.J. Rawson, University of Kentucky, Lexington, "Archival Affects: Touching and Feeling the Transgender Past"

Wendy Hayden, Hunter College, CUNY, NY, "The Politics of Recovery and Discovery: Learning from Undergraduate Archival Researchers"

Nicole Myers, University of Rhode Island, Kingston, "'Pretty Girl Questions': Contested Ways of Seeing the Rhetorics of Menstruation"

*Contesting Boundaries*

**M.23 Assessing Our Stories, Assessing Ourselves: Re-Building Relations through Program Assessment**

Room L406, Lobby Level

*Chair:* Sonya Lancaster, University of Kansas, Lawrence

*Speakers:* Erin Williams, University of Kansas, Lawrence

Sonya Lancaster, University of Kansas, Lawrence

Justin Sevenker, University of Pittsburgh, PA

Heather Bastian, University of Kansas, Lawrence

*Contesting Boundaries*

**M.24 Globalization and Publishing Writing Research: An Editors' Roundtable Sponsored by the CCCC Committee on Globalization of Postsecondary Writing Instruction and Research**

Room A708, Atrium Level

*Chair/Moderator:* David Russell, Iowa State University, Ames

*Teaching Writing & Rhetoric*

**M.25 Investigating Collaboration as a Pedagogical Tool: A Tale of Three Empirical Studies**

Room A702, Atrium Level

*Chair:* Jennifer Cunningham, Kent State University, OH

*Speakers:* Elizabeth Tomlinson, Kent State University, OH, "Investigating Audience in Collaborative Client-Based Business/Professional Writing Projects"

Jennifer Cunningham, Kent State University, OH, "Peer Review as a Form of Collaboration in the Writing Classroom"

Jillian Hill, University of Houston-Downtown, TX, "Illustrating the Collaborative Writing Process of an Internal Corporate Newsletter"

*Teaching Writing & Rhetoric*

**M.26 Reconciling Perceived Opposites:  
Religion and Academic Writing**

Room A703, Atrium Level

**Speakers:** Brian Ray, University of North Carolina-Greensboro, “Writing about Islam, Belief, and Human Rights”

Andrea Rosso Efthymiou, Stern College for Women, Yeshiva University, New York, NY, “Women Speaking to Women: Contesting Collaborative Learning and Havruta Partnerships in an All-Women’s Writing Center”

*Contesting Boundaries*

**M.27 Food for Thought and Action:  
Creating Community through Literary Cookbooks, Kitchen  
Blogs, Arguments, and Reflection**

Room A704, Atrium Level

**Chair:** Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA

**Speakers:** Christine Wooley, St. Mary’s College of Maryland, “Food and Argument in the Composition Classroom”

Tenaya Darlington, Saint Joseph’s University, Philadelphia, PA, “Writers in the Kitchen: How Food Blogs Create Community and Opportunity Inside (and Outside) the Classroom”

Jennifer Cognard-Black, St. Mary’s College of Maryland, “Eat My Words: Writing Self and Society through Food”

Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA, “(Un)Common Ground: Food Writing in the Classroom and Local Community”

*Teaching Writing & Rhetoric*

**M.28 Reactions—Responses—Beliefs**

Room A705, Atrium Level

**Speakers:** Emily Thomas, Emerson College, Boston, MA, “Response Papers in Writing Classrooms: Genre Systems, Exploratory Writing, Community Building and Skill Transferability”

Lori Salem, Temple University, Philadelphia, PA, “Rich Differences: A Quantitative Analysis of Student Beliefs about Writing and Writing Instruction”

Richard Samuelson, Boise State University, ID, “Student Reactions to Hybrid Virtual World Education”

*Teaching Writing & Rhetoric*

**M.29 The Stories We Tell—The Performances We Give**

Room A706, Atrium Level

**Speakers:** Johanna Schmertz, University of Houston-Downtown, TX, “Writing Academic Selves: Performativity and the Literacy Autobiography”

Theresa Flynn, Pepperdine University, Malibu, CA, “Multimodal Storytelling: The Effect of Digital Media on the Composition Process”

Carrie Kilfoil, University of Louisville, KY, “Tell Me a Story: Systems Theory, Embodied Intelligence, and Creative Nonfiction in First Year Composition”

*Contesting Boundaries*

**M.30 A Higher Good: Morality, Faith, and Subjectivity**

Room A707, Atrium Level

**Chair:** Nicholas Behm, Elmhurst College, IL

**Speakers:** Dayna Goldstein, Georgia Southern, Statesboro, “Our Post-Humans Relations Don’t Understand our Symbolism: Developing a Critical Morality in the Networked World”

Heather Thomson-Bunn, Pepperdine University, Malibu, California, “A Muslim’s Faith, a Jewish Temple. . . and an Academic Argument?: Examining the Contested Role of Religious Belief in Composition”

*Community, Civic & Public*

**M.31 Creating a Framework for Audience Analysis:  
Contesting the Boundaries between Ethos and Pathos in  
Civic Discourse**

Marquis Ballroom, Salon B, Marquis Level

**Chair:** Lynee Gaillet, Georgia State University, Atlanta

**Speakers:** Barbara L’Eplattenier, University of Arkansas, Little Rock

Will Banks, East Carolina University, Greenville

Michelle Eble, East Carolina University, Greenville

*Contesting Boundaries*

**M.32 Beyond Rhetoric and Composition:  
The Liberal Arts Writing Major**

Room L503, Lobby Level

**Chair:** Dan Royer, Grand Valley State University, Allendale, MI

**Speakers:** Dan Royer, Grand Valley State University, Allendale, MI, “The Writing Major as Liberal Arts”

Ellen Schendel, Grand Valley State University, Allendale, MI, “Consulting with Writers: Applying Composition Studies to Writing”

Chris Haven, Grand Valley State University, Allendale, MI, “Authors In Depth: Literature for Writing Majors”

Christopher Toth, Grand Valley State University, Allendale, MI, “Multimodal Composing: Space for All”

*Institutional and Professional*

**M.33 What DO We Really Value?: Technology and Engagement  
in Tenure and Promotion Protocols**

Room L508, Atrium Level

**Chair:** Michael Day, Northern Illinois University, DeKalb, IL

**Speakers:** Janice Walker, Georgia Southern University, Statesboro, “Tenure 2000: A Decade Later”

Susan Delagrange, The Ohio State University, Columbus, “Manufacturing Kairos: Preparing Faculty to Evaluate Digital Scholarship”

Michael Pemberton, Georgia Southern University, Statesboro, “Positioning Writing Center Work for Professional Review”

Mike Palmquist, Colorado State University, Fort Collins, “Leaving the Sidelines: The Role of Senior Scholars in Charting New Standards for Tenure, Promotion, and Merit Decisions”

*Research*

**M.34 Revisualizing Composition:  
Mapping the Writing Lives of College Students**

Room L506, Lobby Level

**Chair:** Beth Brunk-Chavez, University of Texas at El Paso

**Speakers:** Stacey Pigg, Michigan State University, East Lansing

Dundee Lackey, University of North Carolina, Pembroke

Paula Rosinski, Elon University, NC

Tim Peeples, Elon University, NC

Martine Rife, Lansing Community College, MI

Beth Brunk-Chavez, University of Texas at El Paso

## N Sessions: 12:30–1:45 p.m.

*Featured Speaker*

**Peter Elbow**

### **Casual, Everyday Unplanned Spoken Language: What Can It Offer Careful Writing?— Even Academic Writing?**

Marquis Ballroom, Salon B, Marquis Level

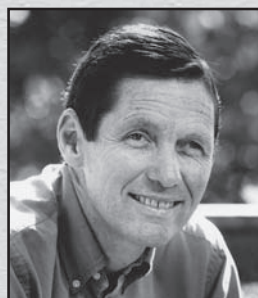
**Chair:** Elena Adkins Garcia, Michigan State University, East Lansing

It's widely assumed that we should keep speaking and writing apart: that spoken language is incoherent and messy and that we should warn students against using it as they write. I'm arguing against that assumption. I'm not just saying what many of us have been saying about freewriting: "It's fine write fast just as you speak; it'll make writing easier and help you find more things to say. But of course the language is wrong for careful writing." I'm going farther now. Not that we can record our casual speech and use it for writing, but that there are surprising positive linguistic and rhetorical virtues in careless unplanned speech—virtues that most people can't get when they write carefully. It's a matter of harnessing the resources of speech.

I will be drawing on a book that I've been working on for seven years: *Vernacular Eloquence: What Speech Can Bring to Writing*. (Oxford UP will bring it out in 2012.)

**Peter Elbow** is Professor of English Emeritus at UMass Amherst. He directed the Writing Program there—and earlier at SUNY Stony Brook. He also taught at M.I.T., Franconia College, and Evergreen State College.

He has written various books about writing, most recently *Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing* (2000—awarded the James Britton Award by CEE). He also wrote a book about Chaucer (1975) and a book about teaching and learning, *Embracing Contraries* (1986) and two versions of a textbook (with Pat Belanoff—*A Community of Writers* and *Being a Writer*). Recent articles: "Freewriting and Free Speech: A Pragmatic Perspective" (with Janet Bean) 2010; "Why Deny to Speakers of African American Language A Choice Most of Us Offer Other Students?" (2010).



**Peter Elbow**

*History*

**N.01 Practicing Histories:  
Conversations on the Doing of History and the Making of  
Historians in Composition and Rhetoric**

Marquis Ballroom, Salon C, Marquis Level

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

**Speakers:** Sarah Hallenbeck, Duke University, Durham, NC, “Traces of a Lived Past: Feminist Historiography and Rhetorics of the Everyday”

Bo Wang, California State University, Fresno, “Woman, Rhetoric, and History: The Politics of Reading between East and West”

Christa Olson, University of Wisconsin, Madison, “Places to Stand: The Possibilities and Pitfalls of Writing Histories outside Comfort Zones”

Janine Solberg, University of Massachusetts Amherst, “Internet Connections: Using Digital Tools, Enriching Women’s Histories”

**Respondents:** Debra Hawhee, Pennsylvania State University, State College

Peter Mortensen, University of Illinois at Urbana-Champaign

Roxanne Mountford, University of Kentucky, Lexington

*Contesting Boundaries*

**N.02 Writing and Working for Change:  
Working Class Politics in CCCC**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Samantha Blackmon, Purdue University, West Lafayette, IN

**Respondent:** William Thelin, University of Akron, OH

Alexandra Hidalgo, Purdue University, West Lafayette, IN

**Speakers:** Brian Bailie, Syracuse University, NY, “Creating a Memory of the Historical Moment”

James McDonald, University of Louisiana-Lafayette, “Recognizing Teachers, Contesting Labor Conditions: The History of the Non-Tenured Track Faculty Special Interest Group”

Seth Kahn, West Chester University of Pennsylvania, “Creating Workers, Expanding the Space of Labor: A History of the Labor Caucus”

*Writing Programs*

**N.03 Within Yet Aside:  
Assessing Critical Thinking Across Student Writing**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** John Holland, University of Southern California, Los Angeles

**Speakers:** Geoffrey Middlebrook, University of Southern California, Los Angeles, “Data Curation: Leveraging the Web for Acquisition, Storage, and Exhibition”

Lacey Donohue, University of Southern California, Los Angeles, “Unpacking the Data: Crafting and Applying Rubrics”

Jack Blum, University of Southern California, Los Angeles, “‘A Good Spectator Also Creates’: The Focused Assessment of Critical Reasoning”

*Information Technologies*

**N.04 The New Work of the Digital Book in Composition Studies**

Imperial Ballroom, Salon B, Marquis Level

**Chair:** Cynthia Selfe, The Ohio State University, Columbus

**Speakers:** Debra Journet, University of Louisville, KY, “The New and Old Work of the Book: Book as Object, Technology, and Genre”

Cheryl Ball, Illinois State University, Normal, “The Old, The New, and the Productive Tension Between”

Ryan Trauman, University of Louisville, KY, “Historically Situating Digital Design: Remediating Traditional”

*Contesting Boundaries*

**N.05 Writing Spaces:  
Lessons Learned for Creating and Using Open Textbooks**

Room M101, Marquis Level

**Chair:** David Blakesley, Clemson University, SC

**Speakers:** Bradley Bleck, Spokane Falls Community College, WA, “Collaborative Peer Review: Serving the Student Reader”

James P. Purdy, Duquesne University, Pittsburg, PA, “More than Delivery: Thoughts on Writing an Open Text as a Knowledge-making Practice”

Pavel Zemliansky, James Madison University, Harrisonburg, VA, “When You Are the Editor and the Publisher: Lessons Learned from Peer Review, Revision, and Negotiations with Authors”

Charles Lowe, Grand Valley State University, Allendale, MI, “Working with Creative Commons Licenses in Open Textbook Production”

*Teaching Writing & Rhetoric*

**N.06 Big Class, Small Communities: Affordances and Constraints in a “Jumbo” First-Year Writing Course**

Room M102, Marquis Level

**Chair:** Tom Fox, California State University, Chico

**Speakers:** Chris Fosen, California State University, Chico, “‘Jumbo’ Writing Instruction and the Distribution of the ‘Powerful Teacher Figure’”

Cody Caudill, University of Illinois, Urbana-Champaign, “Is There a Teacher in This Class? Mentor Identity in First-Year Writing”

Kim Jaxon, California State University, Chico, “The Affordance of Social Media: New Participation Structures, New Communities”

Erica Spangler, California State University, Chico, “Making ‘Basic’ Invisible: Agency and Identity in Jumbo First-Year Writing”

**Respondent:** Susan Miller, University of Utah, Salt Lake City

*Academic Writing*

**N.07 Reading, Literacy, and Play:  
Contesting Composition Pedagogy**

Room M103, Marquis Level

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

**Speakers:** Michael Harker, Georgia State University, Atlanta, “A Necessary Beginning: An Essay On Why Composition Needs Literacy Myths”

Debrah Huffman, Indiana University Purdue University, Fort Wayne, “A Fertile but Fallow Field: Nonfiction Reading Pedagogy in Composition”

Lacy Manship, University of North Carolina, Charlotte, “A Risky Entrance: Through a Kindergarten Door toward Play as Composition in College Writing”

*Research*

**N.08 The Literate Lives of Athletes:  
Marginalized Scholarly Relatives, Embodied Knowers**

Room M104, Marquis Level

**Chair:** Martha Townsend, University Of Missouri, Columbia

**Speakers:** Martha Townsend, University Of Missouri, Columbia “Researching and Writing about a Contested Space”

Bryan Maggard, University of Missouri, Columbia, “Supporting Research In ‘My’ Space”

William Moore, Atlanta Falcons National Football League Football Team, Atlanta, Georgia, “Leading, Winning, Graduating”

*Teaching Writing & Rhetoric*

**N.09 “Using the Stases as Heuristic Tools for Effective Argument”**

Room M105, Marquis Level

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

**Speakers:** Paul Saint-Amand, SUNY Potsdam, NY, “Introducing the Stases as Inquiry”

Barbara Jo Krieger, SUNY Potsdam, NY, “Using the Stases to Guide Claims, Assertions, and Support”

Michael Basseches, Suffolk University, Boston, MA, “Three Intellectual Strategies: Clarifying, Extending, and Restructuring”

*Teaching Writing & Rhetoric*

**N.10 The Language Of Relations; The Language Of Contested Knowledge**

Room M106, Marquis Level

**Chair:** Craig Hancock, University at Albany, NY

**Speakers:** Craig Hancock, University at Albany, NY, “Epistemic and Deontic Modality: How Mature Writers Hedge Certainty and Negotiate Social Reality”

Deborah Rossen-Knill, University of Rochester, NY, “How Novice and Experienced Writers Relay their Ideas to Readers: A Study in Metadiscourse”

*Contesting Boundaries*

**N.11 Body, Place, and Family: Three Cases for Expanding Epistemes in Researched Writing**

Room M107, Marquis Level

**Chair:** Matthew Ortoleva, Johnson and Wales University, Providence, RI

**Speakers:** Kim Hensley Owens, University of Rhode Island, Kingston, “Reconsidering ‘Reliable’: Online Birth Stories and the Value of ‘Unreliable’ Sources”

Jamie White-Farnham, University of Rhode Island, Kingston, “Rhetorical Heirlooms: Recognizing Inherited Knowledge as Evidence in Researched Writing”

Matthew Ortoleva, Johnson and Wales University, Providence, RI, “Being There: The Importance of Accessing Cultural Narratives and Local Knowledge as a Way to Understand Place”

*Contesting Boundaries*

**N.12 The Maker’s Mark: Productive Knowledge in Writing Studies**

Room M108, Marquis Level

**Chair:** Robert Danberg, Binghamton University, NY

**Speakers:** Thomas Girshin, Binghamton University, NY, “The Artist in Exile”  
Robert R. Johnson, Michigan Technological University, Houghton, “Craft Knowledge/Productive Knowledge: Thinking Through Disciplinarity in Writing Studies”

Sergio Figueiredo, Clemson University, SC, “Imagining the Field of Composition to Come”

*Theory*

**N.13 Contesting Identities in Writing Centers: Theorizing Subject Positions, Practices, and Political Contexts**

Room M109, Marquis Level

*Chair:* Harry Denny, St. John's University, Queens, NY

*Speakers:* Harry Denny, St. John's University, Queens, NY

Meridith Leo-Rowett, Suffolk County Community College, Brentwood, NY

Kerri Mulqueen, Nazareth Regional High School, Brooklyn, NY

Robert Mundy, St. John's University, Queens, NY

Bryan DeSousa, St. John's University, Queens, NY

*Contesting Boundaries*

**N.14 Multimodal Composition and the Agency of Transfer Students**

Room M202, Marquis Level

*Chair:* Ben Lauren, Florida International University, Miami

*Speakers:* Ben Lauren, Florida International University, Miami

Maria Lovett, Florida International University, Miami, "Re-presenting Student Knowledge and Experience through Digital Media"

Paul Feigenbaum, Florida International University, Miami, "'We're talkin' bout practice': Finding Comfort, and Camaraderie, in Multimodal Processes of Composition"

*History*

**N.15 In Search of the Beloved Community: Prophetic Rhetoric and Social Change**

Room M302, Marquis Level

*Chair:* Stephen Schneider, University of Louisville, KY

*Speakers:* Elizabeth Ellis, University of Alabama, Tuscaloosa, "Turning the World Upside Down: The Grimke Sisters Perform as Prophet in Antebellum America"

Erin Chandler, University of Alabama, Tuscaloosa, "Our Contemporaneous Ancestors: Alva Wilmot Taylor and the Southern Social Gospel Movement"

Stephen Schneider, University of Louisville, KY, "Hope on a Tight Rope: Cornel West and Prophetic Democracy"

*Community, Civic & Public*

**N.16 Practicing What We Preach: Rearticulating Rhetoric in the Polis and the University**

Room M303, Marquis Level

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

*Speakers:* Allen Brizee, Loyola University Maryland, Baltimore, "Iso-what?:"

Epistemology, Taxonomy, and Performance in Isocrates and Civic Engagement”

Kristine Johnson, Xavier University, Cincinnati, OH, “Contesting Ideals: Confirmation Hearings as Public Epideictic”

Paul Lynch, St. Louis University, MO, “The Rhetorician-in-Chief: Barack Obama’s Oratorical Relations”

*Professional and Technical Writing*

**N.17 Academic and Workplace Engineering Communication**

Room M304, Marquis Level

**Chair:** Matthew Russell, University of Wisconsin, Milwaukee

**Speakers:** Robert Irish, University of Toronto, Ontario, Canada, “When the Boiler Burns: The Problem of Template Writing in an Engineering Firm”

Ken Tallman, University of Toronto, Ontario, Canada, “Assessing the Engineering Portfolio”

*Academic Writing*

**N.18 Training and Sustaining: Producing Effective Writers of Long-Term Academic Writing Projects**

Room L401, Lobby Level

**Chair:** Peggy Lindsey, University of Dayton, OH

**Speakers:** Scott Wagar, Miami University, Oxford, OH, “‘Why Can’t Johnny Graduate?’ A Review of the Status Quo in the Training of Scholarly Writers”

Peggy Lindsey, University of Dayton, OH, “Training Self-Starting Scholars: Productivity Principles for Long-Term Writing Projects”

Sarah McGinley, Wright State University, Dayton, OH, “Making Space for Scholars: The Case for Integrating Productivity Training into Graduate Programs”

*Writing Programs*

**N.19 Really, Really Useful Knowledge: How Cultural Studies Agendas Play Out for a Director and Her Tutors at One Historically Black University**

Room L402, Lobby Level

**Chair:** Karen Keaton Jackson, North Carolina Central University, Durham

**Speakers:** Karen Keaton Jackson, North Carolina Central University, Durham  
Amanda Chambers, North Carolina Central University, Durham, “From Supervisor to Big Sister: The Effects of Mentoring During My Graduate School Experience”

Curtis Henderson, North Carolina Central University, Durham, “Emerging Black Male Scholar: Surviving and Succeeding in Graduate School”

LaKela Atkinson, North Carolina Central University, Durham

*Research*

**N.20 Reconciling the Relationship between “Old” And “New” Values in New Media Assessment**

Room L403, Lobby Level

*Chair:* Leah Chambers, Indiana University of Pennsylvania

*Speakers:* Emily Wierszewski, Seton Hill University, Greensburg, PA, “A Readerly Eye: Teachers Reading Student New Media Work”

Dirk Remley, Kent State University, OH, “Using Our Relationship with Print-based Rhetoric to Assess Second Life Machinima Video”

Dennis Jerz, Seton Hill University, Greensburg, PA, “Assessing Online Writing in a Post-Blogging Culture”

*Teaching Writing & Rhetoric*

**N.21 Transfers and Transformations**

Room L404, Lobby Level

*Speakers:* Eric Friginal, Georgia State University, Atlanta, “Corpus-Based, Multi-Modal Comparison of NS vs. NNS College Composition Texts”

Thomas Batt, Maine Maritime Academy, Castine, “Mixing It Up on the WAC Playground: The Possibilities of ‘Creative Transformation’ in a Humanities Survey Course”

Robert Terry, University of Louisville, KY, “Transfer Might Be Nothin’ but Terms Recognized: A Study of Transfer from FYC to Business Writing”

*Teaching Writing & Rhetoric*

**N.22 Multitasking and Multimodality**

Room L405, Lobby Level

*Speakers:* Sara Glennon, Landmark College, Putney, VT, “Lessons in ‘Task Shifting’ From ADHD College Students: Toward a Better Understanding of Attention, Distraction, Media Multitasking, and the Demands of College Work”

Ryan Hoover, St. Edward’s University, Austin, TX, “‘But Professor, I work better when I’m texting!’ Does Texting in Class Affect Student Productivity?”

Daniel Keller, Ohio State University, Newark, “Surveying Multimodal Literacies: What Practices Do Students Bring to College?”

*Contesting Boundaries*

**N.23 Contesting Copyright on Campus**

Room L508, Lobby Level

**Chair:** Martine Courant Rife, Lansing Community College, MI

**Speakers:** Robert Dornsife, Creighton University, Omaha, NE, “Owning Stewardship”

Barclay Barrios, Florida Atlantic University, Boca Raton, “Define ‘Safe’: SafeAssign and Student Intellectual Property”

Timothy Amidon, University of Rhode Island, Kingston, “Making Use: Agency, Academic Composing, and the Affordances of the Work for Hire Provisions”

Renee Hobbs, Temple University, Philadelphia, PA, “Unlocking the Power of Film for Education: Seeking a DMCA Exemption for Media Literacy Education”

Danielle Nicole DeVoss, Michigan State University, East Lansing, “Rethinking Ugly: Remix, Composing, and YouTube Poop”

*Information Technologies*

**N.24 Entering the Ecology of the University:  
How Emergent Media Provide Innovative Disciplinary  
Access for WAC and WID**

Room L503, Lobby Level

**Chair:** Harrison Carpenter, University of Colorado, Boulder

**Speakers:** Morgan Reitmeyer, Purdue, West Lafayette, IN, “New Frontiers: WAC and WID Venturing Outside of University Borders”

Kim Richard, St. Joseph College, West Hartford, CT, “Teach Me ‘ning’: Preparing Future Teachers for Web2.0 Writing”

William Klein, University of Missouri, St Louis, “Second Life for First Meetings: Using SL to Encourage Collaboration”

Cathy Spidell, University of Akron, OH, “Digital Access: Creating Space for Disabilities with New Media”

*Contesting Boundaries*

**N.25 The Life of the Mind, Meditation and Humility**

Room A701, Atrium Level

**Speakers:** Erec Smith, Ursinus College, Collegeville, PA, “The True Aspect of All Phenomena: A Buddhist Approach to Writing Pedagogy”

Gwen Gorzelsky, Wayne State University, Detroit, MI, “Literacy in a Biocultural World: Neuroscience in Literacy Studies”

Kendall Gerdes, University of Texas at Austin, “Epistemological Humility: What’s Queer About Queer Studies Now”

*Contesting Boundaries*

**N.26 Politicizing All Our Relations:  
Feminist Rhetorics, Contested Spaces**

Room A702, Atrium Level

*Chair:* Rebecca Dingo, University of Missouri, Columbia

*Speakers:* Rebecca Dingo, University of Missouri, Columbia

Eileen Schell, Syracuse University, NY

Jacqueline Rhodes, California State University, San Bernardino, San Bernardino

Gwendolyn D. Pough, Syracuse University, NY

Susan Jarratt, University of California, Irvine

*Contesting Boundaries*

**N.27 “Disclosing Hidden Episodes”:  
Contentious Spaces and the Complexities of Indians**

Room A703, Atrium Level

*Chair:* Joyce Rain Anderson, Bridgewater State College, MA

*Speakers:* Joyce Rain Anderson, Bridgewater State College, MA, “Metacom’s Rebellion in the Twenty-first Century”

Mandy Suhr-Sytsma, University of Connecticut, Storrs, “Challenging Inequitable Relations: The Composition of Antiracism and Indigenous Self-Determination in Sherman Alexie’s *The Absolutely True Diary of a Part-Time Indian*”

Lisa King, University of Kansas, Lawrence, “‘We are related, didn’t you know?’: Classroom Strategies for Building Rhetorical Alliance”

Janice Gould, University of Colorado, Colorado Springs, “Which Culture? Whose Culture? Who Cares?”

Christie Cooke, Haskell Indian Nations University, Lawrence, KS, “Re-learning and Re-thinking Our Histories: One Beginning Composition Class at Haskell Indian Nations University”

*Contesting Boundaries*

**N.28 Contesting the Tenure Process Post-September 2008:  
Nontraditional Trajectories**

Room A704, Atrium Level

*Chair:* Lindal Buchanan, Old Dominion University, Norfolk, VA

*Speakers:* Lindal Buchanan, Old Dominion University, Norfolk, VA, “Contesting Conventional Wisdom: What Academic Conduct Books Acknowledge and Ignore”

Paul Butler, University of Houston, TX, “Contesting Geographies: Time, Place, and ‘Upping the Stakes’”

Katherine Wills, Indiana University Purdue University Columbus, “Economies of Change: Contesting the Ethics of Tenure Practices”

Sue Doe, Colorado State University, Fort Collins, “Contesting Labor Policy During Times of Economic Crisis: Lacking Tenure, Dare We Interrogate the Message?”

Joseph Eng, California State University Monterey Bay, Seaside, “Contesting Campus-Wide Program Administration as a Tenure-Track Full Professor”

*Contesting Boundaries*

**N.29 Global Educators for Hope:  
The International Sustainable-Literacy Project**

Room A705, Atrium Level

**Chair:** John Reilly, Indiana University of Pennsylvania

**Speakers:** Claude Hurlbert, Indiana University of Pennsylvania, “Losing My Place in the Face of Eco-Crisis”

Hayat Messekher, Ecole Normale Supérieure - Algiers, Algeria, “Depoliticizing Fear in the Face of Eco-Silence”

Tomoko Oda, Indiana University of Pennsylvania, “Teaching Intercultural Sensitivity in the Face of Eco-Crisis”

Laura Oliver, Rosemont College, PA, “Writing in the Face of Eco-Trauma”

Wan-Ning Yeh, Indiana University of Pennsylvania, “Living Creatively in the Face of the Eco-Crisis”

John Reilly, Indiana University of Pennsylvania, “Laughing in the Face of Eco-Crisis”

Kyung-Min Kim, Indiana University of Pennsylvania, “Addressing the Trans-cultural in the Face of Eco-Crisis”

Ibrahim Ashour, Indiana University of Pennsylvania, “Meditating in the Face of Ecological Hate”

Pisarn Bee Chamcharatsri, Indiana University of Pennsylvania, “Theorizing Pedagogy in the Face of Ecological Love”

*Contesting Boundaries*

**N.30 A Department in Exile:  
The Challenges of Contested Spaces and Roles**

Room A706, Atrium Level

**Chair:** Steven Krause, Eastern Michigan University, Ypsilanti

**Speakers:** Steven Krause, Eastern Michigan University, Ypsilanti

Hava Levitt-Phillips, Eastern Michigan University, Ypsilanti

Nicole Guinot Varty, Eastern Michigan University, Ypsilanti

Sonya Alvarado, Eastern Michigan University, Ypsilanti

Derek Mueller, Eastern Michigan University, Ypsilanti, MI

Ann Blakeslee, Eastern Michigan University, Ypsilanti, MI

*Contesting Boundaries*

**N.31 Code-Meshing as World English:  
Policy, Pedagogy, Performance**

Room A707, Atrium Level

**Chair:** Aja Martinez, University of Arizona, Tucson

**Speakers:** Jeremy Jones, Charleston Southern University, SC, “Code-Meshing and Appalachian Identity”

Vivette Milson-Whyte, The University of the West Indies, Mona, Kingston, Jamaica, “Code-Meshing and Glissantian ‘Opacite’: Establishing Inter-relationships Among Students’ Languages”

Richard Nettell, University of Hawai‘i at Manoa, Honolulu, “Beyond Contrastive Analysis and Code Switching”

Frances Condon, University of Nebraska-Lincoln, “White Supremacy in Traditional and Code-Switching Pedagogies: A Closer Look”

Aja Martinez, University of Arizona, Tucson, “Between Two Identities: The Aftermath of English-Only Policies”

**Respondents:** Bruce Horner, University of Louisville, KY

Kevin Roozen, Auburn University, AL

Vershawn Young, University of Kentucky, Lexington

*Contesting Boundaries*

**N.32 Gendered Boundaries: Women in the Profession and the  
Impact of Economic Conditions**

Room A708, Atrium Level

**Co-Chairs:** Kirsti Cole, Minnesota State University, Mankato

Morgan Gresham, University of South Florida, St. Petersburg

**Speakers:** Renee Moreno, California State University, Northridge, “Leaving Teaching: The Rewards and Pitfalls of Administrative Work”

Julie Myatt, Middle Tennessee State University, Murfreesboro, “Finding Balance: The Challenges of a Non-Tenured Female Faculty Member”

Alice Gillam, University of Wisconsin, Milwaukee, “Having a Life and a Career Too: Late-Career Reflections”

Jean Ferguson Carr, University of Pittsburgh, PA, “The Impact of the Economy on Finding a Work-Life Balance”

Wendy Olson, Washington State University Vancouver, “The Feminization of Composition Redux: Resources, Budget Crisis, and Administration”

Cassandra Phillips, University of Wisconsin-Waukesha, “The Gendered Work-Life Balance: Exploring Traditions, the Household and the Academy”

Stephanie Morgan, University of North Carolina – Chapel Hill, “Trailing Spouse: Negotiating My Gendered Economy”

Jennifer Heinert, University of Wisconsin Colleges

*Writing Programs*

**N.33 Contested Spaces and Curricular Design:  
Incorporating Students' Local Knowledge and Rhetorical  
Practices into Sites of Institutional Writing Instruction**

Room L507, Lobby Level

**Chair:** Christopher DiBiase, University of Massachusetts Amherst

**Speakers:** Christopher DiBiase, University of Massachusetts Amherst

Kristin Lindgren, Haverford College, PA

Megan Trexler, University of Massachusetts, Amherst

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## Saturday Afternoon Events

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### Poetry Forum

12:30–1:45 p.m.

International Ballroom, Salon A, International Level

**Co-Chairs:** Mary Minock, Madonna University, Livonia, MI

Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX

### Graduate Student Forum

2:00–3:15 p.m.

International Ballroom, Salon A, International Level

**Chair:** Malea Powell, Michigan State University, East Lansing MI

All graduate students are enthusiastically encouraged to attend this forum!

Organized by the Program Chair at the request of graduate students in Rhetoric & Composition Studies, this forum will provide an official space for graduate students to discuss issues important to you -- this will include, but won't be limited to, ways to gain representation in the organization (caucus? sig? committee?) in order to make sure that graduate students are included in organizational efforts to build a sustainable disciplinary future. A more detailed overview of this Forum will be included in the Program Update, distributed at the convention registration desk.

### Pedagogies of Passion: Exploring Enthusiasm in Teaching and Writing

2:00–3:15 p.m.

Marquis Ballroom, Salon D, Marquis Level

**Keynote Speaker:** Doug Hesse, University of Denver, CO, "Creating Nonfictions:

The Allure of—and an Apology for—Writing Beyond the Rhetorical Situation"

**Speakers:** Ian Marshall, William Paterson University, Paterson, NJ, "Impassioned

Saturday, 2:00–3:15 p.m.

Whiteness”

Wendy Ryden, Long Island University, Brookville, NY, “Impassioned Whiteness”

Brian Ray, University of North Carolina at Greensboro, “Passion and Human Rights Rhetoric”

Eric Leake, University of Louisville, KY, “Painful Passions: Writing about Abuse”

Irene Papoulis, Trinity College, Hartford, CT, “The Teacher’s Passion: Burning or Burnt Out?”

Sharon Marshall, St. John’s University, Queens, NY, “The Teacher’s Passion: Burning or Burnt Out?”

Mark McBeth, John Jay College, New York, NY, “Flirting with Students”

**Prison Writing:**

**Pedagogy, Representation, Research and Action**

2:00–3:15 p.m.

Imperial Ballroom, Salon B, Marquis Level

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

**Speakers:** Phyllis Hastings, Saginaw Valley State University, MI, “Who’s In Prison? Contesting Images of Inmates and Incarceration”

Wendy Hinshaw, Florida Atlantic University, “Moving Past Amazement”

Laura Rogers, Albany College of Pharmacy and Health Sciences, Albany, “Research in Prison: Contexts, Ethics, and Representation”

Sarah Higinbotham, Georgia State University, Atlanta, “Emergent Prison Studies: Rediscovering Reform”

Pamela Sheff, Johns Hopkins University, Baltimore, MD, “Exploring the Rhetoric of Confinement”

Patrick Berry, University of Illinois at Urbana-Champaign, “Time and Doing Time with Literacy Narratives”

Stacy McQuaide, Oxford College of Emory University, GA, “Stories That Transform: Memoir Writing as a Catalyst for Social Change”

Tom Kerr, Ithaca College, NY, “Trading Letters, Trading Places: One Cross-Country College-Prison Collaboration”

Barbara Roswell, Goucher College, Baltimore, MD, “From Volunteer Workshop to College Degree Program: Creating Sustainable Institutional Partnerships”





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Fountainhead Press	30
Hampton Press	68
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Hayden McNeil Publishing	25
Insider Higher Ed	7
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Kendall Hunt Publishing Co.	59
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McGraw-Hill Higher Education	40
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New City Community Press	72
Oxford University Press	29
Parlor Press	16
Pearson	19
Penguin Group (USA)	5
Random House, Inc.	27
Routledge/Taylor & Francis Group	32
Southern Illinois University Press	60
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University of Pittsburgh Press	15
Utah State University Press	58
W.W. Norton, Inc.	3
Wadsworth Cengage Learning	42
Writing on the Edge	6

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W. W. Norton, Inc.	3
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The College Board	37

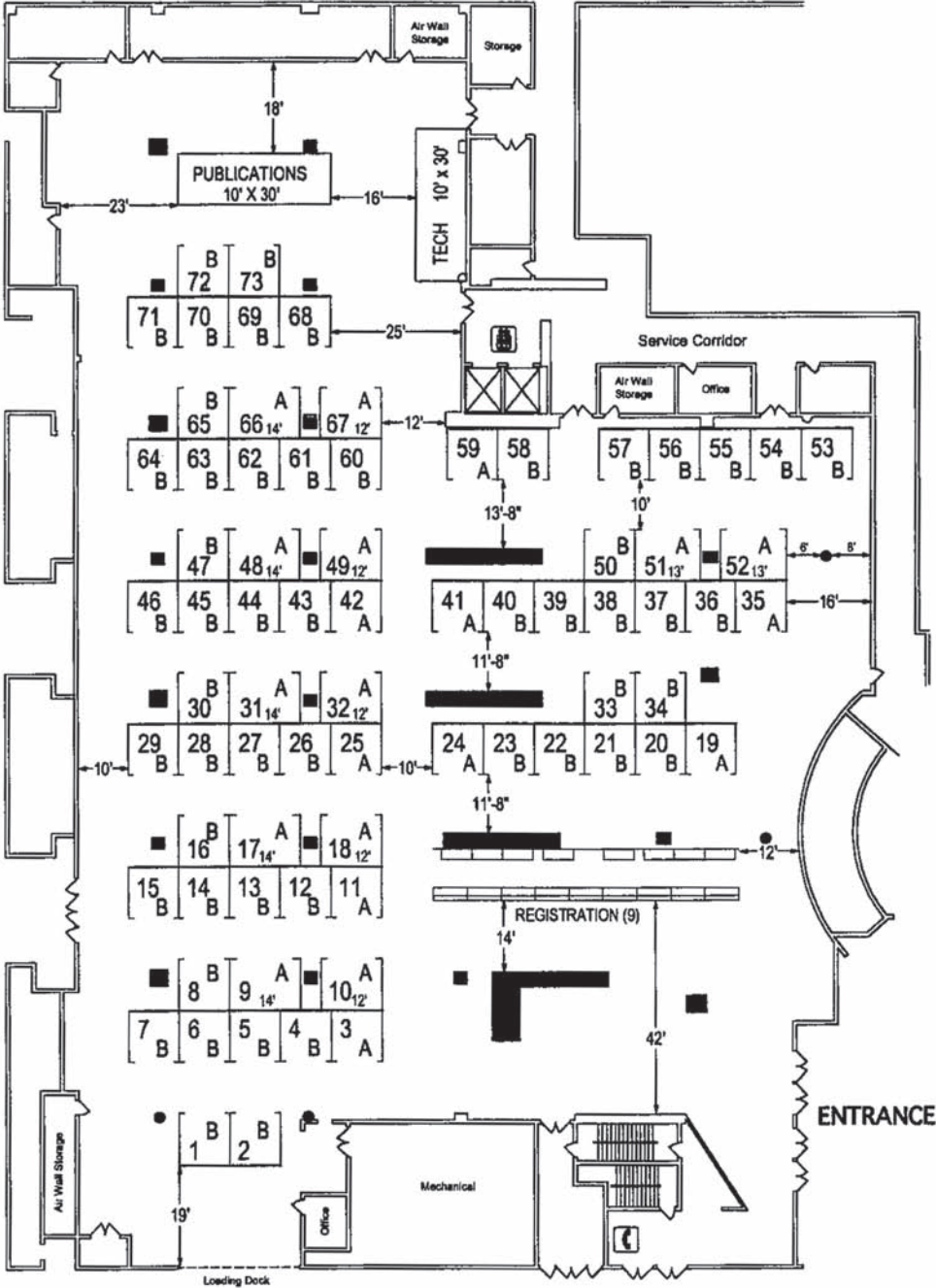
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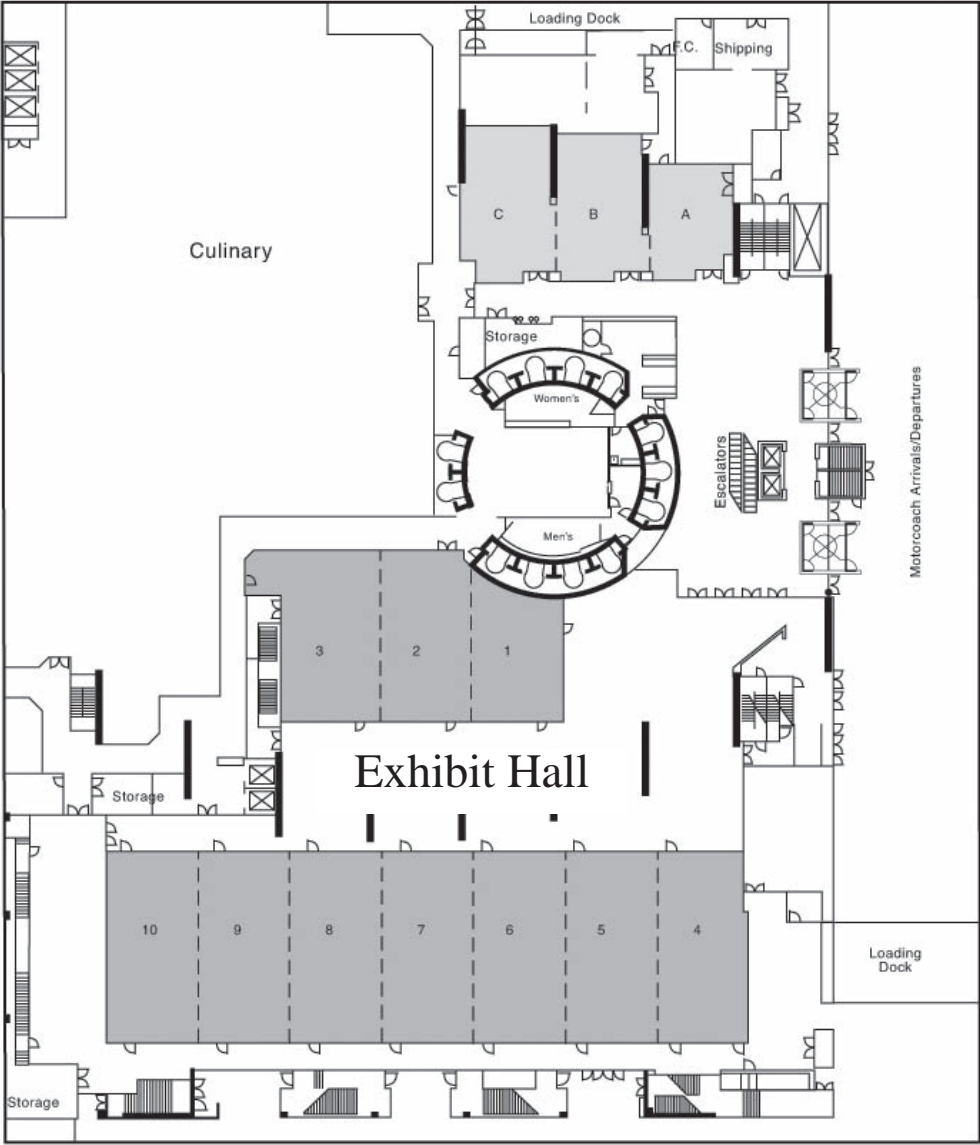
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Inside Higher Ed: Online Publication	7
Journal of Teaching Writing: Journal	28
The College Board: Enrollment Solutions	37

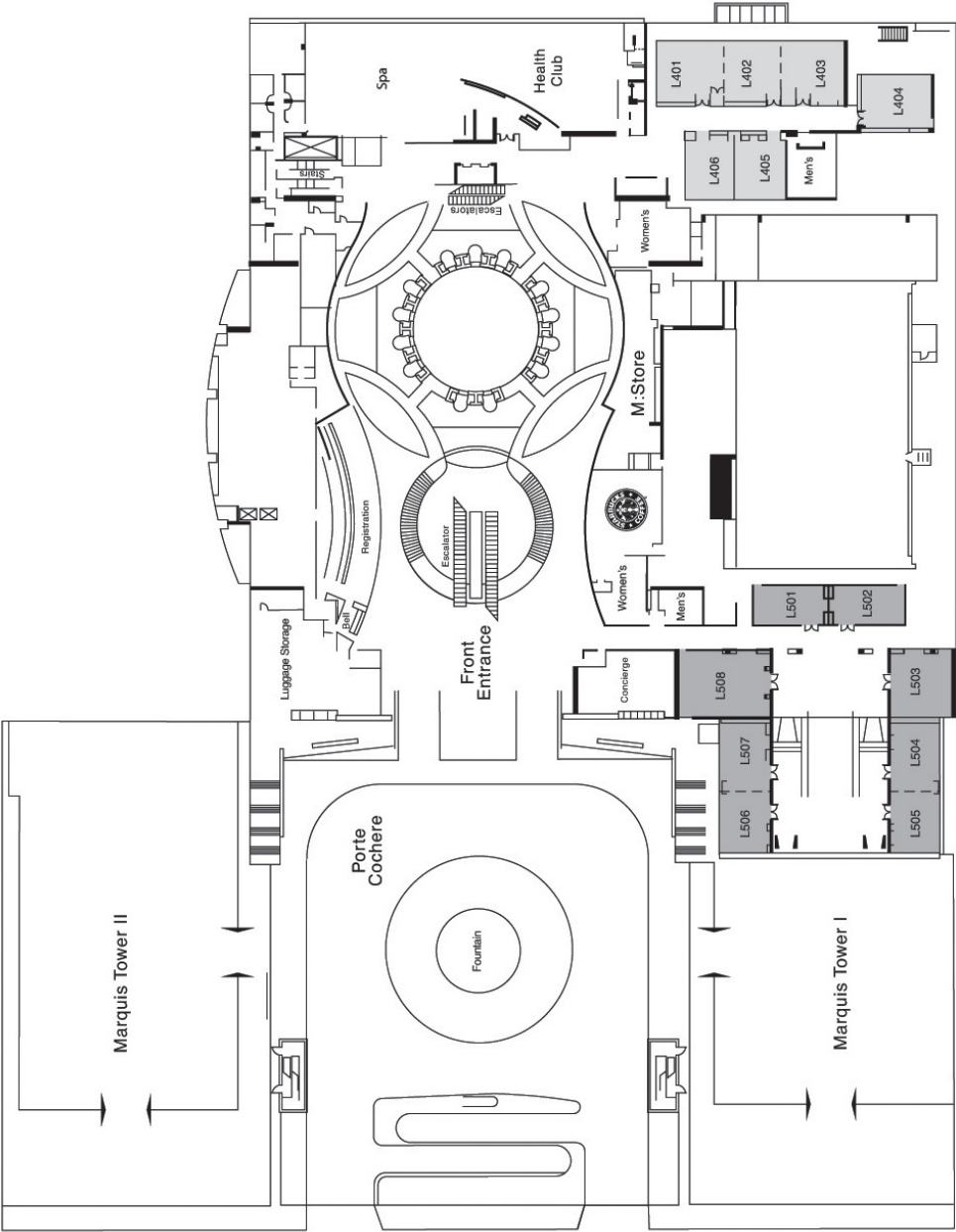
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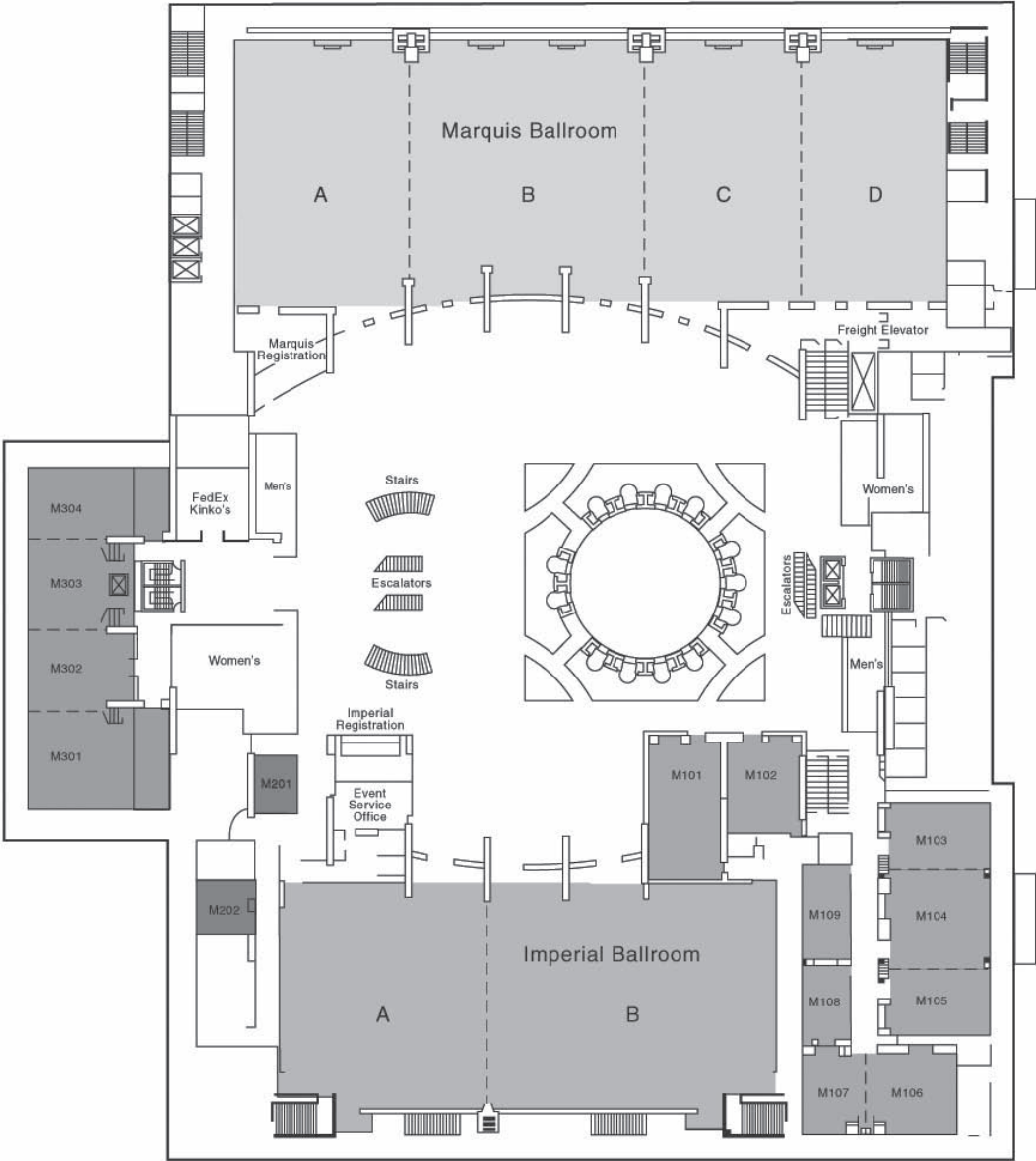
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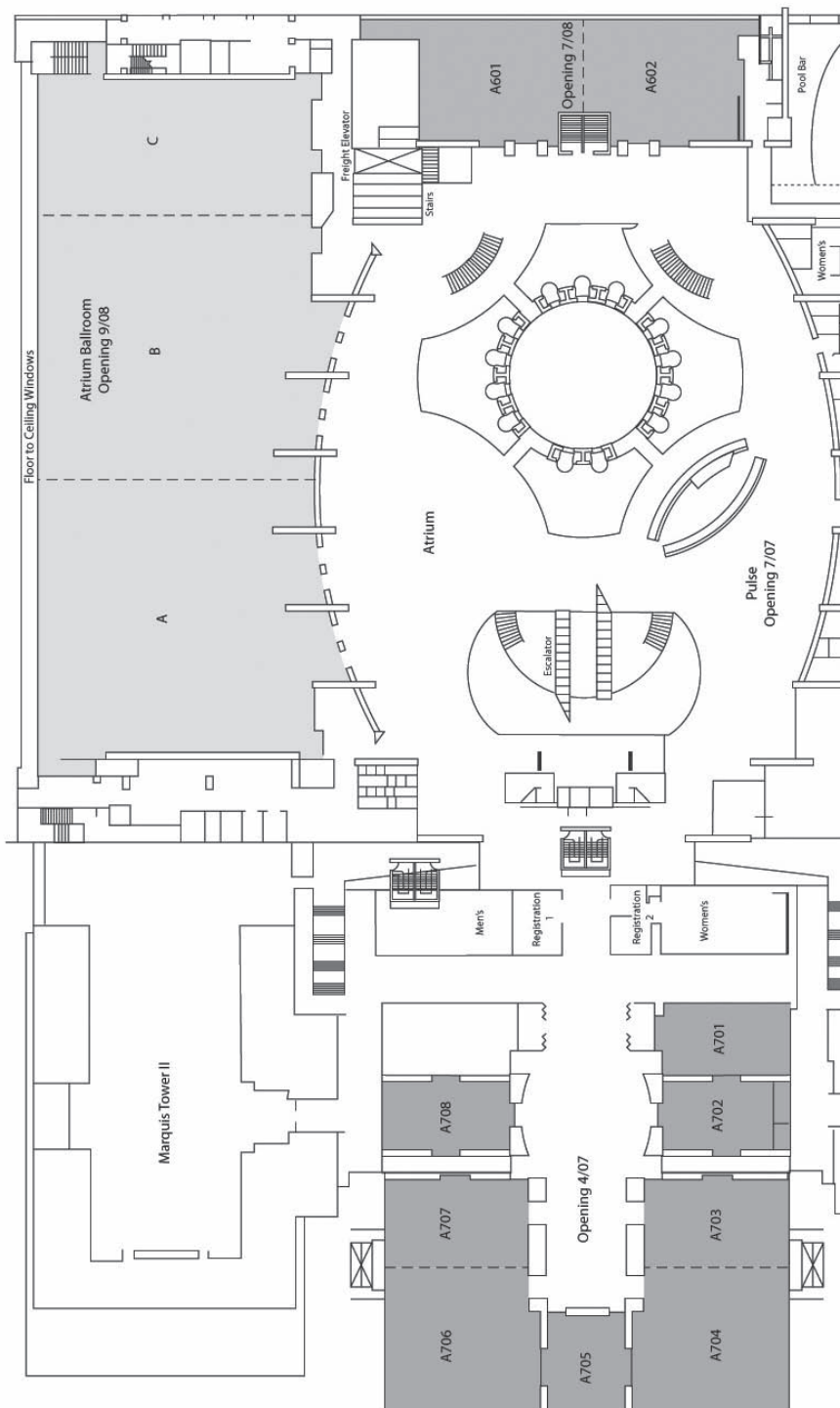
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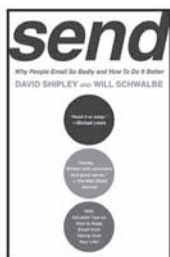
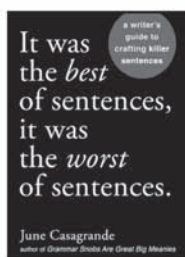
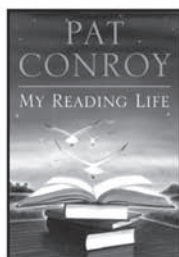
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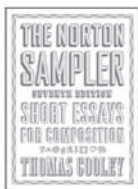
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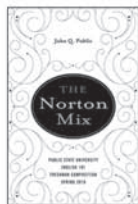
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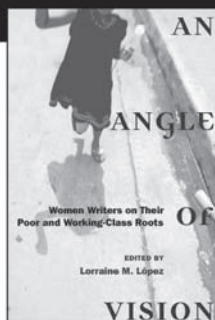
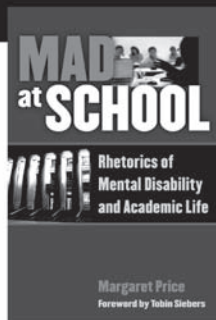
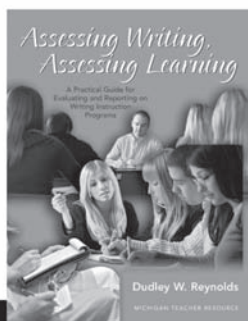
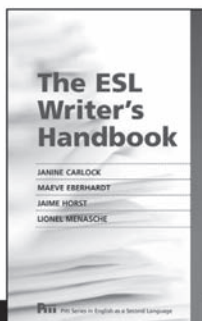


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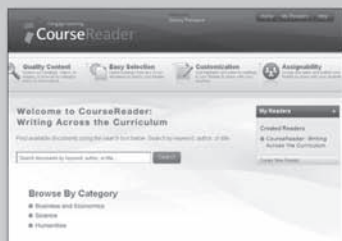
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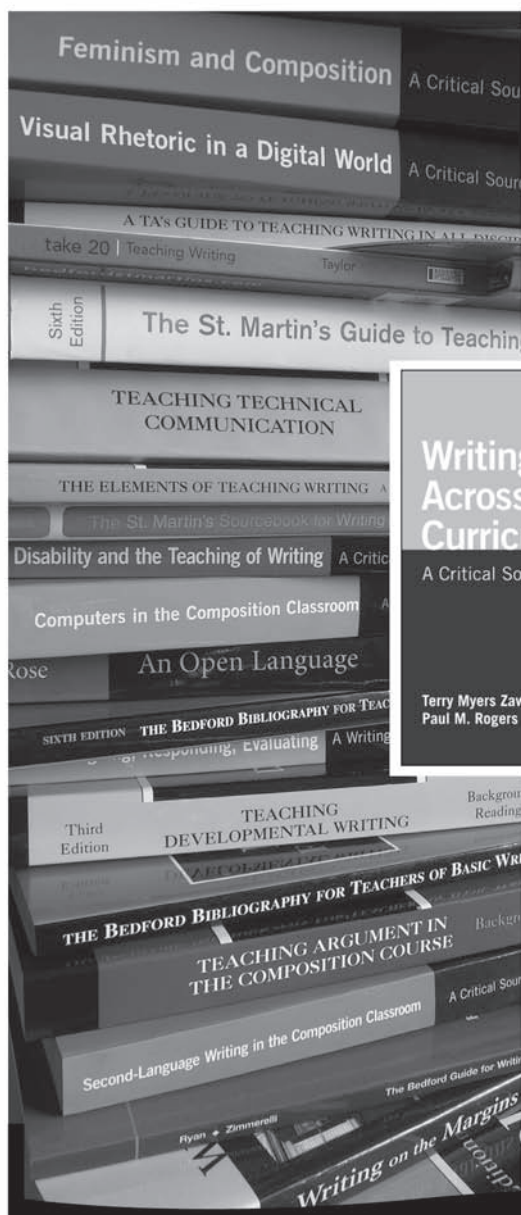
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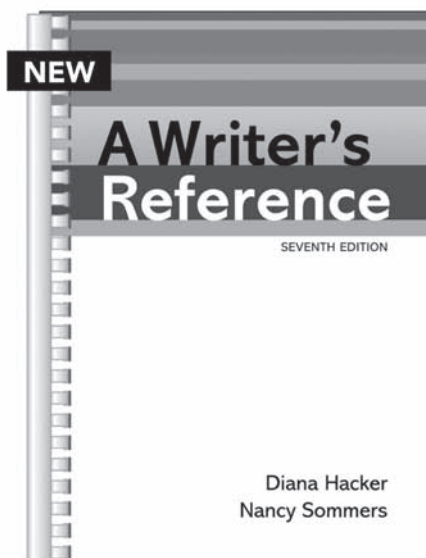
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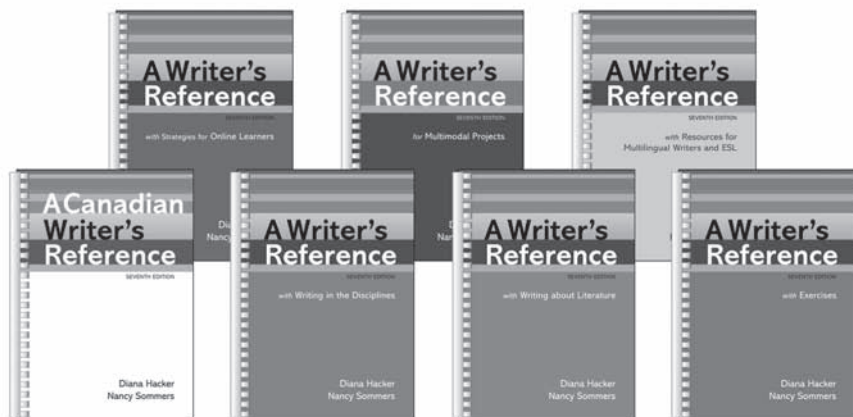
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Diana Hacker, Stephen A. Bernhardt,  
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flow

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## Writer's Help Index: Fall 2010

15,155 instructors and 3,692 students visited *Writer's Help* this fall.  
Here is what we learned:

- 86,219 Total number of searches conducted between September 1<sup>st</sup> and October 31<sup>st</sup>
- 3,188 Number of times people searched for "however"
- 1,375 Total number of tags created
- 303 Number of times an exercise was assigned
- 114 Number of instructors who assigned pages
- 60 Number of instructors who recommended pages
- 59 Number of times a Quick Help page was assigned
- 42 Number of times any page was tagged with "mla"
- 11 Percentage of tags that included a date (e.g., "For Monday, October 18")
- 2 Number of times people searched for "how to make an essay longer"
- 1 Number of emoticons used in a tag : )

"I cannot thank you enough for devising *Writer's Help*. It is relevant, accurate, efficient, attractive, and ridiculously easy to use."

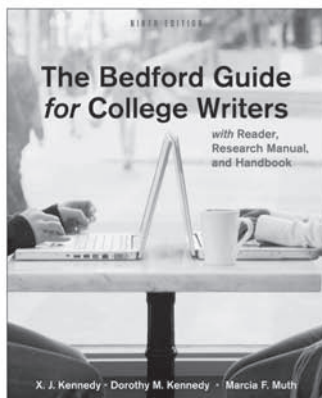
—Su Kraegel, *University of North Florida* (instructor)

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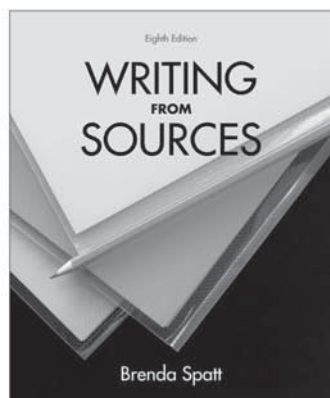
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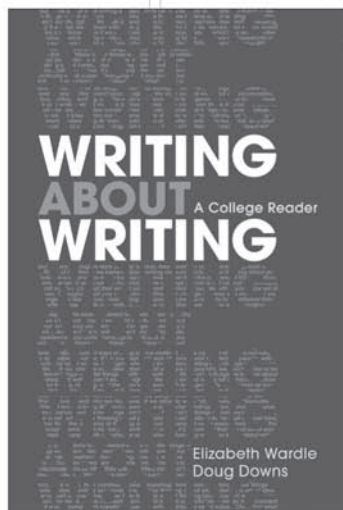
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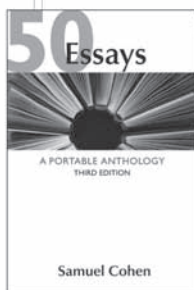


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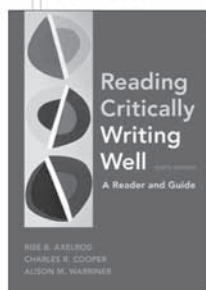
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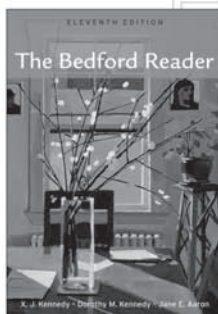
Make the  
reading-writing  
connection



## New readers that speak to students



What matters  
to your students  
—hot off the  
press



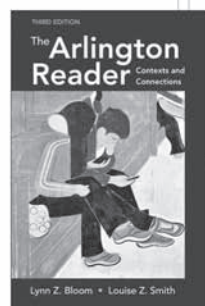
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worth  
reading



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critically.



Compelling  
ideas in a  
rhetorical  
organization

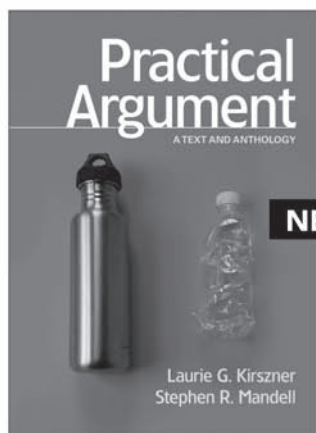


Themes that  
matter—at a  
great price

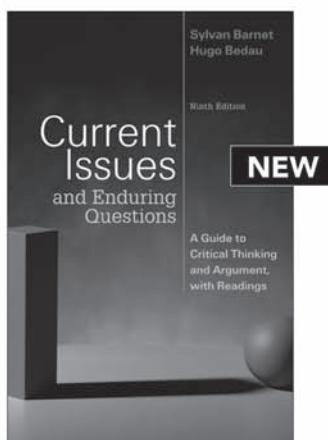


Let students  
talk back to  
Foucault

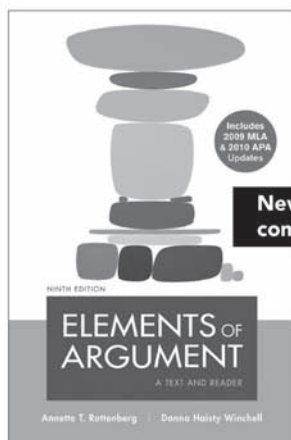
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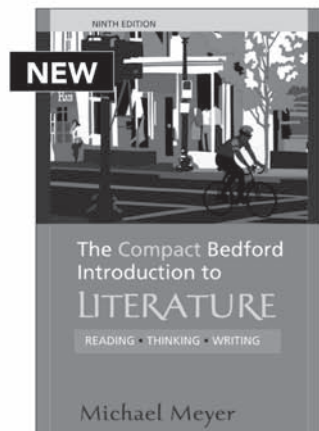
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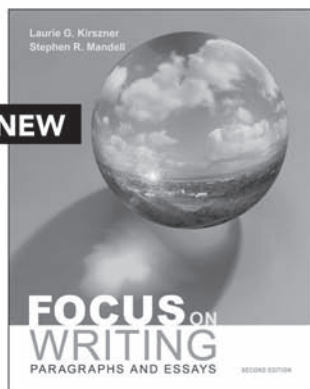
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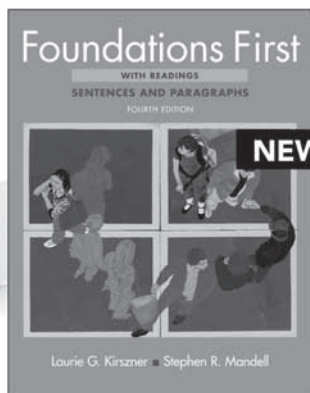
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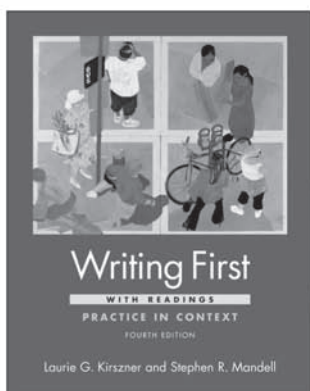
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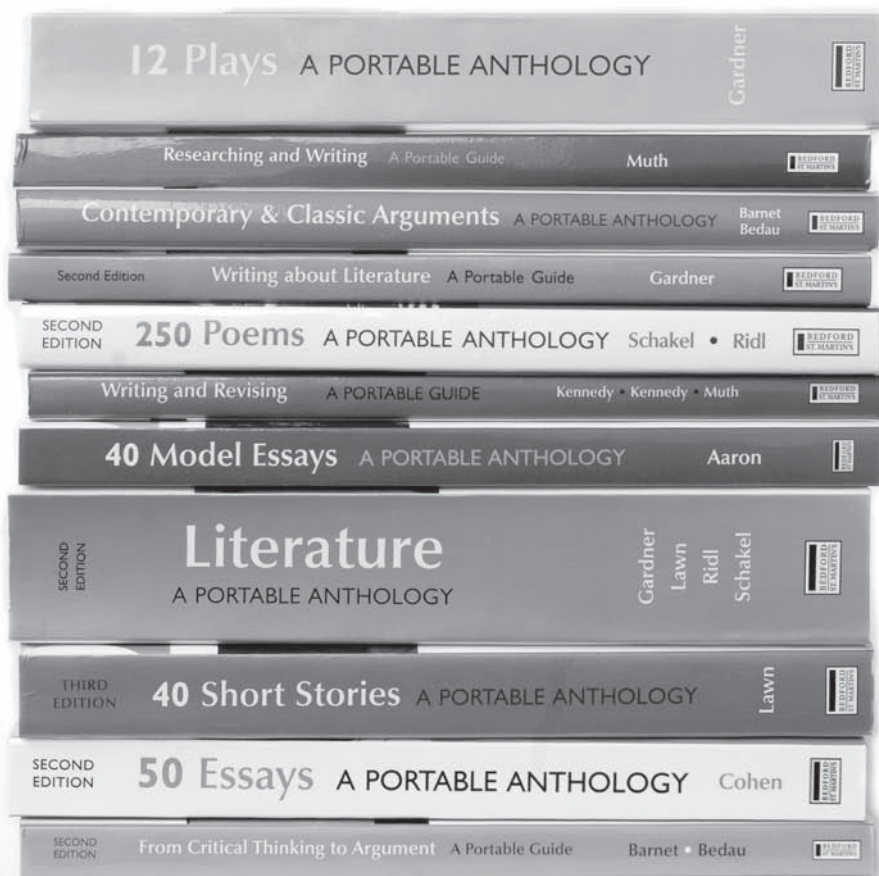


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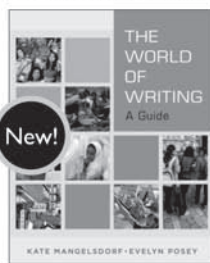
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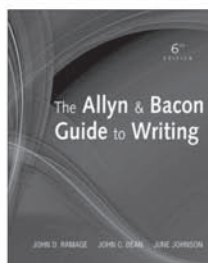
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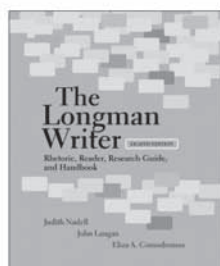
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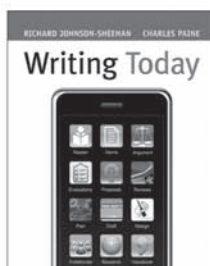
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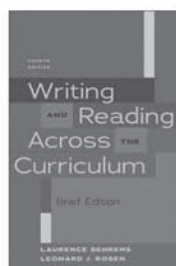
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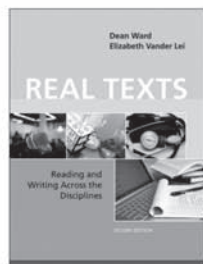
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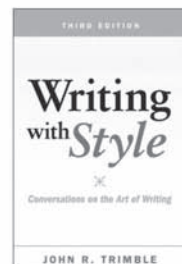
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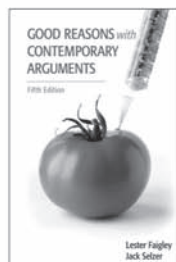
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## ARGUMENT



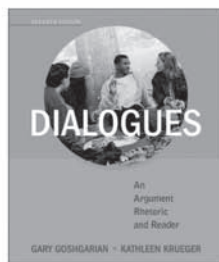
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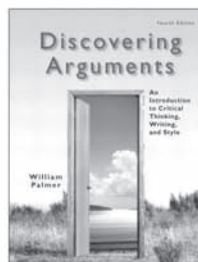
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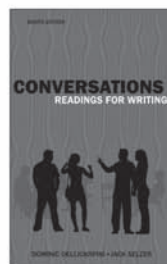
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Coxwell-Teague



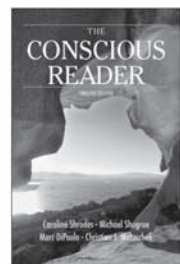
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Dominic Delli Carpi  
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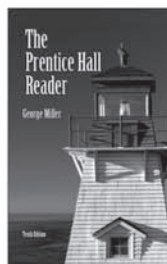
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Marc DiPaolo &  
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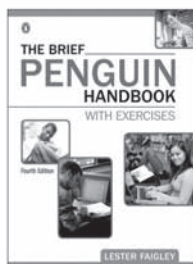
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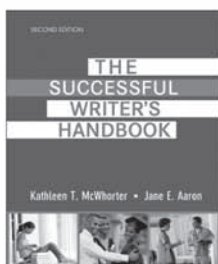
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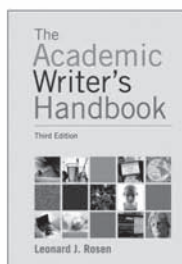
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Letter-number combinations after names indicate sessions. Special Interest Groups on Thursday, 6:30 p.m.–7:30 p.m. and on Friday, 6:30 p.m.–7:30 p.m. are coded SIG. Full-Day Workshops on Wednesday, 9:00 a.m.–5:00 p.m. are coded W; Half-Day Workshops on Wednesday, 1:30 p.m.–5:00 p.m. are coded MW, AW. Other codes are as follows:

- CWS.... Coalition of Women Scholars
- DP.... Consortium of Doctoral Programs in Rhetoric and Composition
- FSn.... Featured Session
- FSp.... Featured Speaker
- HFS.... Hallmarks of Fame
- HN.... Humor Night
- IP.... Intellectual Property Caucus
- MD.... The Master's Degree Consortium of Writing Studies Specialists
- PF.... Poetry Forum
- QRN.... Qualitative Research Network
- RNF.... Research Network Forum
- RFP.... Rhetoricians for Peace
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Bernstein, Susan Naomi:	W 4, K 33	Bourgeois, Pamela:	I 19
Berry, Patrick:	D 17, J 02, SAT	Bourque, Kevin:	E 25
Bertino, Keri:	K 25	Bowden, Darsie:	L 01
Bertsch, Deborah:	C 17	Bowen, Lauren:	E 32
Bessette, Jean:	RNF	Bowles, Sarah:	G 02
Beucher, Rebecca:	D 23	Bowman, Rachel:	A 18
Bianco, Jamie Skye:	F 14, I 08	Boyd, Patricia:	J 23
Bibbs, Maria:	G 33	Boyle, Casey:	H 38
Bilbro, Rebecca:	M 02	Boz, Corinne:	W 2
Billings, Simone J.:	G 37	Bradley, Desi:	B 15
Bird, Barbara:	QRN	Bradley, Doug:	J 10
Bizzaro, Patrick:	G 04	Brady, Laura:	A 30
Bizzaro, Resa Crane:	Fsn C, FSIG 04	Bragg, Christy:	I 12
Bjork, Olin:	K 22	Brammer, Charlotte:	G 15
Blackburn, Lorelei:	G 10	Branch, Erin:	A 28
Blackmon, Phillip:	L 14	Brannon, Lil:	A 39, C 39
Blackmon, Samantha:	B 34, H 37, N 02	Branstad, Jeremy:	L 16
Blair, Kristine:	M 15	Branstetter, Heather:	I 31
Blake, Andrew:	G 14	Brantner, Mark:	RNF
Blake, Ginger Jurecka:	RNF, K 03	Brassil, John:	F 39
		Brauer, David:	I 32

Braun, MJ:	RFP
Brazier, Michelle:	B 33
Breckenridge, Adam:	D 16
Breneman, Daisy:	J 09
Brenneman, Meghan Wilson:	G 34
Bridges, Bill:	HN
Bridgman, Katherine:	C 19
Brinkschulte, Melanie:	W 2
Britt-Smith, Laurie:	RNF
Brittenham, Rebecca:	A 08
Brizee, Allen:	N 16
Brock, Kevin:	FSn I
Brock, Kevin:	M 07
Brockman, Elizabeth:	A 39, FSIG 14
Brodsky, Anne-Elizabeth:	I 17
Brooks, Julie:	H 22
Brooks, Marilee:	FSn E
Brown, Heather:	C 13
Brown, Monika:	E 20
Brown, Sarah:	C 21, J 36
Brownson, Wendi:	G 06
Bruce, Heather:	C 03
Bruce, Shanti:	AW 8, I 27
Bruland, Holly:	G 15
Brunk-Chavez, Beth:	M 34
Brunyate, Mina:	G 28
Bryant, Rachel:	HN
Bryson, Krista:	H 02
Buchanan, Lindal:	M 17, N 28
Buchanan, Rebekah:	I 14
Buchenot, Andre:	J 06
Bucher, Stephen:	TSIG 13
Buehl, Jonathan:	FSIG 13, K 21
Buffington, Nancy:	MW 6
Burdick, Melanie:	K 32
Burgess, Christine:	D 08
Burgess, Jennifer:	J 33
Burgin, Nicole:	F 19
Burkett, Jennifer:	H 09
Burmester, Beth:	G 28
Burnett, Rebecca:	I 34
Burns, Deborah:	E 15
Burns, Michael:	M 02
Burr, Jon:	D 15
Burrows, Cedric:	M 20
Butler, Leigha:	G 31
Butler, Paul:	N 28
Butler, Tamara:	I 12
Butos, Cynthia L.:	D 01

Butts, Jimmy:	L 29
Buyserie, Beth:	L 12

## C

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Cabral, Cathryn:	J 15
Cadbury, Vivian:	G 31
Cadle, Lanette:	H 22
Cain, Kathleen Shine:	D 21
Cain, Mary Ann:	C 39
Caldwell, Heather:	K 19
Calhoon-Dillahunt, Carolyn:	FSn A
Camp, Heather:	D 34
Campbell, Jennifer:	F 34
Canagarajah, Suresh:	L 04
Canku, Clifford:	FSn F2
Capdevielle, Matthew:	A 26
Carabelli, Jason:	G 30
Carbone, Nick:	F 36
Carey, Tamika L.:	RNF
Carlo, Rosanne:	RNF, C 17
Carlsson, Carl Johan:	F 23
Carlton, Susan R.:	C 08
Carney, William:	RNF
Carpenter, Harrison:	N 24
Carpenter, William:	F 31
Carr, Allison:	D 37, G 08
Carrales, Rachel:	G 20
Carroll, Bill:	L 24
Carroll, Jeffrey:	D 30
Carter, Christopher:	B 12
Carter, Geoffrey V.:	C 32
Carter, Michael:	E 39
Carter, Shannon:	W 4, F 08,
TSIG 12	
Carter, Terry:	AW 2
Carusi, Rahna:	D 19
Casey, Shawn:	H 33
Casillas, Sergio:	E 01
Casper, Christian:	K 21
Cassity, Kathy:	C 14
Cassorla, Leah:	A 12
Castelló, Montserrat:	W 2
Caster, Peter:	E 27
Castillo, Angela:	D 12
Caton, Collette:	G 38
Caudill, Cody:	N 06
Cavallaro, Alexandra:	C 04

Cavazos, Alyssa:	H 30	Clements, Jessica:	H 37
Cavusgil, Sharon:	G 03, L 06	Clemons, Amylea:	L 05
Center, Carole:	H 29	Clifton, Jennifer:	F 04
Centrelli, Kelly:	MW 9	Cobos, Casie:	FSn G1
Ceraso, Antonio:	G 29	Cochran, Tanya:	W 5
Ceraso, Steph:	W 6	Cognard-Black, Jennifer:	M 27
Chamberlain, Lora:	H 22	Coker, Lauren:	E 11
Chambers, Amanda:	N 19	Colavito, Rocky:	H 11
Chambers, E. James:	H 26	Colby, Richard:	F 34
Chambers, Leah:	N 20	Cole, Kirsti:	W 5, N 32
Chamcharatsri, Pisarn Bee:	N 29	Coleman, Charles:	C 09
Chandler, Erin:	N 15	Coley, Toby:	D 06
Chandler, Sally:	RNF, D 12	Collamati, Anthony:	D 11
Chaney, Joseph:	M 19	Colson, Dan:	J 02
Chaney, Sara Biggs:	F 07	Colton, Jared:	L 19
Chang, Tzu-Shan:	I 15	Comer, Kathryn:	F 14
Chaput, Catherine:	RFP, M 13	Comstock, Michelle:	C 39
Charlton, Colin:	J 04	Condon, Frances:	N 31
Chastain, Amy:	RNF	Conley, Paige:	F 33
Chaterdon, Kate:	K 08	Connolly, Lauren:	L 13
Chaudoir, Susan:	L 08	Conrey, Sean:	J 05
Chemishanova, Polina:	RNF	Considine, Kerri:	H 25
Cheng, Shu-Fen:	H 17	Consilio, Jennifer:	RNF
Chernekoff, Janice:	F 14	Cooke, Christie:	N 27
Cherry, Roger:	F 39	Cooper, Bridget:	RNF
Chewning, Reed:	B 17	Cooper, George H:	L 23
Childers, Pamela:	FSIG 09	Cooper, Kelly:	F 33
Ching, Stuart:	FSIG 03	Cooper, L. Andrew:	I 34
Chiseri-Strater, Elizabeth:	A 18	Cooper, Marilyn:	H 35
Chismar, Constance:	I 24	Cope, Brian Dickenson:	RNF
Chmidling, Catherine:	RNF	Cope, Emily:	QRN
Choueiri, Lina:	W 2	Coskan-Johnson, Gale:	B 23
Christenbury, Leila:	FSn D1	Costello, Kristi:	M 06
Christensen, Maggie:	L 02	Costello, Lisa:	K 07
Christoph, Julie Nelson:	W 2	Costino, Kimberly: A	W 6
Chrobak, Jill McKay:	E 37	Cottrill, Brittany:	F 12
Chui, Wing Him Ivan:	M 19	Courant Rife, Martine:	N 23
Cicciarelli, Louis:	H 31	Courtney, Jennifer:	J 36
Ciccotelli, Darin:	D 29	Cox, Matthew B.:	W 3, I 31
Cirillo-McCarthy, Erica:	QRN	Cox, Michelle:	J 28
Clark, Drew:	I 24	Cox, Rebecca D.:	E 36
Clark, Irene:	I 19	Cox, Traci:	J 09
Clark, J. Elizabeth:	F 31, I 09	Craig, Collin:	H 39
Clark-Oates, Angela:	B 09	Craig, Todd:	I 36
Clarke, Kathy:	E 28	Crawford, Justin:	K 39
Clary-Lemon, Jennifer:	W 2, J 32	Creeden, Michael:	G 32
Clauss, Patrick:	A 26	Cremin, Leigh:	L 23
Clavin, Keith:	C 16	Cripps, Michael:	I 24
Clemens Fox, Regina:	D 39	Crisco, Ginny:	B 27

Critel, Genevieve:	C 31
Crow, Angela:	B 28
Crusan, Deborah:	C 16
Cryer, Dan:	J 24
Cubbison, Laurie:	IP
Cucciarre, Christine:	A 03
Cummings, Lance:	QRN
Cunningham, Jennifer:	M 25
Cunningham, Sylvia:	E 35
Cushman, Ellen:	A 32, D 02
Cushman, Jeremy:	H 24
Custer, Kelli:	F 34

## D

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Dacus Carr, Michelle:	B 01
Dadak, Angela:	MW 7, AW 8
Dadas, Caroline:	G 16
Dadisman, Jo Ann:	A 30
Daer, Alice:	B 34
Dahlgren, Paul:	RNF
Danberg, Robert:	K 28, N 12
Daniel, James:	H 27
Daniell, Beth:	D 17, G 02
Daniloff-Merrill, Mary:	H 10
Darlington, Tenaya:	M 27
DasBender, Gita:	A 15
Daugherty, Daphne:	I 16
Davidson, Cynthia:	B 07
Davies, Laura J.:	RNF
Davis, Andrea:	C 19
Davis, Andréa:	J 05
Davis, Kim:	QRN
Davis, Matthew:	RNF
Day, Douglas Arnold:	I 30
Day, Kami:	D 03
Day, Michael:	MW 8, M 33
Day, Stacy:	F 24
Dayton-Wood, Amy:	D 39
de Leon-Zepeda, Candace:	B 14
de los Reyes, Chloe:	G 25
Dean, Chris:	J 10
Dean, Toni:	F 30
DeBaise, Janine:	B 25
DeBlasis, Shelley:	G 13
DeBlasis, Shelley:	RFP
Deborah, Rossen-Knill:	N 10

DeJoy, Nancy:	W 9, H 39
Del Gandio, Jason:	RFP
Del Hierro, Marcos:	FSn G1
Del Russo, Celeste:	D 13
Delagrange, Susan:	MW 8, M 33
DeLeon, Angina:	G 30
DelliCarpini, Dominic:	J 14
Denecker, Christine:	M 15
Denny, Harry:	A 24, N 13
DePalma, Michael:	MW 3
DePew, Kevin Eric:	TSIG 14, FSIG 12
DeRosa, Susan:	A 31
Deroux, Margaux:	A 14
Deschamps, Amanda:	G 30
DeSousa, Bryan:	N 13
DeTora, Lisa:	RNF
Devitt, Amy:	C 29
Devlin, Christina:	E 24
DeWitt, Scott Lloyd:	M 04
Diab, Rasha:	A 27
Diamond, George:	B 20
DiBiase, Christopher:	AW 8, N 33
Dickson, Chidsey:	B 28
Dietel-McLaughlin, Erin:	F 12
DiGrazia, Jennifer:	K 16
Dilger, Bradley:	A 05
Dimmick, Michael:	B 39
ding, Huiling:	I 14
Dingo, Rebecca:	N 26
Diogenes, Marvin:	HN, M 01
DiPaula, Lauren:	RNF
Dirk, Kerry:	B 08
DiSabato, Lorianne:	B 25
DiSarro, David:	L 18
Dobrin, Sidney:	FSp A, E 06
Doddy, Lori:	C 25
Dodson, Will:	C 15
Doe, Sue:	N 28
Dolmage, Jay:	C 05, FSn I, K 39
Dombek, Kristin:	B 11
Domenico, Lillian:	D 33
Dominguez, Andrew:	A 21
Donahue, Christiane:	W 2, TSIG 22
Donawerth, Jane:	L 30
Donhardt, Tracy:	W 1
Donnelli, Emily:	A 11
Donnelly, Dianne:	A 32

Donner, Carl:	G 24
Donohue, Lacey:	N 03
Donovan, Theresa:	I 20
Donovan, Timothy:	A 01
Dorn, Ricki:	B 23
Dornsife, Robert:	N 23
Dorsey, Jennifer:	H 01
Dorwick, Keith:	RNF
Dowell, Matthew:	C 20
Downs, Doug:	F 36
Doyle, Bill:	RNF
Dragga, Sam:	I 20
Drapes, Carolyn Rhea:	K 09
Drew, Chris:	D 05
Drew, Julie:	FSIG 12
Driscoll, Dana:	RNF 1
Driskill, Qwo-Li:	AW 3, FSn C,
FSn G1	
Dryer, Dylan B.:	J 30
Du, Dan:	E 07
Dubb, Christina:	E 20
Duffy, John:	D 17, E 12,
J 22	
Duffy, William:	RNF
Dunlap, Kathryn:	B 37
Dunn, Patricia:	A 04
Dunn, Jr., J.S.:	A 17
Dunne, Lindsay:	K 11
Duprey, Wendy:	C 28
Duque, Christi:	A 21
Dura, Lucia:	A 10
Durst, Pearce:	I 34
Durst, Russel:	I 02
Dutcher, Vi:	H 16
Dvorak, Kevin:	I 27
Dyer, Judy:	L 16

## E

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Earle, Kathryn:	L 11
Eberly, Rosa:	I 04
Eble, Michelle:	M 31
Edbauer Rice, Jenny:	I 04
Ede, Lisa:	M 01
Edelmayer, Kathleen:	W 8
Edwards, Jessica R.L.:	RNF
Edwards, Kimberly:	A 17
Efthymiou, Andrea Rosso:	M 26

Egnew Smith, Allison:	L 14
Ehmann Powers, Christa:	K 36, FSIG 12
Ehrlich, Lindsay:	F 27
Eidman-Aadahl, Elyse:	F 05
Eileen, Schell:	N 26
Elbow, Peter:	TSIG 07,
FSp N	
Elder, Cristyn L.:	C 24
Elder, Dana C.:	M 11
Elder, David:	QRN, J 32
Elisaldez, Renee:	D 07
Elliot, Norbert:	F 35, M 03
Ellis, Elizabeth:	N 15
Ellis, Mark:	G 09
Ellis-Lai, Laura:	F 33
Elmore, Kimberly:	QRN
Elston, M. Melissa:	B 12
Emily, Isaacs:	I 11
Eng, Joseph:	N 28
Engbers, Susanna:	C 02
Engelson, Amber:	G 22
England, Amy:	D 14
Ennis Sears, Catherine:	J 19
Enoch, Jessica:	MW 3, K 04
Enright, Gwyn:	A 22
Enriquez-Loya, Ayde:	E 38
Epps-Robertson, Candace:	C 36
Erickson, Joe:	RNF
Eriksson, Ann-Marie:	W 2
Ervin, Christopher:	QRN
Escuadro, Nicole:	K 11
Estrem, Heidi:	D 28
Etlinger, Sarah A.:	J 14
Evans, Donna:	L 12
Evans, Greg:	J 24
Evans, Jason:	E 36
Evans, Kathryn:	H 26, I 15
Eyman, Douglas:	MW 8, MW 9,
L 29	

## F

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Fallon, Brian:	K 25
Fama, Sarah:	D 18
Fargo, Kati:	F 38, FSn I
Faris, Michael J.:	I 31
Farkas, Kerrie:	F 24
Farmer, Frank:	A 11

Farris, Christine:	FSn A, L 09
Faunce, Rob:	E 02
Feak, Christine:	I 14
Feder, ZuZu:	F 36
Feder-Lewis, Sonia:	FSIG 11
Fedukovich, Casie:	D 02
Feeser, Andrea:	D 11
Fehler, Brian:	J 03
Feigenbaum, Paul:	N 14
Fels, Dawn:	H 34
Feltenberger, Alaina:	D 37
Feltner, Elizabeth:	E 08
Felton, Zora:	G 07
Fennell, Jenifer:	C 30
Ferguson Carr, Jean:	N 32
Fernandez, Miriam:	I 39
Fernheimer, Janice:	TSIG 06
Ferretti, Eileen:	E 26
Ferrier-Watson, Sean:	G 01
Ferris, Dana:	J 28
Ferruci, Steve:	A 31
Fields, Amanda:	RNF
Fields, Cynthia:	F 27
Figueiredo, Sergio:	N 12
Finn, Sarah:	E 02
Finseth, Carly:	J 07
Fiorenza, Mary:	L 18
Fish, Tamara:	D 29
Fisher, David:	A 07
Fishman, Jenn:	MW 6, W 9,
I 35, L11, M 01	
Fishman, Teddi:	RNF, H 14
Fister, Barbara:	F 36
Fitzgerald, Devon:	A 34
Fitzgerald, Lauren:	H 03
Fitzsimmons, Maureen:	B 03
Flachmann, Kim:	D 22
Flacks, Gabriel:	H 08
Fleckenstein, Krisite:	F 03, L 02
Fleitz, Elizabeth:	H 14
Fleming, Joyce:	L 17
Flower, Linda:	F 04
Flynn, Elizabeth:	H 06, L 09,
M 01	
Flynn, Theresa:	M 29
Fogle-Young, Elizabeth:	K 03
Fontaine, Deborah:	K 15
Ford, Robin:	K 12
Forrest, Mark:	E 35

Fors, Nils Olov:	A 16
Fosen, Chris:	H 03, N 06
Foster, Helen:	TSIG 20
Fountain, T. Kenny:	E 19
Fox, Bess:	D 36
Fox, Catherine:	L 15
Fox, Tom:	N 06
Fraiberg, Steven:	E 34
Frances, Sherrin:	J 14
Frank Dew, Debra:	D 28
Franklin, Nathan:	C 26, G 10
Fredlund, Katherine:	RNF
Freeman, Kimberly:	D 23
Freeman, Traci:	B 24
Fremo, Rebecca Taylor:	F 37
French, Mary:	A 21
Friedman, Sandie:	F 02
Friginal, Eric:	N 21
Frith, Jordan:	F 38
Frost, Alanna:	H 36
Frost, Erin Clark:	D 09
Fullwood, Kendra:	A 13
Fulwiler, Megan:	FSIG 21

## G

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Gabor, Catherine:	RNF
Gage, Scott:	F 03
Gaillet, Lynee:	M 31
Gainer, Kim:	IP
Galante, Nicole:	F 15
Galin, Jeff:	IP, FSIG 09
Gallagher, Chris:	M 20
Gallegos, Juan M.:	RNF
Galluppi, Erika J.:	H 11
Gamber, Cayo:	D 20
Gannett, Cinthia:	W 2, B 03,
N 09	
Ganni, Jessica:	M 21
Gannod, Gerald:	E 39
Garbett, Christine:	M 13
Garcia, Elena:	E 37
Garcia, Mike:	F 13
Gardett, M. Isabel:	A 19
Gardiner, Karen:	D 39
Gardner, Clint:	H 34
Gardner, Rebecca:	H 01

Gardner, Susan:	B 15
Garmon, Caroline:	RNF
Garrett, Bre:	W 5, C 05
Garriott, Deidre:	F 15
Garrison, Anthony:	A 23
Garrison, Kristen:	A 11
Garwood, Kim:	G 03
Gay, Roxane:	K 24
Gebhardt-Burns, Susan:	H 28
Gee, Spencer:	A 11
Geisel, Scott:	A 31
Geller, Anne Ellen:	J 11, FSIG 09
George, Ann:	C 18
George, Diana:	H 35, I 21
Gerben, Chris:	RNF, G 38
Gerdes, Kendall:	N 25
Gere, Anne:	FSn D1, F 35, H 31, L 31
Gerrard, Hannah:	I 08
Gessell, Donna:	I 32
Getto, Guiseppe:	G 10
Giaconia, Jennie:	F 26
Giberson, Greg:	G 30, J 21
Gibson, Keith:	C 21, FSIG 12
Gierdowski, Dana:	QRN
Giesemann North, Susan:	W 1
Gillam, Alice:	E 37, N 32
Gillam, Ken:	J 31
Gillespie, Paula:	I 27
Gillette-Newman, Jeremy:	B 16
Gilyard, Keith:	FSn K1
Gindlesparger, Katie:	L 02
Giordano, Joanne:	F 21
Gironda, Belle:	H 23
Girshin, Thomas:	N 12
Glascott, Brenda:	AW 6, I 07
Glascott, Brenda:	I 07
Glau, Greg:	W4, D 39, FSn I
Gleason, Barbara:	W 4, K 29
Glenn, Cheryl:	L 11, M 01
Glennon, Sara:	N 22
Gloege, Erin Huebner:	E 23
Glover, Toni:	I 19
Godbee, Beth:	W 5, A 27
Goen-Salter, Sugie:	TSIG 12, M 08
Goggin, Maureen Daly:	A 13
Gold, David:	MW 3, C 36
Goldblatt, Eli:	G 34, I 02

Golden, Charles:	K 32
Goldstein, Danielle:	C 37
Goldstein, Dayna:	MW 1, M 30
Goldstein, Lauren R.:	J 20
Goldthwaite, Melissa:	TSIG 15, M 27
Gomes, Mathew:	I 39
Gonzales-Howell, Nicole:	J 12
Gonzalez, Angela:	B 09
Gonzalez, Lorna:	A 02
Gorelick, Risa:	MW 8, RNF
Gorkemli, Serkan:	D 20
Gorzelsky, Gwen:	QRN, N 25
Gossett, Kathie:	MW 8
Gould, Janice:	N 27
Gourdine, Ramika:	J 13
Gradin, Sherrie:	H 05
Graham, S. Scott:	J 37
Graves, Heather:	L 08
Graves, Roger:	L 08
Gray, Denise:	C 16
Grayson, Isabel:	H 20
Graziano, Leigh:	RNF
Green, Colleen:	E 05
Green, David:	K 38
Greenbaum, Andrea:	K 28
Greene, Gary:	FSp B
Greene, Jeff:	AW 5
Greer, Jane:	K 32
Greer, Jennifer:	A 29
Gresham, Morgan:	N 32
Greteman, Adam:	W 3
Grettano, Teresa:	RFP, G 13
Gries, Laurie:	D 38
Griffin, Joseph:	D 14
Griffin, Sally:	J 16
Griffiths, Brett:	B 21
Grimsley, Christina:	C 25
Grobman, Laurie:	F 08, G 30
Grogan, Jared:	C 28
Grosskopf, Wendy:	E 03
Gruber, David:	J 34
Gubele, Rose:	AW 3, FSn C, E 05,
Guenzel, Steffen:	K 24
Guerra, Juan:	J 24
Guest-Jelley, Nicholas:	E 06
Guinot Varty, Nicole:	N 30
Guinsatao Monberg, Terese:	FSn E, J 38
Gunter, Katie Marie:	I 37

Gustafsson, Magnus: W 2, E 39  
 Gutierrez, Kristina: B 06  
 Guy, Alfred: B 11  
 Guynn, Anita R.: HN

## H

Haas, Angela: AW 3, FSn C,  
 FSn G1  
 Haas, Sarah: W 2  
 Hadley, Mary: K 07  
 Haendiges, James: FSn L  
 Hagopian, Katherine: C 33  
 Hahn, Edward: M 14  
 Hail, Alisa: E 09  
 Haimes-Korn, Kim: AW 5, H 07  
 Halasek, Kay: D 29  
 Halbritter, Bump: C 06, F 38  
 Haldane, Neal: W 8  
 Haley-Brown, Jennifer: B 18  
 Hall, Dennis: G 25  
 Hall, E. Ashley: G 07  
 Hall, Helena: AW 8, C 33  
 Hall, Jonathan: C 12  
 Hallenbeck, Sarah: N 01  
 Halsall, Jonathan: QRN, E 08  
 Hamby, Holly Tipton: D 13  
 Hamcumpai, Sunchai: G 01  
 Hamid, Shana: FSn K1  
 Hammer, Bradley A.: FSIG 21  
 Hancock, Craig: TSIG 07, N 10  
 Hanlon-Baker, Patti: W 5  
 Hannah, Leslie (Les): FSp A  
 Hansen, Kristine: D 35  
 Hanson, Gina: G 25  
 Hanson, Joleen: B 30  
 Hanson, Valerie: K 27  
 Hanstedt, Paul: M 19  
 Hara, Billie: D 05  
 Harahap, Al: RNF  
 Harcourt, Ellen: W 8  
 Hardin, Joe Marshall: B 19  
 Hardman, Pamela: A 22  
 Harker, Michael: N 07  
 Harmon, Mary: H 21  
 Harms, Keith: D 10  
 Harper, M. Todd: D 25  
 Harrington, Susanmarie: QRN

Harris, Rochelle: FSn H1, D 32  
 Harris-Moore, Deborah: J 38  
 Harrison, Kimberly: G 32  
 Hart, D Alexis: G 12  
 Hart, J. Michael: E 27  
 Hart-Davidson, William: FSn J1  
 Hassel, Holly: W 5, F 21  
 Hastings, Phyllis: SAT  
 Hatter, Alicia: E 18  
 Hauman, Kerri: B 35  
 Haven, Chris: M 32  
 Haviland, Carol: W 2  
 Hawhee, Debra: F 09, N 01  
 Hawisher, Gail E.: FSn J2, M 04  
 Hawk, Byron: I 04, M 07  
 Hawkinson Melkun, Cheryl: C 22  
 Hayden, Wendy: M 22  
 Hayes, Rebecca: I 37  
 Hayes, Sarah: M 12  
 Hayes-Scott, Fairy: A 22  
 Haynes, Cynthia: G 3, TSIG 01  
 Haynes, Janell: J 12  
 Hazard, Robert: B 29, FSIG 17  
 Heard, Matthew: I 13  
 Hebert, Angelle: D 22  
 Hebert, Jennifer: F 26  
 Heifferon, Barbara: D 09, TSIG 17,  
 I 01  
 Heilman, Christine W.: B 14  
 Heinert, Jennifer: N 32  
 Heller, Stephen: F 39  
 Helmbrecht, Brenda: K 05  
 Helms, Jason: M 07  
 Henderson, Curtis: N 19  
 Henderson, Gae Lyn: RFP  
 Henning, Teresa: B 20  
 Henry, Jim: I 35  
 Hensley Owens, Kim: N 11  
 Herb, Amelia: A W 9, M 18  
 Herman, Jennifer: E 07  
 Herrington, Anne: F 05  
 Herrmann, Andrea W: K 30  
 Herzog, Bradley: H 21  
 Hesford, Wendy: TSIG 22, H 06  
 Hesp, Annie: H 31  
 Hesse, Doug: F 34, G 17,  
 L 31, SAT  
 Hesse, Monica: G 17  
 Hessler, H. Brooke: MW 2, TSIG 09

Hewett, Beth:	FSIG 12, K 36
Hickman, Amy:	QRN, I 01
Hidalgo, Alexandra:	AW 4, J 38,
N 02	
Hidden, Marie-Odile:	W 2
Higgins, Ivy:	F 13
Hightower, Barbara:	F 30
Higinbotham, Sarah:	SAT
Hill, Heather:	B 30
Hill, Jillian:	M 25
Hill, Michael:	E 13
Hillard, Donora:	E 32
Hilligoss, Susan:	E 18
Hillin, Sara:	A 39
Hilst, Joshua:	M 07
Himmer, Steve:	J 19
Hinojosa, Yndalecio:	H 17
Hinrichs, Danielle:	G 33
Hinshaw, Wendy:	H 06, SAT
Hirano, Eliana:	A 15
Hirsu, Lavinia:	RNF, L 09
Hirsu, Lavinia:	RNF
Hite, Michelle:	A 35
Hoang, Haivan:	AW 8
Hobbs, Catherine:	J 27
Hobbs, Renee:	N 23
Hocks, Mary:	D 19
Hodges, Alex:	F 32
Hodges, Jill:	E 17
Hodgson, Justin:	RNF, J 04
Hodgson, Justin:	RNF
Hodgson, Kevin:	F 05
Holding, Cory:	J 02
Holdstein, Deborah:	K 28
Holguin, Ana:	B 38
Holladay, Andrew:	L 24
Holland, John:	N 03
Holley, Michelle:	H 01
Holmes, David:	FSn F1
Holmes, Steven Keoni:	RNF, L 29
Holmevik, Jan:	TSIG 01, L 29
Hood, Eric:	A 14
Hooge, Kevin:	E 01
Hoogeveen, Jeff:	RNF
Hooper, Teresa:	D 02
Hoover, Ryan:	N 22
Horner, Bruce:	TSIG 22, L 04,
N 31	
Horning, Alice:	RNF

Horvath, Richard:	G 31
Houp, Wes:	C 10
Houtchens, Bobbi Ciriza:	FSIG 02
Howard, Laura:	H 08
Howard, Rebecca M:	C 34, D 36
Howard, Shannon:	RNF
Howard, Tharon:	E 18
Howe, Sara:	K 08
Howes, Franny:	G 37
Hrebik, John Ryan:	G 04
Huber, Bettina J:	I 19
Hudson, Joshua:	E 05
Huffman, Debrah:	N 07
Hulst, Craig:	QRN, J 10
Hunter, Rik:	QRN
Hurlbert, Claude:	N 29
Hurley, Gavin:	E 03
Huse, Heidi:	K 02
Hussain, Melissa:	C 38
Hutchinson, Glenn:	RNF
Hyman, John:	A 31
Hyon, Sunny:	AW 6

## I

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Ianetta, Melissa:	J 11
Ilyasova, K. Alex:	B 24
Inayatulla, Shereen:	I 05
Inesta, Anna:	W 2
Ingalls, Rebecca:	M 18
Inman, Joyce:	H 28
Inoue, Asao:	F 19, I 39, J 30,
N 03	
Irish, Robert:	TSIG 13, N 17
Irvin, Lennie:	I 19
Isaacs, Emily:	I 11
Iten, Michelle:	H 30
Ives, Lindsey:	A 25
Iwertz, Chad:	J 07

## J

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Jablonski, Jeffrey:	B 31
Jach, Christine Masters:	RNF, D 13
Jack, Jordynn:	K 04
Jackson, Anna:	FSIG 01

Jackson, Austin:	AW 2
Jackson, Jennifer:	I 26
Jackson, Jessica:	FSn G2
Jackson, Phoebe:	G 09
Jackson, Rachel:	J 27
Jackson, Rebecca:	J 21
Jacobs, Dale:	J 06
Jacobs, Lorie:	W 5
Jaffe-Foger, Miriam:	K 18
Jamali, Maryam:	I 39
James, Kedra:	G 28
James, Kevin:	H 22
Jamieson, Sandra:	C 34, M 06
Janangelo, Joseph:	D 35
Jang, Sandra:	FSIG 17
Janke, Dawn:	K 05
Jarratt, Susan:	W 5, K 04, N 26
Jaxon, Kim:	N 06
Jefferson, Kevin:	J 09
Jensen, Amber:	H 34
Jensen, George:	A 07
Jensen, Kyle:	C 18
Jerskey, Maria:	MW 7
Jerz, Dennis:	H 18, N 20
Jeter, Andrew:	H 34
John, Lauckner:	K 22
Johnson, Adam:	D 21
Johnson, Antonnet:	K 08
Johnson, Carol Anne:	B 21
Johnson, David:	D 16
Johnson, Jay:	J 06
Johnson, Jennifer:	RNF, K 37, N 07
Johnson, Kristine:	N 16
Johnson, Michelle:	CWS 1
Johnson, Nan:	L 11, M 01
Johnson, Robert R.:	N 12
Johnson, Sarah:	D 34
Johnson, Timothy:	F 29
Johnson-Eilola, Johndan:	FSn K2
Johnson-Sheehan, Richard:	J 17, N 16
Johnson-Shull, Lisa:	A 31
Jonaitis, Leigh:	B 07
Jones, Allyson:	G 01
Jones, Ed:	RNF
Jones, Jeremy:	N 31
Jones, Joseph:	F 20
Jones, Mitzi:	RNF

Jones, Rebecca:	RNF
Jordan, Kerri:	A 24
Jordan, Zandra:	FSn M
Jordan Platt, Linda:	M 21
Jory, Justin:	RNF
José, Laurence:	K 24
Joseph, Bizup:	E 22
Josimovich, Ruth:	G 19
Journet, Debra:	N 04
Julie, Staggers:	A 10
Jurecic, Ann:	K 25
Justice Daniel Heath:	FSp K

## K

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Kahn, Seth:	W 1, N 02
Kain, Patricia:	H 15
Kaiser, Jessica:	H 37
Kalbfleisch, Elizabeth:	A 33
Kalin, Jason:	E 14
Kang, Yu-Kyung:	C 04
Karcher, Mary:	D 23
Kates, Susan:	J 27, L 11
Katz, Steven:	K 28
Kaufman, Erica:	H 20
Kaufman, O. Brian:	MW 3, TSIG 11
Kay, Les:	F 25
Kazan, Tina:	RNF
Keaton Jackson, Karen:	N 19
Keeling, Bret:	B 37
Kegley, Sarah:	L 06
Kellejian, Kristine:	E 31
Keller, Christopher:	F 10
Keller, Daniel:	N 22
Keller, Elizabeth:	I 37
Keller, Stefan Daniel:	W 2
Kelley, Kendrick Matthew:	C 07
Kells, Michelle:	A 25, J 24
Kelly, Mike:	M 20
Kelly, Regina:	I 01
Kelly, Teresa Marie:	J 07
Kelly-Riley, Diane:	RNF, C 21
Kelsch, Courtney:	D 33
Kennedy, Edith:	B 31
Kennedy, Krista:	G 18
Kennedy, Tammie:	W 5, H 04, L 02

Keohane, Catherine:	I 11
Kerby, Pettinelli:	M 12
Kerr, Tom:	SAT
Kerschbaum, Stephanie:	E 12
Ketcham Weber, Jessica:	K 07
Khadka, Santosh:	A 23
Khost, Peter:	B 21
Khoury, Nicole:	L 13
Kiernan, Julia:	W 2, H 36
Kilfoil, Carrie:	M 29
Kill, Melanie:	A 12
Kim, Kyung-Min:	N 29
Kim, Mary C.:	D 26
Kimball, Elizabeth:	RNF
Kimme Hea, Amy:	D 39
Kincheloe, Pamela:	C 14
King, Lisa:	AW 3, N 37
King, Mary:	H 25
Kingston, Beatrice:	D 33
Kinloch, Valerie:	I 12
Kinney, Kelly:	M 05
Kirchoff, Jeff:	RNF
Kirkland, David:	AW 2, MW 7,
K 12	
Kirklighter, Cristina:	AW 4, D 04,
FSIG 02	
Kirsch, Gesa:	MW 3, W 5,
C 04, FSn J2	
Kitchens, Juliette:	B 37
Kitchens, Marshall:	K 01
Klages, Marisa:	I 09
Klausman, Jeffrey:	I 22
Klein, Michael:	IP
Klein, William:	N 24
Kleinfeld, Elizabeth:	D 36
Klompfen, Kathleen:	W 1
Klonaris, Laura:	F 20
Klotz, Sarah:	L 17
Knight, Aimée:	J 05
Knoblauch, A. Abby:	F 02
Kohn, Liberty:	C 23
Konrad, Annika:	F 16
Konstantinou, Lee:	L 20
Kontny, Jennifer:	I 05
Kopp, Bryan:	H 15
Kopp, Drew:	F 11
Koppelman, Zachery:	E 19
Koupf, Danielle:	RNF
Kowalewski, Scott:	B 08

Kraemer, Don:	L 22
Kraemer Sohan, Vanessa:	B 12
Kramer, Ashley:	C 22
Krause, Steven:	IP, N 30
Kremer, Belinda:	B 09
Krieger, Barbara Jo:	N 09
Krieger, Courtney:	FSIG 14
Kristofik, Paula:	A 20
Kronstadt, Jill:	F 01
Krut, Robert:	K 37
Kuebrich, Benjamin:	B 03
Kuhn, Virginia:	J 04
Kunka, Jennifer:	A 21
Kuntz, Stephen:	L 32
Kurber, Monika:	K 19
Kurlinkus, Will:	I 31
Kuroiwa-Lewis, Nathalie:	C 23
Kyburz, Bonnie Lenore:	B 05
Kynard, Carmen:	FSn F1, I 36

## L

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L'Eplattenier, Barbara:	M 31
La Freniere, Eric:	H 35
Labadie, Suzanne:	K 13
Lacey, Kim:	C 28
Lackey, Dundee:	M 34
LaFrance, Michelle:	F 37
Lalicker, William:	W 4
Lamanna, Carrie:	MW 8
Lambert, R.J.:	F 10
Lamberti, Adrienne:	D 01
Lamberton, Jill:	L 30
Lambke, Abigail:	D 06
Laminack, Zach:	W 6
Lamos, Steve:	W 4
Lamsal, Tika:	I 29
Lancaster, Sonya:	M 23
Lane, Liz:	RNF
Lane, Rich:	L 11
Lane, Richard:	D 15
Lane, Suzanne:	TSIG 13
Lang, Karen Sorensen:	QRN
Langstraat, Lisa:	B 29, FSIG 17
Lasater, Lisette Ordorica:	D 07
Lashley, Jonathan:	RNF
Lathan, Rhea Estelle:	CWS, F 03,
K 38	

Latta, Corey:	H 09	Lewis, Lynn:	RNF, A 34
Lattimore, Deanya:	RNF, G 04	Leydens, Jon:	TSIG 13
Lauer, Janice M.:	TSIG 23	Lidinsky, April:	A 08
Lauren, Ben:	N 14	Liggett, Sarah:	A 24
LaVecchia, Christina:	RNF	Light-Davidson, Lindsey:	E 33
Lavelle, Thomas:	J 23	Lim, Karen:	A 22
Lawhorn, Phyllis F.:	F 14	Limbu, Marohang:	MW 7
Lawlor, Andrea:	MW 5	Lind, Stephen:	RNF
Lawson, Daniel:	H 35	Lindberg, Mary:	L 22
Lay, Ethna:	RNF, E 31	Lindblom, Ken:	A 39
Lay, Ethna D.:	RNF	Lindemann, Erika:	CWS, FSn D1
Layne, Alex:	H 37	Lindenman, Heather:	K 11
Layton, Geoffrey:	AW 1, F 17	Lindgren, Kristin:	N 33
Lazcano-Pry, Yazmin:	K 35	Lindquist, Julie:	W 9, C 06
Leake, Eric:	J 29, SAT	Lindsey, Peggy:	N 18
Leckie, Morgan:	K 05	Lindsley, Thomas:	H 19
LeCourt, Donna:	F 05	Lipson, Carol:	TSIG 23
Ledbetter, Lehua:	G 38	Liptak, Michelle:	K 29
Lederman, Josh:	B 07	Lipton, Shawna:	D 20
Lee, Jennifer:	E 03	Lisa, Zimmerelli:	L 30
Lee, Jerry W.:	RNF	Liu, Yingqin:	RNF
Lee, Jessica:	I 01	Livingston, Katie:	W 3, B 38
Lee, Kimberli:	AW 3, FSJ J	Lloyd, Wanda:	RNF
Lee, Melanie:	E 13	Loan, Jason:	W 6, L 16
Lee, Nicole:	J 09	Lockard, Joseph:	G 24
Lee, Rory:	I 10	Lockett, Alexandria:	A 12
Lee, Yashi:	B 20	Lockhart, Tara:	I 07
Leech, Jay:	C 26	Lockridge, Tim:	L 05
Legg, Emily:	K 31	Loewe, Drew:	K 17
Lemon, Hallie:	W 5	Logan, Shirley Wilson:	L 30
Lenz, Kent:	K 02	Long, Elenore:	F 04
Leo-Rowett, Meridith:	N 13	Longo, Jaime Lynn:	G 34
Leon, Kendall:	AW 4	Lonon, Anna:	J 33
Lerner, Neal:	TSIG 13, J 11	Lorimer, Rebecca:	J 22
Lessner, Steven:	W 9, E 14, H 39	Losh, Elizabeth:	B 22
Leston, Robert:	C 32	Lotier, Kristopher:	B 14
Letcher, Mark:	FSIG 14	Lovejoy, Kim Brian:	RNF, AW 2, E 35
Lettner-Rust, Heather:	RNF	Lovett, Maria:	N 14
Leverenz, Carrie:	G 15	Lovvorn, Jason:	C 19
Levin, Katie:	J 25	Lowe, Charles:	N 05
Levitt-Phillips, Hava:	N 30	Lowry, Elizabeth:	H 02
Levy, Daisy:	AW 7, FSn E	Loya, Blanca:	A 37
Levy, Matthew:	G 35	Lu, Min:	L 04
Levy, Ronna:	E 26	Lu, Min-Zhan:	C 37, H 06
Lewiecki-Wilson, Cynthia:	A 35	Lubrano, Lauralee:	I 11
Lewis, Brian:	FSIG 18	Lucas, Brad:	MW 3, J 32
Lewis, J.P.:	G 03	Luce, Amber:	J 12
Lewis, Justin:	G 18	Ludlow, Jody:	FSn F1

Ludwig, Jeff:	K 23
Lueck, Amy:	RNF, K 02
Lunsford, Andrea:	E 04, G 06,
I 35, L 20, M 01	
Lunsford, Karen:	IP, RNF, K 37
Lunsford, Ronald F.:	HN
Lutz, Barbara:	B 33
Lydic, David:	B 32
Lyles, Karla:	M 10
Lynch, Dennis:	M 16
Lynch, Paul:	N 16
Lynch, Sonja:	F 02
Lynch-Binieck, Amy:	W 1
Lynn, Morgan:	MW 5
Lynne, Patricia:	F 13
Lyon, Arabella:	W 5
Lyons-Robinson, Robyn:	F 37

## M

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Maalim, Haroun Ayoub:	W 2
Macaulay, William:	RNF
MacDonald, Amanda:	G 15
MacDonald, Mike:	C 37
MacDonald, W. Brock:	M 05
Mack, Katherine:	B 24
Mack, Nancy:	C 35
MacLaughlin, Nicole:	D 08
MacLeod, Dewar:	G 09
Macualey, William:	RNF
Maggard, Bryan:	N 08
Magnafichi Lucas, Amy:	E 30
Maher, Jennifer:	L 15
Mahle-Grisez, Lisa:	RNF, L 28
Mahoney, Kevin:	W 1, C 27
Maid, Barry:	H 32, J 21,
FSIG 10	
Mailloux, Steven:	FSn D1
Malek, Joyce:	C 33
Malenczyk, Rita:	C 17
Malinowitz, Harriet:	I 06
Malinowski, Liane:	MW 5
Maloy, Jennifer:	I 11
Mandalios, Jane:	I 40
Mangini, Sabatino:	F 11
Manis, Shelley:	E 04
Mann, Joanna:	C 31

Mann, Regis:	I 17
Mannise, Kelly:	G 26
Mansfield, Amy Childers:	I 32
Manship, Lacy:	N 07
Mao, LuMing:	K 10
Mapes, Aimee:	D 22
Mårdberg, Mia:	J 01
Marinara, Martha:	D 03
Marko, Tamera:	I 21
Markovic, Jelena:	E 20
Markowski, Bonnie Lini:	RNF
Marlow, Jennifer:	FSIG 21
Marshall, David:	AW 6
Marshall, Ian:	SAT
Marshall, Margaret:	QRN, I 24
Marshall, Margaret:	QRN
Marshall, Sharon:	TSIG 21, SAT
Marston, Pamela:	J 01
Martin, Christopher:	B 30
Martin, Cynthia:	B 31
Martin, Londie:	C 01
Martinez, Aja:	AW 4, N 31
Martinez, Diane:	C 21
Martinez, Oscar:	J 23
Massa-MacLeod, Antonia:	H 27
Massey, Chris L.:	A 23
Mastrangelo, Lisa:	I 23
Mathieu, Paula:	I 21, J 12, L 05
Matsuda, Paul Kei:	MW 7, FSn I,
K 34, L 04	
Matthews, Jacob:	G 30
Matthews-Bradshaw, Neecee:	QRN
Matway, Elizabeth:	G 14
Matzke, Aurora:	W 5
Mawyer, Rob:	G 26
Maxson, Jeffrey:	F 11
Mayer, Danny:	C 10
Mayer, Jennifer:	B 27
Mayne, Sheila:	C 13, I 25
Mays, Chris:	I 13
Mayshle, Peter:	I 18
McBeth, Mark:	D 03, FSIG 05,
Sat	
McCamley, Michael:	A 03
McCarthy, Jocelyn:	F 32
McCarthy, Sean:	J 08
McCarty, Anne:	H 01
McClure, Randall:	MW 1, H 32

McCollie-Lewis, Cynthia:	C 09	Mendoza, Ruben:	E 07
McComiskey, Bruce:	E 15	Mendt, Kathy:	E 24
McCormack, Tim:	I 06	Meriwether, Rae Ann:	K 03
McCracken, Jill:	TSIG 04	Merritt, Sharon:	I 25
McCrary, Donald:	M 10	Merys, Gina:	RNF 1
McCulley, Tom:	G 26	Messekher, Hayat:	N 29
McDermott, Lydia:	C 14	Meyer, Verne:	D 01
McDonald, James:	N 02	Meztli, Itzi:	AW 4, D 04
McDoniel, Larry:	K 13	Micciche, Laura:	B 19, G 08
McDonnell, Karen:	J 09	Micer, Dominic:	J 31
McDougald, Melanie:	D 19	Michaels, Jennifer:	F 16
McDougall, Brandy Nalani:	D 30	Middlebrook, Geoffrey:	N 03
McEntarfer, Heather:	C 03	Middleton, Holly:	H 33
McFarlane, Nicole:	B 01	Middleton, Joyce Irene:	H 04, FSn J2
McGarry, Frances:	MW 4	Miele, Ilene:	K 37
McGinley, Sarah:	N 18	Mihut, Ligia:	W 2
McGlothlin, Dennis:	C 31	Mike, Gracemarie:	F 27
McGowan, Susannah:	A 02	Mikoda, Carol:	E 22
McGrath, Laura:	G 12	Miles, Casey:	W 3
McGuire, Meg:	H 23	Miles, Katherine S.:	E 22
McGuire Rzicznek, Amanda:	C 08	Miles, Libby:	B 04, J 35
McIntyre, Megan:	D 31	Miller, Benjamin:	H 20
McKenzie, C.:	HN	Miller, Daisy:	B 35
McKenzie, Jon:	I 35	Miller, Keith:	A 21
McKinney, Kinsey:	QRN	Miller, Kristen:	B 07
McKinnis, John:	F 24	Miller, Richard:	L 31
McKnight, Megan:	F 19	Miller, Susan:	A 19, N 06
McLain, Kelly:	K 19	Millward, Jody:	K 13
McLeod, Michael:	FSn J1	Milson-Whyte, Vivette:	N 31
McLeod Rogers, Jaqueline:	C 19	Milu, Esther:	A 16
McMullen-Light, Mary:	E 24, FSIG 09	Min, Young-Kyung:	QRN
McNamara, Thomas:	J 25	Minardi, Cara:	D 19
McNely, Brian:	J 37	Minock, Mary:	PF
McQuaide, Stacy:	SAT	Minter, Deborah:	FSIG 12, K 36
McSwain, Meg:	D 37	Miss, Angela:	G 12
McVey, Christopher:	B 39	Mitchell, Kendra:	FSn G2
Meadows, Barrie:	RNF	Mitchell, Lauren:	RNF
Mecklenburg-Faenger, Amy:	J 33	Mitchell, Thomas:	C 11
Medina, Cruz:	K 35	Mitchler, Sharon:	B 32
Medzerian, Star:	RNF	Mlynarczyk, Rebecca:	E 23, M 08
Mehler, Josh:	RNF	Mock, Kristin:	RNF
Mejia, Jaime Armin:	A 37, I 30, M 01	Moe, Peter:	M 11
Melancon, Kristi:	G 33	Moeller, Marie:	D 09
Meloncon, Lisa:	FSIG 12	Moeller, Rylish:	G 23
Meloni, Julie:	H 18	Moghtader, Michael:	E 28
Melzer, Dan:	FSIG 09	Mohamed, Caroline:	D 08
Mendenhall, Annie:	H 25	Molloy, Cathryn:	M 13
Mendenhall, Lora:	TSIG 07	Monberg, John:	J 37
		Monberg, Terese:	FSIG 03

Mondor, Shannon:	J 15
Moneyhun, Clyde:	MW 6, HN
Monty, Randall:	F 10
Moody, Stephanie:	G 06
Moore, Kristen:	W 5
Moore, William:	N 08
Morain, Matt:	E 14
Morales, Jack N.:	H 29
Moreland, Casie:	FSn K1
Moreland, Kim:	G 20
Morelli, Patricia:	G 11
Moreno, Renee M:	AW 4, FSIG
02, N 32	
Morey, Sean:	E 06
Morgan, Stephanie:	N 32
Moriarty, Thomas:	TSIG 20, J 21
Morley, Miranda:	TSIG 07
Morris, Amanda:	E 38
Morris, Jill:	MW 9
Morris, Sean:	C 10
Morrow, Colette:	C 38
Morstad, Jill:	W 5
Mortensen, Peter:	D 17, N 01
Moskovitz, Cary:	TSIG 13
Moss, Beverly:	F 37, FSn J2,
M 01	
Moulder, Amanda:	H 02
Mountford, Roxanne:	A 14, N 01
Moussu, Lucie:	L 32
Moxley, Joe:	D 31
Mueller, Derek:	N 30
Muhammad, Rashidah:	AW 2
Mulally, Dauvan:	QRN, E 02
Mulford, Laura:	RNF
Muller, Danielle Shulamith:	RNF
Mulliken, Seth:	F 38
Mullin, Joan:	E 30
Mulqueen, Kerri:	N 13
Mundy, Robert:	N 13
Murphy, Carey:	D 26
Murray, Kim:	A 32
Musgrove, Laurence:	MW 2
Mutnick, Deborah:	F 08
Myatt, Julie:	N 32
Myatt Barger, Julie:	RNF
Myers, Nancy:	CWS, I 23
Myers, Nicole:	M 22
Myers, Seth:	G 21
Myers, Whitney:	C 36

## N

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Nadeau, Jean-Paul:	I 03
Nakamaru, Sarah:	MW 7, I 15
Nakaue, Mitch:	A 26
Nance, Abby:	H 28
Naomi Bernstein, Susan:	W 1
Narayan, Madhu:	FSn E
Nastal, Jessica:	E 11
Nathaniel, Rivers:	D 38
Navarre Cleary, Michelle:	FSIG 11
Navarro, Nela:	C 12
Navickas, Kathryn:	M 06
Neal, Michael:	I 34
NeCamp, Samantha:	B 33
Neely, Michelle:	B 24
Nelson, Julie:	M 16
Nelson, Scott:	E 25
Nelson-Beene, Donna:	C 08, H 32
Nettell, Richard:	N 31
Neupane, Dhruba:	D 13
Newbold, Webster:	K 36
Newmark, Julianne:	RNF
Nguyen, Mimi Thi:	I 05
Nichols, Garrett Wedekind:	A 38
Nichols, Greg:	J 19
Nichols, Julie:	A 33
Nichols, Larry:	J 39
Nichols, Randy:	E 18
Nicolas, Melissa:	W 5, F 37,
TSIG 04	
Nicole DeVoss, Dànielle:	N 23
Nielsen, Danielle:	I 33
Nielsen-Dube, Kathryn:	AW 8
Niestepski, Michelle:	MW 3, D 10
Niiler, Luke:	C 23
Nilsson, Tore:	J 01
Ninacs, Michele:	E 14
Nish, Jennifer:	W 5
Noe, Nancy:	F 30
Noonan, Deborah Bacon:	A 32
Nordquist, Brice:	I 25
Nordstrom, Georganne:	D 30
Norstad, Lille:	J 38
Novak, Matt:	AW 7, B 37
Nowacek, Rebecca:	FSIG 19
Nugent, Jim:	G 34
Nunley, Vorris:	H 04
Nye, Emily:	B 09

# O

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O'Brien, Alyssa:	W 5, L 20
O'Brien Gerhart, Casey:	C 37
O'Hara, Jessica:	F 09
O'Malley, Jennifer:	C 15
O'Neill, Megan:	B 08
O'Neill, Peggy:	L 01
Obermark, Lauren:	B 18
Oda, Tomoko:	N 29
Oddo, John:	E 08
Odom, Mary Lou:	D 25
Oenbring, Raymond:	B 16
Ogilvie, Andrew:	B 03
Ogunfeyimi, Adedoyin:	H 27
Oldmixon, Katherine Durham:	PF, E 27
Olivas, Sarah:	A 37
Oliver, Laura:	N 29
Olsen Wiley, Marsha:	F 07
Olson, Christa:	N 01
Olson, Wendy:	W 4, N 32
Omidvar, Iraj:	AW 5, H 07
Omizo, Ryan:	TSIG 22, I 35
Onema, Dulivanette:	D 06
Ong, Rory:	J 26
Orr, Jeff:	AW 5, H 07
Ortiz, Kathryn:	G 36
Ortmeier-Hooper, Christina:	B 04
Ortoleva, Matthew:	N 11
Ostergaard, Lori:	F 29, H 33, K 23
Oswal, Sushil:	RFP, K 36, FSIG 12
Oswald, Robin:	H 28
Otis, Martha:	C 01
Otterstedt, Per:	J 01
Otto, Kara:	A 02
Outland, Ruth:	RNF
Overall, Joel:	C 18
Oviedo, Ollie O.:	RNF
Owen, Gabrielle (Brie):	H 13

# P

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Pace, Tom:	F 33
Pack, Jenna:	RNF
Page, Sheila:	I 20

Pagnac, Susan:	H 19
Paine, Charles:	I 24, L 01
Palmer, Laura:	C 23
Palmquist, Mike:	M 33
Palsgaard, Loren:	C 26
Pandey, Iswari:	TSIG 22, J 22
Pantelides, Kate:	D 31
Panthee, Rajendra:	K 09
Papay, Twila:	E 17
Papoulis, Irene:	TSIG 21, SAT 2
Papper, Carole Clark:	B 36
Pardlow, Donald:	RNF
Parent, Richard:	I 07
Parisi, Hope:	H 01
Parker, Allison:	B 14
Parker, Ann:	AW 5
Parks, Steve:	D 04, I 21
Partin, Leah:	L 11
Paster, Denise:	D 01
Patrick, Lisa:	I 12
Patterson, Gina:	G 16
Patterson, Katharine Bassett:	RNF
Patton, Martha D.:	C 24
Paul, Danette:	D 35
Payne, Cynthia:	QRN
Payne, Eva:	B 32
Payne, Scott:	H 32
Pearlman, Steven:	F 13
Pebbles, Kenlea:	E 05
Peckham, Irvin:	F 35
Peeples, Tim:	TSIG 20, M 34
Pell, John:	RNF, B 12
Pemberton, Michael:	RNF, M 33
Pender, Kelly:	B 15
Pennell, Michael:	RNF
Pennington, Mary Beth:	H 29
Perdue, Tina:	E 21
Perelman, Les:	F 35
Perl, Sondra:	H 20, I 06
Perrault, Sarah:	L 07
Perry, Valerie:	RNF
Perryman-Clark, Staci:	FSn G2
Pershing, Teresa M.:	E 02
Peters, Bradley:	MW 2, I 28
Peters, KJ:	B 03
Peterson, Mike:	J 20
Peterson Haviland, Carol:	E 30
Petrone, Deborah:	I 12

Pflugfelder, Ehren:	G 23
Phegley, Missy Nieveen:	A 39
Phelps, Christin:	H 23
Phelps, Louise Wetherbee:	TSIG 23
Philbrick, Ethan:	F 25
Phillips, Bill:	H 03
Phillips, Cassandra:	N 32
Phillips, Gregory:	J 26
Phillips, Talinn:	H 05
Piano, Doreen:	RNF
Pickle, Melody:	B 09
Pierce, Tom:	A 25
Pigg, Stacey: M 34	
Pimentel, Octavio:	AW 4, FSn K1
Piper, Katherine:	L 25
Pizzola, Gail:	D 27
Plane, Sylvie:	W 2
Platt, Julie:	B 05
Poder, Marybeth:	QRN
Podis, JoAnne:	H 29
Podis, Leonard:	H 29
Poe, Mya:	B 04, M 03,
TSIG 13	
Poe Alexander, Kara:	H 10
Pokharel, Ramesh:	K 09
Pokhrel, Arun:	I 29
Pooler, Jennifer:	RNF
Popham, Susan:	E 16
Porter, Anne:	L 25
Portman Daley, Joannah:	G 38
Pough, Gwendolyn	D.: N 26
Powell, Annette:	H 04
Powell, Katrina:	L 15
Powell, Malea:	FSIG 04
Powers, Elizabeth:	RNF
Prenosil, Joshua:	J 32
Presley, Erin:	A 04
Preston, Jacqueline:	C 35
Price, A.J.:	A 18
Price, Margaret:	A 35, TSIG 10
Price, Steve:	A 24
Priesman, Annette:	G 24
Prieto, Caroline:	D 18
Prins, Kristin:	I 05
Prior, Paul:	E 34
Pritchard, Eric Darnell:	A 27
Procter, Margaret:	FSIG 10
Puccio, Paul:	L 21
Pueschner, Gordon:	FSIG 18

Pugh, Melody:	D 24
Purdy, James P.:	MW 8, IP 1,
N 05	
Pushman, Erin:	B 17

## Q

Quackenbush, Nicole:	C 14
Qualley, Donna:	QRN

## R

Radley, Noël Clare:	I 40
Rafoth, Ben:	AW 8
Ragusa, Daniela:	L 19
Raica-Klotz, Helen:	H 21
Rain Anderson, Joyce:	FSIG 04
Rajakumar, Mohanalakshmi:	G 05
Raju, Ritu:	B 02
Raman, Veena:	F 09
Ramirez, Cristina:	TSIG 04
Ramirez, Gregory:	C 26
Ramirez, Lorena:	D 12
Ramírez, Cristina:	AW 4
Ramirez-Dhoore, Dora:	FSn D2
Ramsey, Alexis:	E 07
Ramsey, Birgitta:	W 2
Rankin, Deb:	E 24
Ratcliffe, Krista:	H 04, I 39,
M 01	
Ratcliffe, Lindsay:	D 27
Rawson,	KJ: M 22
Ray, Brian:	M 26, SAT
Ray, Murleen:	C 31
Ray, Ruth:	E 32
Rea, Jaclyn:	RNF
Read, Sarah:	B 06
Rechnitz, Andrew:	E 25
Redd, Teresa:	FSn M,
FSIG 09	
Reed, Rachel:	G 27
Reed, Scott:	MW 9, L 29
Reese, Deborah:	RNF
Reese, Jenae:	RNF
Rehberger, Dean:	FSp E
Reichert Powell, Pegeen:	C 27

Reid, Alexander:	B 34	Robertson, Jennifer:	H 09
Reid, E. Shelley:	D 28	Robertson, Liane:	D 34
Reid, Georgia:	G 19	Robertson, Sherry:	G 24
Reid, Lynn:	H 08	Robinson, Heather:	A 20
Reiff, Mary Jo:	C 29	Rochelle, Warren:	G 22
Reilly, John:	N 29	Rockett, Robert:	D 25
Reitmeyer, Morgan:	W 2, N 24	Rodgers, Meagan:	J 29
Remley, Dirk:	N 20	Rodrigo, Rochelle (Shelley):	FSn I
Restaino, Jessica:	C 27	Rodrigue, Tanya K.:	M 05
Reyman, Jessica:	G 18	Roe, Meghan:	H 30
Reynolds, Dahlia:	RNF	Roemer, Marjorie:	I 02
Reynolds, Renee:	RNF	Roen, Duane:	FSn A
Rhoades, Elizabeth:	F 26	Rogers, Elsa:	FSn B
Rhodes, Jacqueline:	AW 6, N 26	Rogers, Jaqueline McLeod:	RNF
Rhodes, Keith:	FSIG 10	Rogers, Laura:	SAT
Rice, J. A.:	J 17	Rogers, Paul:	G 06
Rice, Jeff:	A 05	Rogers, Scott:	L 17
Rice, Rich:	B 02	Rohan, Liz:	MW 3, J 29
Richard, Kim:	N 24	Roman, Margaret:	D 33
Richards, Anne R.:	D 01	Romatz, Wilma:	MW 2
Richards, Daniel:	RNF	Ronald, Kate:	K 05
Richards, Rebecca:	W 5, E 10	Roop, Karen:	D 25
Richardson, Elaine:	E 35, FSn G2, FSIG 01	Roozen, Kevin:	QRN, A 36, N 31
Richmond, Kia Jane:	FSIG 14	Rose, Jeanne:	W 5
Rickly, Rebecca:	B 36	Rose, Jeanne Marie:	J 30
Ricks, Antony:	B 22	Rose, Kennie:	H 15
Riding, Holly:	F 19	Rose, Shirley:	FSn J2
Ridolfo, Jim:	FSn J1	Rosecrans, Jane:	H 16
Rieder, David:	M 07	Rosenberg, Heidi:	K 26
Riedner, Rachel:	W 1, C 27	Rosinski, Paula:	M 34
Rife, Martine:	IP, M 34	Rossen-Knill, Deborah:	TSIG 07
Rifenburg, J. Michael:	D 05	Roswell, Barbara:	SAT
Riggs, Cheyenne:	FSn K1	Rothermel, Beth Ann:	K 16
Rigolino, Rachel:	K 33	Rouillon, Vanessa:	AW 9, M 02
Riley, Anjanette:	C 16	Rounsaville, Angela:	J 15
Riley Mukavetz, Andrea:	B 38	Royer, Dan:	M 32
Ríos, Gabriela:	AW 3, A 38	Royster, Jacqueline:	FSn D1, FSn J2, M 02
Rist, Mary:	F 31	Rozar, Tanna:	D 18
Ristow, Ben:	J 20, FSIG 16	Rubsamen, Novelynn:	A 09
Ritke-Jones, William:	A 17	Rudkin, Casey J:	A 28
Ritter, Kelly:	W 4, FSn A, J 16	Ruecker, Todd:	MW 7, K 34
Rivait, Jessica:	G 10	Ruiz, Iris:	AW 4, D 04
Rix Wood, Henrietta:	W 5, K 23	Ruiz, Kezia Strite:	C 25
Roach, Danielle:	C 22	Rule, Hannah:	G 08
Robb, Anna:	I 26	Rumohr-Voskuil, Gretchen:	FSIG 14
Robbins, Sarah:	G 02	Rumsey, Suzanne:	E 32
Roberts, Amanda:	F 23	Russell, Ann:	W 8

Russell, David:	M 24, FSIG 09
Russell, Lindsay Rose:	W 5, D 14
Russell, Matthew:	N 17
Russo, Robyn:	K 11
Rutz, Carol:	J 39
Rutz, Paul:	J 39
Ryan, Cynthia:	E 19
Ryan, Leigh:	G 03
Ryden, Wendy:	TSIG 21, SAT
Rylander, Jonathan:	QRN
Rysdam, Sheri:	L 12
Rytkonen, Helle:	W 5, L 20
Ryu, Jiyoung:	H 17

## S

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Sacchi, Cate:	I 12
Sackey, Donnie:	FSn E
Saengkhum, Tanita:	K 34
Saenpoch, Petcharat:	W 2
Sagerson, Erin:	J 03
Saint-Amand, Paul:	N 09
Salcedo, Myra:	F 02
Salem, Lori:	M 28
Salinas, Carlos:	A 10, G 36
Salski, Lukasz:	W 2
Salvatore, Joseph:	FSIG 08
Salvo, Michael:	MW 8, E 19,
	K 31
Samek, Alyssa:	I 31
Samuels, Bob:	W 1
Samuelson, Richard:	M 28
Sanchez, Deborah:	I 36
Sanders, Michelle:	J 20
Sandra, Jang:	B 29
Sano-Franchini, Jennifer:	J 38
Santoy, Janie J.:	AW 4, K 35
Sanyal, Maya:	RNF
Saper, Craig:	A 05
Sargent, M Elizabeth (Betsy):	D 28
Sassi, Kelly:	FSn F2
Sauer, Geoffrey:	H 10
Savini, Catherine:	K 16
Sawyer, LaToya L.:	RNF
Scanlon, Molly:	H 35
Sceniak, Laura:	L 11
Schaffner, Spencer:	W 6, J 02
Schatz, Stephanie L.:	L 12

Schell, Eileen:	H 06
Schell, Tekla:	E 25
Schendel, Ellen:	RNF, M 32
Schick, Kurt:	E 28
Schillb, John:	FSn D1
Schlatter, Rhonda:	E 15
Schlosser, Lise Mae:	C 38
Schmertz, Johanna:	M 29
Schmidt, David:	F 17
Schmidt, Laura:	B 26
Schmitt, Kate:	D 29
Schneider, Stephen:	N 15
Schnieder, Jeremy:	QRN
Schoen, Megan:	J 32
Schonberg, Eliana:	F 34
Schraufnagle, Doug:	D 37
Schreibersdorf, Lisa:	C 20
Schubert, Laura:	G 03
Schuster, Charles:	I 06
Schuyler, Susan:	F 22
Schwartz, Michael:	A 25
Schwegler, Robert:	MW 3,
	TSIG 11, J 35
Scoggins, Jennifer:	D 26
Scott, Blake:	A 05
Scott, Marc:	RNF, G 21
Scott, Mary:	W 2
Seidel, Chalet:	K 16
Seidel, Sharla:	B 27
Seitz, David:	C 35
Selber, Stuart:	B 04
Selden, Piper:	TSIG 02
Selfe, Cynthia:	DP, MW 8,
	C 05, F 16, FSn I, J 04, K 35, M 04 N 04
Selfe, Richard J.:	M 04
Sell, Tess:	F 27
Selting, Bonita:	RNF
Serna, Elias:	D 07
Serviss, Tricia:	D 36
Sevenker, Justin:	M 23
Seymour, Liz:	A 18
Shade, Rachael:	E 13
Shaller, Deborah:	L 19
Shapiro, Ann R.:	C 22
Shapiro, Shawna:	C 12
Sharer, Wendy:	I 23
Sharma, Ghanashyam:	RNF, G 05
Sharp, Matthew:	B 08
Sharp-Hoskins, Kellie:	I 13

Shaver, Lisa:	G 02	Smith, Julianne:	I 28
Shaw, Patrick:	F 01	Smith, Laura K.:	E 27
Sheff, Pamela:	SAT	Smith, Leonora:	W 9
Shehi, Monika:	A 13, TSIG 07	Smith, Trixie:	W 3, I 37
Shehu, Genci:	F 29	Smith Madan, Ryan:	H 13
Shelly, Lynn:	J 25	Smith-Sitton, Lara:	C 13
Shepherd, Dawn:	J 34	Smitherman, Geneva:	AW 2
Shepley, Nathan:	D 15	Smitherman, Joonna:	RNF
Sheppard, Jennifer:	FSn L	Snell, Debra:	L 06
Sheriff, Stacey:	I 33	Snyder, Todd:	K 01
Shima, Alan:	J 01	Snyder Mick, Connie:	A 08
Shin, Haerin:	L 20	Sobiech, Michael:	J 10
Shirk, Henrietta Nickels:	I 28	Soderlund, Lars:	G 23
Shirley Wilson, Logan:	FSn J2	Sohn, Katherine:	G 19
Shivers McNair, Ann:	M 18	Solberg, Janine:	N 01
Shohet, Linda:	FSIG 09	Soliday, Mary:	W 4
Shuck, Gail:	K 34	Sommers, Jeff:	G 39
Shultz-Colby, Rebekah:	F 34	Sommers, Nancy:	D 39, K 06
Shumake, Jessica:	C 30	Southard, Anne:	K 15
Sias, Reva:	H 16	Soven, Margot:	I 24, FSIG 09
Sidler, Michelle:	F 30, K 21	Sowa, Angela:	H 30
siebler, kay:	H 03	Spangler, Erica:	N 06
Sierra, Wendi:	MW 9	Sparks, Laura:	L 09
Silva, Mary Lourdes:	B 22	Spellmeyer, Kurt:	F 31
Silva, Vesta:	G 28	Spence, Valerie:	QRN
Silver, Naomi:	C 07	Spidell, Cathy:	N 24
Simmons, Michele:	J 35	Spinner, Jenny:	TSIG 15, J 05
Simpson, Steve:	MW 7	Spring, Sarah:	D 21
Singh-Corcoran, Nathalie:	A 30, TSIG 08	Springsteen, Karen:	F 28
Sipos, Irene:	J 14	Sproat, Ethan:	TSIG 16
Sipple, Sue:	G 39	Spronk, Caitlan:	K 31
Sirc, Geoffrey:	W 6, G 35	Spruill, Jeffery:	RNF
Sjurseth, Kim:	FSn F2	Stafford, Keri:	L 11
Skeen, Thomas:	I 38	Stainbrook, Eric:	G 37
Skinnell, Ryan:	MW 3, D 15	Stallworth Williams, Linda:	I 32
Skinner, Carolyn:	C 33	Stamper, Roy:	J 34
Skinner, Rebecca:	RNF, H 23	Standridge, Emily:	H 26
Skripsky, Sarah Yoder:	MW 2	Stanley, Sarah:	RNF
Skurat Harris, Heidi:	E 31	Stark, Ryan:	E 15
Sledd, Erin:	AW 5	Starks-Winn, Kristy:	K 26
Sloane, Sarah:	B 23	Stavenhagen, Kurt:	B 25
Slomp, David:	L 27	Stedman, Kyle:	IP, B 16
Smida, Megan:	E 33	Stephenson, Brittany:	G 39
Smith, Anna:	K 12	Stevens, Ky David:	I 30
Smith, Beatrice:	H 39	Stewart, Linda:	F 24
Smith, Christian Damon:	RNF	Stewart, Marjorie:	RNF, G 04
Smith, David Shawn:	J 13	Stewart-Nunez, Christine:	D 32
Smith, Erec:	N 25	Stillman-Webb, Natalie:	E 16
Smith, Jamila:	FSn F1, K 38	Stock, David:	RNF, B 33

Stockton, Lisa:	F 15
Stone, Jennifer:	K 19
Stone, Jonathan:	A 33
Stone Horton, Stephanie:	M 16
Storey, Lisha Daniels:	AW 8
Stott, Jocelyn:	I 39
Stovall, John:	C 01
Stoynoff, Catherine:	F 26
Strain, Margaret:	MW 3
Strandjord, Erika:	E 38
Strantz, Adam:	K 31
Stremlau, Tonya:	B 06
Stuckey, Zosha:	C 36
Suarez, Dariel:	I 27
Suderman, James:	K 15
Suhr-Sytsma, Mandy:	N 27
Sullivan, Dale:	FSn F2
Sullivan, Mary Elizabeth:	I 18
Sullivan, Patricia:	J 35
Summers, Charlene:	RNF
Summers, Sarah:	W 5
Sun, Huatong:	A 34
Sunahara, Reid:	I 09
Sundberg, Kelly:	K 39
Sundeen, Jim:	G 29
Suter, Lisa:	A 33
Sutton, Mark:	RNF, D 12
Swarts, Jason:	G 23
Swartzendruber, Nathan:	F 25
Swaty, Sarah:	F 17
Swift, Jeff:	D 35
Syversen, Peg:	J 08
Szymanski, Natalie:	I 10

## T

Taber, Ellen:	F 07
Taczak, Kara:	D 34
Talbot, Jen:	H 24
Tallman, Ken:	N 17
Tamayo, Francisco:	J 26
Tanski, Katherine:	L 05
Tarabochia, Sandra:	RNF
Tarbox, Judy:	TSIG 19
Tardy, Christine:	J 36
Taylor, Gigi:	AW 8
Taylor, Todd:	B 05
Teagarden, Alexis:	B 26

Teague, Deborah:	I 18
Teems-Stephens, Yvonne:	QRN
Telegen, Joseph:	K 17
Terry, Robert:	N 21
Teston, Christa:	J 37
Teuton, Chris:	FSp I
Thaiss, Chris:	FSIG 09, J 28
Thayer, Kelly:	I 10
Theado, Connie Kendall:	RNF
Thelin, William:	RFP, W 1,
G 13, N 02	
Thieme, Katja:	RNF
Thomas, Alison:	F 32
Thomas, Emily:	M 28
Thomas, Kimberly:	RNF, L 16
Thomas, Patrick:	E 08
Thomas, Susan:	L 01
Thomas-Pollei, Kimberly:	E 20
Thompson, Jo Ann:	A 12, E 24
Thompson, LaKesha:	L 11
Thompson, Mark Andrew:	C 11
Thompson, Roger:	MW 2, B 39
Thomson-Bunn, Heather:	M 30
Thonus, Terese:	W 7
Thornton, Jamie:	RNF, E 16
Thoune, Darci:	H 15
Thurman, Justin:	L 23
Tillery, Denise:	A 10
Tinberg, Howard:	I 03
Tirrell, Jeremy:	D 38
Titus, Megan:	D 14, F 18
Tolar Burton, Vicki:	H 16, FSIG 09
Tomlinson, Elizabeth:	M 25
Topinka, Robert:	A 14
Torrusio, Ann:	E 11
Toscano, Aaron:	K 24
Toth, Christie:	D 24
Toth, Christopher:	M 32
Townsend, Martha:	FSIG 09, N 08
Trahan, Heather:	RNF
Trainor, Jennifer:	H 04
Tran, Paula:	D 27
Trapp, Joonna:	MW 2, I 28
Trauman, Ryan:	N 04
Trauth, Erin:	D 31
Trauth Taylor, Kathryn:	G 08
Tremain, Lisa:	A 02
Trent, Dr. Mary Alice:	FSn B
Trexler, Megan:	N 33

Trimbur, John:	I 21
Tripp, Mary:	L 27
Trofimoff, Djana E.:	K 32
Troyka, Lynn Quitman:	M 08
Trujillo, Patricia:	FSn D2
Tulley, Christine:	M 15
Turk, Tisha:	B 22
Turner, Joseph:	A 03
Tweedie, Sanford:	J 36

## U

Uchmanowicz, Pauline:	G 37
Uedoi, David:	A 09
Uehling, Karen:	FSIG 11
Unger, Donald:	B 21
Updike, Ann:	K 10
Urbanski, Cynthia:	F 28
Urbanski, Heather:	H 12

## V

Valdes, Aileen:	I 27
Valdes, Denise:	B 13
Van Ittersum, Derek:	A 36
Van Rys, John:	G 14
Vancza, Valerie A.:	RNF
Vandenberg, Peter:	MD, B 35
Vander Lei, Elizabeth:	FSIG 15
VanHaitsma, Pamela:	C 36
VanOsdol, Paige:	M 17
Varley, Anna:	C 20
Vee, Annette:	H 18
Vega, Mark:	F 22
Vicars, Mark:	G 05
Vickery, Grant:	E 09
Vidali, Amy:	E 12, TSIG 10
Vieira, Kate:	QRN, J 22
Vinson, Jenna:	W 5, E 10
Virtue, Andrew:	D 06
Vitale, Kyle:	A 03
Vitanza, Victor:	RNF, C 32, L 29
Vladick, Amanda:	G 31
Voorhees, Terry:	M 10

## W

Wade, Stephanie:	L 25
Wagar, Scott:	N 18
Wagner, Julia:	I 11
Waite, Stacey:	H 13
Walker, Clay:	B 13
Walker, Janice:	MW 8, RNF, M 33
Walker, Joyce:	A 06
Walker, Kenneth:	RNF, L 07
Wallack, Nicole:	B.: B 11
Wallent, Theresa:	K 30
Walls, Douglas:	H 38
Walls, Nicole:	G 22
Walter, John:	H 14
Walter, Madaline:	W 5, F 07
Walters, Frank:	L 15
Walters, Keith:	E 17
Walwema, Josephine:	D 11
Wang, Bo:	N 01
Wardle, Elizabeth:	TSIG 18, L 27
Ware, Jennifer:	G 07
Warner, Sterling:	HFS, K 13, L 28
Warnick, Chris:	J 33
Warnick, Quinn:	C 15
Warnock, Scott:	G 39, FSIG 12
Warrington, Kate:	K 27
Wastal, Carrie:	RNF 1
Watanabe, Sundy:	A 27
Waterhouse, Rhonda:	H 14
Watkins, James Ray:	K 01
Watson, Ashley:	K 31
Watson, Courtney:	H 09
Watson, Missy:	M 06
Watson, Shevaun:	B 13
Weaver, Amy L.:	C 15
Weaver, Christopher:	G 09
Webb, Suzanne:	AW 7
Webb-Sunderhaus, Sara:	F 28
Webber, Jim:	RNF
Weber, Ryan:	F 29
Webster, Travis:	W 3, G 16
Weisberger, Ron:	I 03
Weiser, Elizabeth:	MW 2
Weiser, Irwin:	A 29
Welch, Kathleen Ethel:	RNF

Welhausen, Candice:	L 22	Wilson, Marc:	B 02
Welsh, Deborah:	A 23	Wilson, Sheena:	L 32
Welsh, Eleanor:	B 17	Wine, Kimberly:	H 11
Welsh, Joshua:	D 06	Wingard, Jennifer:	W 1, I 04
Welsh, Susan:	E 21	Wingard, Joel:	D 10, J 30
Wendler, Rachael:	RNF	Winslow, Dianna:	F 18
Wenger, Christy:	H 12	Winters, Laura:	D 33
Werden, Leslie:	QRN	Wirtz, Jason:	W 9, C 02
Werner, Maggie:	J 17	Wisniewski, Carolyn:	F 18
Werner, Necia K.:	B 26	Wittman, John:	K 22
Wesley, Charlie:	C 01	Wojahn, Patti:	G 21
West, Jen:	I 16	Wojcik, Michael:	I 38
West, Jennifer Ellis:	I 18	Woldruff, Ryan:	F 18
West, Patricia:	F 32	Wolf, Anne:	M 14
Westrick, Ann:	C 08	Wolfe, Joanna:	RC, L 07
Wetzel, Grace:	RNF	Wolford, Rachel:	C 13
Wheeler, Stephanie:	A 38	Womack, Craig:	FSp L
Whicker, John H.:	J.25	Wong, Gilbert Kit Po:	M 19
White, Edward M.:	TSIG 23	Wood, Mary:	C 25
White, Kate:	I 23	Wood, Sue Carter:	G 33
White-Farnham, Jamie:	N 11	Wood, Tara:	W 5, E 11
Whitman, Sylvia:	K 02	Woodbury, Lynn:	L 28
Whittemore, Stewart:	A 36	Woodland, Randal:	B 10
Wible, Scott:	B 04	Woods, Jamet:	D 22
Wick, Shelley:	G 32	Woods, Peggy:	MW 5
Wickman, Chad:	K 21	Woodworth, Elizabeth:	MW 2, F 30,
Wiebel, Jon:	G 28	G 27	
Wiederhold, Eve:	B 19	Woolbright, Meg:	K 29
Wierszewski, Emily:	IP, N 20	Wooley, Christine:	M 27
Wilder, Blake:	F 16	Wooten, Jay:	L 28
Wilhoit, Stephen:	C 21	Woyciehowicz Gonsior,	
Wilkinson, Caroline:	D 16	Marian:	W 8
Wilkinson, Liz:	M 12	Wrice, Dr. Sheldon B.:	FSn B
Williams, Alyssa:	G 30	Wright, Andrew:	B 10
Williams, Bonnie:	K 38	Wright, Cassie:	D 05
Williams, Bronwyn:	RNF, G 05,	Wright, Mary:	K 22
H 36		Wright, Pamela:	RNF
Williams, Debbie:	E 09	Wright Cron, Amanda:	K 03
Williams, Erin:	M 23	Wu, Hui:	CWS
Williams, Joseph:	A 07	Wu, Hui:	FSn J2
Williams, Mark Alan:	RNF	Wyeth, Mary E.:	B 09
Williamson, Michael M.:	E 21	Wynhoff Olsen, Allison:	I 12
Wills, Katherine:	RNF, N 28	Wynn, Sarah:	I 16
Wilson, Greg:	K 17	Wynne, Craig:	QRN
Wilson, Kristi:	C 30	Wysocki, Anne:	FSn K2, M 16

## X

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Xiao, Yuehai: W 2, D 10,  
FSIG 20

## Y

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Yancey, Kathleen Blake: C 07, D 34,  
G 17, TSIG 18, FSnI, K 06  
Yasin, Jon: C 09  
Yeh, Wan-Ning: N 29  
Yergeau, Melanie: C 05  
Yerks, Anne-Marie: B 10  
Yi, Youngjoo: E 34  
Yigitoglu, Nur: I 29  
Yood, Jessica: G 20  
Yoon, K. Hyoejin: I 33  
You, Xiaoye: E 34  
Young, Art: FSIG 09  
Young, Beth: H 15  
Young, Daren: D 24  
Young, Emily: G 27  
Young, Jaimie: I 26  
Young, Justin: M 11  
Young, Morris: A 35, B 39,  
FSn H

Young, Vershawn: E 36, N 31  
Youra, Steven: B 20  
Yu, Eunju: RNF  
Yu, Yongcui: RNF

## Z

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Zabrowski, Katie: RNF  
Zawacki, Terry: A 30, J 28,  
FSIG 09  
Zeleny, Rachael Baitch: F 03  
Zemliansky, Pavel: N 05  
Zenger, Amy: W 2, G 05  
Zerbe, Michael: A 19  
Zhang, Qisi: A 15  
Zhao, Ruijie: L 23  
Zhao, Shuai: D 24  
Zhao, Yun: C 11  
Zimmerman, James R.: H 02  
Zimmerman, Traci: IP  
Zino, Dominique: G 19  
Zobel, Gregory: B 36  
Zoetewey, Meredith: H 10  
Zollars, Michelle: I 09  
Zumaglini, Carolina: G 32

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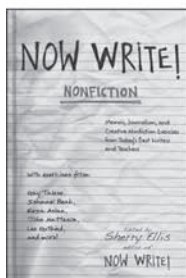
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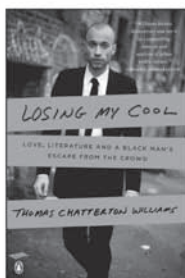
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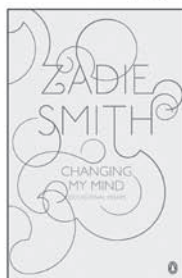
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