



Conference on College Composition and Communication
2017 CCCC Annual Convention
March 15–18, 2017 • Portland, Oregon

CALL FOR PROGRAM PROPOSALS
Cultivating Capacity, Creating Change

CCCC is in its seventh decade as an organization. Through its history, its members quite literally built a scholarly discipline, professionalized the teaching of writing, and fought to ensure access and justice for students. Today, CCC members continue to expand and deepen understandings of rhetoric and writing; transform literacy teaching and learning and foster the conditions in which it occurs; and engage rhetoric and writing for a range of purposes, including advocacy, both inside and outside of the academy.

However, as a mature organization, we struggle with identity and the messiness and dissonance inherent in democratic endeavors, and we face an increasingly challenging, even hostile, external environment for the work we do. Our ability to sustain ourselves, both individually and collectively, requires purposeful cultivation, and that concept, **cultivate**, is the centerpiece of CCC 2017. To cultivate is to enrich, nurture, enable, foster, and grow, all activities that this year's Convention is designed to facilitate. A generative and re-generative concept, the theme *cultivate* is appropriate both to the productive region surrounding the CCC 2017 convention site, Portland, Oregon, and to the actions necessary to develop the current and future generations of teachers, scholars, and leaders.

Late NCTE Executive Director Kent Williamson recognized that our organization—and its membership—must conscientiously create the conditions that ensure long-term vitality. He envisioned capacity building and collaboration as the way forward: mindfully developing and empowering members, who can use their capacity to act on behalf of themselves, their colleagues, and their students and, collectively, the organization and the profession at large. By cultivating member capacity, members can create change. It is labor-intensive yet rewarding work, enabling members and the organization to grow and flourish organically, from the inside out.

My goal for CCC 2017 is to use the Convention as a space to cultivate members and member capacity for action. To achieve this involves re-envisioning the first "C" in CCC, *Conference*, as more than an association of professionals, but a "meeting of minds," and it involves engaging as a "conference," as the etymology of *conference* suggests, coming together to discuss and work on shared interests and issues. To that end, I would like to build upon the transformative work of my immediate predecessors to encourage innovative and interactive session proposals, to create space within the program for the less structured, grassroots exchanges among members, and to plan a Convention that utilizes our time together to the fullest, from Wednesday's pre-convention workshops through Saturday's closing events.

While CCC 2017 will maintain the traditional aspects of our Annual Convention—showcasing members' scholarly and professional work, participating in meetings (SIGs, caucuses, and governance activities), networking and socializing—it will also include spaces that invite member engagement in capacity building, including the continuation of the Action Hub and "Dialog" sessions to promote organizational transparency, innovations of Chair Joyce Locke Carter. Additionally, the 2017 Convention will feature two new highly interactive sessions that draw upon member expertise and interests: a series of "Cultivate" sessions, which are designed to build member capacity in particular ways, whether cultivating new voices in scholarship, preparing future faculty or future organizational leaders, developing our public voice, or sustaining ourselves as professionals; and a series of "Think Tank" sessions, which provide space during the convention for members to work together on

various professional and organizational issues and, later, share their work and offer recommendation or action items in a closing plenary. For these new "featured" sessions, which are not part of the regular peer review process, a later call for topics and potential facilitators will be issued in summer to invite member input and participation.

With you, I hope to make the annual convention more than an event; I would like it to become a space for conversation and activity that continue throughout the year. The convention theme, then, is intended to be action-oriented. **Cultivate** should describe the overall convention experience, rather than prescribe the acceptable (and accepted) themes of proposals. I want "Cultivating Capacity, Creating Change" to promote the notion—and facilitate the activity—of a "Conference," not to direct the members' scholarly work, although sharing ideas and examples of intellectual and professional "cultivation" is welcome.

As we look ahead to our next gathering in Portland, Oregon, I invite us to consider how we can use our time together to cultivate ourselves, one another, CCC, and the field.

- How do we cultivate new voices in the field and in the organization?
- How do we create broader understanding and appreciation of our disciplinary landscape?
- How do we develop future writing teachers, scholars, and leaders?
- How do we sustain and enrich our members in their varied interests throughout their careers?
- How do we, individually and collectively, cultivate our public voice?
- How do we build our capacity to take actions on issues important to our members?
- How do we conscientiously create the conditions for learning and for change?
- How can we build and maintain relationships, connections, and alliances?
- How can we foster openness, transparency, and consciousness in our membership and the organization at large?

What better place than Portland, the city that embodies the notion of environmental sustainability, to work together to find answers about how to sustain ourselves? Situated at the confluence of two rivers, surrounded by the forested Cascade mountain range, at the top of the fertile Willamette Valley, Portland is a place of productivity and possibility. The Willamette Valley's fertility is the result of both its geologic history—volcanic activity and Ice Age floods—and modern cultivation practices. Similarly, CCC's capacity for growth and change is built on the work of our predecessors and our own continual, mindful cultivation. I encourage us to use our time together, March 15–18, 2017, to tend to our Conference, so we continue to grow and thrive.

Carolyn Calhoon-Dillahunt
Yakima Valley Community College
Yakima, WA
2017 Program Chair

A Note on Proposal Review

2015 Program Chair Joyce Locke Carter and 2016 Program Chair Linda Adler-Kassner, in an effort to make the proposal review process more transparent, made the criteria used for reviewing proposals explicit, and I plan to continue this practice. The 2017 proposal reviewers will consider the following in their evaluations:

- Is the proposal **situated** contextually in writing theory, research traditions, current issues, and/or practices?
- Is the proposal **focused** enough for the time available, including sufficient time for meaningful audience interaction or participation?
- Is the proposal **action oriented**? Does it move beyond describing “here’s what I did” and specifically elaborate on what major issues, questions, or actions will be taken up (based on research that has been or will be completed by convention time)?
- Is the proposal **innovative**? Does it establish new ground, build distinctly upon previous work, take a fresh approach, or offer a unique perspective?
- Is the proposal **audience oriented**, explaining how attendees will be engaged in the proposed session and what they will “get” or how they will benefit from attending?

For poster sessions, in addition to considering the criteria above (as relevant to the context), reviewers will look specifically for the following in poster proposals:

- Does the proposal describe the study and results to be presented?
- Does the proposal discuss what sorts of empirical data will be included (textual and visual)?
- Does the proposal describe how ideas and evidence will be represented graphically?

General Information

Members of the Conference on College Composition and Communication and others who are interested in the goals and activities of CCCC are invited to submit proposals for sessions, posters, and workshops at the 2017 CCCC Annual Convention. CCCC Annual Convention programs are open to everyone, including scholars from other disciplines. Nonmembers of CCCC are welcome to submit proposals but are urged to join the organization. CCCC is a nonprofit organization and cannot reimburse program participants for travel or hotel expenses.

Competition for a place on the program is intense—many good proposals cannot be accepted. The percentage of the program devoted to a specific area (see area cluster list later in this document) is determined by the number of proposals received in that area. All proposals are evaluated in two groups (panels and individuals) by reviewers with special expertise in each area, who advise the Program Chair on proposal acceptance. These peer-reviewed submissions

will comprise the greater part of the program, with the remainder consisting of sessions initiated by the Program Chair.

Deadline: To ensure participants receive an early fall notification of program participation, all electronic submissions must be received by 11:59 p.m. PT, Monday, **May 9, 2016**. All mailed submissions must be postmarked by **May 2, 2016**.

Program Format

The 2017 CCCC Annual Convention consists chiefly of 75-minute concurrent sessions offered Thursday through late Saturday afternoon. Additionally, Saturday will contain new innovative spaces that foster engagement, collaboration, outreach, and synthesis. Special presentations by featured speakers will be organized by the Program Chair. Half-day and all-day workshops take place on Wednesday. Special Interest Groups (SIGs) meet Thursday and Friday for one-hour business meetings.

Concurrent Sessions

Members may propose whole sessions (75-minute sessions consisting of three or more speakers) or submit a proposal as an individual, which will be combined into a panel by the Program Chair. Presenters may propose separately titled papers, performances, digital installations, visual presentations, etc., in whatever format best delivers the presenters’ ideas and engages the audience. In a panel where more than 3 speakers are proposed, formats such as position statements and abstracts are acceptable. The 2017 Convention will put a premium on interaction and engagement; therefore, every panel must be designed to allow at least 30 minutes of discussion, brainstorming, audience response, or opportunities for collaboration. As per CCCC Policy, individuals may be proposed for only one speaking role in a concurrent session.

Poster Sessions

Posters are visual presentations typically displayed on tables, easels, or bulletin boards. Posters will be on display throughout the Convention, and members will present and discuss their work at a dedicated session during the Convention. During these poster sessions—which are a less formal presentation of work in progress, theories, experimental work, new concepts, late-breaking research results—presenters stand next to their displays to explain content and answer questions. Proposals for posters will be peer reviewed, and those accepted will appear on the program. A poster session at this Convention is considered in every respect to be equivalent to a panel presentation and will be listed as such in the program.

Workshop Sessions

Workshops provide opportunities for engaged introductions to new developments in the field and participatory discussion of current ideas and practice. Successful workshop proposals explain clearly *how* registrants will participate in workshop

activities and *must* include a schedule indicating times, registrant activities, and speakers (*only the first 12 names will be listed on the program*). Workshops are limited to 30–50 registrants and carry an additional fee.

Preconvention workshops are scheduled for a full day on Wednesday, 9:00 a.m.–5:00 p.m., or a half-day Wednesday, either 9:00 a.m.–12:30 p.m. or 1:30 p.m.–5:00 p.m. *Proposed workshops with no evidence of active participation by registrants will not be accepted.*

Member Groups: SIGs and Standing Groups

Member Groups convene for one-hour business meetings after the last concurrent session on Thursday and Friday, and Standing Groups can also host a sponsored panel. Every Member Group that wishes to hold a business meeting *must submit a proposal each year* that includes a statement of the group’s interest and potential value to CCCC members as well as any special space requirements (subject to availability). Presentation titles and speakers will not be listed in the convention program. Please visit <http://www.ncte.org/cccc/sigs> for the full guidelines.

Audiovisual Equipment

CCCC is usually able to provide overhead projectors, with the accompanying projection screen, for concurrent sessions and workshops. You *must* indicate what equipment you need as part of your proposal, and include a rationale for the necessity of its integral use. Because of high costs and limited availability of equipment, we may not be able to honor all such requests; in those cases, proposers will need to rent equipment at their own cost or provide it themselves. *If you request AV equipment and it is assigned to you, you will get a confirmation from CCCC. If you do NOT receive a confirmation, the equipment will not be available for you at the convention.*

Preregistration for Program Participants

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

General Guidelines for Proposals

1. Follow the proposal format.
2. Be as specific and clear as possible about the focus and purpose of your proposals, and provide only the information requested. The intense reviewing procedure makes supplemental material a hindrance.
3. Meet the May 9th deadline for electronic proposals.
4. Notify NCTE immediately (1-800-369-6283 or cccc2017@ncte.org) of address changes.
5. Official invitations will be sent to persons on accepted proposals by late August.
6. Names appearing in the 2017 convention program will represent only peer-reviewed proposals and paid registrations

CCCC Scholars for the Dream Travel Award

CCCC sponsors these awards to encourage program participation and scholarship by members of historically underrepresented groups (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino/a Americans, and American Indians). Their presence and contributions are central to the full realization of our professional goals. To this end, CCCC offers up to ten travel awards of \$750 each, sponsors a reception for all award winners, and gives a one-year membership in NCTE and CCCC.

Eligibility and Submission Information

1. If you are from a historically underrepresented group, if you are an emerging scholar, and if you will be presenting at the CCCC Annual Convention for the first time, you are eligible to apply for this award (please check the Dream box on your proposal form).

2. Your proposal will be reviewed in the Area Cluster you choose. If your proposal is accepted and you meet eligibility requirements for the travel award, you can compete for one of the ten awards by submitting an expanded abstract.
3. Candidates for this award should submit an expanded, 3- to 5-page abstract by October 10, 2016, to the CCCC Administrative Liaison at cccc@ncte.org. At that time, you will also be asked to verify eligibility.
4. The ten SFD Award winners will be notified in December 2016.

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

The Problem. The presentation promises to describe a significant problem or issue, meeting one or more of these criteria:

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

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

CCCC Gloria Anzaldúa Rhetorician Award

CCCC sponsors these awards to support scholars whose work participates in the making of meaning out of sexual and gender minority experiences. Applicants must be accepted to the CCCC Annual Convention program and should currently be enrolled in graduate school or be first-time presenters at the Convention. All candidates should show potential as scholars of rhetoric and composition. We encourage sexual and gender minority applicants, who may (or may not) identify as lesbian, gay, bisexual, transgender, queer, two-spirit, questioning, intersex, asexual, ally, or pansexual (LGBTQ2QIAAP), though applicants who do not see themselves reflected in these categories are also encouraged to apply.

The work of a successful candidate should fulfill some of the following criteria:

- Interrogate the intersections between composition/rhetoric research and queer theory.
- Contribute to the discourses between sexuality/gender identification and writing research, pedagogy, and/or theory.
- Address issues of social justice, writing, and sexual/gender identification.
- Forge new conversations in composition/rhetoric and queer meaning-making.

CCCC offers up to three travel awards of \$750 each, sponsors a reception for all award winners, and gives a one-year membership in CCCC/NCTE. The Awards Selection Committee will choose up to three winners based on the following criteria: originality of research; critical engagement with and contribution to current scholarship in queer studies and rhetoric/

composition; and potential for lasting projects.

Eligibility and Application Information

Application packets must be submitted by October 10, 2016, to cccc@ncte.org. Winners will be notified in December.

To apply, interested graduate scholars or first-time presenters accepted to the CCCC Annual Convention program must submit:

- A copy of their CCCC proposal.
- An expanded 3–5 page abstract.
- A brief one-page statement of interest identifying the applicant's research interests, articulating plans for a career in rhetoric and composition, and including a statement of eligibility for the award.

CCCC Chairs' Memorial Scholarship

We invite applications for the 2017 CCCC Convention in Portland. To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of \$750 each to help cover the costs of four, full-time graduate students who are presenting at the Annual Convention.

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

1. A *one-page* letter of application, introducing yourself, verifying you are a full-time graduate student, and articulating your plans for a career in rhetoric and composition studies.
2. A copy of your accepted 2017 CCCC program proposal.
3. A *one-page* CV.

Application deadline: October 10, 2016.
Send materials to cccc@ncte.org.

CCCC Disability in College Composition Travel Awards

CCCC presents six awards designed to support scholarship dedicated to improving knowledge about the intersections of disability with composition and rhetoric, the value of disability as a source of diversity, inclusive practices and the promotion of access, and the value of disability as a critical lens. CCCC offers up to 3 travel awards for graduate students and 3 travel awards for faculty and staff members who are presenting at the CCCC Convention. These awards are \$750 each and include a one-year membership in CCCC/NCTE.

Those making nominations or self-nominees must submit a copy of the nominee's accepted CCCC Convention program proposal and include an additional 500 words of justification in support of the nomination/self-nomination, including full contact details of the nominee. Nominations should directly address the nominee's efforts to further the goals laid out in the CCCC Policy on Disability. *Nominations are due by October 10, 2016, and should be emailed to cccc@ncte.org.*

The Luis Antonio Marcuschii Travel Awards

Two \$1000 travel reimbursement awards are available to scholars from Mexico and Central or South America who have papers accepted, for presentation at the 2017 CCCC Convention in Portland. To apply, simply submit a short statement describing your intention to attend the meeting and need for the funds (maximum 300 words—email to cccc@ncte.org *no later than June 1, 2016*). Shortly after the proposal review process is finished, you will be notified if your request has been funded.

AREA CLUSTERS

The clusters below are used to help organize the review of proposals and create the program. To ensure fairness and equal representation, proposals are generally accepted in proportion to numbers received in the clusters. Selecting a particular cluster neither advantages nor disadvantages your proposal. Beneath each cluster area are examples of appropriate topics, but the listing is neither comprehensive nor exclusive. Sometimes a single proposal might fit into two or three areas, or a proposal might not fit well into any area. However, if you do not choose a category, your proposal will not be reviewed and therefore will not be accepted for the program. Please consider these categories as a heuristic, and understand that in making a selection, you emphasize the primary focus of and the best reviewing audience for your proposal.

1—Academic Writing (First-Year and Advanced Comp)

- Disciplinary and FYC or advanced writing courses (e.g., curricular approaches and goals)
- Politics of FYC/advanced composition (e.g., required courses, dual credit/enrollment, competency-based approaches, direct assessment)
- First-year/advanced writing and transfer, transformation, repurposing, remix, etc.
- FYC/Advanced courses and student populations
- TA/graduate pedagogy
- Support for writers (graduate, faculty)
- WAC/WID courses or support
- Innovative approaches to FYC/advanced writing

2—Basic Writing

- Politics of remediation
- Public policy and basic writing (e.g., “college readiness,” college completion initiatives)
- Assessment and basic writing
- Basic writing and transfer, transformation, etc.
- Articulation with first-year composition
- Basic writing and student populations
- Innovative approaches to basic writing (pedagogical, programmatic)
- Integrated reading/writing

3—Community, Civic & Public

- Community literacy practices and programs
- Civic engagement and deliberation
- Community-based research or service (grant writing, community client projects)
- Policy advocacy
- Other contexts (political, ethnic, cultural, recovery, support, prisons, adult education centers, religious)

4—Creative Writing

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

5—History

- History of movements in CCCC
- Histories of rhetoric
- Histories of professional communication
- Histories of composition
- Histories of writing practices/instruction
- Histories of un/schooled literacy practices
- Oral traditions or cultural histories of rhetoric

6—Information Technologies

- Computer-based literacies
- Online identities (Second Life, Twitter, Facebook, etc.)
- E-learning (online, hybrid, distance learning, MOOCs, blogs)
- Electronic publishing practices and tools (epub, xml, iBook)
- Media studies
- Software, app development and design

7—Institutional and Professional

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

8—Language

- English language learners and literacy and writing
- Translingualism, multilingualism
- Language policies and politics
- Language identities, variation and diversity
- World Englishes
- Globalization of English

9—Professional and Technical Writing

- Writing in the professions: business, science, public policy, etc.
- Information design & architecture
- Usability and user-experience design
- Consulting and teaching in the workplace
- Workplace studies
- Intercultural communication

10—Research

- Research study results
- Alignment, outcomes and/or assessment research
- Big data
- Use and relevance of innovative research methods (historiographic, linguistic, archival, surveys, databases, ethnographies, case studies, etc.)
- Extensions of research or instruction into new sites of inquiry
- Innovative methodologies or research designs
- Ethics and representation
- IRBs and intellectual property
- Reporting formats
- Undergraduate research
- Politics of research

11—Writing Pedagogies and Processes

- Student populations and instruction
- Classroom/campus situations and strategies
- Collaborative writing

- Assignment/curriculum design and evaluation
- Response to student texts
- Multimedia/multimodal classrooms
- Teaching and learning in digital environments
- Innovative pedagogical approaches

12—Theory

- Rhetorical theory and theories of visual rhetoric
- Theories of composing
- Theories of reading and writing
- Theories of pedagogy
- Theories of learning to write and writing development
- Theories of literacy
- Theories of writing in society
- Critical, gender, race, identity, disability, feminist, queer, and cultural theories
- Theories from other disciplines (sociology, psychology, linguistics, human factors, etc.)

13—Writing Programs

- Program design
- Administrative issues or concerns
- Program-wide curriculum design and assessment
- Learning communities
- Service learning or outreach
- Tutoring
- Writing centers
- Adult literacy
- The writing major/minor profession
- WAC/WID

14—Cultivating Connections, Cultivating Space

- If the current clusters do not capture your work or if your work crosses clusters, disciplines, cultures, or other contexts, consider this cluster a working space for such proposals.

Proposal Form for the 2017 CCCC Convention

Proposal Deadlines: Online, by 11:59 p.m. PT, May 9, 2016
Mailed, postmarked by May 2, 2016

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

You may propose yourself and/or colleagues for the program by completing the online form available at <http://www.ncte.org/cccc/conv/>.

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

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

Online Coaching

Electronic proposals can be reviewed prior to final submission by online coaches (former Stage I and II CCCC proposal reviewers). Review does not guarantee acceptance but is intended to enhance submissions. See <http://www.ncte.org/cccc/conv/>. To qualify, your proposal must be submitted online by April 25, 2016.
 I would like an online coach

To submit an online submission:

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

To submit a paper submission:

Complete a "set" consisting of Parts A, B, and C
Send to: Carolyn Calhoun-Dillahunt
2017 CCCC Program Chair
NCTE, 1111 W. Kenyon Road
Urbana, IL 61801-1096

Part A: General Information

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

Concurrent Session (3 or more presenters) Individual Roundtable (5 or more presenters)

Special Interest Group/Business Meeting Poster

Workshop: Wed. Morning Wed. Afternoon All-Day Wed.

Standing Group Sponsored Panel **OR** Workshop *For a Workshop indicate:* Wed. Morning Wed. Afternoon All-Day Wed.

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

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

3. **SESSION CONTACT PERSON:**

Name _____ Institution _____ New LCD/Sound
Preferred Mailing Address _____ Role Internet
City _____ State _____ Zip _____ Dream GS
Phones: Office _____ Home _____ Email: _____ Fax: _____ UGS

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

5. **DESCRIPTION OF SESSION** (fewer than 140 characters): _____

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

6. **PARTICIPANTS AND TITLES**

• Chair (Name) _____ Institution _____ New LCD/Sound
Preferred Address _____ Role Internet
City _____ State _____ Zip _____ Dream GS
Phones: Office _____ Home _____ Email _____ Fax _____ UGS

• Speaker/Presenter 1 (Name) _____ Institution _____ New LCD/Sound
Preferred Address _____ Role Internet
City _____ State _____ Zip _____ Dream GS
Phones: Office _____ Home _____ Email _____ Fax _____ UGS
Title of Presentation _____

• Speaker/Presenter 2 (Name) _____ Institution _____ New LCD/Sound
Preferred Address _____ Role Internet
City _____ State _____ Zip _____ Dream GS
Phones: Office _____ Home _____ Email _____ Fax _____ UGS
Title of Presentation _____

• Speaker/Presenter 3 (Name) _____ Institution _____ New LCD/Sound
Preferred Address _____ Role Internet
City _____ State _____ Zip _____ Dream GS
Phones: Office _____ Home _____ Email _____ Fax _____ UGS
Title of Presentation _____

If you are proposing a workshop that includes more speakers than space allows, please list the same information for each additional speaker/presenter up to 12 speakers on a separate sheet. **NOW COMPLETE PARTS B AND C.**

Part B: Session Descriptions

8. Briefly describe the focus and purpose of the proposed session; however, provide sufficient detail for the reviewers to evaluate the quality of the proposal. *Be mindful of the kind of criteria appropriate to the cluster for which you are proposing.* For Workshop or SIG, please also specify meeting day and space needs. Each proposal may use 7,000 characters (including spaces) in 10-point type or larger to describe the session topic and each speaker's presentation. Individual presentation proposals should be limited to 2,500 characters. Do not refer to speakers by name. Rather, identify separate presentations by "Speaker 1" and the title of the presentation. Use the corresponding Speaker/Presenter number from Part A, Section 6. Use additional sheets if necessary.

Part C: Multiple Submissions Certification

(Not applicable to workshops or SIGs)

This signed certification must accompany your submission.

No Multiple Submissions*

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

Under this policy, a person may be proposed for one—and only one—speaking role in a Concurrent Session. Additionally, all Concurrent Sessions must have at least one person designated in a speaking role. Chairing a session, participating in workshops, SIGs or Caucus business meetings, or taking part in a Standing Group-sponsored panel or workshop does not count as a speaking role.

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

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

PART D: Undergraduate or Full-Time Graduate Student Certification

To ensure a lower registration fee for the Convention, undergraduate students are asked to certify their status.

10. I certify that each speaker with "UGS" checked in this proposal is an undergraduate student.

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

11. I certify that each speaker with "GS" checked in this proposal is a full-time graduate student.