

## FRIDAY, March 26

**REGISTRATION 8:00 a.m.–5:00 p.m.**

Upper Exhibit Hall, Fourth Floor

**EXHIBITS 9:00 a.m.–5:00 p.m.**

Upper Exhibit Hall, Fourth Floor

### F Sessions

**8:00 a.m.–9:15 a.m.**

*Featured Session*

#### **Centering Peace: Theorizing Pedagogies for Rhetorical Action**

Monroe Ballroom, Sixth Floor

Several years ago *Washington Post* columnist Colman McCarthy was invited to teach a writing course at an impoverished public school in Washington, D.C. His response—“I’d rather teach peace”—encapsulates the panel’s efforts to do both

simultaneously. The panel examines ways rhetorical scholars may construct pedagogies of peace in composition classrooms. In “Peaceful Deconstruction: Students Writing about Rhetoric,” Gae Lyn Henderson discusses theoretical grounds on which compositionists can encourage students to write about peace. Marsha Lee Baker in “Centering Class Discussion Peaceably,” explores the value of practicing peacemaking rhetorics, as does Heather Bruce in “‘I’d Rather Teach Peace’: Feminist Peace Rhetorics in the Composition Classroom.” In “From War to Law, from Law to Negotiation: Changing Strategies for Peace in Politics and Argumentative Writing” presenter Lindsay Ellis weighs the worth of nonviolent alternatives for human communication and culture, as well as the costs of not considering those alternatives. These presenters explore “teaching peace” as integral parts of their development as writers, readers, and critical thinkers.

In *The Peaceable Classroom*, Mary Rose O’Reilly asks, “Is it possible to teach English so that people stop killing each other?” (9). This panel examines rhetorical possibilities for answering O’Reilly affirmatively.

**Harriet Malinowitz** is Professor of English at Long Island University, Brooklyn. For the past three years, she has been active in Rhetoricians for Peace; she has chaired the annual RFP workshop at CCCC and was the co-coordinator of NCTE’s *1984+20 Project* (2004-05). She is also the founder and chair of the Rachel Corrie Award for Courage in the Teaching of Writing, conferred annually by the Progressive SIGS and Caucuses Coalition (PSCC) of CCCC. She has served on



Harriet Malinowitz

the NCTE Committee on Public Doublespeak and on the executive committee of the CCCC Lesbian and Gay Caucus. Her more recent publications include “The Sword and the Shield: A Conversation with Independent Journalist Amy Goodman” in *The Women’s Review of Books* ((Sept. 2004) and “The Uses of Literacy in a Globalized, Post-September 11 World” in *Composition Studies in the Twenty-First Century* (SIUP, 2003). Her current research projects are about, respectively, Jewish critics of Zionism and the uses of propaganda in the 20th-21st centuries.

**Gae Lyn Henderson** is a doctoral student and Assistant Director of the Writing Center at the University of Utah. Her areas of interest are feminist rhetoric and literacy. She has been active with CCCC for the past several years appearing on the Feminist Workshop. In addition she is a frequent panelist at conferences on rhetoric and literacy in Utah, and other western states.

**Marsha Lee Baker** is Associate Professor at Western Carolina University where she specializes in rhetoric and composition studies. Her scholarship often involves pacifism or pedagogy or both—for instance, in articles published by *English Journal* and *Virginia English Bulletin*, recent CCCC presentations and work-in-progress look at the rhetorics of war and peace. She is a member of Rhetoricians for Peace and the Carolinas Writing Program Administrators. In Spring 2000, she received the Chancellor’s Distinguished Teaching Award.

**Lindsay Ellis** at University of Michigan, Ann Arbor, has examined the rhetorical intersections of Alternative Dispute Resolution and Composition. Her recently completed dissertation offers a reading of arguments made in favor of international arbitration before World War I and demonstrates how genres of conflict management developed in the field of law can become useful methods of rhetorical discovery and arrangement.

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

**Speakers:** Gae Lyn Henderson, University of Utah, Salt Lake City, “Peaceful Deconstruction: Students Writing about Rhetoric”

Marsha Lee Baker, Western Carolina University, Cullowhee, NC, “Centering Class Discussion Peaceably”

Heather Bruce, University of Montana, Missoula, “I’d Rather Teach Peace: Feminist Peace Rhetorics in the Composition Classroom”

Lindsay Ellis, University of Michigan, Ann Arbor, “From War to Law, From Law to Negotiation: Changing Strategies for Peace in Politics and Argumentative Writing,”



Gae Lyn Henderson



Marsha Lee Baker



Lindsay Ellis

*Practices of Teaching Writing*

**F.02 “Praise the Lord and Pass the Legislation”: Teaching Critical Analysis of Persuasion and Identification in the Discourse of Religious and Political Leaders**

LaSalle 3, Seventh Floor

*Chair:* Laura Carroll, Abilene Christian University, TX

*Speakers:* Karen Jensen, University of the Incarnate Word, San Antonio, TX, “Good for the Goose: A Rhetorical Analysis of the Progressive Christian Movement”

Debbie Williams, Abilene Christian University, TX, “Mirror Images: Identification in the Discourse of Preachers and Politicians”

*Practices of Teaching Writing*

**F.03 How Other Disciplines Nourish Composition**

LaSalle 5, Seventh Floor

*Chair:* Emily Golson, University of Northern Colorado, Greeley

*Speakers:* Julie Garbus, University of Northern Colorado, Greeley, “Reconceiving Legal Literacy: Career Crossing from Court to Classroom”

Emily Golson, University of Northern Colorado, Greeley, “Crossing the Divide: Equating Math and Composition”

Jill Strand, University of Northern Colorado, Greeley, “Crossed Purposes: When Emotion Disciplines Composition”

*Practices of Teaching Writing*

**F.04 Re-Inventing the Media Classroom: Pedagogy, Ethics, and Public Computers in the Class Space**

Montrose 1, Seventh Floor

*Speakers:* Clay Arnold, University of Florida, Gainesville, “Re-Imagining Rhetorical Invention”

Sean Morey, University of Florida, Gainesville, “Technical Writing and the MOO: Possibilities for ‘Writing’ Communities”

Lindsey Collins, University of Florida, Gainesville, “Public Labs and Pedagogy: Turning Disadvantage into the Possibility for Invention”

Linda Howell, University of Florida, Gainesville, “Learning Electrate: Disturbing Popular Academic Discourse in the Media Classroom”

Friday, 8:00–9:15 a.m.

*Practices of Teaching Writing*

**F.05 The Discursive Spaces of Globalization: Returning the Centrality of Place in a Post-Multicultural World**

LaSalle 2, Seventh Floor

*Chair:* Darin Payne, University of Hawai'i, Honolulu

*Speakers:* Darin Payne, University of Hawai'i, Honolulu, "Globalization and Its Discursive Discontents"

Georganne Nordstrom, University of Hawai'i, Honolulu, "There Is a Text in This Class and I Like it: Locating Place in the Writing Classroom"

Jolivette Mecnas, University of Hawai'i, Honolulu, "Places, Proofs, and Dialects: Code-Switching as Rhetorical Action"

*Practices of Teaching Writing*

**F.06 Making Authority Visible: Re-Centering the Student in the Composition Classroom**

LaSalle 1, Seventh Floor

*Chair:* Amy Carpenter, University of Michigan, Ann Arbor

*Speakers:* Heather Thomson, University of Michigan, Ann Arbor

Michael Bunn, University of Michigan, Ann Arbor

Amy Carpenter, University of Michigan, Ann Arbor

*Practices of Teaching Writing*

**F.07 Critical Reflection in the Center Space: Helping Generation Y Make Meaning from Melange**

Salon 1, Third Floor

*Chair:* Anneliese Homan, State Fair Community College, Sedalia, MO

*Speakers:* Erin Kaufman, State Fair Community College, Sedalia, MO, "Critical Reflection in the Developmental English Classroom"

Lisa Adams, State Fair Community College, Sedalia, MO, "Critical Reflection in the Discipline-Specific Composition Class"

Anneliese Homan, State Fair Community College, Sedalia, MO, "Critical Reflection and Service Learning: Establishing a Baseline for Personal Growth"

*Composition Programs*

**F.08 Vertical Writing:**

**Going through the Institutional Woodchipper in Fargo**

Dearborn 1, Seventh Floor

*Chair:* Dale Sullivan, North Dakota State University, Fargo

*Speakers:* Dale Sullivan, North Dakota State University, Fargo, “You Don’t Need That: Secret Meetings and Doctored Contracts”

Kevin Brooks, North Dakota State University, Fargo, “Chipping the Ice Off the Institutional Windshield: Coalition Building and Upper-level Course Development”

Jo Wana Cavins, North Dakota State University, Fargo, “I Suppose That’s Your Lecturer There in the Woodchipper?”

Amy Rupiper Taggart, North Dakota State University, Fargo, “And You Were with the Little Guy? Reinventing First-Year Writing (Again)”

*Composition Programs*

**F.09 Keeping It Local:**

**How Not To Let (Ass)essment Kick Us in the Behind**

Dearborn 3, Seventh Floor

*Chair:* Cheryl Brown, Towson University, MD

*Speakers:* Cheryl Brown, Towson University, MD, “Intellectual Spaces Where Teacher and Student (and Text) Meet”

Sosha Stuckey, Towson University, MD, “Discovering Embedded Rubrics through Mimesis”

Beth Edelstein, Towson University, MD, “Looking at Assessment from Middle Space”

*Composition Programs*

**F.10 An Assessment of Our Own: Experiences of Using a National Online Essay Evaluation to Create Institution-Specific Assessments**

Clark 7, Seventh Floor

*Chair:* Mya Poe, Massachusetts Institute of Technology, Cambridge

*Speakers:* Marlene Miner, University of Cincinnati, OH, “Building Our Own Space(s) for Writing Placement Assessment”

Irvin Peckham, Louisiana State University, Baton Rouge, “Linking Student Achievement to Grade In(de)flation”

Les Perelman, Massachusetts Institute of Technology, Cambridge, “All Assessments Is Local!: Why We Don’t Want to Become the College Board”

Friday, 8:00–9:15 a.m.

*Composition Programs*

**F.11 WAC in the New Millennium:  
A Campus-Wide Survey of Attitudes and Practices**

Parlor A, Sixth Floor

*Chair:* Christy Desmet, University of Georgia, Athens

*Speakers:* Christy Desmet, University of Georgia, Athens, “What Came Before?”

Parker Middleton, University of Georgia, Athens, “Constructing the Survey”

Deborah Miller, University of Georgia, Athens, “What We Found: The Perspective of First-Year Composition”

Christopher Hayes, University of Georgia, Athens, “What We Found: The Perspective of Academic Support Units”

Michelle Ballif, University of Georgia, Athens, “What We Found: The Perspective of WIP (Writing Intensive Program)”

*Theory*

**F.12 Teachable Trajectories: From Interruption to Activism**

Clark 10, Seventh Floor

*Speakers:* Maria Montaperto, University of Nebraska–Lincoln, “The Language of Knowledge: Interruptions in Privilege and Form”

Rochelle L. Harris, Central Michigan University, Mount Pleasant, “Radical Dislocations: From Critical Grief to Critical Action”

Christine Stewart-Nunez, University of Nebraska–Lincoln, “Critical Anger: Moving from Venting to Invention”

Virginia Crisco, California State University, Fresno, “Activist Literacy: Democratic Participation in Communities and Classrooms”

*Theory*

**F.13 Framing Visual Rhetoric:  
Uncomfortable Questions and Uneasy Coalitions**

Clark 5, Seventh Floor

*Chair:* Susan Hilligoss, Clemson University, SC

*Speakers:* Sean Williams, Clemson University, SC, “What Can Technical Communication Teach Composition Studies about Visual Rhetoric, and Why Should Compositionists Care?”

Susan Hilligoss, Clemson University, SC, “What Can Composition Teach Technical Communication and Cultural Studies about Visual Rhetoric?”

Stuart Bagwell, Clemson University, SC, “Can We Really Reframe the Verbal/Visual Binary (1)?”

Laura Cunningham, Clemson University, SC, “Can We Really Reframe the Verbal/Visual Binary (2)?”

Eric Rodgers, Clemson University, SC, “Reframing: A Video Regarding Visual Rhetoric”

*Theory*

**F.14 Re-creating the Teacher: The Post-Postmodern Classroom and a Rhetorically Centered Approach**

Salon 5, Third Floor

*Speakers:* Martine Tharp, University of New Mexico, Albuquerque, “Inheriting the Postmodern: Challenge in the Composition Classroom”  
Bob Wyckof, Texas A&M University, College Station, “How to Teach or What to Teach?: The Acquisition of Rhetorical Consciousness by Beginning Teachers”  
Allen Jones, University of New Mexico, Albuquerque, “Invisible Classrooms: Pedagogy, Power, and the Myth of Post-Modern Epiphany”

*Theory*

**F.15 The Rhetorics of Identification; Or, Me and You and You and Me, So Happy Together?**

Parlor F, Sixth Floor

*Chair:* Tilly Warnock, University of Arizona, Tucson  
*Speakers:* David Blakesley, Purdue University, West Lafayette, IN, “Mr. Spock Mind-Melds with Kenneth Burke, Out Pops a Theory of Identification as Mind Reading”  
Thomas Rickert, Purdue University, West Lafayette, IN, “The Rhetorical Situation as Poker Match, or Identification at Play”  
Diane Davis, University of Texas, Austin, “(Dis)Identification”

*Theory*

**F.16 Making the Case for Imagination in Critical English Studies**

Salon 2, Third Floor

*Chair:* Hyoejin Yoon, West Chester University, PA  
*Speakers:* Victoria Tischio, West Chester University, PA, “‘Dreaming the Dream of Liberation’: Critical Creativity and the Challenge of a Bifurcated English Curriculum”  
Cherise Pollard, West Chester University, PA, “Putting the Dream into Action: Incorporating Radical Revision Into Re-search Writing Pedagogy”  
Kirsten Culbertson, West Chester University, PA, “From Spectator to Problem Solver to Explorer: Changing Students’ View of Themselves as Knowledge Makers”  
Hyoejin Yoon, West Chester University, PA, “Moving Beyond the Classroom: Students as Public Intellectuals in the Cyberhood”

*History*

**F.17 “Bi-silent, tri-silent, am made dual/duel, trebled/troubled, base/bass and impacted silences”: Towards a History of the Rhetoric of Silence**

Parlor E, Sixth Floor

*Speakers:* Collin Craig, Ohio University, Athens, “‘I’ll Talk If You Don’t Castrate Me’: History, Identity, and the Culture of Dialogic Engagement in the First-Year Writing Course”

Elly Williams, Ohio University, Athens, “When Good Women Lie: Histories, Silences, Truths in Family Memoir”

Steve Longfellow, Ohio University, Athens, “‘Why Do Women Loom So Large in the Fiction of Men?’: A History of Women’s Episodic Presence and Escape from Silence in the Textual Record of the West”

*History*

**F.18 Theorizing Oral Histories: The Interviewer, the Interviewee, and the Text**

Private Dining Room 6, Third Floor

*Chair:* Janice Lauer, Purdue University, West Lafayette, IN

*Speakers:* Brad Lucas, Texas Christian University, Fort Worth, “The Practice of Practices: Conversational Narratives and Views of the Interdialectic”

Margaret Morris, Purdue University, West Lafayette, IN, “Ongian Markers of the New Interview”

Margaret Strain, University of Dayton, OH, “Personal Narrative/Public Memory: Textual Dialogics and the Oral History Interview”

*Research*

**F.19 Lost in the Archives: Women’s Elusive Academic History at the First University in the NW Territories and the Nation’s First Private Historically Black College**

Private Dining Room 4, Third Floor

*Chair:* Candace Stewart, Ohio University, Athens

*Speakers:* Sherrie Gradin, Ohio University, Athens, “Politics in the Archives: Selection, Availability, Access”

Betty P. Pytlik, Ohio University, Athens, “Not Quite Lost, Not Quite Found: The Incomplete Literature of Women’s Literacy Experiences”

Rachel Brooks-Pannell, Ohio University, Athens, “The Difference Difference Makes: Archival Work and Women’s Literacy Experiences at an Historically Black College”



*Research*

**F.20 College Writing: How Students Navigate among a Community of Scholars**

Private Dining Room 5, Third Floor

**Chair:** Susan McLeod, University of California, Santa Barbara

**Speakers:** Cissy Ross, University of California, Santa Barbara, “Composition in Environmental Studies: What Motivates Students to Write for the Public?”

Paul Rogers, University of California, Santa Barbara, “College Curriculum and the Development of Writing Abilities: How, When, and What?”

Jessica Singer, University of California, Santa Barbara, “First Generation Latino College Writers: Writing as a Cultural Practice”

Sarah Hochstetler, University of California, Santa Barbara, “Writing to Learn: How Students Increase Understanding of the Engineering Major through a Technical Writing Course”

*Research*

**F.21 Ongoing Research on Professional Writers’ Perceptions of Success: Identifying Key Cognitive and Affective Habits of Mind**

Salon 3, Third Floor

**Chair:** Anne Beaufort, SUNY Stony Brook

**Speakers:** Susan Hunter, Clayton State University, Morrow, GA

Margaret Walters, Kennesaw State University, GA

Elizabeth Giddens, Kennesaw State University, GA

**Respondents:** Jennifer Cuthbertson, Southern Region Education Board, Atlanta, GA

Cliff Grammich, RAND, Santa Monica, CA

*Information Technologies*

**F.22 Building a State-Wide Online Writing Center Community: Successes and Challenges**

Private Dining Room 9, Third Floor

**Chair:** Kimberly Abels, University of North Carolina at Chapel Hill

**Speakers:** Vicki Behrens, University of North Carolina at Chapel Hill

Bill Wisser, University of North Carolina at Chapel Hill

Marcia Toms, North Carolina State University, Raleigh

Philip Adams, East Carolina University, Greenville

Friday, 8:00–9:15 a.m.

*Institutional and Professional*

**F.23 Needs, Wants, and Demands:**

**Developing New Approaches to Mentoring in the Wake of Curricular Change**

Salon 10, Third Floor

**Chair:** Jonikka Charlton, University of Texas–Pan American, Edinburg

**Speakers:** Jonikka Charlton, University of Texas–Pan American, Edinburg, “Mentoring Resistance”

Colin Charlton, University of Texas–Pan American, Edinburg, “Mentoring Resistance”

Kristen Seas, Purdue University, West Lafayette, IN, “Beyond Mentoring: Assessing Our Own Needs as Graduate Instructors”

Alexis E. Ramsey, Purdue University, West Lafayette, IN, “Peer Mentoring: Building a Collaborative Online Instructors Network”

*Institutional and Professional*

**F.24 Re-framing the Classroom Culture: Teacher Training and Diversity**

Salon 9, Third Floor

**Chair:** Julie Brogno, Kansas State University, Manhattan

Deborah Murray, Kansas State University, Manhattan, “From Embattled to Empowered: Helping New Teachers Become Conscious of the Effects of Their Ethos”

Julie Brogno, Kansas State University, Manhattan, “The ‘Messy’ Practice of Teaching: GTAs and Diversity Writing”

*Institutional and Professional*

**F.25 Rage against the (Composition) Machine: Making a Difference in Academia**

Burnham 2, Seventh Floor

**Chair:** Claude Hurlbert, Indiana University of Pennsylvania

**Speakers:** Amy Lynch-Binieck, College Misericordia, Dallas, PA, “Risk and Innovation in Composition Pedagogy”

Lise Buranen, California State University, Los Angeles, “Regime Change Begins at Home: Composition Theory and Job Equity”

Mysti Rudd, Lamar State College, Port Arthur, TX, “Trickster/Earthdiver: A Way for Compositionists to Be in Academe”

Kathleen Klompfen, California State University, “Making a Difference in the Center”

*Institutional and Professional*

**F.26 Writing in the Center (for Access and Transition):  
Guaranteeing a Space for Basic Writing and Open  
Access**

Salon 11, Third Floor

**Chair:** Rebecca Borah, University of Cincinnati, OH

**Speakers:** Stuart Blerch, University of Cincinnati, OH, “An Open and Shut Case: The Rise and Fall of UCollege”

Frank Davis, University of Cincinnati, OH, “Pie in the Sky: A New Design for Open Access and Basic Writing”

Marilyn Palkovacs, University of Cincinnati, OH, “Pinch Me, Please: A New Basic Writing Curriculum”

Rebecca Borah, University of Cincinnati, OH, “The Crystal Ball: Studies, Assessment, Directions”

*Institutional and Professional*

**F.27 The Challenges of Understanding Culture, (Re-)Building  
Community, and Forming Temporary Coalitions  
through Ethnographic Inquiry**

Salon 8, Third Floor

**Chair:** John Pell, University of North Carolina, Greensboro

**Speakers:** Donna Qualley, Western Washington University, Bellingham, “Understanding Pedagogical Cultures: How Veteran English Professors Think about Their Teaching”

Elizabeth Chiseri-Strater, University of North Carolina, Greensboro, “Rebuilding Student Community: Ways Students Talk about Having to Step Out of Their College Experience”

Bonnie Sunstein, University of Iowa, Iowa City, “Forming Temporary Coalitions: Collaborative Partners Discuss the Value of Provisional Research Relationships”

*Language*

**F.28 Embodying Literacies in FYC**

Wabash Room, Third Floor

**Chair:** Mary Jo Reiff, University of Tennessee, Knoxville

**Speakers:** Jenn Fishman, University of Tennessee, Knoxville

Bill Doyle, University of Tennessee, Knoxville

Amanda Watkins, University of Tennessee, Knoxville

Miya Abbott, University of Tennessee, Knoxville

Casie Fedukovich, University of Tennessee, Knoxville

Stacey Pigg, University of Tennessee, Knoxville

**Respondent:** Mary Jo Reiff, University of Tennessee, Knoxville

*Language*

**F.29 Linguists and Writing Teachers Collaborate:  
Building a New Public Grammar**

Burnham 1, Seventh Floor

*Chair:* Craig Hancock, University at Albany, NY

*Speakers:* Jeff Wiemelt, Southern Louisiana University, Hammond, “Contextualizing New Public Grammar”

Joan Livingston-Webber, Western Illinois University, Macomb, “Grammar Beyond the Classroom: Whose Rules?”

Carolyn Kinslow, Cameron University, Lawton, OK, “Empowering Students through Meaning-Centered Language Awareness: Building a New Public Grammar in the Writing Center”

Craig Hancock, University at Albany, NY, “Subject Function as a Window into Systemic Functional Grammar”

*Creative Writing*

**F.30 Mapping the Personal Essay:  
The Interrogated Self, the Investigated World**

Parlor G, Sixth Floor

*Chair:* Chuck Anderson, University of Arkansas, Little Rock

*Speakers:* Will Jennings, University of Iowa, Iowa City, “Mapping Narratives of Implication”

Leonora Smith, Michigan State University, East Lansing, “Evidence and the Lyric Self”

Laura Julier, Michigan State University, East Lansing, “The Personal Is My Politic, but This Is Not an Essay”

*Professional and Technical Writing*

**F.31 Cultural Change in WAC/CAC Communities:  
Addressing Tensions and Forming Coalitions in a  
Research University**

Salon 12, Third Floor

*Chair:* Rebecca Burnett, Iowa State University, Ames

*Speakers:* Linda Driskill, Rice University, Houston, TX, “Composing Communication-across-the Curriculum Communities through Collaboration”

Sharon Gibson-Mainka, Rice University, Houston, TX, “Power of Cultural Familiarity”

Rebecca Burnett, Iowa State University, Ames, “Encouraging WAC/CAC Research Communities and Coalitions”

Mary Purugganan, Rice University, Houston, TX, “Crossing Boundaries between Rhetoric and Bioscience”

*Community, Civic, & Public*

**F.32 New Research from Studies in Writing and Rhetoric**  
**Authors: Diversity and Literacy Practices in**  
**Community and Classroom**

Salon 4, Third Floor

*Chair:* Robert Brooke, University of Nebraska–Lincoln

*Speakers:* David Foster, Drake University, Des Moines, IA, “Building Authority as Writers: A Cross-National Perspective”

Zan Gonclaves, Franklin Pierce College, Rindge, NH, “Negotiating Multiplicities, Performing Identities, Crossing Rhetorical Contexts”

Arnetha Ball, Stanford University, CA, “African American Literacies Unleashed: Reflecting on Lessons of Co-Authorship”

Ted Lardner, Cleveland State University, OH, “African American Literacies Unleashed: Reflecting on Lessons of Co-Authorship”

Katherine Sohn, Pikeville College, KY, “Appalachian Mountain Women: Expressivist Writing and Voice”

*Community, Civic, & Public*

**F.33 Urban Meets Rural:**  
**Finding a Center Space through Contact Zones**

Private Dining Room 7, Third Floor

*Chair:* Beth Huber, Western Carolina University, Cullowhee, NC

*Speakers:* Henri Rix Wood, University of Missouri, Kansas City  
Beth Huber, Western Carolina University, Cullowhee, NC

*Respondent:* Patricia Bizzell, College of the Holy Cross, Worcester, MA

*Community, Civic, & Public*

**F.34 Conflict, Collaboration, and Change:**  
**Coalition-Building in the Service-Learning Classroom**

Private Dining Room 8, Third Floor

*Chair:* Gwen Gorzelsky, Wayne State University, Detroit, MI

*Speakers:* Stephanie Hall-Sturgis, Wayne State University, Detroit, MI  
LaWanda Dickens, Wayne State University, Detroit, MI

Thomas Trimble, Wayne State University, Detroit, MI

Kim Davis, Wayne State University, Detroit, MI

Friday, 8:00–9:15 a.m.

*Community, Civic, & Public*

**F.35 Whiteness and (In)Difference:  
Wrestling with the Color-line in Composition Studies**

Parlor H, Sixth Floor

**Chair:** Catherine Prendergast, University of Illinois at Urbana-Champaign

**Speakers:** Dana Nichols, University of Louisville, KY, “Administrative Silence: Resistance as Framework for Whiteness Studies”

Catherine Prendergast, University of Illinois at Urbana-Champaign, “For Whites Only?: Audience and Autobiography in Whiteness Studies”

Jennifer Trainor, Santa Clara University, CA, “Representing Racism in Ethnographic Studies of Whiteness”

Joyce Irene Middleton, East Carolina University, Greenville, NC, “‘Shifting the Gaze’: On Whiteness and the Rhetoric of Inclusion”



Photo credit—Vito Palmisano

## G Sessions

9:30 a.m. –10:45 a.m.

*Featured Session*

### **The Faces We Wear: Mixedblood Identity and Public Space**

Clark 7, Seventh Floor

Upon overhearing a conversation between two businessmen, Tim Wise angrily repeats their question, “Didn’t we get rid of those people years ago?” This question prompts Wise’s essay about the press’ treatment of Ward Churchill, who has been attacked for many things—including not being “Indian enough.” Degrees of blood quanta have affected enrollment of indigenous peoples for centuries, and such designations divide Native American nations, weakening their political, cultural, and rhetorical power. In Resa Crane Bizzaro’s talk “A Community of ‘Uppity Indians’: Binary Threads of Identity” she examines the issues of community and exclusion brought up by Wise and Marijo Moore, who notes that many Native peoples will be silenced by the political backlash against those who claim Indian heritage. She illustrates the problems of establishing an Indian identity with examples from her personal experience and that of her young son, calling for the development of more inclusionary practices for modern indigenous peoples. Joyce Rain Anderson’s “‘Funny You Don’t Look Like an Indian’: Measuring Mixedblood Identity” relates an experience from last year’s CCCC when “after presenting with my Indian colleagues about language reclamation to find our presentation was not heard (by other folks of color), we were attacked for looking “white.” Anderson pointedly discusses the pervasiveness of the stereotype of the Indian, exploring the negative consequences of the images put forth by Disney, cartoons, movies, and Indian mascots. In exploring the concept of blood identity, in her own case white/Wampanoag, Anderson explores how Indian people find themselves vigilant simply by stepping outside their communities. Nicole Clark-Ramirez elaborates on this vigilance in her talk, “‘Should I just pass?’: Deciding Whether to Embrace or Reject Sexual and Ethnic Identity,” In her presentation, she tells the story of growing up and being “told I was ‘Spanish from Spain,’ which was difficult for others to understand considering my last name was ‘Clark.’ Clark-Ramirez discusses her own discomfort with stereotypes placed on latinos looking at the stereotypes placed on Hispanic peoples and how those differ depending on whether the person is “Spanish from Spain,” Cuban, Puerto Rican, etc. She also considers the negative side of “passing” in regards to ethnicity and sexuality exploring how the classroom is affected if a teacher decides to “pass.” Join this panel to sensitize yourselves to common experiences that divide us and affect our ability to deliver ethical pedagogy in the classroom.

**Joyce Rain Anderson** is the Writing Center Coordinator at Massasoit Community College in Massachusetts where she teaches English and ESL courses. Her dissertation explores a rhetoric of survivance in the early vernacular literacy of Massachusetts Indians. She has been presenting at CCCC since 1996, the year she won the Scholars for the Dream Award. As a founding member of the Caucus for American Indian Scholars and Scholarship, she chaired the caucus for three years. She has also taken an active interest in convention concerns and newcomer activities, particularly for those awarded dream scholarships. At home in Massachusetts, she serves on the board of trustees for the Brockton Neighborhood Health Center and actively participates as a member of the Massachusetts Center for Native American Awareness.



Joyce Rain Anderson

**Angela Haas** is a PhD student in the Rhetoric & Writing program at Michigan State University and is currently the editorial assistant of *Studies in American Indian Literatures*, a quarterly journal devoted to the study of American Indian writing. She is of mixed-blood Cherokee, German, and other European American ancestry. Her recent research includes the investigation of digital writing practices of women and American Indians and the cultural and political contexts that shape those practices, as evidenced by her publications in *Computers & Composition*, *Computers & Composition Online*, and the forthcoming edited collection of *Webbing Cyberfeminist Practices*. Pursuing a concentration in digital cultural rhetorics, her current research is concerned with revisioning the history of digital and visual rhetoric through the recovery of indigenous rhetorics.



Angela Haas



Resa Crane Bizzaro

**Resa Crane Bizzaro** is Assistant Professor at East Carolina University where she directs the Professional Writing Program at ECU's Brody School of Medicine. She is the president of the CCCC Caucus for American Indian Scholars and Scholarship. Her research interests include Native American rhetorics and identity rhetorics. She has published articles in *CCC* and *College English*. Her most recent research focuses on the enrollment issues of Native Americans and their impact on nations' politics. She also publishes essays on contemporary American writers. Bizzaro lives in Greenville, NC, with her husband, Patrick, and son, Antonio.



**Nicole Clark-Ramirez** has been teaching as an adjunct in the English department at Massasoit Community College, Emerson College, and Bridgewater State College for the past 5 years. She received her MFA in Creative Writing from Emerson College in early 2003. While completing her undergraduate degree, she worked for Boston Children’s Services (now the Home for Little Wanderers) in both the HSP and EpiC programs. HSP (Healthy, Strong, and Proud) was a Boston area HIV peer prevention group that targeted glbtqs (gay, lesbian, bisexual, transgendered, questioning, and straight) youth. But EpiC was her main concern. EpiC (every person counts) was a very small group that traveled to urban area community centers and high schools to perform self-created presentations on anti-homophobia, anti-racism, and anti-violence for mostly at-risk youth of color.



Nicole Clark Ramirez

**Chair:** Angela Haas Michigan State University East Lansing

**Speakers:** Resa Crane Bizzaro, East Carolina University, Greenville, “A Community of ‘Uppity Indians’: Binary Threads of Identity”

Joyce Rain Anderson, Massasoit Community College, Brockton, MA, “Funny You Don’t Look Like and Indian’: Measuring Mixedblood Identity”

Nicole Clark-Ramirez, Massasoit Community College, Brockton, MA, “Should I just pass? :Deciding Whether to Embrace or Reject Sexual and Ethnic Identity

### *Featured Session*

## **Composing for Common Spaces: A Roundtable on Civic Engagement in Composition and Beyond**

Private Dining Room 18, Fifth Floor

This roundtable will show how composition studies is becoming central to the national work of restoring the civic mission of higher education and rebuilding the public spaces of democracy. Three composition instructors engaged in helping students find their public voices and identities will be joined by two national leaders in civic engagement and the “public work” theory of political action to discuss several inter-related projects. Audience members will be encouraged to tell stories of similar projects and work with roundtable participants to build stronger coalitions toward civic composition.

The roundtable will include the Director of the American Democracy Project, sponsored by the American Association of State Colleges and Universities, Campus Compact, and The New York Times, through which more than 200 colleges and universities are working to increase the civic involvement of their students. This presenter will suggest that by engaging this work, composition instructors can further help students experience the civic discourses they need to shape their communities, nations, and world.

Friday, 9:30–10:45 a.m.

The Director of the Center for Democracy and Citizenship, of The Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota, will follow with a discussion of composition instruction as public work, situated in the commons of civic discourses. This presenter will encourage audience members to support a new project called “Citizens Take the Lead” which envisions students developing the skills and confident sense of public self-hood needed to think beyond the manipulations of red/blue politics.

Two composition instructors, one also a service learning director, will then describe “Student Voice,” a collaborative national civic engagement project, which will allow first-year composition students from different universities to work together to explore public issues, such as “Hunger and Community Food Systems” or “Oil and the Alternatives.” Student Voice will include a comprehensive website, with many resources and discussion forums; national videoconferences with key experts on the issues being studied; and a summer institute for student leaders nationwide, held in different places each year.

Finally, a composition instructor known for working at the boundaries of traditional academic discourses and helping students gain richer senses of identity as they learn multiple discourses, will work with audience members to consider how to help students engage the public world while expanding their understandings of composition and senses of self. Even as we know the urgent need for an improved public work, the task remains helping individuals find the creative knowledge needed to write in common space.

To help this roundtable to become fully interactive, audience members and participants will work together on a public skills and issues inventory, which will outline some key areas for composition instructors to concentrate upon when teaching civic skills. The results of this inventory will not only help to frame the discussion of the session, but will be an important vehicle for speaking as a profession, and individuals, to leaders in the civic engagement and public work movements in higher education and the wider culture.

**Chair:** Robert Davis, Eastern Oregon University, La Grande

**Speakers:** George Mehaffy, American Association of State Colleges and Universities, Washington, D.C., “The American Democracy Project and Civic Discourse”

Harry Boyte, Center for Democracy and Citizenship, Minneapolis, MN, “Citizens Take the Lead: A Project for Civic Skill Development”

Mark Shadle, Eastern Oregon University, La Grande, “Student Voice: A National Composition Project for Civic Engagement”

Robert Davis, Eastern Oregon University, La Grande, “Student Voice: A National Composition Project for Civic Engagement”

Rebecca Luce-Kapler, Queen’s University, Kingston, Ontario, Canada, “The Subjunctive Cottage: Expanding Identity toward Public Discourse”

## **Computer Connection**

Upper Exhibit Hall, Fourth Floor  
9:30 a.m.-10:45 a.m.

### **Dialogic Learning through Electronic Communication**

Dear Student: Regarding your Recent Post to the Class Discussion Board. . . :Directing and Re-directing Online Students' Threaded Discussion Posts

Terra Williams and Kathy Ashman

Socratic Blogging: Developing Argumentation Skills through Blogs

Kelli Rae Carte

*Practices of Teaching Writing*

### **G.02 Give the Basic Writers Some: Incorporating Digital Media into a Basic Writing Curriculum**

Wabash Room, Third Floor

*Chair:* Mindy Wright, The Ohio State University, Columbus

*Speakers:* Catherine Braun, The Ohio State University at Marion  
Ben McCorkle, The Ohio State University at Marion  
Amie Wolf, The Ohio State University, Columbus

*Practices of Teaching Writing*

### **G.03 Basic Writing Goes Public**

Dearborn 3, Seventh Floor

*Chair:* Elizabeth Caldwell, Ohio State University, Newark

*Speakers:* Shawna Green, Ohio State University, Newark,  
Carrie Ann James, Urbana University, OH  
Elizabeth Caldwell, Ohio State University, Newark



Friday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**G.04 Rewriting the Image: Teaching Visual Representations of History and Nature in First-Year Composition**

Private Dining Room 16, Fifth Floor

*Chair:* Christine Farris, Indiana University, Bloomington

*Speakers:* Christine Farris, Indiana University, Bloomington, “Historicize Me”

David Marshall, Indiana University, Bloomington, “Classroom as Darkroom: Developing History as Visual Rhetoric”

Chad Luck, Indiana University, Bloomington, “Classroom as Darkroom: Developing History as Visual Rhetoric”

Margaret Hermes, Indiana University, Bloomington, “Ready for Our Close-Up: Historicizing Film”

Lisa Ottum, Indiana University, Bloomington, “Bambi Denaturalized: Teaching with Media Representations of Animals”

Stefanie Bluemle, Indiana University, Bloomington, “Bambi Denaturalized: Teaching with Media Representations of Animals”

*Practices of Teaching Writing*

**G.05 Writing and the Word: Religion in Composition Spaces**

Clark 10, Seventh Floor

*Chair:* Traci Freeman, University of Colorado at Colorado Springs

*Speakers:* Traci Freeman, University of Colorado at Colorado Springs, “Can I Get a Witness: Teaching Composition from Berkeley to the Bible Belt”

Christopher LeCluyse, Southwestern University, Georgetown, TX, “Communities of the Word: Writing Centers and Monastic Scriptoria”

Sue Mendelsohn, St. Louis University, MO, “Integrating Ignatius: Constructing a Jesuit Writing Center”

*Practices of Teaching Writing*

**G.06 Using Personal Experience and Personalities in The Writing Classroom**

Parlor C, Sixth Floor

*Chair:* Theresa Joy Kramer

*Speakers:* Christine Fudge, The Citadel, Charleston, SC, “The Personality of Writing: Do Certain Personality Types Enjoy Greater Success in English 101?”

Eileen Landis-Groom, Embry-Riddle Aeronautical University, Prescott, AZ, “Tapping First-Year Students’ Potential through Travel Writing”

Kara Poe Alexander, University of Louisville, KY, “Heroes, Rebels, and Victims: Stories Students Tell in Literacy Narratives and Teachers’ Reactions to Them”

*Practices of Teaching Writing*

**G.07 Self-Authoring by Design:**

**Writing to Create Contexts for Learning in Engineering**

Montrose 1, Seventh Floor

**Chair:** Chris Burnham, New Mexico State University, Las Cruces

**Speakers:** Chris Burnham, New Mexico State University, Las Cruces, “Constructive-Developmental Pedagogy: Writing to Teach Engineering Design, Professional Practice, and Self-Authorship”

Michele Auzenne, New Mexico State University, Las Cruces, “Designing Rubrics to Re-Design the Engineering Lab”

*Practices of Teaching Writing*

**G.08 Composing a Collaborator:**

**The Place for Writing in a Military Education**

LaSalle 2, Seventh Floor

**Chair:** Richard Flinn, Naval Academy Preparatory School, Newport, RI

**Speakers:** Robert Biral, Naval Academy Preparatory School, Newport, RI, “Intimate Immensities: The Paradox of Middle Spaces in Composing Digital Coalitions in a Military School”

Richard Flinn, Naval Academy Preparatory School, Newport, RI, “Graffiti on the Palace Walls: Collaboration among Marines in Annapolis”

*Practices of Teaching Writing*

**G.09 The Impact of the SAT Writing Test on Composition:**

**A Review of the NCTE Task Force Report**

Parlor F, Sixth Floor

**Co-Chairs:** Robert Yagelski, State University of New York at Albany  
Kathleen Yancey, Florida State University, Tallahassee

**Speakers:** Jean Ketter, Grinnell College, IA, “Narrowing the Writing Curriculum: How the New SAT Affects the Composition Classroom”

Cathy Fleischer, Eastern Michigan University, Ypsilanti, “Unintended Consequences: More Than a College Admissions Test”

Robert Yagelski, State University of New York at Albany, “What is Good Writing? The SAT and Conceptions of Writing in Mainstream Education”

*Composition Programs*

**G.10 Starting with the Reader, Building from the Center:  
Exploring a New Role for the Reader and Writer in the  
Writing Center and Writing Program**

Salon 4, Third Floor

*Chair:* Stephanie Roach, University of Michigan-Flint

*Speakers:* Scott Russell, University of Michigan-Flint

Jacob Blumner, University of Michigan-Flint, “Reading Strategies in the Writing Center, Writing Class, and Outside Academia”

Stephanie Roach, University of Michigan-Flint, “Programmatic Perspectives on Our Writing Center Pedagogy”

*Composition Programs*

**G.11 Barbarians at the Gate: Four Non-English Professors  
Reflect on Teaching Writing**

Salon 8, Third Floor

*Chair:* Paul Hanstedt, Roanoke College, Salem, VA

*Speakers:* Gary Hollis, Roanoke College, Salem, VA, “Writing, Chemistry, and Faculty Development: Theory vs. Practice”

Rachelle Ankney, Roanoke College, Salem, VA, “Writing and Mathematics: Using First-Year Writing as a Tool of Mathematical Thought”

Hans Zorn, Roanoke College, Salem, VA, “Writing and Philosophy: Using First-Year Writing to Teach Logic and Argument”

Gordon E. Marsh, Roanoke College, Salem, VA, “Writing and Music: Opening Ears and Minds through Writing about Music”

*Composition Programs*

**G.12 Building a Culture of Assessment: “Dynamic Criteria  
Mapping” toward Contextually-Sound Rubrics**

Salon 7, Third Floor

*Chair:* Jane Detweiler, University of Nevada, Reno

*Speakers:* Jane Detweiler, University of Nevada, Reno, “Mapping, Rubrics, and Numbers for Higher-Ups: Making it All Work”

Kara Moloney, University of Nevada, Reno, “Assessment? No Way! Communicating with Colleagues to Center Assessment in Teaching Practice”

Maureen McBride, University of Nevada, Reno, “Beyond Binaries: Creating an Assessment Culture”

*Composition Programs*

**G.13 What Happens in Comp Stays in Comp? Linguistic Indeterminacy and the Artifacts of Composition**

Salon 6, Third Floor

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

**Speakers:** Jill Swiencicki, California State University, Chico, “The Artifact of the Essay Assignment: Negotiating Meaning with Students”

David Martins, California State University, Chico, “The Artifact of the Scoring Rubric: How Students Understand and Put to Use Their Teachers’ Evaluative Tools”

Erik Armstrong, California State University, Chico, “An End of Worship: How Could Writing Workshops Stop Reifying Assignment Artifacts?”

Chris Fosen, California State University, Chico, “‘Reading as Students Would’: The Institution of Context-Free Assessment Artifacts”

*Composition Programs*

**G.14 Changing Identity: De-Centering the Writing Center**

Salon 5, Third Floor

**Speakers:** Jessica Murray, Florida Atlantic University, Boca Raton

Anne Bosworth, Florida Atlantic University, Boca Raton

Erica Cirillo, Florida Atlantic University, Boca Raton

*Theory*

**G.15 Composing in the Borderlands:  
A Tribute to Gloria Anzaldua**

Parlor D, Sixth Floor

**Chair:** Rachael Brumfield, California State University at Sacramento

**Speakers:** Aracelli Badilla, California State University at Sacramento

Christina Washington, California State University at Sacramento

Rachael Brumfield, California State University at Sacramento

*Theory*

**G.16 Risk Theory and Literacy Studies**

Parlor G, Sixth Floor

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

**Speakers:** Angela Crow, Georgia Southern University, Statesboro, “Risk Theory and Literacy Studies: Exploring Mental Models for Change”

Scott Hendrix, Albion College, MI, “Literacy Education: Imagined Risk and Real Risk”

*Theory*

**G.17 Disappearing Feminists and Academic Paradigms:  
A Roundtable Discussion on Negotiating the Middle  
Space between Labels and Lived Experiences**

Montrose 7, Seventh Floor

**Chair:** Eve Wiederhold, University of North Carolina at Greensboro

**Speakers:** Sara Littlejohn, University of North Carolina at Greensboro, “Recognizing the ‘Allegorical’ Hail of the Academy: Re-situating My Feminist Guilt”

Abby Arnold, University of North Carolina at Greensboro, “What Happened to the Revolution? How Feminist Activism Is Excluded from the Feminist Classroom”

Marlia Banning, Kent State University, OH, “Emotional Outbursts: Reflexive Practices and the Feminist Subject”

Brandy Grabow, University of North Carolina at Greensboro, “Triple Consciousness: Making Sense of My Three Feminist Selves”

Eve Wiederhold, University of North Carolina at Greensboro, “Feminism and Representational Fatigue: Refiguring the Politics of Visibility”

*Theory*

**G.18 Relations, Locations, Positions:  
Post-Process Theory for Writing Teachers**

Private Dining Room 17, Fifth Floor

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

**Speakers:** Peter Vandenberg, DePaul University, Chicago, IL, “Theories of Relations: Genre, Literacy, and Discourse”

Jennifer Clary-Lemon, Arizona State University, Tempe, “Theories of Location: Materiality, Contact Zones, and Ecologies”

Sue Hum, University of Texas at San Antonio, “Theories of Position: Identity Politics, Textual Production, and Social Relations”

**Respondent:** Lisa Ede, Oregon State University, Corvallis

*Theory*

**G.19 “Growing to the Fullness of Our Humanity”:  
Theorizing the Personal, Personalizing the Theoretical  
in Teaching Composition**

Burnham 2, Seventh Floor

**Chair:** Anne Righton, Malone State University of New York at Potsdam

**Speakers:** Anne Righton, Malone State University of New York at Potsdam, “‘My Mama Done Told Me’: Revisioning the Theory and Practice of Vivian Davis, Marianna Davis, Elisabeth McPherson, and Priscilla Tyler”

Victoria Levitt, Malone State University of New York at Potsdam, “Toward a New Ethics of Voice: Contemporary Memoir and ‘Wounded Storytelling’ in the Writing Classroom”



Nancy Horan, SUNY Canton College of Technology, NY, “Breaching the Binary Barrier: Fusing Feminist and Critical Theory and Practice in the College Writing Classroom to Build Coalitions across Difference”

*History*

**G.20 The History of the Future of Writing—Part Two**

Private Dining Room 9, Third Floor

*Chair:* Michelle Kendrick, Washington State University, Vancouver

*Speakers:* Laura Gurak, University of Minnesota, St. Paul, “Writing as Code, Code as Writing”

Helen J. Burgess, Washington State University, Vancouver, “Whatever Happened to My Moo?”

Michael Day, Northern Illinois University, De Kalb, “The History and Future of Machine Logic”

*History*

**G.21 Composing Community, Revising Traditions:  
Women’s Rhetorics for Social Change, 1860–1940**

Private Dining Room 8, Third Floor

*Chair:* Nan Johnson, The Ohio State University, Columbus

*Speakers:* Abby Dubisar, Miami University, Oxford, OH, “Dear (M)other: Epistolary Discourse From the State Industrial Home for Negro Girls, Tipton, Missouri, 1930–1940”

Amy Mecklenburg-Faenger, The Ohio State University, Columbus, “Scissors, Paste, and Social Change: Rhetorics of Suffrage Scrapbooks, 1897–1911”

Kelly Bradbury, The Ohio State University, Columbus, “Speak for Yourself: 19th-Century Women Reformers and the American Lyceum”

Kate White, The Ohio State University, Columbus, “From Oklahoma to Ohio: Revising the Rhetorical Strategies of Clubwomen and Suffragettes, 1885–1920”

*Research*

**G.23 Mediating Genres: Examining Antecedent Genres as  
Discursive Resources in Academic and Public Spheres**

Private Dining Room 4, Third Floor

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

*Speakers:* Anis Bawarshi, University of Washington, Seattle, “‘Uptake’ as Mediating Discursive-Ideological Space between Genres”

Amy Devitt, University of Kansas, Lawrence, “First-Year Composition and Antecedent Genres”

Mary Jo Reiff, University of Tennessee, Knoxville, “The Public Petition as Center Space between Critique and Change”

Angela Jones, Western Kentucky University, Bowling Green, “E-mail in the Center Spaces of Genre, History, and Technology”

*Research*

**G.24 Tracing Trajectories, Handling Heterogeneity:  
Sociohistoric Perspectives of Literate Space**

Private Dining Room 5, Third Floor

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

*Speakers:* Kevin Roozen, Auburn University, AL, “From Journals to Journalism: Tracing Trajectories of Literate Development”

Derek Van Ittersum, University of Illinois at Urbana-Champaign, “Hyperspace of the Mind: Computer Technology and the Remediation of Memory”

Steve Fraiberg, University of Illinois at Urbana-Champaign, “Life Is No Kibbutz: English, Israel, and Globalization”

Anna Min, University of Illinois at Urbana-Champaign, “Rethinking the Notion of Effective Writing Skills in an ESL Writing Program: A Sociohistoric Theory Analysis”

*Information Technologies*

**G.25 The Grokster Decision and Its Implications**

LaSalle 5, Seventh Floor

*Chair:* John Logie, University of Minnesota, St. Paul

*Speakers:* Jessica Reyman, University of Minnesota, St. Paul, “The Legal Rhetoric of Intellectual Property: What Counts in the Peer-to-Peer File-Sharing Debate”

Jeffrey R. Galin, Florida Atlantic University, Boca Raton, “When Silence Breeds Silence: How the Outcome of MGM v. Grokster May Silence Students and Faculty”

*Information Technologies*

**G.26 Benefits of Organizing an Online Faculty Coalition**

Private Dining Room 7, Third Floor

*Speakers:* Andrew Green, University of Miami, FL

Dorinda Fox, University of Phoenix, San Francisco, CA, “Benefits of Organizing and Online Faculty Coalition”

*Information Technologies*

**G.27 What Technology Doesn’t Bridge: Communication Gaps**

LaSalle 1, Seventh Floor

*Speakers:* Amy Stuber, Smarthinking, Inc., Washington, DC, “Potential Relationship between Artificial Intelligence and Human Adaptive Intelligence in the Writing Classroom: Can We Marry the Two?”

Marc Pietrzykowski, Georgia State University, Atlanta, “Let Me Parse That for You: Mediating the Architects of New Media”

*Institutional and Professional*

**G.28 Does Cross-training Cross the Line?:  
Library-Composition Coalitions**

Salon 3, Third Floor

**Chair:** Brian O’Sullivan, St. Mary’s College of Maryland

**Speakers:** Shirley Ricker, University of Rochester, NY, “Are We Crossing the Line?: A Survey of Library/Writing Program Coalitions”

Isabel Kaplan, University of Rochester, NY, “Are We Crossing the Line?: A Survey of Library/Writing Program Collaboration”

Pamela Bedore, University of Connecticut, Avery Point, Groton, “Why Cross the Line?: Assessing the Impact of the Librarian-Tutor”

Brian O’Sullivan, St. Mary’s College of Maryland, “Talking over the Line: Diverging and Converging Perspectives on Student Research”

Ann Marshall, University of Rochester, NY, “Lining Up Research Paper Support: Librarian and Writing Tutor Perspectives”

*Institutional and Professional*

**G.29 A Call for Creative Collaborations and Border Crossings:  
Preparing Faculty to Teach in Two-Year Colleges**

Parlor H, Sixth Floor

**Chair:** Georgia Newman, Professor Emerita, Polk Community College, Winter Haven, FL

**Speakers:** Howard Tinberg, Bristol Community College, Fall River, MA, “Shifting Sands of Academic Discourse: Mediating and Managing 2-Year, 4-Year Border Crossings”

JoAnn Buck, Guilford Technical Community College, Jamestown, NC, “Professional Guidelines for Faculty Preparing to Teach in Two-Year Colleges: 2-Year and 4-Year College/University Initiatives”

Sean Murphy, College of Lake County, Grayslake, IL, “Collaborative Preparation of Future Two-Year College Faculty”

Anne Clark Bartlett, DePaul University, Chicago, IL, “Collaborative Preparation of Future Two-Year College Faculty”

*Institutional and Professional*

**G.30 Plagiarism and Community**

Salon 2, Third Floor

**Chair:** Kelly Ritter, Southern Connecticut State University, New Haven

Lauren Fitzgerald, Yeshiva University, New York, NY, “The Plagiarism ‘Crisis’ as Opportunity for Community Building”

Robin S. Wharton, University of Georgia, Athens, “Community Standards, Not Ownership: Rethinking Plagiarism as Unfair Competition”

Friday, 9:30–10:45 a.m.

*Institutional and Professional*

**G.31 Composing Critique: Critical Literacy and Institutional Critique as Writing Pedagogy**

Salon 9, Third Floor

*Chair:* Angela Gonzalez, Texas Christian University, Fort Worth

*Speakers:* Angela Gonzalez, Texas Christian University, Fort Worth, “Literacy in Transition: Case Studies of Graduate Student Writers”

Brian Fehler, Tarleton State University, Stephenville, TX, “Comp á la Mode: Patterns of Development and Critical Inquiry”

Purna Banerjee, Millikin University, Decatur, IL, “The I/Eye: Composing and Critiquing Personal Narratives through the Lens of Hybridity”

*Language*

**G.32 Englishes Spoken Here: Building Spaces for Language Diversity in Our Classrooms and Our Communities**

LaSalle 3, Seventh Floor

*Chair:* Scott Wible, Penn State University, University Park

*Speakers:* Scott Wible, Penn State University, University Park, “PA Build Language Diversity, Not Bombs: Forming Coalitions to Shape the Defense Department’s ‘National Language Agenda’”

Jenell Johnson, Penn State University, University Park, “English Not Spoken Here: Disability, Identification, and Abjection”

Kevin A. Browne, Penn State University, University Park, “Mout’ Open: Exploring Issues of Caribbean Identity in the Composition Classroom”

*Institutional and Professional*

**G.33 Size Matters and We Can Prove It: Retention, Success, and Smaller First-Year Writing Classes**

Private Dining Room 6, Third Floor

*Chair:* Sarah Duerden, Arizona State University, Tempe

*Speakers:* Sarah Duerden, Arizona State University, Tempe

Christine Helpers, Arizona State University, Tempe

*Language*

**G.34 Multiliteracies and Multimodalities: L2 Writers in Context**

Dearborn 1, Seventh Floor

*Chair:* Tony Silva, Purdue University, West Lafayette, IN

*Speakers:* Tim Fountaine, St. Cloud State University, MN, “Contemplating Multiliterate Students and Alternative Disciplinary Possibilities for Writing Centers”

Kevin Eric DePew, Old Dominion University, Norfolk, VA, “Mainstream Composition Textbooks and the Labor of Multiliteracies”

Susan Miller-Cochran, Mesa Community College, AZ, “What We Know, What We Do, and What We Adopt: Revealing Assumptions in L2 Writing Textbooks”

*Creative Writing*

**G.35 Sharing Stories, Sharing Lives: Using the Memoir to Build Community in the Writing Classroom**

Dearborn 2, Seventh Floor

*Chair:* Sharon Robideaux, Grand Valley State University, Allendale, MI

*Speakers:* Michael T. Lueker, Our Lady of the Lake University, San Antonio, TX, “Sharing Disciplinary Spaces: Fostering Collaboration through Memoir”

Emma Ramey, Grand Valley State University, Allendale, MI, “Sharing Stories: The Sound of Memoir”

Sarah Dickerson, Grand Valley State University, Allendale, MI, “Creative Nonfiction and the Memoir: Bringing Joy Back into the Composition Classroom”

Sharon Robideaux, Grand Valley State University, Allendale, MI, “Sharing Stories, Sharing Lives: Using Memoir to Teach Audience”

*Professional and Technical Writing*

**G.36 Realigning Public Opinion through Effective Scientific Proposals and Websites**

Salon 12, Third Floor

*Chair:* Lacy Landrum, Oklahoma State University, Stillwater

*Speakers:* Candice McKee, University of Central Oklahoma, Edmond, “Kee Goodle Daw: INFCA Ideology and Hegemonic Politics”

Andrea Zachary, Oklahoma State University, Stillwater, “The Rhetoric of ‘Inhospitable Waste’”

Lacy Landrum, Oklahoma State University, Stillwater, “The Shifting War: Usability of Drug Education Websites”

*Community, Civic, & Public*

**G.37 Writing and Reciprocity: Building Coalitions through University/Community Partnerships**

Salon 11, Third Floor

*Speakers:* Candice Rai, University of Illinois at Chicago, “Foundations for Building Strong University-Community Partnerships”

Megan Marie, University of Illinois at Chicago, “Considering the Big Picture: Assessing Program Development”

Ann Feldman, University of Illinois at Chicago, “This Container Isn’t Big Enough: Working for Institutional Change”

Friday, 9:30–10:45 a.m.

*Community, Civic, & Public*

**G.38 Decentering Democracy:**

**How Citizens and Communities Write Civic Webpages**

Salon 10, Third Floor

*Chair:* Dennis Lynch, Michigan Technological University, Houghton

*Speakers:* Anne Frances Wysocki, Michigan Technological University, Houghton, “Medium-sized Democracy: Learning about Web Design from What the Designs of City Websites Allow, Encourage, Discourage, Hide, Evade, or Celebrate”

Michele Simmons, Miami University of Ohio, Oxford, “Designing Useful Information for Community Decision Making”

Dundee Lackey, Michigan State University, East Lansing, “Inventing Communities”

Jeff Grabill, Michigan State University, East Lansing, “Inventing Communities”

*Community, Civic, & Public*

**G.39 New Writing by SWR Authors: Rural Community Activism as Rhetorical Coalition Building**

Salon 1, Third Floor

*Chair:* Moriah McCracken, Texas Christian University, Forth Worth

*Speakers:* Charlotte Hogg, Texas Christian University, Forth Worth, “Flyover Places as Center Spaces: Gender and Rural Literacies”

Kim Donehower, University of North Dakota, Grand Forks, “Building Community through Literacy: The Case of One Rural North Dakota Town”

Robert Brooke, University of Nebraska–Lincoln, “Voices of Future Citizens: Rural Nebraska Youth and Civic Participation”

Eileen Schell, Syracuse University, NY, “The Matrix and Agricultural Illiteracy: Toward Alternative Agrarian Literacies in a Globalized World”

*Community, Civic, & Public*

**G.40 Daring to Dialogue: Sharing Feminist Literacies Across Academic and Non-Profit Contexts**

Parlor E, Sixth Floor

*Chair:* Shari Stenberg, Creighton University, Omaha, NE

*Speakers:* Dana Kinzy, University of Nebraska–Lincoln, “Creating Coalitions through Intersecting Literacies”

Whitney Douglas, University of Nebraska–Lincoln, “Centering on Convergent Conversations: Composition and Community”

Joy Ritchie, University of Nebraska–Lincoln, “Cross-Cultural Transference: Reciprocal Learning Relationships”

*Community, Civic, & Public*

**G.41 Writing Across Communities:**

**A Cultural Ecology of Language, Learning, and Literacy**

Crystal Room, Third Floor

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

*Speakers:* Michelle Kells, University of New Mexico, Albuquerque, “Writing Across Communities: Diversity, Deliberation, and the Discursive Possibilities of WAC”

Carson Bennett, University of New Mexico, Albuquerque, “Writing the Web of Influence: Connecting Students to Their Cultural Environments through Ecomposition”

Dana Salvador, University of New Mexico, Albuquerque, “Demystifying the ESL Classroom”

John Bess, University of New Mexico, Albuquerque, “Whose ‘I’ am I: Negotiating Constructed Identity in First Year Writers”

Scott Rogers, University of New Mexico, Albuquerque, “Paroled from the Palace of Distraction: Deciphering Cultural Codes in the Composition Classroom”

Beverly Army Gillen, University of New Mexico, Albuquerque, “Knowing Our Audience: Peer Reviewing among Diverse Students”

Juan Guerra, University of Washington, Seattle, “Creating Pathways to Academic Literacy and Beyond: Situating the Personal, Professional, and Political”

*Theory*

**G.42 Using Silence, the Emotions, and Re/presentation to Build Community**

Burnham 1, Seventh Floor

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

*Speakers:* Shirley Wilson Logan, University of Maryland, College Park, “Silencing or Giving Voice: The Rhetoric of Women in the Center Spaces”

Andrea Dardello, Howard Community College, Columbia, MD, “Giving Voice to the Unspoken: The Impact of Emotions on Beginning Writers’ Work”

Cheryl Glenn, Penn State University, University Park, “Using Silence to Foster Community, or Toward a Rhetoric of Coalition”

*Theory*

**G.43 Queering the Composition Classroom**

Clark 5, Seventh Floor

*Chair:* David Rogers, University of North Carolina at Greensboro

*Speakers:* David Rogers, University of North Carolina at Greensboro, “A Queer Composition: Interrogating Heteronormativity in the Composition Classroom”

Katie Guest, University of North Carolina at Greensboro, “Composing the New Gender Politics: Language as a Pathway to Freedom”

Kevin Morrissette, University of Massachusetts at Boston, “Dismantling the Marriage Monolith: A Rogerian Approach to the Discussion of Gay Marriage in the Composition Classroom”

*Practices of Teaching Writing*

**G.44 Multimodal Discourse in Pedagogical Theory and Practice: Crossing the Boundaries between Visual, Oral, and Written Rhetoric**

Burnham 4, Seventh Floor

*Speakers:* Cassandra Peterson, Northern Illinois University, DeKalb, “Understanding Cognitive Flexibility Theory in Multimodal Learning”

Brandee Martin, Northern Illinois University, DeKalb, “Crossing Personal and Public Boundaries: Multimodal Discourse, Multiliterate Students”

Patricia Lahorra, Northern Illinois University, DeKalb, “Visualization and Sequential Images: The WebBoard and Multicultural Storytelling”

Sharon Hekman, Northern Illinois University, DeKalb, “The Rhetoric of PowerPoint: Hybridity, Performance, and the Illuminated Manuscript”

*Community, Civic, & Public*

**G.46 Texts in Political Contexts: Writing for School**

Parlor A, Sixth Floor

*Chair:* Eli Goldblatt, Temple University, Philadelphia, PA

*Speakers:* Lucille Schultz, University of Cincinnati, OH, “Write Down Five Jokes about the War”

Russel Durst, University of Cincinnati, OH, “One Pedagogy’s Nasty Fate and the Implications”

Marjorie Roemer, Rhode Island College, Providence, “What Are the Tests Asking For?”



## Distinguished Guest Speaker

Sponsored by Bedford/St. Martin's

11:00 a.m.-12:15 p.m.

Monroe Ballroom, Sixth Floor  
Building Community, Culture, Coalitions

Patricia J. Williams, author, law professor, and cultural commentator will address our theme “Building Community, Culture, Coalitions.” As Professor of Law at Columbia University School of Law, former consumer advocate and Deputy City Attorney for the City of Los Angeles, and staff attorney for the Western Center on Law and Poverty, Professor Williams has tremendous insights to share about how individuals and groups come to understand and practice good civic and social responsibility. Her talk will reflect her appreciation and support for multiculturalism and civil rights, demonstrating why her first book, *The Alchemy of Race and Rights*, was named one of the twenty-five best books of 1991 by the Voice Literary Supplement and one of the “feminist classics of the last twenty years” that “literally changed women’s lives,” by *Ms. Magazine’s* Twentieth Anniversary Edition. We are fortunate to have this recipient of the MacArthur foundation “Genius” grant speak to us on a subject near and dear to her heart.



Patricia J. Williams

**Patricia J. Williams** is a graduate of Wellesley College and Harvard Law School. She has served on faculties of the University of Wisconsin School of Law, Harvard University’s Women’s Studies Program, and the City University of New York Law School at Queen’s College. She has held fellowships at the School of Criticism and Theory at Dartmouth College, the Humanities Research Institute of the University of California at Irvine, and the Center for Advanced Study in the Behavioral Sciences at Stanford University. Professor Williams has appeared on a variety of radio and television shows and has been a keynote speaker at numerous conferences. She has also served as a consultant and coordinator for a variety of public interest lawsuits. She has appeared in a number of documentary films, including *That Rush!* which she wrote and narrated. Directed by British filmmaker Isaac Julian, this short study of American talk show hosts was featured as part of an installation at the Institute of Contemporary Art in London.

Williams has authored numerous articles for scholarly journals, popular magazines, and newspapers including *USA Today*, *Harvard Law Review*, *Tikka*, the *New York Times* Book Review, *The Nation*, *Ms. Magazine*, and the *Village Voice*. Patricia Williams’ newest book is titled *Open House: Of Family, Friends, Food, Piano Lessons, and a Search for a Room of My Own*—a personal collection of stories, essays, anecdotes, and biography.

A dynamic speaker, brilliant lawyer, and prolific writer, we welcome Patricia J. Williams to CCCC in order to help center our thinking about our roles as teachers, community leaders, and activists. Professor Williams’ talk is sponsored by Bedford/St. Martin.

## H Sessions

12:30 p.m. –1:45 p.m.

### *Featured Session*

## **No Students Left Behind: Writing and the Secretary of Education’s Commission on the Future of Higher Education**

Red Lacquer Room, Fourth Floor

On September 19, 2005, Secretary of Education’s Commission Margaret Spellings announced the formation of a new commission to study accountability in higher education. Called “A National Dialogue: The Secretary of Education’s Commission on the Future of Higher Education,” the commission began a national discussion with the goal of planning a comprehensive national strategy for postsecondary education. In addition to studying the affordability and accessibility of higher education, the commission wanted to examine how well colleges and universities prepare students to compete in the global economy. The commission hoped to build on the federal government’s No Child Left Behind initiative, which according to Spellings is creating more and more high school graduates who are ready for college. While disavowing a bigger role for the federal government in higher education, Secretary Spellings is determined “to make sure our higher education system continues to meet our nation’s needs for an educated and competitive workforce in the 21st century.”

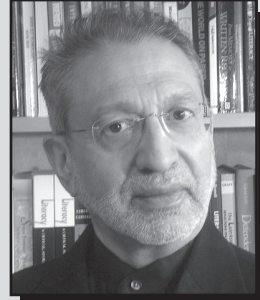
In her speech, Spellings suggests that “unlike K–12 education, we don’t ask a lot of questions about what we’re getting for our investment in higher education.” The Associated Press reports that Spellings’ announcement “comes amid growing concerns that the relative independence of American colleges and universities, though a strength in many respects, can also be a disadvantage in competing with other countries” (Justin Pope, “Spellings Plans Look at Higher Education.” Associated Press, Sept. 19, 2005).

Given the explicit link between NCLB and the Commission on the Future of Higher Education, and the Secretary’s concern that higher education is not at present accountable to students, parents, and the federal government, this featured Roundtable will initiate a discussion of the Commission’s goals and how we in the writing studies community can provide input and commentary on the Commission’s work.

The Panlists, distinguished leaders in the fields of writing and reading will lead a provocative discussion to determine how we as a profession can influence this attempt to create a national literacy policy in ways that are effective and educationally sound.

Please engage in the important discussion with our colleagues.

**Dennis Baron** is professor of English and linguistics at the University of Illinois. He has written books on language reform, language and gender, the official English movement, and the history of English words and usage. His essays on language, literacy, and education have appeared in *The New York Times*, *The Washington Post*, *The Los Angeles Times*, *The Chicago Tribune*, *Education Week*, and *The Chronicle of Higher Education*, as well as in scholarly journals. He has served on NCTE's Commission on Language and currently chairs its Committee on Public Doublespeak as well as CCCC's Committee on Public Policy. He is currently writing a book on the history and impact of writing technologies.



Dennis Baron

**Jackie Jones Royster** Senior Vice Provost, Executive Dean for the Colleges of Arts and Sciences, and Professor of English at The Ohio State University, has authored numerous articles and books in literacy studies and women's studies, including: *Southern Horrors and Other Writings: The anti-Lynching Campaign of Ida B. Wells-Barnett* (1997); *Traces of a Stream: Literacy and Social Change among African American Women* (2000); *Critical Inquiries* (2003); *Profiles of Ohio Women, 1803–2003* (2003); and a co-edited volume, *Calling Cards: Theory and Practice in the Study of Race, Gender, and Culture* (2005). In addition, she has filled various leadership roles in English professional organizations, including serving as chair of the Conference on College Composition and Communication and chair of the executive committee of the Modern Language Association's Writing Division. Her awards include: the CCCC Braddock Award (2000); the state of Ohio's Pioneer in Education Award (2000); the MLA Mina P. Shaughnessy Prize (2001); the Columbus YWCA Woman of Achievement Award (2004); and the CCCC Exemplar Award (2004).



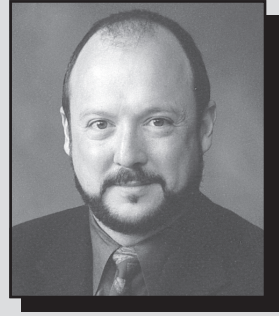
Jackie Jones Royster



Andrea Lunsford

**Andrea Lunsford**, Louise Hewlett Nixon Professor of English and Director of the Program in Writing and Rhetoric, joined the Stanford faculty in March, 2000. Prior to this appointment, Lunsford was Distinguished Professor of English at The Ohio State University where she served as Vice Chair of the Department of English, as Chair of the University Writing Board, and as Director of the Center for the Study and Teaching of Writing. Currently she is also a member of the faculty of the Bread Loaf School of English. Professor Lunsford's scholarly interests include contemporary rhetorical theory; women and the history of rhetoric; collaboration and collaborative writing; current cultures of writing;

intellectual property and composing; style; and technologies of writing. She has written or coauthored fourteen books, including *The Everyday Writer: Essays on Classical Rhetoric and Modern Discourse*; *Singular Texts/Plural Authors: Perspectives on Collaborative Writing*; and *Reclaiming Rhetorica: Women in the History of Rhetoric*, as well as numerous chapters and articles. Her most recent books are *The St. Martin's Handbook*, 5<sup>th</sup> ed., and *Everything's An Argument*, and she has contributed essays and chapters to numerous volumes related to composition and rhetoric. Professor Lunsford has conducted workshops on writing and program reviews at dozens of North American universities, served as Chair of the Conference on College Composition and Communication, as Chair of the Modern Language Association Division on Writing, and as a member of the MLA Executive Council.



Randy Bomer

**Randy Bomer** is Immediate Past President of NCTE and is on the faculty of Language and Literacy Studies at the University of Texas at Austin. He has also been on the faculties of Indiana University and the City University of New York, and he was Co-Director of the Teachers College Reading and Writing Project where he led a team of fifty teachers working in New York City schools, facilitating the growth of staff developers, as well as principals and teachers.

For two decades, Bomer has worked as a literacy consultant with K-12 teachers and administrators in districts all over the United States. Most of the time, his work involves helping teachers launch writing and reading workshops in their classrooms and teach effectively within those environments. Whether working with high school English teachers or primary teachers, Bomer demonstrates and coaches in classrooms, and also leads workshop, institutes, courses, and reflective conversations about ways of tailoring curriculum to the needs of individual students, helping them to grow toward increasingly sophisticated goals in reading and writing. Viewing teaching as a lifelong journey of learning, he thinks of professional development not as the installation of fixed programs, but rather as a continual deepening and enriching of repertoires of strategy and practice. Real professional growth for teachers, like development in other complex professions, involves practitioners becoming more knowledgeable and more discerning decision-makers.

Bomer has conducted research on professional development as well as on teaching and learning interactions in classrooms. He is the author of *Time for Meaning and For a Better World*, and he holds a Ph.D. from Columbia University.

**Chair:** Dennis Baron, University of Illinois, Urbana-Champaign

**Speakers:** Dennis Baron, University of Illinois, Urbana-Champaign

Jackie Jones Royster, Ohio State University, Columbus

Andrea Lunsford, Stanford University, CA

Randy Bomer, University of Texas at Austin

## **Computer Connection**

Upper Exhibit Hall, Fourth Floor

12:30 p.m. – 1:45 p.m.

### **Collaboration in Online Writing Spaces**

Collaborative Writing the WIKI Way

Matt Barton, Lanette Cadle, Elizabeth A. Monske

Writing Outside (and Inside) the Margins: Adapting Bedford/St. Martin's Comment to Enable True Collaborative Writing Experiences

Stewart Whittemore

### *Practices of Teaching Writing*

## **H.02 Contrastive Rhetoric for Intercultural Competence: Lessons from African American Oral Rhetoric, African American Women's Writing and Chinese Rhetoric**

LaSalle 3, Seventh Floor

*Chair:* Gwendolyn Gong, Chinese University of Hong Kong, China

*Speakers:* Timothy Brown, West Chester University, PA, "African American Rhetoric as Transformative Discourse"

Juanita Comfort, West Chester University, PA, "Imagining African American Women Writing Self, Culture, and Knowledge into the Center Space of Academic Discourses"

William Lalicker, West Chester University, PA, "Chinese Rhetorical Traditions, Western Academic Discourse, and Transformation for Intercultural Competence"

### *Practices of Teaching Writing*

## **H.03 Not by Accident: Doing Something about Suffering**

Salon 1, Third Floor

*Chair:* Lu Ellen Huntley, University of North Carolina, Wilmington

*Speakers:* Lu Ellen Huntley, University of North Carolina, Wilmington, "Seen from a Scarred Landscape"

Kathleen Gould, University of North Carolina, Wilmington, "Touching Our Richest Horror: Normalizing the Exceptional"

Joyce Hollingsworth, University of North Carolina, Wilmington, "Toward a Literature Anthology for Body and Brain"

Friday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

#### **H.04 Inside and Outside the University Classroom: What the (Dis)Connections Tell Us**

Parlor G, Sixth Floor

**Chair:** Sarah Allen, University of South Carolina, Columbia

**Speakers:** Sarah Allen, University of South Carolina, Columbia, “Inventing the ‘I’”

Tish (Tyra) O’Bryan, Syracuse University, NY, “Reconceiving Audience when Our Pages Can Be Anywhere”

Charlene Spearen, University of South Carolina, Columbia, “Emphasizing Art and Fact: Creative Writing in the Composition Classroom”

Teggin Chamberlain, University of Georgia, Atlanta, “The Essay as a Form of Third Sophistic: How It Is and How It Could Be”

*Practices of Teaching Writing*

#### **H.05 Triumph or Disaster: Building Community Through Teacher Response**

LaSalle 5, Seventh Floor

**Chair:** Sandra Valensky, Baker College, Auburn Hills, MI

**Speakers:** Kimme Nuckles, Baker College, Auburn Hills, MI, “Teachers’ Comments, Students’ Responses: Considering Age in the Composition Community”

Susan Richardson, Macomb Community College, Clinton Township, MI, “Building Community in Cyberspace”

Linda Brender, Macomb Community College, Clinton Township, MI, “Teacher Response: Saving Time While Improving Quality”

*Practices of Teaching Writing*

#### **H.06 Composing in the Center Spaces: Community Literacy in Freshman Composition Courses**

Montrose 1, Seventh Floor

**Chair:** Gordon Thomas, University of Idaho, Moscow

**Speakers:** Rhiannon Nance, University of Idaho, Moscow, “Composing in the Center Spaces: The Parameters of Community Literacy”

Shawna Andersen, University of Idaho, Moscow, “Composing in the Center Spaces: The Role of Community Literacy in the Freshman Composition Classroom”

Melinda White, University of Idaho, Moscow, “Composing in the Center Spaces: Implementation of Community Literacy in Freshman Composition”

*Practices of Teaching Writing*

**H.07 Composing Borderlands:  
Helping Students Negotiate Academic Personas**

LaSalle 1, Seventh Floor

*Chair:* Julie Moore, Green River Community College, Auburn, WA

*Speakers:* Jennifer Whetham, Green River Community College, Auburn, WA, “Plotting the Territory of Creative Non-Fiction: Toward a Fusion Pedagogy”

Julie Moore, Green River Community College, Auburn, WA, “Composing Sentences in the Borderlands between Forms of Standard and Non-Standard English”

Vivette Beuster, Green River Community College, Auburn, WA, “Aligning Teacher and Student Academic Expectations in College Classrooms”

*Composition Programs*

**H.08 Chatting in the Center:  
An Investigation of the Current Uses and Potential of  
Synchronous Chat in the Writing Center**

Salon 3, Third Floor

*Chair:* Joanna Wolfe, University of Louisville, KY

*Speakers:* Roxana Cazan, University of Louisville, KY, “Emoticons in the Writing Center: A Reinvention of Coding Transcriptions”

Jo Ann Griffin, University of Louisville, KY, “Going the Distance: Writing Center Efforts to Bridge the Virtual Divide”

Kate Brown, University of Louisville, KY, “‘Can you hear me now?’: Synchronous Audio and File Sharing in the Virtual Writing Center”

*Composition Programs*

**H.09 Using Assessment Data to Strengthen Links between  
Information Literacy and Writing in First Year History  
and Composition Courses**

Salon 2, Third Floor

*Chair:* John Eliason, Philadelphia University, PA

*Speakers:* John Eliason, Philadelphia University, PA, “Dealing with the Data: Information Literacy Assessment in First Year Writing Courses”

Julie Kimmel, Philadelphia University, PA, “Integrating Information Literacy in Writing Assignments: Assessment in First Year History Courses”

Jordana Shane, Philadelphia University, PA, “Information Literacy and Writing Assessment: A Collaborative Model for Faculty and Librarians”

Friday, 12:30–1:45 p.m.

*Composition Programs*

**H.10 Lost (and Found) in Translation: Writing Centers as Sites of Translation and Translation Study**

Burnham 4, Seventh Floor

*Chair:* Amy Zenger, American University of Beirut, Lebanon

*Speakers:* Cinthia Gannett, Loyola College in Maryland, Baltimore

Larry Tolbert, Loyola College in Maryland, Baltimore

Mika Troutman, Loyola College in Maryland, Baltimore

Jennifer Follett, Loyola College in Maryland, Baltimore

Katherine Tirabassi, University of New Hampshire, Durham

*Composition Programs*

**H.11 Where History, Theory, and Context Converge: What WPAs Need to Know about the Culture of Assessment**

Parlor F, Sixth Floor

*Chair:* Peggy O’Neill, Loyola College in Maryland, Baltimore

*Speakers:* Cindy Moore, Eastern Kentucky University, Richmond, “What I Didn’t Know about Assessment Could Have Hurt Me”

Peggy O’Neill, Loyola College in Maryland, Baltimore, “Histories, Theories, Contexts of Assessment: What All WPAs Need to Know”

Brian Huot, Kent State University, OH, “Connecting History, Theory, Context: Building a Culture of Assessment”

*Theory*

**H.12 Revisiting Kairos: Three Case Studies on the Rhetorical Management of Risk**

Parlor E, Sixth Floor

*Speakers:* Marika Seigel, Michigan Technological University, Houghton, “Threats to the Pregnant Lurked Everywhere: Risk, Urgency, and Prenatal Care”

Jordynn Jack, University of North Carolina, Chapel Hill, “Timing the Untimely: Risk Management on the Manhattan Project”

Blake Scott, University of Central Florida, Orlando, “Kairos and Unbounded Risk: The Pharmaceutical Industry’s Response to Bioterrorism”

*Theory*

**H.13 Inventing Heuristic Pedagogies for Communities of Affect, Myth, and Movement**

Clark 5, Seventh Floor

*Chair:* Eric Mason, University of South Florida, Tampa

*Speakers:* Carol Steen, University of Florida, Gainesville, “Pedagogy of Sense: Choragraphy as Affective Reasoning”



Jeremy Culler, State University of New York, Binghamton, “The Poetics of Mythological Formation: Heuristics as an Alternative Pedagogy”  
Eric Mason, University of South Florida, Tampa, “The Dance of Heuristics: Inventing the Art of Parkour”

*Theory*

#### **H.14 Composition Takes Place**

LaSalle 2, Seventh Floor

**Chair:** Sid Dobrin, University of Florida, Gainesville

**Speakers:** Christopher Keller, University of Texas–Pan American, Edinburg, “Composition’s Places: Occupation, Possession, Power”

Sidney Dobrin, University of Florida, Gainesville, “The Occupation of Composition”

Jason McIntosh, University of Nebraska, Lincoln, “Constructing Location in Place-conscious Pedagogies”

*Theory*

#### **H.15 Authentic Arguments: Information Literacy and Case Studies in FYC**

Clark 7, Seventh Floor

**Chair:** Rebecca Moore Howard, Syracuse University, NY

**Speakers:** Rebecca Moore Howard, Syracuse University, NY, “Insufficient Information Anxiety: Rebuilding Pedagogy for Researched Arguments”

David R. Russell, Iowa State University, Ames, “Multimedia Case Studies in the First Year Curriculum: A Report on Students’ Use of Sources”

Tosh Tachino, Iowa State University, Ames, “Multimedia Case Studies in the First Year Curriculum: A Report on Students’ Use of Sources”

Sandra Jamieson, Drew University, Madison, NJ, “Argument as Ground, not Mode: Creating Opportunities for Nuanced Argument Using Information Literacy and Case Studies”

*Practices of Teaching Writing*

#### **H.16 Interrogating Our Research: Questioning the Good Idea**

Montrose 7, Seventh Floor

**Chair:** Richard Fulkerson, Texas A&M University–Commerce

**Speakers:** Dudley Reynolds, University of Houston, TX, “Questioning the Good Idea: An Empirical Investigation of Computer-Mediated Instruction in a Second Language Writing Classroom”

Kyung-Hee Bae, University of Houston, TX, “Questioning the Good Idea: An Empirical Investigation of Computer-Mediated Instruction in a Second Language Writing Classroom”

Kelli Custer, Indiana University of Pennsylvania, “When Researcher and Researched Co(a)llide: A Graduate Student Interviews CCCC’s Leaders”

Richard Fulkerson, Texas A&M University–Commerce, “Reading Our Qualitative Research Critically”

Friday, 12:30–1:45 p.m.

*History*

### **H.17 Feminist History of Rhetoric: Religion, Conduct, and Science**

Dearborn 2, Seventh Floor

*Chair:* Patricia Bizzell, College of Holy Cross, Worcester, MA

*Speakers:* Vicki Tolar Burton, Oregon State University, Corvallis, “Fits, Friends, and Followers: Sources of Agency for Women’s Religions Rhetoric in the Long Eighteenth Century”

Jane Donawerth, University of Maryland, Landover, “Separate Spheres in Women’s Conduct Book Rhetoric”

Wendy Hayden, University of Maryland, College Park, “Women, Rhetoric, and the Nineteenth-Century Science of Sexuality”

*History*

### **H.18 The Un-Common Reader: Women Essayists and the Canon**

Dearborn 1, Seventh Floor

*Chair:* John Brereton, Calderwood Writing Initiative, Boston Athenaeum, MA

*Speakers:* Jenny Spinner, St. Joseph’s University, Philadelphia, PA, “Shouts and Murmurs from the Margins: A History of Women Essayists”

Lynn Bloom, University of Connecticut, Storrs, “Women Writers in the Center: Canonical Women Essayists”

Linda Peterson, Yale University, New Haven, CT, “Still Marginal after All These Years? The Woman Essayist and Public Discourse”

*Research*

### **H.19 What Do Students Take with Them? Three Empirical Investigations of Knowledge Transfer From Writing Courses**

Salon 4, Third Floor

*Chair:* Diane Donahue, University of Maine–Farmington

*Speakers:* Elizabeth Wardle, University of Dayton, OH, “Maybe You Can Take It with You: Can an Intro to Writing Studies Course Serve as Effective Boundary Practice?”

Catherine McDonald, Western Washington University, Bellingham, “Does This Go Anywhere?: Tracking the Transferability of Writing Instruction”

Beth Rapp Young, University of Central Florida, Orlando, “Looking Back: What Do Students Remember from Their Writing Courses?”

*Research*

**H.20 Catching Sense: “AfraFeminist” Rhetorics of Education, Literacy, and Motherhood/ing**

Private Dining Room 16, Fifth Floor

*Chair:* Avon Connell-Cowell, New York City Department of Education, Bronx

*Speakers:* Carmen Kynard, Rutgers University, Newark, NJ, “‘I Carry the Eyes of Ida B. Wells’: ‘Traces of a Stream’ Amongst First-Year Black Females in College Composition”

Yolanda Sealey-Ruiz, Kingsborough Community College, CUNY, Brooklyn, NY, “This Woman’s Work: Exploring the Educational Narratives of African American Re-entry Mothers and Their Daughters”

Suzanne Carothers, New York University, NY, “‘Catching Sense’: Learning from Our Mothers to Be Black and Female”

*Information Technologies*

**H.21 Changing Literacies/Changing Mindsets: Communicating across Digital Difference**

Private Dining Room 9, Third Floor

*Chair:* Sally Chandler, Kean University, Union, NJ

*Speakers:* Joshua Burnett, Kean University, Union, NJ, “Differences between Insider and Newcomer Mindsets in Composition and Literacy Studies”  
Sally Chandler, Kean University, Union, NJ, “What’s Different about Digital Difference?: Communicating across Differences in Technological Mindsets”

*Information Technologies*

**H.22 Universal Design for Learning (UDL) in the Writing Classroom: Making Learning Accessible to All Students**

Wabash Room, Third Floor

*Chair:* Jay Dolmage, Miami University of Ohio, Oxford

*Speakers:* Robbin Zeff, The George Washington University, Washington, D.C., “Making the Most of Assignment Instructions: A Case Study in Applying UDL Principles to a First-Year Writing Assignment”

Kristina Torres, The Ohio State University, Columbus, OH, “Universal Design for Learning: A New Paradigm for Teaching with Technology”

Andrea Scarpino, The Ohio State University, Columbus, OH, “FAME Modules: A New Online Resource to Improve the Quality of Education for Students with Disabilities”

Friday, 12:30–1:45 p.m.

*Institutional and Professional*

### **H.23 Herding Cats: Faculty, the Teaching of Writing, and the Problem of Rhet/Comp Expertise**

Private Dining Room 5, Third Floor

*Chair:* Tom Hemmeter, Arcadia, Glenside, PA

*Speakers:* Faye Halpern, Haverford College, PA, “The Historical Problem of Rhetorical Expertise”

Gail Hemmeter, Bryn Mawr College, PA, “What Colleges Say about Themselves: Institutional Discourse and Faculty Development in Writing Programs”

Wini Wood, Wellesley College, MA, “Is Writing Interdepartmental or Interdisciplinary?”

*Institutional and Professional*

### **H.24 Can We Talk? Creating a Coalition that Serves Students Outside the Center**

Private Dining Room 4, Third Floor

*Chair:* Susan Gardner, La Sierra University, Riverside, CA

*Speakers:* Rosalie Lynn, La Sierra University, Riverside, CA, “When Two Strikes Means You’re Out: Teaching Basic English in a High Stakes Program”

Juanita Singh, La Sierra University, Riverside, CA, “Opening the Door to an American Education: Restructuring the ESL Curriculum and Assessment”

Susan Gardner, La Sierra University, Riverside, CA, “Moving Students into the Center: Assessment Practices that Bridge the Gap”

*Institutional and Professional*

### **H.25 Rhetoric at Work: Lessons Learned from a University Strike**

Private Dining Room 6, Third Floor

*Speakers:* Timothy Barnett, Northeastern Illinois University, Chicago, IL, “The Rhetoric of Solidarity in a University Strike”

Christopher Schroeder, Northeastern Illinois University, Chicago, IL, “Composing Competing Centers: Textual Representations and Public Spheres”

Vicki Byard, Northeastern Illinois University, Chicago, IL, “When Texts Don’t Work: How a University Strike Challenged Theories about Public Discourse”

Michael Hammond, Northeastern Illinois University, Chicago, IL, “Creating a Home for ‘Visiting’ Lecturers: Contract Language and the Working Conditions of Non-Tenure-Track Instructors”

*Institutional and Professional*

**H.26 In Search of Meaning:  
A Community Model for Program Assessment**

Salon 10, Third Floor

*Chair:* Norbert Elliot, New Jersey Institute of Technology, Newark

*Speakers:* Robert Lynch, New Jersey Institute of Technology, Newark,  
“Designing an Assessment Community: A Humanistic Rationale”

Carol Johnson, New Jersey Institute of Technology, Newark, “Analytic  
Scoring of Online Portfolios: Sustainable Assessment for the Technical  
Communication Service Course”

Robert Friedman, New Jersey Institute of Technology, Newark, “E-Learning  
and the Humanities: Negating the Empirical World”

Nancy W. Coppola, New Jersey Institute of Technology, Newark, “Assessing  
Graduate Writing in a Visual Age: Towards Core Competencies”

*Language*

**H.27 The Tropes of War**

Private Dining Room 17, Fifth Floor

*Chair:* Teresa Grettano, Illinois State University, Bloomington

*Speakers:* Jeff Schonberg, Angelo State University, San Angelo, TX, “Stars  
and Double-edged Swords: The Service [Wo]Man’s Rhetorics of Victimage  
and Exclusion”

Sushil K. Oswal, University of Hartford, West Hartford, CT, “Indo-Pakistani  
Rhetoric of the Nuclear Bomb and the Ties of Language, Customs, and  
Place”

Andrea Greenbaum, Barry University, Miami Shores, FL, “The Mother of  
All Tropes: Hyberbole and the Middle East”

*Creative Writing*

**H.28 The Fifth Genre: Creative Writing with (Audio) Technology**

Salon 12, Third Floor

*Chair:* Lisa Dush, University of Massachusetts, Amherst

*Speakers:* Lisa Dush, University of Massachusetts, Amherst, “The Aesthetics  
and Theory of Sound”

Casey Burton, University of Massachusetts, Amherst, “Music and Words:  
Intertextual Issues in Audio”

Michele Troy, Hillyer College–University of Hartford, West Hartford, CT,  
“Crafting for the Radio, Crafting for the Page”

Friday, 12:30–1:45 p.m.

*Professional and Technical Writing*

**H.29 Forging New Alliances between Science and the Humanities: Medicine, Mentoring, and Composition**

Salon 9, Third Floor

**Chair:** Sonya Borton, University of Louisville, KY

**Speakers:** Cynthia E. Britt, University of Louisville, KY, “Considering the Narrative in Narrative Medicine”

Rene Prys, University of Louisville, KY, “Promoting Critical Thinking Skills through Writing in a Nursing Program”

Sonya Borton, University of Louisville, KY, “Improving Retention Rates of Women & Minorities in Medical School through Mentoring”

*Community, Civic, & Public*

**H.30 The Activism(s) of Rhetoric:  
Rethinking Rhetorical Theory as Activist Practice**

Salon 11, Third Floor

**Chair:** Seth Kahn, West Chester University, PA

**Speakers:** Ellen Cushman, Michigan State University, East Lansing, “Gadugi: Where the Fire Burns”

Matthew Abraham, University of Tennessee-Knoxville, “Activist Rhetorics, Activist Rhetoricians: What Are We Acting Toward?”

Mary Jean (MJ) Braun, University of West Florida, Pensacola, “Activism as the Critique of Liberal Political Economy”

Charles Bazerman, University of California at Santa Barbara, “An Activist Profession”

*Community, Civic, & Public*

**H.31 Writing against the Public:  
Alternative Models of Civic Discourse**

Burnham 2, Seventh Floor

**Chair:** Frank Farmer, University of Kansas, Lawrence

**Speakers:** Mary Juzwik, Michigan State University, East Lansing, “Notes Toward a Post-Critical Pedagogy”

Janet Alsup, Purdue University, West Lafayette, IN, “Educational Discourse as Political Weapon”

Michael Bernard-Donals, University of Wisconsin, Madison, “Writing against the Public”

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

*Community, Civic, & Public*

**H.32 The Collapse of Argument: Punishing Schools, Soundbite Saboteurs, and the Future of Cynical Discourse**

Salon 7, Third Floor

*Chair:* Jane Fife, Western Kentucky University, Bowling Green

*Speakers:* Joe Hardin, Western Kentucky University, Bowling Green,  
“Defacing the Currency: Diogenes on the Daily Show”

Bill Lyons, University of Akron, OH

Julie Drew, University of Akron, OH

*Community, Civic, & Public*

**H.33 Wanting In/Wanting Out:  
(A)Cross Spaces and the Binary Politics of Identity**

Parlor H, Sixth Floor

*Speakers:* Julie Estep, Michigan Technological University, Houghton, “Have Code, Can’t Pass”

K. Alex Ilyasova, Michigan Technological University, Houghton, “Wanting Out: When the Personal is Political”

Karen Springsteen, Michigan Technological University, Houghton, “Out of Our Own, Into the Other”

Angelic Cricchio, California State University, Monterey Bay Seaside,  
“(Trans)gendered Language and Marked Space”

*Institutional and Professional*

**H.34 Pass It On: Baby Boomer Faculty Share Their Experience**

Private Dining Room 8, Third Floor

*Speakers:* Mark Reynolds, Jefferson Davis Community College, Brewton, AL, “Surviving for the Long Haul: How to Thrive for Thirty or More Years Teaching Composition”

Ellen Andrews Knodt, Penn State Abington, PA, “From the Age of Aquarius to Generations X and Y: Understanding Our Changing Student Population”

Friday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

**H.35 Putting Theory into Practice: New Approaches to Discourse Communities as a Foundation for Writing**

Private Dining Room 18, Fifth Floor

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

*Speakers:* Jacqueline Preston, Wright State University, Dayton, OH, “What’s Your Problem?: Academic Research and Writing within the Context of Social Movement”

Tess Evans, Wright State University, Dayton, OH, “The Snob in All of Us: Research and Critical Analysis of Social Class”

Jennifer Harmer, Wright State University, Dayton, OH, “Agriculture in a Modern Society: Research and Analysis of Community Dynamics”

Chuck Holmes, Wright State University, Dayton, OH, “Merging Discourse Communities: Cyber-Culture in the Composition Classroom”

Jacqueline Journeay, Wright State University, Dayton, OH, “Urban Legend or Veracity?: Issues of Language and Power”

*Theory*

**H.36 Migrant Literacy in the Age of Supermodernity**

Private Dining Room 7, Third Floor

*Chair:* David Hanauer, Indiana University of Pennsylvania

*Speakers:* David Hanauer, Indiana University of Pennsylvania, “Non-Place Migrant Identity: Culture is Literacy”

Rebecca Garvin, Indiana University of Pennsylvania, “Migrant Public Discourse: The Linguistic Landscape as a Measure of the Migrant Community”

Heather Walker, Northwestern College, St. Paul, MN, “Religious Ethnic Identity: Literacy in a Russian-Speaking Migrant Church Community”

Ayelet Sasson, Indiana University of Pennsylvania, “Study Abroad: Israeli Students Literacy Experience in Professional Educational Programs”



## I Sessions

2:00 p.m.–3:15 p.m.

*Featured Guest Speaker*

### Mama's Children Doin' It Too

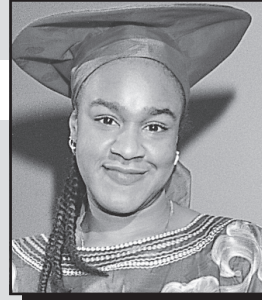
Red Lacquer Room, Fourth Floor

The life work of Geneva Smitherman has enabled both scholars of her own generation and those who followed. Young people of color have been empowered by her seminal book, *Talkin' and Testifyin'* that led to appreciation and respect for the African American spoken and written word. The Hip-Hop generation is an obvious child of this movement. Speakers on this panel have made inroads to African American Language, culture, style, life, and hip-hop. These inroads are exemplified in their work from Gwen Pough's paper "(Ac)Knowledge: Women, Hip-Hop, and That Often Forgotten Fifth Element," to community hip-hop activist, April Silver's *There's Nothing Phenomenal about Hip-Hop: The New American Identity*, a historical perspective on the national and global impact of this cultural art form turned commercial machine. It makes a powerful statement on why we should not be surprised by its explosion on to mainstream media and culture. Smitherman's love and passion for her extended community and her influence is apparent, including the surprise spoken word guest artist. They show us that "Mama's Children Doin' It Too."

**Elaine Richardson**, Chair, is Associate Professor of English and Applied Linguistics at Penn State University. Her book, *African American Literacies* (Routledge, 2003) explores the use of African American Language and Literacy traditions in the teaching of literacy and composition. Her forthcoming book, *Hip Hop Literacies* (in press, Routledge) focuses on the knowledge and meaning making systems represented in Hip-Hop language usage (broadly defined) as an extension of Black folk cultural traditions.

In 2004 Richardson received a Fulbright Fellowship at the University of the West Indies (UWI), Mona, Jamaica. The research she conducted in Jamaica concerned a comparative approach to the oral cultures of African Americans and African Jamaicans.

**Gwendolyn D. Pough** was born and raised in Paterson, New Jersey. She is currently an Associate Professor of Women's Studies and Writing at Syracuse University. A 1996 recipient of the Scholar for the Dream Award, she has served on CCCC Executive Committee, was most recently elected to the CCCC



Elaine Richardson



Gwendolyn D. Pough

Nominating Committee, and will serve as chair of that body. Her research focuses on Black feminist theory and the public sphere with an emphasis on Black popular culture. She has written a book on women and hip-hop culture and is currently writing a book on the cultural and political impact of contemporary Black women's book clubs and reading groups. She has also been known to write a little fiction and poetry as well including *I'm Gonna Make you Love Me*, March 2006, published by Genesis.



April R. Silver

**April R. Silver** a cultural arts entrepreneur, writer, and activist is respected as an important “*behind-the-scenes force whose work is critical to her generation.*” Since her activism days at Howard University and as evidenced in her work now, April embodies the belief that culture can inspire and ultimately help transform our lives for the better.

Much of Ms. Silver’s work comes under the banner of AKILA WORKSONGS. As a multi-service arts and entertainment agency, AKILA WORKSONGS specializes in lecture management, public relations and media communication, and event management consulting. In its first year as a full-time/home-based operation, the company grossed nearly \$100,000, a significant achievement for a company bound by principle, not profit. It is this path that has led her to work closely with such distinguished figures as Bill Cosby, Sean “P. Diddy” Combs, LL Cool J, Afrika Bambaattaa, KRS-One, Jessica Care Moore, Camille Yarbrough, Kevin Powell, Ras Baraka, and a host of other luminaries.

Silver’s dedication to the community and the cultural arts is evident in her volunteerism. Her active memberships have included the Black Family forum, International African Arts Festival, Brooklyn Arts Council, and the “Hip Hop Nation” Exhibit at the Brooklyn Museum of Art.

Join these women as they show the breadth and depth of Genevea Smitherman’s impact through performance of their own work.

**Chair:** Elaine Richardson, Penn State University

**Speakers:** Gwen Pough, Syracuse University, “(Ac)Knowledge: Women, Hip-Hop, and That Often Forgotten Fifth Element”

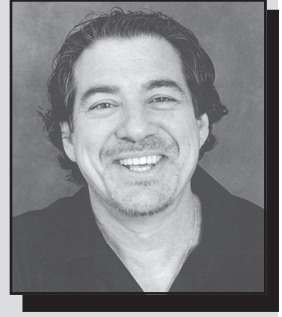
April Silver, AKILA Workshog, “There’s Nothing Phenomenal about Hip Hop: The New American Identity”

*Featured Guest Speaker*

## **Everyone of Us is a Country and a Culture unto Each Other**

Monroe Ballroom, Sixth Floor

In an online interview in “Border Talk,” Dagoberto Gilb states, “Everyone of us is a country and a culture unto each other. It is the mark of American culture. Each of us has been negotiating this as soon as we notice consciousness. It’s about power, class, and color (Ay, ¡que chulo!”).” He will read from his works and engage the audience in a dialogue about life, culture, and the diverse experiences of living and being in the United States as a person of color.



Dagoberto Gilb

**Dagoberto Gilb** teaches creative writing at Texas State University in San Marcos. He graduated from the University of California at Santa Barbara in Philosophy and Religious Studies, where he also earned a masters’s degree in Religious Studies. Gilb made his living as a construction worker for sixteen years, twelve as a high-rise, journeyman carpenter and member of the United Brotherhood of Carpenters. Dagoberto Gilb’s most recent book is *Gritos*, an essay collection which was a finalist for the National Book Critics Circle Award for Criticism. He is also the author of *Woodcuts of Women*, *The Last Known Residence of Mickey Acuña*, and *The Magic of Blood*, which won the PEN/Hemingway Award and was a PEN Faulkner finalist. His work has appeared in a wide range of magazines, including *The New Yorker*, *The Threepenny Review*, *Harper’s*, *GQ*, and *Latina*.

Welcome Dagoberto Gilb to CCCC for the ride of your life with a real American hero as he reads from his works and talks with the audience.

## **Computer Connection**

Upper Exhibit Hall, Fourth Floor

2:00 p.m. – 3:15 p.m.

### **The Institutional and the Digital in Local Contexts**

Developing a Local Digital Culture: A Grassroots Initiative

Gina Merys and John Walter

We Can Do It! Technology Administration in the Humanities

Julie K. Chisholm

Thirty Minutes to Better Web Accessibility

Bradley Dilger

Friday, 2:00–3:15 p.m.

*Practices of Teaching Writing*

**I.02 Crossing the Library/Classroom Border:  
Narratives of Truth and Consequences in Information  
Literacy Instruction**

Salon 2, Third Floor

*Chairs:* Judith Collins, Kansas State University at Salina

Gian Pagnucci, Indiana University of Pennsylvania

*Speakers:* Richard Theis, Indiana University of Pennsylvania,

Judith Collins, Kansas State University at Salina

Alysia Starkey, Kansas State University at Salina

*Practices of Teaching Writing*

**I.03 Ethics Matters in Composition: School Sucks, Rate My  
Professors, and the Ethics of Caring—Less**

Wabash Room, Third Floor

*Chair:* Carrie Leverenz, Texas Christian University, Fort Worth

*Speakers:* Robert McEachern, Southern Connecticut State University, New Haven, “School Sucks Across the Curriculum: ‘File’ Sharing, Sampling, and Ethics for WPAs”

Carrie Leverenz, Texas Christian University, Fort Worth, “The Ethics of Caring—Less”

Kelly Ritter, Southern Connecticut State University, New Haven, “RateMyProfessors.com and the Ethics of Public Evaluation in the First-Year Writing Classroom”

*Practices of Teaching Writing*

**I.04 Weaving from the Center Space: New Patterns from the  
Warp and Woof of Globalism, Native American  
Rhetorics and Propaganda Analysis**

Private Dining Room 7, Third Floor

*Chair:* Catherine Hobbs, University of Oklahoma, Norman

*Speakers:* Ron Brooks, Oklahoma State University, Oklahoma City, “Cynicism and the Science of Democracy: Uses and Abuses of Propaganda Analysis”

Karen Jobe, Oklahoma State University, Oklahoma City, “Building Global Community, Culture, and Coalitions by Working through Student Resistance”

Steven B. Sexton, University of Oklahoma, Norman, “Native Discourses and the Opportunities of Rhetorical Sovereignty”

Kyncl Rhonda, University of Oklahoma, Norman, “Navigating the Center Space: The Journey of One Creek Student and Teacher”

*Practices of Teaching Writing*

- I.05 Moving Grief to Center Stage: How Students and Teachers Meet Death, Rape, Slavery, and the Holocaust**  
Private Dining Room 6, Third Floor

**Chair:** Aziza el-Shair, Georgia Southern University, Statesboro

**Speakers:** Laura Milner, Georgia Southern University, Statesboro, “Grief Goes Academic: Facing Death and Rape in a Writing and Healing Class”  
Natifa Mustafa, Georgia Southern University, Statesboro, “A Journey Toward Healing: One Student’s Story of Losing Her Father to AIDS, Brother to Murder, and Ancestors to Slavery”

Zisca Burton, University of Miami, FL, “A Community of Survivors: The Holocaust and Slavery in Freshman Composition”

*Practices of Teaching Writing*

- I.06 Getting Out of the Garret: Creating Communities within Departments—What Can We Learn from Each Other?**  
Private Dining Room 5, Third Floor

**Speakers:** Rebekah Shultz, Bowling Green State University, OH, “Kids in the Hall: What Composition Can Learn from Student Perceptions of Resistance”

Richard Colby, Bowling Green State University, OH, “The People under the Stairs: (De)modulating the Computer Specialist and Non-Specialist”

Christine Peters Cucciarre, Bowling Green State University, OH, “Crossing the Hall: What Creative Writing Knows about Teaching Audience”

*Practices of Teaching Writing*

- I.07 New Perspectives on Personal Writing: The Personal as Communal, Connected, and Political**  
Salon 10, Third Floor

**Speakers:** Sharon Gerald, Jones County Junior College, Ellisville, MS, “Voice, Community, and Social Leverage in Personal Writing”

Joanna Howard, Montgomery College, Rockville, MD, “Using Weblogs to Extend Classroom Conversations”

Michael Edwards, University of Massachusetts, Amherst, “Teaching Personal Writing as Political and Social”

**Respondent:** Peter Elbow, University of Massachusetts, Amherst

*Composition Programs*

**I.08 The Lehigh University First Year Writing Program:  
Conceived in Cultural Studies; Shaped by Personal  
Writing**

Salon 9, Third Floor

**Chair:** Edward Lotto, Lehigh University, Bethlehem, PA

**Speakers:** Kristina Fennelly, Lehigh University, Bethlehem, PA, “The Cultural Studies Program”

Brian Zaleski, Lehigh University, Bethlehem, PA, “Personal Writing in the Program”

Patty Pytleski, Lehigh University, Bethlehem, PA, “Variations on the Balance”

Edward Lotto, Lehigh University, Bethlehem, PA, “A Theoretical Justification for Using Personal Writing in a Cultural Studies Course”

*Composition Programs*

**I.09 Common Ground: Creating Successful Professional/  
Student Communities with Part-time Faculty**

Salon 8, Third Floor

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

**Speakers:** Jon Lindsay, Southern Polytechnic State University, Marietta, GA  
Ann Parker, Southern Polytechnic State University, Marietta, GA

Mary Behrman, Emory University, Atlanta, GA

*Composition Programs*

**I.10 Collaboration, Community, and Continuity: Building  
Campus Culture through Learning Communities**

Salon 11, Third Floor

**Chair:** Karen Lubick, Antelope Valley College, Lancaster, CA

**Speakers:** Diane Flores-Kagan, Antelope Valley College, Lancaster, CA,  
“Where Writing Centers and Learning Communities Intersect”

Igor Marder, Antelope Valley College, Lancaster, CA, “Why GED Programs are Model Learning Communities”

Karen Lubick, Antelope Valley College, Lancaster, CA, “When Math and History Inform English Studies”

Donna Tantalo, Antelope Valley College, Lancaster, CA, “How Fire Technology Ignites Freshman Composition in a Learning Community”

*Composition Programs*

**I.11 Coalition of the Willing?  
Composition, Gen Ed and the Disciplines**

Salon 4, Third Floor

*Chair:*

*Speakers:* Annalisa Castaldo, Widener University, Chester, PA

Alex Bove III, Community College of Philadelphia, PA, “Creative Writing/  
Creating Writing: The Place of Creative Writing Courses in General  
Education”

Janine Utell, Widener University, Chester, PA, “Authorizing the Center: The  
Work of the Writing Center in General Education”

*Composition Programs*

**I.12 Rethorizing Writing Center Practice: What Other  
Disciplines Can Teach Us about Conferencing**

Salon 7, Third Floor

*Chair:* Joan Hawthorne, University of North Dakota, Grand Forks

*Speakers:* Joan Hawthorne, University of North Dakota, Grand Forks,  
“Learning from Psychology: Social Cognition Theory in the Writing  
Center”

Melissa Weintraub, Linn-Benton Community College, and Oregon State  
University, Corvallis, “Learning from Therapists: Reflective Listening  
as Writing Center Practice”

Peggy Johnson, St. Mary’s University, Winona, MN, “Learning from Social  
Justice Theory: Working in the Margins”

*Theory*

**I.13 Designing Rhetorics:  
A Response to the New London Group on Design,  
Literacy, and Learning through New Media**

Salon 12, Third Floor

*Chair:* Patricia Dyer, Widener University, Chester, PA

*Speakers:* Ryan Moeller, Utah State University, Logan, “What Does Rhetoric  
Have to do with Design? A New Media Manifesto”

Brendan Riley, Columbia College, Chicago, IL, “Inventing Digital Rhetoric”

Friday, 2:00–3:15 p.m.

*Theory*

**I.14 Rethinking Argument: Activity, Affect, and Habitus**

Salon 5, Third Floor

*Chair:* Richard Fulkerson, Texas A&M University–Commerce

*Speakers:* Joddy Murray, Washington State University, Tri-Cities, Richland, WA, “Rethinking Argument: Activity, Affect, and Habitus”

Paul Butler, Montclair State University, NJ, “Ethos Undone: An Interactive Argument”

Edward Lessor, Colorado State University, Fort Collins, “Arguing in Class: Habitus, Audience, Voice”

*Theory*

**I.15 Female Voices, Feminist Discourses, and Masculine Space: Perspectives on Being Heard in the Culture and in the Classroom**

Burnham 4, Seventh Floor

*Chair:* William Breeze, Ohio University, Athens

*Speakers:* Robert Detmering, Ohio University, Athens, “Gloria Steinem vs. Gloria Ironbachs: Pop Culture Clashes in the Feminist Composition Classroom”

Laura Detmering, Ohio University, Athens, “De-Mystifying Silence: The Struggle to Create Equality in the Classroom”

William Breeze, Ohio University, Athens, “Did He Just Say ‘Pussy?’: Using A Feminist Discourse to De-silence the Composition Classroom”

*Theory*

**I.16 Burkean Notions of Mind, Body, Individuals, and Culture**

Clark 7, Seventh Floor

*Chair:* George Jensen, University of Arkansas at Little Rock

*Speakers:* George Jensen, University of Arkansas at Little Rock, “Burke’s Semiotics: Psyche, Body, and Sign”

Jason Waite, Rensselaer Polytechnic Institute, Troy, NY, “From Idea to Image—A World in the Making”

Jennifer King, Rensselaer Polytechnic Institute, Troy, NY, “‘Swinging Along’” for Identity and Community: The Enthymeme as Identification-Promoting Form on the Internet”

*Theory*

**I.17 Cultural Collisions/Cultural Connections: Minding the Gaps in the Academic Underground**

Salon 1, Third Floor

*Chair:* Meredith Lee, Honolulu Community College, HI



**Speakers:** Lori Vail, Olympic College, Bremerton, WA, “Cultural Collisions/Community Connections: Foraging in the Gaps in the Academic Underground”

Meredith Lee, Honolulu Community College, HI, “Cultural Connections: Mending the Gaps in the Academic Underground”

Sonia Apgar Begert, Olympic College, Bremerton, WA, “Cultural Connections/Cultural Collisions: Minding the Gaps between Academia and the Underclass”

*History*

**I.18 Centering Science Writing in History and Culture**

Clark 5, Seventh Floor

**Chair:** Richard Morris, Parkland College, Champaign, IL

**Speakers:** Michelle Sidler, Auburn University, AL, “Project 2061: Literacy Campaigns in the Sciences”

Michael Zerbe, York College of Pennsylvania, “The Mudfog Papers: Satire of Descriptions of Nineteenth-Century Scientific Meetings”

Keith Gibson, Auburn University, AL, “Reading History: The Limits of Scientific Knowledge”

*History*

**I.19 Lines in the Dust: Writing Across Boundaries to Compose a Community Archive**

Private Dining Room 4, Third Floor

**Chair:** Shirley K. Rose, Purdue University, West Lafayette, IN

**Speakers:** Shirley K. Rose, Purdue University, West Lafayette, IN, “Raising Dust: Writing the Archives”

Kristina Bross, Purdue University, West Lafayette, IN, “Breathing in the Dust: Writing Inspired In and About Archives”

Susan Curtis, Purdue University, West Lafayette, IN, “When the Dust Settles: Writing Community from the Archives”

*Research*

**I.20 Bridging Spaces between K–12 and College, Research and Practice**

Private Dining Room 8, Third Floor

**Speakers:** Suzanne Null, University of California, Santa Barbara

Anne Whitney, University of California, Santa Barbara

Rosemary Cabe, University of California, Santa Barbara

**Respondent:** Paul LeMahieu, National Writing Project, Berkeley, CA

*Research*

**I.21 Conversational Analysis of Three Tutoring Sessions Involving Disability, Gender, and Second Language**

Parlor F, Sixth Floor

*Chair:* Michele Eodice, University of Kansas, Lawrence

*Speakers:* Ben Rafoth, Indiana University of Pennsylvania, “A Context for Analyzing Conversation in Tutorial Sessions”

Rebecca Day Babcock, University of Texas, Permian Basin, Odessa, “The Limits of Nondirective Tutoring with Writers Who Are Deaf and Learning Disabled”

Brian Fallon, Indiana University of Pennsylvania, “Flirting, Gender, and Sexuality: Shifting Frames in Tutorial Interaction”

Marcy Trianosky, Hollins University, Roanoke, VA, “The Value of Recurring Tutorials: Building Relationships between ESL Students and Writing Center Tutors”

*Research*

**I.22 Student Field Research as Literate Action**

Parlor G, Sixth Floor

*Chair:* Sharon Koelm, Purdue University, North Central, West Lafayette, IN

*Speakers:* Teresa Henning, Purdue University, North Central, West Lafayette, IN, “Into the Field: Using Interviews and Case Histories to Build Community”

Lisa Baird, Purdue University, North Central, Westville, IN, “Snapshots from the Field: Using Family Photos to Research Viewpoint”

Patricia Buckler, Purdue University, North Central, West Lafayette, IN, “The Field of the Past: Using Artifacts and Primary Sources to Create an Original History”

*Information Technologies*

**I.23 Women of the Information Age: Cross-Generational and Cross-Cultural Reflections**

Parlor H, Sixth Floor

*Chair:* Kristine Blair, Bowling Green State University, OH

*Speakers:* Lisa Gerrard, University of California, Los Angeles, “Women and Technology for the 21st Century”

Gail Hawisher, University of Illinois, Urbana-Champaign, “Global Feminist Encounters on the Internet”

Cynthia Selfe, The Ohio State University, Columbus, “Composing Women in the Digital Age”

*Information Technologies*

**I.24 Rights, Fights, and Sites:  
Composition Research Caught in the Middle of  
Intellectual Property Debates over Digital Resources**

Salon 3, Third Floor

*Chair:* Paul Rogers, University of California, Santa Barbara

*Speakers:* Stephanie Vie, University of Arizona, Tucson, “The System’s  
Down: Research in the Uncertain Age of Peer-to-Peer Networking”

Brian Ballentine, Case Western Reserve University, Cleveland, OH, “Defense  
of Obfuscation: The Importance of Protecting Proprietary Code”

Barclay Barrios, Florida Atlantic University, Boca Raton, “EULA-gy for  
Property Rights: Students, Instructors, and Online Pedagogical Tools”

Karen Lunsford, University of California, Santa Barbara, “Conflating IP and  
Human Subjects Review: The Impact of Extra-Disciplinary Mandates on  
Composition Research”

*Institutional and Professional*

**I.25 Same Shit, Different Year?  
The Absence of Disciplinary Memory at 4Cs**

Montrose 7, Seventh Floor

*Chair:* Julie Jung, Illinois State University, Normal

*Speakers:* Julie Jung, Illinois State University, Normal, “Defining Echo  
Scholarship: Problems, Purposes, Potentials”

Maggie Werner, University of Arizona, Tucson, “Who Goes There?  
Demographics and the Discipline”

Valerie Perry, Eureka College, IL, “The ‘Ten Commandments’ of 4Cs:  
Implications and Prevarications”

Star Medzerian, University of Arizona, Tucson, “Working a Hybrid Field:  
The Rhet/Comp Gap Examined”

*Institutional and Professional*

**I.26 Creating a Campus Culture with Writing at its Center:  
A Cultural Evolution in Four Acts**

Crystal Room, Third Floor

*Chair:* Kirsti Sandy, Keene State College, NH

*Speakers:* Mark Long, Keene State College, NH, “The Writing Task Force  
to the Keene State College Campus: Commitment to Change”

Kirsti Sandy, Keene State College, NH, “Faculty to Faculty: The Calderwood  
Institute on the Teaching of Writing”

Phyllis Benay, Keene State College, NH, “Student to Student: Peer Tutors at  
the Center of a New Campus Culture”

Carolyn Fulford, University of Massachusetts, Amherst, “Faculty to Student:  
Transforming Pedagogy”

*Institutional and Professional*

**I.27 Babelfish: A Faculty Writing Project Translates Composition to Campus Classrooms**

LaSalle 1, Seventh Floor

*Chair:* William Ahlschwede, University of Tennessee at Martin

*Speakers:* Margrethe Ahlschwede, The University of Tennessee at Martin, “I have to be a writing teacher, too?” Translating Composition from Students to Faculty”

Darrell Ray, The University of Tennessee at Martin, “From Branches to Bridges: Growing Skills in the Classroom and Connections Across Campus”

Charles Bradshaw, The University of Tennessee at Martin, “Writing as a Liberal Art in a Public University: The University of Tennessee at Martin Interdisciplinary Writing Conference”

*Institutional and Professional*

**I.28 How Assessment Can Promote WAC and Faculty Development:  
A Coalition of Administration and Faculty**

LaSalle 2, Seventh Floor

*Chair:* Carol Rutz, Carleton College, Northfield, MN

*Speakers:* Jacquelyn Lauer-Glebov, Carleton College, Northfield, MN, “Recombining WAC DNA to Create Something New”

Carol Rutz, Carleton College, Northfield, MN, “Recombining WAC DNA to Create Something New”

John Bean, Seattle University, WA, “Promoting WAC and WID through a Discourse Approach to University Outcomes Assessment”

*Language*

**I.29 SRTOL in the 21st Century:  
Pedagogical and Political Reconsiderations in FYC**

LaSalle 3, Seventh Floor

*Chair:* Linda Brodkey, University of California, San Diego, La Jolla

*Speakers:* Francisco Noe Tamayo Rico, Washington State University, Pullman, “Home Languages and Transplanted Memorias: Rhetorical Narratives from a Mextizo, Chicago, and South Texan”

Luisa Rodriguez Connal, University of Detroit, Mercy, MI, “Transcultural Rhetorics in a Diverse Landscape”

Iris Ruiz, University of California, San Diego, La Jolla, “Contact Zone or Border Pedagogy?”

*Creative Writing*

**I.30 In a Different Voice:  
Writing Research as Creative Nonfiction**

Private Dining Room 18, Fifth Floor

*Chair:* Mimi Schwartz, Richard Stockton College, Bronx, NY

*Speakers:* Sondra Perl, Lehman College, CUNY, Bronx, NY, “Writing with Voice: The Need for Creative Nonfiction in Dissertations”

Tim McCormack, New York University, NY, “Dopplers and Dopplegangers: The Overlapping Voices from the Basic Writing Classroom”

Emily Schnee, Queens College, New York, NY, “Revising our Educations: Memoirs of Adult Worker Education Students”

Beth Counihan, Queensborough Community College, New York, NY, “You Gotta Play Heavy to Win Big”

Karen S. Uehling, Boise State University, ID, “The Natural Connection between Research and Creative Nonfiction in Undergraduate Teaching”

*Professional and Technical Writing*

**I.31 Handle With Care: Problems with Metaphors and Word Meanings in Communicating Environmental Risks**

LaSalle 5, Seventh Floor

*Chair:* Ken Baake, Texas Tech University, Lubbock

*Speakers:* Ken Baake, Texas Tech University, Lubbock, “Metaphors in Ecology: Their Implications for Public Policy”

Susan Youngblood, Texas Tech University, Lubbock, “What Do We Mean by ‘Risk’? Using Perelman’s Concepts of Association and Dissociation to Understand Risk Communication in the Chemical Industry”

Charlotte Kaempf, IWG/University of Karlsruhe, Germany, “Metaphors in Water Resources Management: What Happens When They Cross Disciplines and Languages”

*Community, Civic, & Public*

**I.32 Rhetorics of Conscientious Objection: How Do We Teach Writing so that People Stop Killing Each Other?**

Burnham 1, Seventh Floor

*Chair:* Donald Lazere, University of Tennessee, Knoxville

*Speakers:* Nancy Linh Karls, University of Wisconsin–Madison, “Rhetorics of Conscientious Objection”

Christopher Dale, United States Air Force, “War of Words: Finding One’s Inner Peace”

Mike Heller, Roanoke College, VA, “The Urgency of the Contemplative”

Barbara Dixon, University of Wisconsin–Stevens Point, WI, “Composing the Roots of Peace with Pre-Service Teachers”

Friday, 2:00–3:15 p.m.

*Community, Civic, & Public*

**I.33 The Hope of Literacy and Women outside the West**

Burnham 2, Seventh Floor

**Chairs:** Peter Mortensen, University of Illinois, Urbana-Champaign

Beth Daniell, Kennesaw State University, Acworth, GA

**Speakers:** Peter Mortensen, University of Illinois, Urbana-Champaign, “The Space between the Literacy Myth and Literacy Hope”

Beth Daniell, Kennesaw State University, Acworth, GA “The Space Between Literacy Myth and Literacy Hope”

Catherine Hobbs, University of Oklahoma, Norman, “Issues in Global Women’s Literacy”

Keith Walters, University of Texas at Austin, “The Seduction of Literacy: Educating Jewish Girls in Colonial Tunis”

*Community, Civic, & Public*

**I.34 Literacy Activism in Public Spaces:  
Partnerships with Community Publishing and Arts**

Private Dining Room 9, Third Floor

**Chair:** Diana George, Virginia Tech, Blacksburg

**Speakers:** Tiffany Rousculp, Salt Lake City Community College, UT, “DiverseCity Writing Series: How We Went from Community Outreach to Community-Owned Writing”

Paula Mathieu, Boston College, Chestnut Hill, MA, “Lite: Lending Support to Independent Community Publishing Projects”

Annie Knepler, University Illinois at Chicago, “Spreading the Word”

Tobi Jacobi, Colorado State University, Fort Collins, “Toward a Global Coalition of Community Writing and Publishing”

Eli Goldblatt, Temple University, Philadelphia, PA, “Community Arts and Literacy Network”

*Community, Civic, & Public*

**I.35 Composing the Community’s College: Civic Engagement and the Two-Year College Writing Program**

Montrose 1, Seventh Floor

**Chair:** Jerusha McClendon, Columbus State Community College, OH

**Speakers:** Kjirsten Goeller, Sinclair Community College, Dayton, OH, “Service Learning: A Developmental Writing Teacher’s Success Story”  
Cindy Yeager, Hocking College, Perry Campus, New Lexington, OH, “Community Links: A Three-Way Collaboration for First Year Composition Students”

Deni Naffziger, Hocking College, Nelsonville, OH, “Common Thread: How the Arts Can Promote Inclusion within Communities”

Deborah Bertsch, Columbus State Community College, OH, “Migrations: Faculty Development through Community-Based Literacy Work”

*Theory*

**I.36 Using Genre Theory to Explore Power, Ideology, and the Generic Subject in the University**

Parlor A, Sixth Floor

**Chair:** Amy Devitt, University of Kansas, Lawrence

**Speakers:** Heather Bastian, University of Kansas, Lawrence, “Creating a Critical Generic Subject in the Writing Classroom”

Lesley Bartlett, University of Kansas, Lawrence, “Negotiating Ideologies of the First-Year Writing Assignment”

Catherine Betz, University of Kansas, Lawrence, “Understanding the Effects of Power on the Recommendation Letter”



Photo credit–Vito Palmisano

## J Sessions

3:30 p.m.–4:45 p.m.

### *Featured Session*

## Life after CCCC Chairship

Monroe Ballroom, Sixth Floor

It is with great sadness that we remember former chairs of CCCC who passed away this year. To remember them, we are celebrating the lives of past chairs. Those participating are still active members of CCCC and continue important work by writing books, teaching graduate students, running research institutions, and are always available to guide present and future leaders. From chair Lynn Troyka's unending spirit of collaboration and committee work, to Anne Ruggles Gere's leadership with The James R. Squire Office of Policy Research in the English Language Arts, from the on-going research by William Cook, Dartmouth Professor of English and African American Studies and Israel Evans Professor of Oratory and *Baltes Lettres* to Vivian I. Davis' unbending leadership and tenacity in her work with basic literacy and GED preparation, we are still being made proud by their endeavors on the profession's behalf. Whatever their stories, it is the story of our profession and its leaders.

Visit with our distinguished leaders as they remember deceased past chairs and they share with us their current passions.

**Lynn Troyka**, Chair, is Professor of English Emerita at Queensborough Community College of the City University of New York (CUNY). She is now Adjunct Professor in the Graduate Program in Language and Literacy at the City College (CCNY) of CUNY. She was the first Chair of National TYCA. She was also Chair of CCCC and of the College Section of NCTE. She received the 2001 CCCC Exemplar Award, the highest award for scholarship, teaching, and service.

**Anne Ruggles Gere** is Professor of English and Professor of Education at the University of Michigan where she co-directs the Joint Ph.D. Program in English and Education. She served as Chair of CCCC in 1993, and subsequently as president of NCTE. She is currently a member of MLA's Executive Council and Director of NCTE's Squire Office of Policy Research.

Author of 10 books and over 50 articles, she is currently writing a book about the literacy practices of Native American women who taught in Indian boarding schools at the turn of the last century.



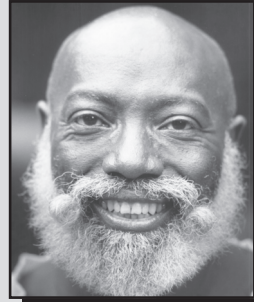
Lynn Troyka



Anne Ruggles Gere



**William Cook** is Professor of English and African American Studies and Israel Evans Professor of Oratory and *Balles Lattres* at Dartmouth. His passion is American poetry and drama, African American literature and oratory and oral interpretation. His current project deals with the relationship of African American literature to the rhetoric, thematics and narrative devices of classical literature. A second project is concerned with continuity and construction of African American oratory and preaching; their function as shaping structures for African American literature and discourse.



William Cook

**Vivian I. Davis** is retired, but don't tell her. Author of Portable Writing Lab, she has been an inspiration to CCCC members and a mentor for all seasons. In recognition of Dr. Vivian Davis' ten years of service to Eastfield College as an outstanding educator, the African American Student Support Group (AASSG), in conjunction with the African-American Association (AAA), of Dallas County Community Colleges established a textbook scholarship in her honor. Dr. Davis served as an English/Developmental Writing Professor from 1985–1995. Chair of CCCC in 1978, she has devoted her life to the people for whom literacy is critical. Residing in Chicago, Illinois, she is still an active participant in CCCC and her community.



Vivian I. Davis

**Chair:** Lynn Troyka, Queensborough Community College, emerita

**Speakers:** Anne Ruggles Gere, University of Michigan, Ann Arbor

William H. Cook, Dartmouth, Hanover, NH

Vivian I. Davis, The Blue Gargoyle, Chicago, IL

## Computer Connection

Upper Exhibit Hall, Fourth Floor

3:30 p.m. – 4:45 p.m.

### Electronic Portfolios and Open Source Tools

Online E-portfolio: Space for Community Building in Writing Classrooms

Huiling Ding

Open Source Opens Knowledge in ePortfolio and Course Tools

Judi Kirkpatrick

Representing Product, Process, and Context in a Visual ePortfolio

Douglas Eyman, Grace Bernhardt

Friday, 3:30–4:45 p.m.

*Practices of Teaching Writing*

**J.02 Invisible Papers, Invisible Challenges:  
Coaching College Writers with AD/HD**

Salon 8, Third Floor

*Chair:* Sara Glennon, Landmark College, Putney, VT

*Speakers:* Leslie Lewis, Landmark College, Putney, VT  
Sara Glennon, Landmark College, Putney, VT

*Practices of Teaching Writing*

**J.03 Composing in Marginal Spaces: How Non-Traditional  
Students Respond to Teacher Feedback**

Private Dining Room 9, Third Floor

*Speakers:* Dodie Forrest, Yakima Valley Community College, WA, “Meeting at the Margins: How Basic Writers Respond to Teacher Comments”

Carolyn Calhoun-Dillahunt, Yakima Valley Community College, Grandview Campus, Grandview, WA, “Meeting at the Margins: How Basic Writers Respond to Teacher Comments”

Ashlee Brand, South Texas College, McAllen, “Espacio del notaciones: Marginal Comments in the Generation 1.5 Classroom”

Steve Reynolds, College of the Siskiyous Weed, CA, “Teaching Dads and Grandmas How to Write: Marginal Comments as Dialogue between Adults”

*Practices of Teaching Writing*

**J.04 Pedagogy in the Center Space:  
Building a Student-Centered Learning Community**

Salon 10, Third Floor

*Chair:* Lil Brannon, University of North Carolina at Charlotte

*Speakers:* Tara McIlmoil, North Carolina State University, Raleigh, “Pedagogy in the Center Space: Student-Led Lessons on Style”

Katherine A. Hagopian, North Carolina State University, Raleigh, “Rubrics and Model Papers: A Student-Centered Approach”

Ashley J. Holmes, Elon University, NC, “Pedagogy in the Center Space: Weblogs as Student Led Communities”

*Practices of Teaching Writing*

**J.05 Imagining a Transformed Reality:  
On the Web, Over the Airwaves, Around the Globe**

Salon 1, Third Floor

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

*Speakers:* Betty Freeland, University of Arkansas at Little Rock, “The Rose-Colored Glasses Are Off: Students Provide a Clearer View of the Computer Classroom Community”

Andrea Herrmann, University of Arkansas at Little Rock, “‘This I Believe’: Students Join NPR’s National Writing Community”

Cheryl Harris, University of Arkansas at Little Rock, “The Holocaust and First Year Writing: Students Research a Position in the World Community”

*Practices of Teaching Writing*

**J.06 Trading (Center) Spaces:  
Writing Centers in Multidisciplinary Settings**

Salon 11, Third Floor

*Chair:* Cynthia Crimmins, York College of Pennsylvania

*Speakers:* Sarah Dangelantonio, Franklin Pierce College, Rindge, NH, “On the Road Again”

Jennifer Staben, College of Lake County, Grayslake, IL, “Identity Challenges for the Community College Writing Center”

Maury Maryanow, Troy University, Montgomery, AL, “Parallel Spaces: Tutoring Writing in Different Locations”

Cynthia Crimmins, York College of Pennsylvania, “Why It Works: Writing Centers in Multidisciplinary Spaces”

*Practices of Teaching Writing*

**J.07 That’s Old News: Using Archives to Highlight Rhetorical  
Diversity in the Teaching of Composition**

Salon 4, Third Floor

*Chair:* Jeff Simmons, Syracuse University, NY

*Speakers:* Jeff Simmons, Syracuse University, NY

Jeanette Jeneault, Syracuse University, NY

Nance Hahn, Onondaga Community College, Syracuse, NY

*Composition Programs*

**J.08 The Gatekeeper No More:  
Using the Composition Curriculum to Foster Critical  
Understanding of Campus Cultures**

Salon 12, Third Floor

*Chair:* Wendy Sharer, East Carolina University, Greenville, NC

*Speakers:* Wendy Sharer, East Carolina University, Greenville, NC, “Composition and Student Development: The Collaborative Curriculum”

Marinella Macri, East Carolina University, Greenville, NC, “The Collaborative Curriculum: An Instructor’s Perspective”

Debbie O’Neal, East Carolina University, Greenville, NC, “The Collaborative Curriculum: A Thematic Approach”

Al Smith, East Carolina University, Greenville, NC, “Student Development and Composition: The Collaborative Curriculum”

Friday, 3:30–4:45 p.m.

*Composition Programs*

**J.09 CONNECT: Building Coalitions for Common Outcomes in First Year English at Five Colleges**

Parlor H, Sixth Floor

*Chair:* Evelyn Pezzulich, Bridgewater State College, MA

*Speakers:* Michael Olendzenski, Cape Cod Community College, West Barnstable, MA, “Pulling Back the Curtain: How CONNECT Came To Be”

Richard Pepp, Massasoit Community College, Brockton, MA, “Breaking Bread and Barriers: Rubrics after Lunch”

Patricia White, University of Massachusetts, Dartmouth, “From Novice to Expert: Cross-Institutional Norming”

Linda Cohen, Massasoit Community College, Bridgewater, MA, “From Cs to Shining Cs: The Challenge to Continue the CONNECT Coalition”

J. Thomas Grady, Bristol Community College, Fairhaven, MA

*Composition Programs*

**J.10 Building Assessment Communities: Using Empirically Derived Findings to Promote a Constructivist Assessment Agenda**

Burnham 2, Seventh Floor

*Chair:* Kathryn R. Fitzgerald, Utah State University, Logan

*Speakers:* Kathryn R. Fitzgerald, Utah State University, Logan, “Building Coalitions Across Assessment Paradigms”

Lynn Langer Meeks, Utah State University, Logan, “Building Coalitions with Stakeholders through The Culture of Assessment”

H. Craig Peterson, Utah State University, “Empirical Assessment of Value Added in Introductory Writing”

*Composition Programs*

**J.11 What’s Queer about Writing Program Administration? New Research from the Field**

LaSalle 3, Seventh Floor

*Chair:* William Banks, East Carolina University, Greenville

*Speakers:* Martha Marinara, University of Central Florida, Orlando, “Invisible Sexuality: What Is ‘Canonical GLBT’ in Composition Textbooks”

Jonathan Alexander, University of Cincinnati, OH

Samantha Blackmon, Purdue University, West Lafayette, IN

William Banks, East Carolina University, Greenville, NC

*Composition Programs*

**J.12 Creating Community with the Online Writing Studio**

Wabash Room, Third Floor

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

*Speakers:* I-Lien Tsay, University of California, Irvine

Tracey Creech, University of California, Irvine

Peg Hesketh, University of California, Irvine

Lynda Haas, University of California, Irvine

Heather Tunender, University of California, Irvine

Loren Eason, University of California, Irvine

*Theory*

**J.13 Bringing Techne Front and Center:  
Examining the Materials of the Art of Writing**

Salon 2, Third Floor

*Chair:* Janice Lauer, Purdue University, West Lafayette, IN

*Speakers:* Pender Kelly, Purdue University, West Lafayette, IN, “Writing in Late Postmodernity: Contradictions of the Art”

Shaun Slattery, DePaul University, Chicago, IL, “The Tool Side of Techne: ‘Habits of Mind’ vs. ‘Habits of Mediation’”

Karl Stolley, Purdue University, West Lafayette, IN, “A Techne for Artful Choices in Digital Writing”

*Theory*

**J.14 Rhetorica ad Feminiam:  
Feminist Rhetoric and Rhetorical Tradition**

Montrose 1, Seventh Floor

*Chair:* Melissa Ianetta, University of Delaware, Newark

*Speakers:* Melissa Ianetta, University of Delaware, Newark, “‘She Must Be a Rare One’: Invention, Ella and the Impovisatrice Tradition”

Susan Delagrange, Ohio State University, Mansfield, “‘Tears Shed at an Anonymous Man’s Funeral’: Digital \_Wunderkammern, Feminist (re)Arrangement and Emodiment by Design”

Rebecca Dingo, University of Missouri, Columbia, “Memory and Delivery: Engendering Development in the World Bank”

*Respondent:* Nan Johnson, The Ohio State University, Columbus, “Rhetorica and Feminism: Feminist Rhetoric and the Rhetorical Tradition”

*Theory*

**J.15 Relating and Separating:  
Using Rhetoric to Rethink Public Spheres**

Private Dining Room 16, Fifth Floor

*Chair:* Susan Jarratt, University of California, Irvine

*Speakers:* Alexandra Sartor, University of California, Irvine, “Enfranchised by Silence: The Athenian *Dokimasia*”

Katherine Mack, University of California, Irvine, “Defining the Political: Private and Public Truths in the New South Africa”

Paul Dahlgren, University of California, Irvine, “Speaking Publicly: Rhetorical Dimensions of Arendt’s Public Realm”

*Theory*

**J.16 Mobilizing Intersections of Difference in Composition  
Research, Teaching, and Activism**

Burnham 4, Seventh Floor

*Chair:* Jacqueline Jones Royster, The Ohio State University, Columbus

*Speakers:* Stephanie Kerschbaum, Texas A&M University, College Station, “Beyond Categorization: Using Markers of Difference to Enable Intersectional Analysis”

Roxanne Mountford, University of Arizona, Tucson, “Vertigo in the Field: Difference and the Ethnography of Relation”

Cynthia Lewiecki-Wilson, Miami University, Oxford, OH, “Intersecting Identities: Theories and Models of an Inclusive (Dis)Composition”

Jay Dolmage, Miami University, Oxford, OH, “Intersecting Identities: Theories and Models of an Inclusive (Dis)Composition”

William DeGenaro, University of Michigan, Dearborn, “Disability, Class, and ‘Million Dollar Baby’: The Possibility of Intersectionality”

*Theory*

**J.17 The Emotional Work of Composition**

LaSalle 2, Seventh Floor

*Chair:* Andrea Lunsford, Stanford University, CA

*Speakers:* Jean Ferguson Carr, University of Pittsburgh, PA, “Moderating Feelings: 19<sup>th</sup> Century Literacy Textbooks and the Work of Emotion”

John Peterson, Stanford University, CA, “The Economic Labor of Love: How We Negotiate Emotional Investments in Teaching and Learning”

Susan Miller, University of Utah, Salt Lake City, “What Do We Feel when We Feel about Writing?”

*Respondent:* Melissa A. Goldthwaite, St. Joseph’s University, Philadelphia, PA

*History*

**J.18 Genre in the History of Technical and Professional Communication**

Private Dining Room 4, Third Floor

*Chair:* Teresa Hunt, Northern Michigan University, Marquette

*Speakers:* Elizabeth Tebeaux, Texas A&M University, College Station, “Medieval and Renaissance Instructions: The First Technical Writing in English”

Malcolm Richardson, Louisiana State University, Baton Rouge, LA, “Genre and Rhetoric in the City of London: A Case Study”

Michael Moran, University of Georgia, Athens, “Governor John White’s Lost Colony Report of 1587 as Apologia”

Miles Kimball, Texas Tech University, Lubbock, TX, “A Compleat Guide to the Idiot’s Manual: The History of a Sub-Genre”

*History*

**J.19 Time, Memory, and the Telling Legacies of Richard Lloyd-Jones**

Private Dining Room 5, Third Floor

*Chair:* Doug Hesse, Illinois State University, Normal

*Speakers:* Ellen Quandahl, San Diego State University, CA, “Rhetoric Is Techne in the History of American Pedagogy”

Kathleen Ethel Welch, University of Oklahoma, Norman, “A History of Writing Instruction in the University of Oklahoma Department of English since 1890: The Influence of Richard Lloyd-Jones”

Doug Hesse, Illinois State University, Normal, “C’s after Jix: A Thirty Year Retrospective”

*Practices of Teaching Writing*

**J.20 Assessment, Impact, and Consumption: Is Education a Business?**

Private Dining Room 6, Third Floor

*Chair:* Patricia Malesh, Tucson, AZ

*Speakers:* Jonathan Arnett, Texas Tech University, Lubbock, “I Assign Lots of Grades . . . But Am I Fair and Reliable?”

Steven Wexler, Rollins College, Winter Park, FL, “Conspicuous Consumption as Campus Culture”

Schontal Moore, University of the West Indies, Mona, Kingston, Jamaica, “Transforming Assessment: The Impact of Virtual Learning on College Composition”

*Research*

**J.21 The Perception and Effects of Error:  
Exploring Hidden Spaces**

Private Dining Room 18, Fifth Floor

*Chair:* Chris Anson, North Carolina State University, Raleigh

*Speakers:* Robert Schwegler, University of Rhode Island, Providence, “‘Her Eye Discourses’: Studying Written Errors by Looking at Eye Movements”  
Chris Anson, North Carolina State University, Raleigh, “The Eyes Have It: Tracking the Psycholinguistic Effects of Errors in Writing”

Susan Rashid Horn, University of Rhode Island, Providence, “What’s Wrong and Who Cares?: A Study of Compositional Error”

*Research*

**J.22 Singing, Preaching, and Teaching in a Strange Land:  
Composing Community and Building Coalitions  
through African American Religious Language and  
Literacy Practices**

Private Dining Room 8, Third Floor

*Chair:* Gwendolyn Pough, Syracuse University, NY

*Speakers:* Eric Darnell Pritchard, University of Wisconsin–Madison, “Miss Hallie’s ‘Bits and Odds’: Hallie Quinn Brown, Culturally Relevant (Religious) Language Pedagogy, and Wilberforce University”

Rhea Estelle Lathan, University of Wisconsin–Madison, “The Gospel Truth: Historical Perspective on African American Gospel Politics and Literacy as Cultural Practice”

Aesha Adams, Penn State University, University Park, “Preaching the Lord’s Song: Black Women Preachers Composing Community”

*Information Technologies*

**J.23 Developing Digital Literacies for Youth and Senior  
Citizens: University and Community Partnerships**

LaSalle 5, Seventh Floor

*Chair:* Kristine Blair, Bowling Green State University, OH

*Speakers:* Heidi McKee, Miami University of Ohio, Oxford, “‘I’m now on the Internet all the time’: Researching Seniors’ Web Practices”

Kristine Blair, Bowling Green State University, OH, “Divisive Metaphors: Bridging the Gap between Digital Natives and Digital Immigrants”

Michelle Comstock, University of Colorado, Denver, “Writing within Distributed Networks: A Materialist Approach to Community Digital Media Literacy”



*Institutional and Professional*

**J.24 What We Want/They Want: Negotiating What Counts as Good Writing in an Age of Accountability**

Salon 6, Third Floor

*Chair:* Chris Thaiss, George Mason University, Fairfax, VA

*Speakers:* Carmen Werder, Western Washington University, Bellingham, “Portfolios: What They Tell Us and What They Tell Others”

Terry Zawacki, George Mason University, Fairfax, VA, “WAC Assessment: What We Want to Know; What Others Want to Hear”

Joan Mullin, University of Texas, Austin

*Institutional and Professional*

**J.25 Contextual and Collective Strategies for Early-Career Writing Program Administrators: An Inter-Institutional Roundtable Discussion with Campus Administrators**

Salon 5, Third Floor

*Chair:* Duane Roen, Arizona State University, East Mesa

*Speakers:* Michael Moore, Michigan Technological University, Houghton, “Creating Coalitions for Writing Programs: Composition and Collective Expertise”

Kim Gunter, University of North Carolina at Pembroke, “WPA Disciplinarity and Cultural Boundaries”

Lizbeth Bryant, Purdue University, Calumet, Hammond, IN, “What’s a WPA to Do?”

Lulu C. H. Sun, University of Massachusetts, Dartmouth, MA, “The 5 C’s of First Year English: Connections, Communications, Communities, Cultures, and Coalitions”

*Respondent:* Charles Schuster, University of Wisconsin, Milwaukee

*Institutional and Professional*

**J.26 Developing and Sustaining University-Secondary Collaboration**

Clark 7, Seventh Floor

*Chair:* Ann Johns, San Diego State University, CA

*Speakers:* Ann Johns, San Diego State University, CA, “Collaboration and Cultural Conflict in High School/University Partnerships”

Glen McClish, San Diego State University, CA, “Articulating High School and University Instruction: Teacher-to-Teacher Partnerships”

Marsha Zandi, Sweetwater Unified School District, Chula Vista, CA, “Developing a Bridging-to-College Writing Curriculum”

Liane Bryson, San Diego State University, CA, “Developing a Bridging-to-College Writing Curriculum”

Friday, 3:30–4:45 p.m.

*Institutional and Professional*

**J.27 The 5 Cs: Composition at the Center of Community, Culture, & Coalition**

Salon 9, Third Floor

*Chair:* Richard Grant, Columbia Union College, Takoma Park, MD

*Speakers:* Richard Grant, Columbia Union College, Takoma Park, MD, “From Writing Center to Writing as Center: Three Ways to Strengthen a Writing Program”

Susan Comilang, Columbia Union College, Takoma Park, MD, “Beyond the English Program: Using Writing to Build an Academic Coalition”

First Year Comp Contest Winner, Columbia Union College, Takoma Park, MD, “Writing as Action (or) How I Passed ENGL 101 and Exemplified My College Culture at the Same Time”

*Language*

**J.28 Assessing Grammars: Connecting Voices across Instruction, Learning and Evaluation**

Salon 7, Third Floor

*Chair:* Jon Yasin, Bergen County Community College, NJ

*Speakers:* Halima Toure, College of New Rochelle, New York, NY, “The Grammar Game: Attitudes and Expectations in Student Assessment”

Cynthia McCollie-Lewis, New Jersey City University, Jersey City, “Doing Grammar as Process Instruction”

Charles Coleman, York College/CUNY, Jamaica, NY, “Student Success Strategies”

Jon Yasin, Bergen County Community College, NJ, “Student Success Strategies”

*Creative Writing*

**J.29 Seeking Commonalities, Confronting Differences: Towards Productive Connections between Composition Studies and Creative Writing**

LaSalle 1, Seventh Floor

*Chair:* Jonathan Bush, Western Michigan University, Kalamazoo

*Speakers:* Sarah Rodlund, Western Michigan University, Kalamazoo, “Bringing Down The Wall Of Tradition: Building Coalitions of Learning through the Collaboration of Composition and Creative Writing”

Michelle E. Ringle-Barrett, Western Michigan University, Kalamazoo, “The Scholarly Personal Narrative as Middle Ground: Creative Writing as Scholarship in Composition Studies”

Jason Olsen, Western Michigan University, Kalamazoo, “Liberating the Writer from the Page: Exploring Publication Innovation as a Means of Service Learning in the College Writing Classroom”

Victoria Rakowski, Western Michigan University, Kalamazoo, “A Modest Proposal: Nurturing a Culture of Pedagogy among MFA Composition Teachers”

*Professional and Technical Writing*

**J.30 Centering on Storyboards:  
The Formation of Practical Intellectual Coalitions  
within a Professional Community**

Private Dining Room 7, Third Floor

*Chair:* Katherine Tiede, University of Toronto, Ontario, Canada

*Speakers:* Margaret Hundleby, University of Toronto, Ontario, Canada, “Gaining Community Competence: Storyboards for Capstone Design Reports”

Katherine Tiede, University of Toronto, Ontario, Canada, “Using Storyboarding to Engineer Genre”

Deborah Tihanyi, University of Toronto, Ontario, Canada, “Adapting Storyboarding Techniques for Performing Engineering Discourse”

*Community, Civic, & Public*

**J.31 Marked Citizens in Marginal Spaces:  
Class Constructions in Diverse Communities**

Parlor G, Sixth Floor

*Chair:* LuMing Mao, Miami University, Oxford, OH

*Speakers:* Melissa Toomey, Miami University, Oxford, OH, “To Walk among Them, and not against Them: Understanding the Power of Social Class Relations in the Maximum Security Prison Classroom”

Wioleta Fedeczko, Miami University, Oxford, OH, “Welcome to U.S.A. Citizenship: Cultural Identity within the Discourse of Naturalization”

Mandy Watts, Miami University, Oxford, OH, “If Rednecks Ran the Country: Class and the Confederate Flag”

*Institutional and Professional*

**J.32 Led by Theory, Bound by Practice: Building Community  
from the Center of the Academic Border Town**

Parlor F, Sixth Floor

*Chair:* Witt Salley, Ozarks Technical Community College, Springfield, MO

*Speakers:* Marsha Millikin, Lansing Community College, MI, “Assessment-based Border Talk: Portfolio versus External Assessment”

Sonja L. Andrus, Collin County Community College District, McKinney, TX, “What Happens when Mainstream Voices are Those Marginalized in the Border Towns?”

Friday, 3:30–4:45 p.m.

*Practices of Teaching Writing*

**J.33 The Course That Dare Not Speak Its Name**

Parlor A, Sixth Floor

*Chair:* Harrison Carpenter, University of Colorado at Boulder

*Speakers:* Jane Elizabeth Dougherty, Southern Illinois University, Carbondale, IL, “The Course That Dare Not Speak Its Name”

Angela Buchanan, University of Colorado at Boulder, “Self-Placement Tests in Practice”

Michelle Albert, University of Colorado at Boulder, “Small Groups and ‘Anxious Writer’ Syndrome”

*Practices of Teaching Writing*

**J.34 From the Margins to the Center:**

**Four Approaches to Connecting Reading and Writing**

Crystal Room, Third Floor

*Chair:* Elizabeth Vogel, University of North Carolina at Greensboro

*Speakers:* Heidi Hanrahan, University of North Carolina at Greensboro, “‘That I Might Teach and Study to Some Purpose’: Lucy Larcom on Teaching and Writing”

Rita Jones-Hyde, University of North Carolina at Greensboro, “Reading and Writing with *The Princess Bride*”

Kari Warren, University of North Carolina at Greensboro, “From Eminem to Willie Nelson: Using Music to Create Community in the Composition Classroom”

*Research*

**J.35 Larceny, Literacy, and Legal Consequences:  
Another Look at Plagiarism**

Montrose 7, Seventh Floor

*Chair:* Claudia Ingram, University of Redlands, CA

*Speakers:* Angelynn King, University of Redlands, CA, “Larceny and Illiteracy”

Claudia Ingram, University of Redlands, CA, “Literacy vs. Larceny”

Cynthia Merrill, Yale Law School, Pasadena, CA, “Larceny and the Law”

**FSIG.02 Black Caucus Business Meeting**

Salon 3, Third Floor

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

## GENERAL SESSION AND CCCC AWARDS/ Retirement Reception

5:00 p.m.–6:30 p.m.

Empire Ballroom, Lobby Level

*Chair:* Akua Duku Anokye

Reception honoring retirees immediately following, 6:00 p.m.–6:30 p.m.

## AWARDS PRESENTATIONS

### OUTSTANDING BOOK AWARD

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

#### Outstanding Book Award Committee:

*Chair:* Peter Vandenberg, DePaul University, Chicago, IL  
John Boe, University of California–Davis  
Wendy Hesford, The Ohio State University, Columbus  
Beatrice Quarshie-Smith, Illinois State University, Normal  
Mary Jo Reiff, University of Tennessee, Knoxville

#### Previous Award Winners:

- 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*

Friday, 5:00–6:30 p.m.

- 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**

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 Dissertation Award Committee:**

*Chair:* Mary Ann Cain, Indiana University–Purdue University, Fort Wayne  
Samantha Blackmon, Purdue University, West Lafayette, IN  
Kristie Fleckenstein, Ball State University, Muncie, IN  
Christina Haas, Kent State University, OH  
Jerry Nelms, Southern Illinois University, Carbondale

### **Previous Award Winners:**

- 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

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

### Braddock Award Committee:

**Chair:** Ellen Knodt, Penn State University, Abington  
Kristie Fleckenstein, Ball State University, Muncie, IN  
David Holmes, Pepperdine University, Malibu, CA  
Margaret Shaw, Kent State University, OH  
Jane Wagoner, Wright College, Chicago, IL

### Previous Award Winners:

- 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, “English Only and U.S. College Composition,” *CCC*, June 2002
- 2002 Kathryn Fitzgerald, Utah State University, “A Rediscovered Tradition: European Pedagogy and Composition in Nineteenth-Century Midwestern Normal Schools,” December 2001

Friday, 5:00–6:30 p.m.

- 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**

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.

**Chair:** James Kalmbach, Illinois State University, Normal  
Baotong Gu, Georgia State University, Atlanta  
Carolyn Miller, North Carolina State University, Raleigh  
Michele Simmons, Miami University, Oxford, OH  
Rachel Spilka, University of Wisconsin–Milwaukee



## **Outstanding Dissertation in Technical Communication Award Winners**

2005	Huatong Sun
2004	Donna Kain
2003	Brent Henze
2003	Sandra Sterling Reynolds, Honorable Mention
2002	David Dayton
2002	Dave Clark, Honorable Mention
2001	Kenneth Baake
2000	Clay I. Spinuzzi
1999	Katherine Durack
1999	Brenda Camp Orbell, Honorable Mention
1999	Graham Smart, Honorable Mention

## **WRITING PROGRAM CERTIFICATE OF EXCELLENCE**

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

## **Winter 2005 Writing Program Certificate of Excellence**

*Chair:* David Jolliffe, DePaul University, Chicago, IL  
Susanmarie Harrington, Indiana University–Purdue University, Indianapolis  
Meg Morgan, University of North Carolina, Charlotte  
Marty Townsend, University of Missouri, Columbia  
Sterling Warner, Evergreen Valley College, San Jose, CA

## **2005-2006 Writing Program Certificate of Excellence**

*Chair:* Marty Townsend, University of Missouri, Columbia  
Tina Good, Suffolk County Community College, Ammerman Campus, NY  
Susanmarie Harrington, Indiana University–Purdue University, Indianapolis  
Michael Pemberton, Georgia Southern University, Statesboro  
Dan Royer, Grand Valley State University, Allendale, MI

Friday, 5:00–6:30 p.m.

## **TRIBAL COLLEGE FACULTY FELLOWSHIP**

In March 2003, the Conference on College Composition and Communication (CCCC), initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to four Tribal College Faculty Fellowships in the amount of \$750 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as a teacher 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 Selection Committee:**

Chair: Joyce Rain Anderson, Massasoit Community College, Brockton, MA  
Lena Ampadu, Towson University, Baltimore, MD  
Joseph Eng, Eastern Washington University, Cheney  
Amanda Espinosa-Aguilar, Washington State University, Pullman  
Donald McCrary, Long Island University-Brooklyn, NY

## **BEST ARTICLE OF THE YEAR AWARD**

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

Howard Tinberg, Editor of *TETYC*, to present the award.

### **Best Article of the Year Award Committee:**

**Chair:** Carolyn Calhoon-Dillahunt, Yakima Community College, WA  
Iris Gribble Neal, Eastern Washington University, WA  
Alexis Nelson, Spokane Falls Community College, WA  
Joanna Tardoni, Western Wyoming Community College, WY

**Previous Award Winners:**

2005	Jeff Andelora	1993	Betty Nelson
2004	Jay Simmons and Timothy McLaughlin	1992	Dana L. Fox
2003	Loretta Kasper	1991	Joseph F. Trimmer
2002	Derek Soles	1990	Judith Rae Davis
2001	Dana Elder	1989	Fred Stanley
2000	Richard C. Raymond	1988	Nadine Pierce and Paul Hunter
1999	Kay Thurston	1987	Richard Raymond
1998	Smokey Wilson	1986	Patricia Callaghan
1997	Marilyn J. Valentino	1985	Sylvia A. Holladay
1996	Thomas Speer	1984	Marcia H. Edwards
1995	William S. Robinson	1983	Tim McCracken and W. Allen Ashby
1994	Julia Ferganchick-Neufang	1982	Michael Adelstein

**NELL ANN PICKETT SERVICE AWARD**

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

**Nell Ann Pickett Service Award Committee:**

*Chair:* Georgia Newman, Professor Emerita, Polk Community College  
Frank Madden, SUNY Westchester Community College, NY  
Louise Bown, Salt Lake City Community College, UT

**Previous Award Winners:**

2005	Howard Tinberg, Bristol Community College, Fall River, MA
2004	John Lovas, De Anza College, CA
2003	Frank Madden, SUNY Westchester Community College, NY
2002	Ben Wiley, St. Petersburg Junior College, FL
2001	Lois Powers, Fullerton College, CA
2000	Mark Reynolds, Jefferson Davis Community College, Brewton, AL
1999	Katherine E. Staples, Austin Community College, TX
1998	Charles Annal, New Hampshire Technical Institute, Concord
1997	Paul Bodmer, Bismarck State College, ND



Friday, 5:00–6:30 p.m.

- 1996 Elisabeth McPherson, Ridgefield, WA  
1995 Lynn Quitman Troyka, Queensboro Community College, City University of  
New York  
1994 Audrey Roth, Miami Dade Community College, FL  
1993 Nell Ann Pickett, Hind Community College, Raymond, MS

## CHAIRS' MEMORIAL SCHOLARSHIP

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 are selected through the regular peer review process are eligible to apply and are asked to submit a letter of application introducing themselves and articulating their plans for a career in composition studies; a copy of their accepted CCCC program proposal, and a brief curriculum vitae.

### Chairs' Memorial Scholarship Award Committee:

**Chair:** Marilyn Valentino, Lorain County Community College, Elyria, OH  
Rebecca Burnett, Iowa State University, Ames  
Stuart Brown, New Mexico State University, Las Cruces  
Ann Gere, University of Michigan, Ann Arbor  
Carol Mattingly, University of Louisville, KY  
Margaret Price, Spellman College, Atlanta, GA



Photo credit—Hedrick Blessing

## Special Interest Groups

6:30 p.m.–7:30 p.m.

- FSIG.01 TYCA TALKS (TYCA STRAND Friday night 6–7 p.m.)**  
Dearborn 3, Seventh Floor  
*Chair:* Sharon Mitchler, Centralia College, WA
- FSIG.03 Latino Caucus Business Meeting**  
Salon 2, Third Floor  
*Chair:* Cecilia Rodriguez Milanes, University of Central Florida, Orlando
- FSIG.04 Asian/Asian American Caucus Business Meeting**  
Salon 1, Third Floor  
*Chair:* Haivan Hoang, University of Massachusetts, Amherst
- FSIG.05 American Indian Caucus Business Meeting**  
Salon 12, Third Floor  
*Chairs:* Resa Crane Bizzaro, East Carolina University, Greenville, NC  
Joyce Rain Anderson, Massasoit Community College, Brockton, MA  
Malea Powell, Michigan State University, East Lansing
- FSIG.06 Working-Class Culture and Pedagogy SIG**  
Salon 11, Third Floor  
*Chairs:* Jennifer Beech, University of Tennessee at Chattanooga  
William Thelin, University of Akron, OH, “Tapping Into Class for Teaching and Research”  
*Discussion Leaders:* Jennifer Beech, University of Tennessee at Chattanooga  
William Thelin, University of Akron, OH  
Steve Edgehouse, Bowling Green State University, OH  
Karyn Hollis, Villanova University, PA  
Leo Parascondola, College Now, City University of New York  
Micah Robertson, Ohio University, Athens  
Cathy Spidell, University of Akron, OH  
Marian Lupo, The Ohio State University, Columbus  
*Speaker:* Irvin Peckham, Louisiana State University, Baton Rouge, “Working-Class Academics Traversing the Disciplines: Stories and Strategies”

**FSIG.07 Creative Nonfiction Special Interest Group:  
Pedagogical Frames**

Private Dining Room 9, Third Floor

*Chairs:* Melissa Goldthwaite, St. Joseph's University, Philadelphia, PA  
Jenny Spinner, St. Joseph's University, Philadelphia, PA

*Speakers:* Valerie Smith, Quinnipiac University, Hamden, CT,  
"Introduction to Creative Nonfiction"

Libby Falk Jones, Berea College, KY, "Life Writing in General Studies:  
Word and Image"

Janet Carey, Eldred University of Kentucky, Lexington, "A Combined  
Undergrad/Graduate CNF Course"

John Boe, University of California, Davis, "Storytelling in a Writing  
for Teachers Course"

Melissa A. Goldthwaite, St. Joseph's University, Philadelphia, PA,  
"Nature Writing"

Jinny Marting, University of Akron, OH, "The Message Unbottled"

Lynn Z. Bloom, University of Connecticut, Storrs, "Teaching the Genres  
of Creative Nonfiction"

Rebecca Blevins Faery, Massachusetts Institute of Technology,  
Cambridge, "Creative Nonfiction and Popular Culture"

Amy Hodges Hamilton, Vanderbilt University, Nashville, TN, "Writing  
and Healing"

Jenny Spinner, St. Joseph's University, Philadelphia, PA, "Ethics"

Stephanie Roach, University of Michigan-Flint, "Appreciating Craft"

Mimi Schwartz, Richard Stockton College, Princeton, NJ, "Using  
Research"

Pat C. Hoy II, New York University, "Reckoning: One Essay's Form"

**FSIG.08 Building Community to Sustain Ourselves:  
Women's Stories of Connection, Reflection, and  
Professional Success**

Clark 10, Seventh Floor

*Chair:* Heather Bruce, University of Montana, Missoula

*Speakers:* Roxanne Kirkwood, Marshall University, Huntington, WV,  
"What to Expect When You're Expecting . . . To Get a Job"

Morgan Gresham, Clemson University, SC, "Is This the Mommy Track?:  
The Perils and Possibilities of Motherhood on the Tenure-Track"

Cindy Moore, Eastern Kentucky University, Richmond, "Re-Thinking  
Networking for Women"

Jane Detweiler, University of Nevada—Reno, "How Much Is Too  
Much? When Is The Right Time? How Do We Keep Up?:  
Professional Development Quandaries"

**FSIG.09 Meeting of the International Network of Writing-across-the Curriculum Programs**

Parlor E, Sixth Floor

*Chair:* Chris Thaiss, George Mason University, Leesburg, VA

*Consultants:* Vicki Tolar Burton, Oregon State University, Corvallis

Pamela Childers, The McCallie School, Chattanooga, TN

Susan McLeod, University of California, Santa Barbara

David Russell, Iowa State University, Ames

Art Young, Clemson University, SC

Mary McMullen-Light, Longview Community College, Lee's Summit, MO

Linda Shohet, The Centre for Literacy, Montreal, Quebec, Canada

Margot Soven, LaSalle University, Philadelphia, PA

Martha Townsend, University of Missouri, Columbia

Terry Myers Zawacki, George Mason University, Fairfax, VA

**FSIG.10 Annual Meeting of the Association of Teachers of Advanced Composition**

Parlor A, Sixth Floor

*Chair:* Lynn Worsham, Illinois State University, Normal, "Address from the Editor of *JAC*"

**FSIG.11 Composition in the Small College/University**

Dearborn 1, Seventh Floor

*Chair:* Gretchen Flesher Moon, Willamette University, Salem, OR

*Co-Chairs:* Paul Hanstedt, Roanoke College, VA

David Sumner, Linfield College, McMinnville, OR

**FSIG.12 Calling All Bloggers:  
The CCCC Blogging Special Interest Group**

Clark 7, Seventh Floor

*Co-Chairs:* Michael Edwards, University of Massachusetts, Amherst  
Clancy Ratliff, University of Minnesota, St. Paul

*Speakers:* Steven Krause, Eastern Michigan University, Ypsilanti

Bradley Bleck, Spokane Falls Community College, WA

Charles Lowe, Purdue University, West Lafayette, IN

Derek Mueller, Syracuse University, NY

Terra Williams, Arizona State University, Tempe

Judy Arzt, St. Joseph College, West Hartford, CT

Daisy Pignetti, University of South Florida, Tampa

Samantha Blackmon, Purdue University, West Lafayette, IN

Scott Rogers, Weber State University, Ogden, UT

Jonathan Goodwin, Georgia Technological University, Atlanta

Quinn Warnick, Iowa State University, Ames

Joanna Howard, Montgomery College, Rockville, MD

### **FSIG.13 Teachers of Writing for the Deaf and Hard of Hearing**

Clark 5, Seventh Floor

*Chair:* Jane Nickerson, Gallaudet University, Washington, D.C .

*Speakers:* David Pancost, Gallaudet University, Washington D.C.,  
“‘Short’ Distance Education”

Jane Nickerson, Gallaudet University, Washington, D.C., “Building  
Communities for Students in Linked Courses”

Tracy Morse, University of Tampa, FL, “Seeing Grace: Religious  
Rhetoric in the Deaf Community”

Marcia B. Bordman, Gallaudet University, Washington, D.C., “An  
Interdisciplinary Honors Seminar: Equality in America: Law and  
Rhetoric”

### **FSIG.14 Special Interest Group for Ecomposition**

Salon 10, Third Floor

*Chair:* Anthony Lioi, MIT, Cambridge, MA

*Speakers:* Sidney Dobrin, University of Florida, Gainesville, “On  
Becoming Ecomposition: Beyond the Classroom and into the  
Wild”

Sean Morey, University of Florida, Gainesville, “Ecosee: Toward a  
Visual Rhetoric and Composition of Nature”

Janine DeBaise, Syracuse University, NY, “Literature, Science,  
Community, and the Environment”

Dawnelle Jager, Syracuse University, NY, “Literature, Science,  
Community, and the Environment”

David Grant, University of Wisconsin–Madison, “The Question of  
Research in Ecomposition”

Dorothy Shubow, Nelson University of Massachusetts–Boston, “Where  
Are the Indian Voices?”

Clayton Jones, Dalton State College, GA, “The Impact of  
Ecomposition on the Community College Environment”

Michael Benton, Bluegrass College, Lexington, KY, “Intersections of  
Environmental Awareness and the Public Sphere”

Christian Weisser, Florida Atlantic University, Jupiter, “Border  
Crossings: Exploring Ways to Integrate Ecomposition into English  
Studies”



**FSIG.15 The Rhetoric and Composition Sound Archives:  
Narrative Communities, Oral Cultures, and  
Historical Coalitions**

Salon 3, Third Floor

*Chairs:* Brad Lucas, Texas Christian University, Fort Worth

Margaret M. Strain, University of Dayton, OH

*Speakers:* Brad Lucas, Texas Christian University, Fort Worth, “Clearing Space for a Center: Copyright, Collection, and the RCSA”

Margaret M. Strain, University of Dayton, OH, “Recognizing Oral Cultures: Field Work with Interviews and Oral Histories”

Peter Vandenberg, DePaul University, Chicago, IL, “Aural History: Multimedia and the Rhetoric and Composition Sound Archives”

Martin Nystrand, University of Wisconsin–Madison, “Studying Composition Studies: The Uses of History in Navigating the Present”

Jane Detweiler, University of Nevada, Reno, “There’s Talk and Then There’s ‘Talk’: Understanding Diverse Approaches to Collecting Evidence from Conversation”

Catherine F. Smith, East Carolina University, Greenville, NC, “Oral History of Community Organizations”

Katherine E. Tirabassi, University of New Hampshire, Durham, “Studying the Everyday Fabric of Writing Instruction: Oral Histories of 1940s Alumni at the University of New Hampshire”

D. Alexis Hart, Virginia Military Institute, Lexington, “How Interviews Can Function to Build Community: A Novice Perspective”

Jeanette W. Morris, East Carolina University, Greenville, NC, “Transcribing Interviews with Eastern North Carolina African American Elderly People”

Donna Kain, East Carolina University, Greenville, NC, “Capturing and Characterizing Overlap in Multi-Person Discussions and Interviews”

Stephanie Fleischer, University of Louisville, KY, “Current and Future Projects of the Writing Center Research Project”

Julie Myatt, University of Louisville, KY, “Current and Future Projects of the Writing Center Research Project”

Alexis Poe Davis, East Carolina University, Greenville, NC, “How Do I Spell That?: Fun With Transcription”

Margaret S. Morris, Purdue University, West Lafayette, IN, “Editing Oral History: Reflexive Use of the Material Conditions and Exigencies of the Taped Interview”

John Duffy, University of Notre Dame, South Bend, IN, “Oral Histories in Immigrant and Refugee Communities: Literacy, Affect, Power”

Laurie Cubbison, Radford University, VA, “Institutional History as Oral History”

**FSIG.16 Conference on Basic Writing Special Interest Group**

LaSalle 2, Seventh Floor

*Chairs:* Kathleen Baca, Dona Ana Branch Community College, Las Cruces, NM

Susan Naomi Bernstein, University of Cincinnati, OH

*Discussion Leaders:* William B. Lalicker, West Chester University, PA

Tom Reynolds, University of Minnesota, Minneapolis

Greg Glau, Arizona State University, Tempe

Shannon Carter, Texas A&M–Commerce

Marcia Ribble, University of Cincinnati, OH

Hannah Ashley, West Chester University, PA

Peter Adams, Community College of Baltimore, MD

Barbara Gleason, City College, New York

Alan Meyers, Harry S. Truman College, Chicago, IL

Sugie Goen-Salter, San Francisco State University, CA

Laura Gray-Rosendale, Northern Arizona University, Flagstaff

**FSIG.17 Special Interest Group: Bakhtin, Vygotsky,  
Composition, and Rhetoric**

Parlor G, Sixth Floor

*Chair:* Filipp Sapienza, Colorado University, Denver

**FSIG.18 Independent Writing Units**

Salon 4, Third Floor

*Chair:* Barry Maid, Arizona State University, Mesa

*Speakers:* Cindy Nahrwold, University of Arkansas at Little Rock, “The Status of Editing Instruction in Our Program”

Barry Maid, Arizona State University, Mesa, “Majors, Minors, and Certificates”

## **FSIG.19 Intercollegiate E-Democracy Project**

Montrose 1, Seventh Floor

*Chair:* Beverly Wall, Trinity College, Hartford, CT

*Speakers:* Judy Arzt, St. Joseph College, West Hartford, CT, “Involving Graduate Students in IEDP”

Heidi McKee, Miami University, Oxford, OH, “Developing Deliberative Dialogue in Online Forums”

Robert Peltier, Trinity College, Hartford, CT, “New Medium, Same Old Story: Linear Narratives Online”

Elaine Whitaker, University of Alabama at Birmingham, “IEDP within Institutional QEP”

Anne Herbert, Bradley University, Peoria, IL, “Encouraging Informed Discussion/Debate on IEDP”

Philip Burns, Worcester State College, MA, “(Re)entering the Burkean Parlor”

April Heaney, University of Wyoming, Laramie, “Integrating the IEDP Into a Learning Community for At-Risk Students”

Beverly Wall, Trinity College, Hartford, CT, “Where Do I Begin? Help for New IEDP Participants”

## **FSIG.20 SIG for The Teaching and Mentoring of TAs and Instructors in Composition**

Parlor H, Sixth Floor

*Chair:* E. Shelley Reid, George Mason University, Fairfax, VA

*Speakers:* Claire Lamonica, Illinois State University, Normal, “Literacy Maps: A Bridge to Understanding Instructor Assumptions about Writing Instruction”

Brad Peters, Northern Illinois University, De Kalb, IL, “Encouraging Cross-Disciplinary TAs to Incorporate WAC”

Colin Keeney, University of Wyoming, Laramie, “Adapting to Change: MFA Students Create New Chapter in GTA Program”

Michael Knievel, University of Wyoming, Laramie, “Adapting to Change: MFA Students Create New Chapter in GTA Program”

Trixie G. Smith, Middle Tennessee State University, Murfreesboro, “Bravery in the Writing Center: Experimenting with New GSA Positions”

Rachel Robinson, Middle Tennessee State University, Murfreesboro, “Bravery in the Writing Center: Experimenting with New GSA Positions”

Laurel Taylor, Middle Tennessee State University, Murfreesboro, “Bravery in the Writing Center: Experimenting with New GSA Positions”

Tarez Samra Graban, Purdue University, West Lafayette, IN, “Pow-Wows, Focus Groups and Meet-Ups: Promoting a ‘Culture of Teaching’ From the Ground Up”

Keith Dorwick, University of Louisiana at Lafayette, “Founding a Community of Borrowers and Contributors: The University of

- Lafayette at Louisiana Digitized Teaching Resource Center”  
Rachel Pere, University of Louisiana at Lafayette” Founding a  
Community of Borrowers and Contributors: The University of  
Lafayette at Louisiana Digitized Teaching Resource”
- E. Samuel Geisler, University of Louisiana at Lafayette, “Founding a  
Community of Borrowers and Contributors: The University of  
Lafayette at Louisiana Digitized Teaching Resource”
- David Yost, University of Louisiana at Lafayette, “Founding a  
Community of Borrowers and Contributors: The University of  
Lafayette at Louisiana Digitized Teaching Resource”
- David Beach, George Mason University, Fairfax, VA, “Virtual Support  
for Instructors”
- Mary Wright, Christopher Newport University, Newport News, VA,  
“The Times, They Are a Changin’ But the People, They Are Not”
- Catherine Gabor, California State University, Sacramento, CA,  
“Mentoring a Program: Helping a Small TA Program Grow from  
Infancy”
- Roxann Grant, Schmidt California State University, Sacramento,  
“Mentoring a Program: Helping a Small TA Program Grow from  
Infancy”
- Kevin Ball, Youngstown State University, OH, “Welcome to the  
Discipline: The Role of Mentoring Relationships in TA ‘Training’”
- Amy Flick, Indiana University of Pennsylvania, “Welcome to the  
Discipline: The Role of Mentoring Relationships in TA ‘Training’”
- Bonnie Kyburz, Utah Valley State College, Provo, “Professional  
Shadows: ‘Unofficial’ Mentors in the Development Scene”
- Lynsee Lewis, Gaillet Georgia State University, Atlanta, “A Model of  
Collaboration: Mentoring Writing Instructors in a Metropolitan  
Institution”
- Michelle Eble, East Carolina University, Greenville, NC, “A Model of  
Collaboration: Mentoring Writing Instructors in a Metropolitan  
Institution”
- Adina Sanchez-Garcia, University of Miami, Coral Gables, FL,  
“Teaching the Teachers, Teaching Ourselves”
- Greg Giberson, Salisbury University, MD, “Teaching TAs to See beyond  
Their Classrooms: Impacts of Institutional and Professional  
Structures on the Teaching of Composition”
- Joanna Johnson, University of Miami, Coral Gables, FL, “Teaching  
the Teachers, Teaching Ourselves”
- Mary Lamb, Georgia State University, Atlanta, “Collaborative Faculty  
Leadership in Professional Development Communities at Georgia  
State University”
- Marc Pietrzykowski, Georgia State University, Atlanta, “Collaborative  
Faculty Leadership in Professional Development Communities at  
Georgia State University”
- Pamela Ward, Catholic University of America, Washington, D.C.,  
“AFTER the Pedagogy Course: Shaping the Ongoing Teaching of  
Graduate Instructors in the Writing Program at Catholic University”

**FSIG.21 The ‘5th C’ SIG**

Salon 6, Third Floor

*Chair:* Michael Day, Northern Illinois University, DeKalb, IL

**FSIG.22 From the Margin to the Cultural Center: Building WPA Studies for Our Administrative Future**

Montrose 7, Seventh Floor

*Chair:* Debra Frank Dew, University of Colorado at Colorado Springs

*Speakers:* Alice Horning, Oakland University, Rochester, MI, “Ethical Preparation for WPA Work”

Connie Kendall, University of Kentucky, Lexington, “The Traffic in Composition: Notes on the ‘Political Economy’ of Writing Program Administration”

Suellynn Duffey, Georgia Southern University, Statesboro, “Stepping Outside English Studies”

Sandee McGalun, North Georgia College and State University, Dahlonega, “How Do We Know the Places We’ll Go?: Another Look”

Joseph S. Eng, Eastern Washington University, Spokane, “More Than Professionalizing: Situating Ethics, Multiculturalism, and Postmodernism in Graduate WPA Education”

Kate Ryan, University of Montana, Missoula, “GTAs as WPAs: Bridging the Gap between Scholarship and Service”

Cynthia Nearman, Guilford College, Greensboro, NC, “The Name of the Game Depends on the Team: Race, Class, Age, and Writing Faculty Colleagues”

Debra Frank Dew, University of Colorado at Colorado Springs, “Why a Graduate Emphasis in WPA Studies Matters”

## **Distinguishing Geneva Smitherman: A Tribute to Signifying Mama**

**Red Lacquer Room, Fourth Floor  
7:00 p.m.–12:00 a.m.**

Geneva Smitherman has carved a path and is a model scholar on many levels. First and foremost, she is a living testament to the talent and intellectual potential of “girls from da hood.” Born into a sharecropping rural southern Black Tennessee monolingual Ebonics speaking community, migrating north as a youngster to Chicago and Detroit, and then accelerating through the halls of academe, her story reflects a crucial episode of American history. Flunking the speech test for the teacher preparation program as a fifteen year-old college student is the best thing that could have happened to those of us who have benefited from her intellectual contributions. Going through speech therapy, learning how to play the game, and coming of age in the 60’s social movements propelled her into the battle for cultural-linguistic, education, and gender equity. Arguably the leading scholar on the language of African America, Dr. G (as she is lovingly called) has amassed a critical body of scholarship aimed at elevating the fields of linguistics, composition, rhetoric, and literacy education, among others. Further, her work has elevated African America as a whole. She is a scholar of the highest degree and this featured presentation will focus on the magnanimous contributions she has made to the aforementioned fields, to the cultivation of women scholars, scholars of color, and to her people.

The panel features Denise Troutman’s “A Signifyin(g) Mama: Geneva Smitherman and Black Women’s Language Practices,” in which she presents a sample of Smitherman’s signifyin(g) practices, locating them within Black women’s language traditions. Elaine Richardson’s “Been Doing This for Years: Geneva Smitherman as the Mother of Hybrid Academic Discourse,” examines Smitherman’s dynamic writing style and flow as a precursor to what we are now calling “hybrid academic discourses.” Smitherman pushed boundaries early in her career with her writing, paving the way for other scholarly language play and giving composition instructors models of how brilliantly it can be done. Rashidah Muhammad reports in “The Mother of Them All: The Importance of Geneva Smitherman in the Teaching of Language Arts,” “There is hardly a course I teach in which I don’t use her work. I teach a course on African American English. I gotta use her. I teach Major Black Authors. I use her. I teach the African Novel. I use her. I teach “Read & Rap: Literature for Young Adult Readers,” a course for pre-service teachers in order to make sure they are prepared to understand the language variations 21<sup>st</sup> century students bring to the secondary language arts classroom.” In “Speaking Truth to Power: A Marxist Analysis of the Work of Geneva Smitherman,” Austin Jackson demonstrates the critical role of African American rhetoric in disrupting unjust

ideologies and the power systems that support them representing one of the most urgent but under-examined aspects of the scholarship of Geneva Smitherman.

Let us show Dr. G what she means to the world of language and culture and CCCC.

**Keith Gilyard** is Distinguished Professor of English at Penn State University, University Park. He has served on the executive committees of the National Council of Teachers of English (NCTE), the Conference on English Education (CEE), and the Conference on College Composition and Communication (CCCC). In 2000, he served as chair of CCCC. Gilyard has lectured widely on language, literature, and education. He also has read his poetry at numerous venues and was a featured writer on the award-winning Annenberg/CPB television series *The Expanding Canon*.

Author of numerous publications, Gilyard's books include *Voice of the Self: A Study of Language Competence* (1991), for which he received an American Book Award, *Let's Flip the Script, An African American Discourse on Language, Literature, and Learning* (1996), and *Liberation Memories: The Rhetoric and Poetics of John Oliver Killers* (2003). In addition, he edited *Reflections on a Gift of Watermelon Pickle. . .And Other Modern Verse* 2<sup>nd</sup> ed. (with Stephen Dunning and others, 1995), *Spirit & Flame: An Anthology of Contemporary African American Poetry* (1997), *Race, Rhetoric, and Composition* (1999), *African American Literature* (with Anissa Wardi, 2004), and *Rhetoric and Ethnicity* (with Vorris Nunley, 2004). His poetry volumes include *American Forty* (1993), *Poemographies* (2001), and *How I Figure* (2003).

**Denise Troutman** is Associate Professor of Writing, Rhetoric and American Cultures at Michigan State University and has a joint appointment in Linguistics. She is winner of the 2001–2002 Fulbright Award. Her teaching and research interests include developmental and first-year writing, language and society, discourse analysis, women and language, African American women's discourse patterns, and African American English.

Troutman has published in a variety of collections and journals, including *Centering Ourselves: African American Feminist and Womanist Studies in Discourse* (2001, Hampton Press), *Sociocultural and Historical Contexts of African American English* (2001, John Benjamins), *The Workings of Language: From Prescriptions to Perspectives* (1999, Praeger), the *Middle Atlantic Writers Association*, the *Journal of Negro Education*, and more. Recently, Troutman has presented papers at the Conference on College Composition and Communication, *New Ways of Analyzing Variation in English*, the International Pragmatics Conference, and the National Council of Teachers of English.

**Elaine Richardson**, Chair, is Associate Professor of English and Applied Linguistics at Penn State University. Her book, *African American Literacies* (Routledge, 2003) explores the use of African American Language and Literacy traditions in the teaching of literacy and composition. Her forthcoming book, *Hip Hop Literacies* (in press, Routledge) focuses on the knowledge and meaning making systems represented in Hip-Hop language usage (broadly defined) as an extension of Black folk cultural traditions.

In 2004 Richardson received a Fulbright Fellowship at the University of the West Indies (UWI), Mona Jamaica. The research she conducted in Jamaica concerned a comparative approach to the oral cultures of African Americans and African Jamaicans.

**Rashidah Jaami Muhammad** is Professor of English and Secondary Education and Academic Coordinator of the English Programs at Governors State University in Illinois. Her interests include American and African American Literature, Student-Centered Education in Secondary Classrooms, English Education, African American English, Cultural Studies, and Ethnographic Poetry. A long time member of CCCC she is part of the Local Committee for this conference.

**Austin Jackson** is a third-year doctoral candidate in the African American and African Studies Program at Michigan State University. His research areas include African American Rhetoric, Composition, and Cultural Studies. Austin is a graduate of Norfolk State University (B.A., English) and Michigan State University (M.A., Critical Studies in the Teaching of English). He is a regular presenter at the Conference on College Composition and Communication, American Education Research Association, National Council of Teachers of English, and Michigan Council of Teachers of English. Austin has served as writing center coordinator for the Michigan State University athletic program, and is currently Graduate Student Coordinator of “My Brother’s Keeper” Program for at-risk Black males. He is co-author of several published articles on the use of Hip-Hop and African American Rhetoric to enhance student literacy and stimulate transformative social action.

**Chair:** Keith Gilyard, Penn State University, University Park

**Speakers:** Denise Troutman, Michigan State University, “A Signifyin(g) Mama: Geneva Smitherman and Black Women’s Language Practices”

Elaine Richardson, Penn State University, University Park, “Been Doing This for Years: Geneva Smitherman as the Mother of Hybrid Academic Discourse”

Rashidah Muhammad, Governors State University, “The Mother of Them All: The Importance of Geneva Smitherman in the Teaching of Language Arts”

Austin Jackson, Michigan State University, East Lansing, “Speaking Truth to Power: A Marxist Analysis of the Work of Geneva Smitherman”



## **FRIDAY NIGHT SPECIAL EVENTS**

### **ROCK 'n' ROLL PARTY**

9:30 p.m.–Midnight

Monroe Ballroom, Sixth Floor

CCCC isn't CCCC without a little rockin' and rollin'—and we'll bring it again this year on Friday night. Bring your dancing shoes and leave your fussiness. Sponsored by McGraw-Hill.

### **The Nineteenth Anniversary of the Poetry Forum: Exultation of Larks**

Private Dining Room 5, Third Floor

7:30 p.m.–10:30 p.m.

This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion.

### **AA MEETING**

Dearborn 1, Seventh Floor

8:30 p.m.–10:30 p.m.

### **ALANON MEETING**

Dearborn 3, Seventh Floor

8:30 p.m.–10:30 p.m.