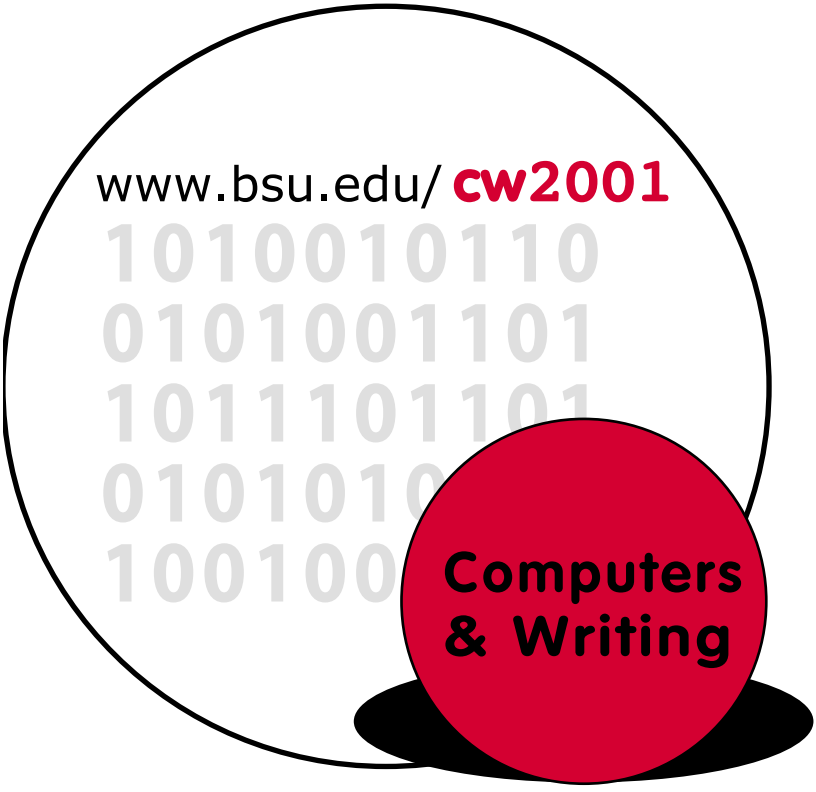

Computers & Writing
2001
A CYBER ODYSSEY
5.17-20.2001 Ball State University
http://www.bsu.edu/cw2001



"...a cyber odyssey."

Thursday, 17 May

7:00 – 8:15	Breakfast at Rich's
9:00 – 3:15	Research Network Forum and Full-Day Workshops
9:00 – 11:45	Morning Workshops
12:30 – 3:15	Afternoon Workshops
2:45 – 3:30	Afternoon "Tea"
3:30 – 5:00	Teacher Preparation Forum
5:30 – 8:00	Opening Reception/Mentoring with Kelly Stanley
8:15 – 11:00	C&W Goes to the Movies

Friday, 18 May

7:15 – 8:00	Continental Breakfast and Mentoring "Hook-Up"
8:00 – 9:30	Townhall I
9:45 – 11:00	Session A
10:45 – 11:30	"Elevenses"
11:15 – 12:30	Session B
12:45 – 2:00	Lunch with Sree Sreenivasan
2:15 – 3:30	Session C
3:15 – 4:00	Afternoon "Tea"
3:45 – 5:00	Session D
5:15 – 6:30	Session E
7:00 – 11:00	Banquet with Leigh Star

Saturday, 19 May

7:30 – 8:15	Continental Breakfast
8:15 – 11:30	Technology Product Design
8:15 – 9:45	Session F
9:30 – 10:15	"Elevenses"
10:00 – 1:30	Session G
11:45 – 1:15	Lunch with Jay David Bolter
1:30 – 3:00	Session H
2:45 – 3:30	Afternoon "Tea"
3:15 – 4:30	Session I
5:00 – 10:00	Barbecue with Gwyneth Jones
10:30 – late	Cosmic Bowling

Sunday, 20 May

7:30 – 8:15	Continental Breakfast
8:15 – 9:45	Townhall II
10:00 – 11:30	Session J
11:45 – 1:15	Lunch with Gail Hawisher and Cynthia Selfe
1:30 – 4:00	Rollerblading
4:00 – 8:00	Dinner at Linda's

Computers and Writing 2001
Ball State University

On behalf of Ball State University, the College of Sciences and Humanities, and the Department of English, we welcome you to Computers and Writing 2001. We are particularly pleased to be hosting this conference in our academic home and having you join us in our computer classrooms. The conference setting reflects our hope that by coming together in the workshops, concurrent sessions, Town Halls, keynotes, and informal discussions over the four days of CW2001, each of us will enrich our own practice and scholarship in our academic homes.

The conference theme, *2001: A Cyber Odyssey*, prompts us to consider our technological tools past, present, and future. What have our tools been? How have we used them to advance literacy? How have our concepts of literacy changed as we have used our tools? How have our expectations of our fellow citizens, ourselves, and our students changed over time? What are our current expectations? How do our pedagogies support those expectations? How does technology support or change those pedagogies? What epistemological assumptions underlie which uses of technology, and are those assumptions consistent with our pedagogies? Do we need to realign epistemological assumptions, pedagogies, and uses of technology? How are our practices materially situated? How do we represent our work and our issues to others in the profession? How do we prepare others to use technological tools within a coherent pedagogy? How does gender complicate writing technologies? How do communication technologies both welcome and alienate participants?

These questions and more strike at the heart of the work we do in composition studies. In this millennium, we dare no longer consider



computers and writing separable. And we dare no longer consider ourselves representing only one strand of composition studies.The ubiquitous use of communication technologies — e-mail, MOOs, word processing, Web authoring and research — makes it incumbent upon those of us in Computers and Writing to raise the critical issues associated not only with teaching and learning in our own classrooms, but with conditions and opportunities for professional development; preparation of new faculty; hiring, tenure, and promotion decisions; scholarship and intellectual property; political and methodological approaches to assessment; and connections to public discourse, business and industry.

Among the workshops, some 250+ presentations, and Town Halls, we hope you will find opportunity to explore one or more of these pressing issues. The Town Halls examine technological literacy of the past and project into the future. The majority of sessions examine or demonstrate the current state of technological literacy. The strands link presentations on Assessment, Distance Education, Electronic Communication Across the Curriculum, Gender and Technology, Hypertext Theory and Practice, K-16 Praxis, Queer Studies, Service Learning, Synchronous Learning Environments, and Visual Literacy. The Graduate Research Network, the Teacher Preparation Forum, and the Mentoring Program are designed to facilitate the entry of graduate students and new faculty into the profession, our community, and this conference, in part by foregrounding the professional issues that the presence of communication technologies has raised. Whether you aspire to an award for contributions to the C&W community or hope to carry “practical theory” into your academic home, we wish for you fruitful connections and an enriching conference.

Linda Hanson, CW2001 Chair
Rich Rice, CW2001 Co-Chair
CW2001 Committee

For the success of CW2001 I am indebted to a host of people at Ball State University as well as many in the Computers and Writing community at large. Such an undertaking depends on the willing cooperation and contributions of many, many people, many more than I know of and can acknowledge. For each contribution, I am grateful.

First, I thank the Ball State community at large, and particularly the Department of English and the College of Sciences and Humanities, for their continuing support. Thanks to English Department Chair Paul Ranieri for his willingness to envision and welcome over 300 folks converging in our space, and to College of Sciences and Humanities Dean Ronald L. Johnstone for his early support. For their invaluable help day to day over the past year, thanks go to Sharon Pinkerton, Jama Gibson, and Sandy King in the Department of English and Kathy Lucas in the Office of the Dean.

Hosting the Computers and Writing Conference makes one intensely aware of the strengths and cooperative nature of this community. Over the two years from the initial proposal process to the final conference event, we have benefited from the experience, knowledge, and advice of Dickie Selfe and the 7C's Committee, Dene Grigar and the CW2K Committee, and other previous conference chairs Michael Day and Judy Kirkpatrick in particular. Bradley Dilger contributed countless hours to making the proposal submission and review process function smoothly online. Joel English turned the program information into camera-ready copy for Nick Carbone at Bedford/St. Martins, and Jamie Miles created the program cover. Strand leaders encouraged people to propose sessions for their strands: Joel English, Collin Brooke, Jeff Galin, Joan Latchaw, Morgan Gresham, Pam Takayoshi, Lisa Gerrard, Laura Sullivan, Donna Reiss, Mike Palmquist, Art Young, Martin Rosenberg, Dickie Selfe, Judy Kirkpatrick, Carl Whithaus, Ted Nellen, Lori Mayo, Nancy Patterson, Cindy Cummings, Chris Dean, Amy Spring, Keith Dorwick, Alison Regan, Walt Turner, Margee Morrison, Samantha Blackmon. Janice Walker and Susan Lang coordinated the Graduate Research Network Forum, a key event for bringing new folks into the community. Michael Day and Trish Harris coordinated and expanded the mentoring program begun at CW2K, designed to connect new and seasoned C&W folks and enable both to make the most of the

conference. James Inman and Krista Homicz organized the Technology Product Design Competition. Pat Nolan and Walt Turner brought us "Web Around the World." Cynthia Selfe, Joe Essid, Mike Keller, Erin Smith, and Sharon Cogdill organized "C&W Goes to the Movies." We have two new awards this year, by *ACE* and Bedford/St.Martin's/ *Kairos*/*LORE*. Thanks go to all those who helped with awards. And Ray Rodrigues volunteered to coordinate a session for those new to or seeking academic positions. Additional thanks go to Dene Grigar and to Hugh Burns for coordinating the Town Halls. Thanks also go to the CW Online committee—Bradley Dilger, Tari Fanderclai, James Inman, Cindy Wambeam, Greg Siering, and John Walter—for a provocative companion to the onsite conference. Greg Siering served well as the liaison between the online and onsite conference committees. And there are even more people, publishers, and companies listed at www.bsu.edu/cw2001/support.htm, such as; McGraw-Hill, Ontario Corporation, Allyn Bacon Longman, Hampton Press, Bedford/St. Martin's, *Paradoxa*, *Kairos*, *Computers and Composition*, *ACE*, *academic.writing*, NCTE, and W.W. Norton.

Finally, but certainly not least, I am deeply indebted to the terrific CW2001 Committee whose work and dedication has made this conference possible. Rich Rice, my Co-Chair and most visible of all of us, has spent well more than his assistantship hours designing and maintaining the CW2001 Web site, handling most of the huge volume of email, and maintaining a constant vision of the conference while focusing on what details need to be completed next. For their unflinching sense of purpose, good humor, and hard work over well more than two years of dreaming, planning, and setting details in place, I particularly thank my colleagues Web Newbold and Carole Papper. Among other tasks, Web handled proposal review and the program, and Carole worked with sponsors and space assignments. Others who came on board after our proposal was accepted brought new enthusiasm and talents to our task: Kris Fleckenstein recruited our keynote speakers; Rai Peterson arranged for CRUs; Tony Atkins organized shuttle service; Rita Barkey handled housing and recording registrations; Tyra Pickering arranged some events; Jenny Haley, Rita and Tyra handled meal arrangements, numerous printing and editing tasks, and a myriad of small but other important details. I am grateful to each of them, for this work and more.

Linda Hanson, CW2001 Chair

Strands

The field of computers and writing increases in quality and depth every year. And our program reflects this growth. See www.bsu.edu/cw2001/abstracts.htm for the complete list of full abstracts. As a result, we're confident that you will not be able to get to every session that looks interesting to you. Still, know that much of the conference will be written up in *Kairos 6.2*, and that most of the participants and volunteers are listed in back. Please plan to contact others during *and* after the conference for more information. Here is a loosely-structured guide to our somewhat overlapping strands:

Assessment A.5, B.8, C.6, D.4, E.4, F.4

Distance Education A.6, B.1, B.3, C.3, C.4, C.8, D.1, D.6, F.3, G.4, H.8, H.9

Electronic Communication Across the Curriculum D.2, E.9, F.8, J.6

Gender and Technology B.2, I.3

Hypertext Theory and Practice D.5, D.9, E.6, F.5, F.6, J.6, G.7, H.6, I.4, J.7

K-16 Praxis F.1, G.9, I.2, J.3

Synchronous Learning Environments A.1, B.5, C.5, C.9, E.5, H.1, H.5, J.1

Queer Studies C.2

Service Learning A.8, D.3

Technological Literacy A.2, A.3, A.4, A.7, B.4, B.6, B.7, C.1, C.7, D.7, D.8, E.1, E.2, E.3, E.7, E.8, F.2, F.7, F.9, G.1, G.2, G.5, G.6, G.8, H.2, H.3, H.4, I.1, I.5, J.2, J.5, J.8

Visual Literacy A.11, B.9, G.3, H.7, J.4

Poster Sessions

If you'd like to take a break from attending sessions, or would like to continue a good conversation with someone, please consider doing so in the vendor exhibit area, 2nd Floor Robert Bell. We've scheduled four poster sessions there, and the Technology Product Design Competition will take place there Saturday morning.

Friday Morning

Dennis Bennett

The Speakeasy Studio Café

The Speakeasy Studio Café (SSC) was collaboratively designed and programmed by compositionists, learning technologies specialists, and educators at Washington State University. It is a flexible, interactive online space designed to enable the formation of community independent of the constraints of time and place. The vision from which this environment was born sprang from the minds of educators who have used (and continue to use) the SSC to facilitate interaction between students in classes at the university level. However, the space itself makes no nod to traditional classroom metaphors.

The intent behind its Café metaphor is to create an environment that encourages intellectual discussion and debate in an informal atmosphere where ideas and conversation abound and where students can work together to explore and analyze course material.

The whole SSC community encompasses over 63 neighborhoods, which generally correspond to campuses, universities, or colleges using the space. Each class or other collaborative group has its own Studio where students in a class, for instance, would go first in order to access their activities and resources. Each Studio has a Café area where members can go to participate in events (roughly equivalent to units in a syllabus or discussion topics). The actual interaction occurs at tables, where the studio's members can engage in either asynchronous (threaded discussion) or synchronous (chatroom) conversations. Each studio also has its own resource library where any member can post and describe Web resources for others to see, and a user profile area where members can use an HTML form to generate a simple Web page about themselves.

As of Fall 2000, over 21,000 users in the United States and beyond had used the SSC. The SSC has been available, free of charge for any non-profit educational use.

Friday Afternoon

David Kaufer, Suguru Ishizaki, Kerry Ishizaki, Brian Butler
DocuScope: A Text Visualization Environment for Writing Education and Text Analysis
DocuScope consists of two integrated components. First, it contains a fast and robust parser that matches on rhetorical features of texts. These features can span phrases of any length. The current system matches on 140 distinct rhetorical categories and recognizes over 250 million unique English patterns. The patterns were created from a base of hand-codings, but we are exploring machine learning techniques that will allow the system to "learn" new patterns. Second, the system contains a suite of dynamic visual interfaces that allows students/teachers/users to explore, through visualization, the rhetorical patterns of a single text or a collection of texts. The system keeps statistical data on the patterns it finds and these can be used for further analysis. The system has been used in writing classrooms, corporate consulting, and as a research tool for corpus studies.

Saturday Morning

Jennifer Haley
Too Busy or Technophobic to Learn PowerPoint? Check Out MP Express
There is no denying the fact that a multimedia presentation with its layers of visual rhetoric can be an exciting and powerful alternative to a traditional student essay or teacher presentation. With PowerPoint's extensive features, many educators opt to teach this software to their students. In my experience, teaching PowerPoint and then trouble- shooting has taken significant time away from nuts and bolts writing instruction, especially in a first-year basic writing course. In a search for a more basic alternative, I looked for a user-friendly multimedia software that is specifically designed for the educational context. This poster session will demonstrate multimedia presentation software for those of us—students and teachers alike—who are too constrained by time, resources, and technological comfort level to work with PowerPoint. MP Express is marketed by Bytes of Learning for younger children as "The Easy to Use Multimedia Presentation Tool," and they're not kidding: a twelve-minute tutorial, and you're ready to roll.

The interface is incredibly simple, allowing students to master the software and get started on designing a presentation in less than a full class period. MP Express may be ideal for students and teachers who wish to design a presentation quickly or for those who need an introduction to multimedia. But what does the final product look like? Is it sophisticated enough to use on the college level? This poster session will offer a comparison of the same writing project (a service learning project) presented on both PowerPoint and MP Express. Visitors will also be able to test the software on a demonstration computer, and free trial CDs and product sheets will be provided.

Saturday Afternoon

Erin Karper

OWL Are You?: Uses For and Users of Purdue's Online Writing Lab

This poster session serves as both a demonstration of and a reflection on uses and users of Purdue University's Online Writing Lab, located at owl.english.purdue.edu.

Started in 1995, Purdue's OWL is one of the oldest and largest online writing labs. The Web site receives over 250,000 hits per month, and receives traffic from all over the world. In fact, more people from outside the Purdue academic community use the OWL than people within it.

The poster session offers background about Purdue's OWL and some of the groups of people which use it, offers a demonstration of the site's contents, and suggests possible uses for the site by teachers, tutors, and other educators. While the main focus of the poster session is praxis, the OWL, its uses and its users are situated within a critical context that considers the rationale behind online writing labs and their uses in education–wherever and whenever that education is happening. Handouts, bookmarks, pencils, and other supplementary materials will be available for conference visitors.

Shuttle Service
BSU vans will bring you to and from events. Please wait outside the Signature Inn, Best Western, or Holiday Inn 15-20 minutes before breakfast. See the registration booth for more information, especially if you know you'll need to be picked up or taken somewhere at an odd time. If we're bringing you to/from the airport, we have your scheduled time.

C&W in *Kairos*
Did you know that the Computers and Writing Conference will be written up in *Kairos: A Journal For Teachers of Writing in Webbed Environments*? See last year's conference at english.ttu.edu/kairos/5.2. If you're interested in seeing your work in *Kairos 6.2*, please contact your strand coordinator (www.bsu.edu/cw2001/overview.htm#strands) for deadlines and more information. Also, please be sure to complete the conference Evaluation Form, www.bsu.edu/cw2001/ evalform.htm for our records for *Kairos* and next year's conference.

Checking Email
If you're in a session that is in a computer lab, feel free to check your email before or after the session. If you'd like to use a public lab for extended email use, revising your presentation, or printing, try Robert Bell 134.

CW2002 at Illinois State University
It's not too late to begin to think about next year's conference. See www.english.ilstu.edu/cw2002 for the conference theme, dates, and the call for proposals. The CW2002 committee tentatively includes Susan Antlitz, Thomas Crumpler, Patricia Dunn, Ron Fortune, Julie Jung, Jim Kalmbach, Claire Lamonica, Ken Lindblom, Janice Neuleib, Rise Quay, Maurice Scharton, and Beatrice Smith.

BEDFORD
ST. MARTIN'S

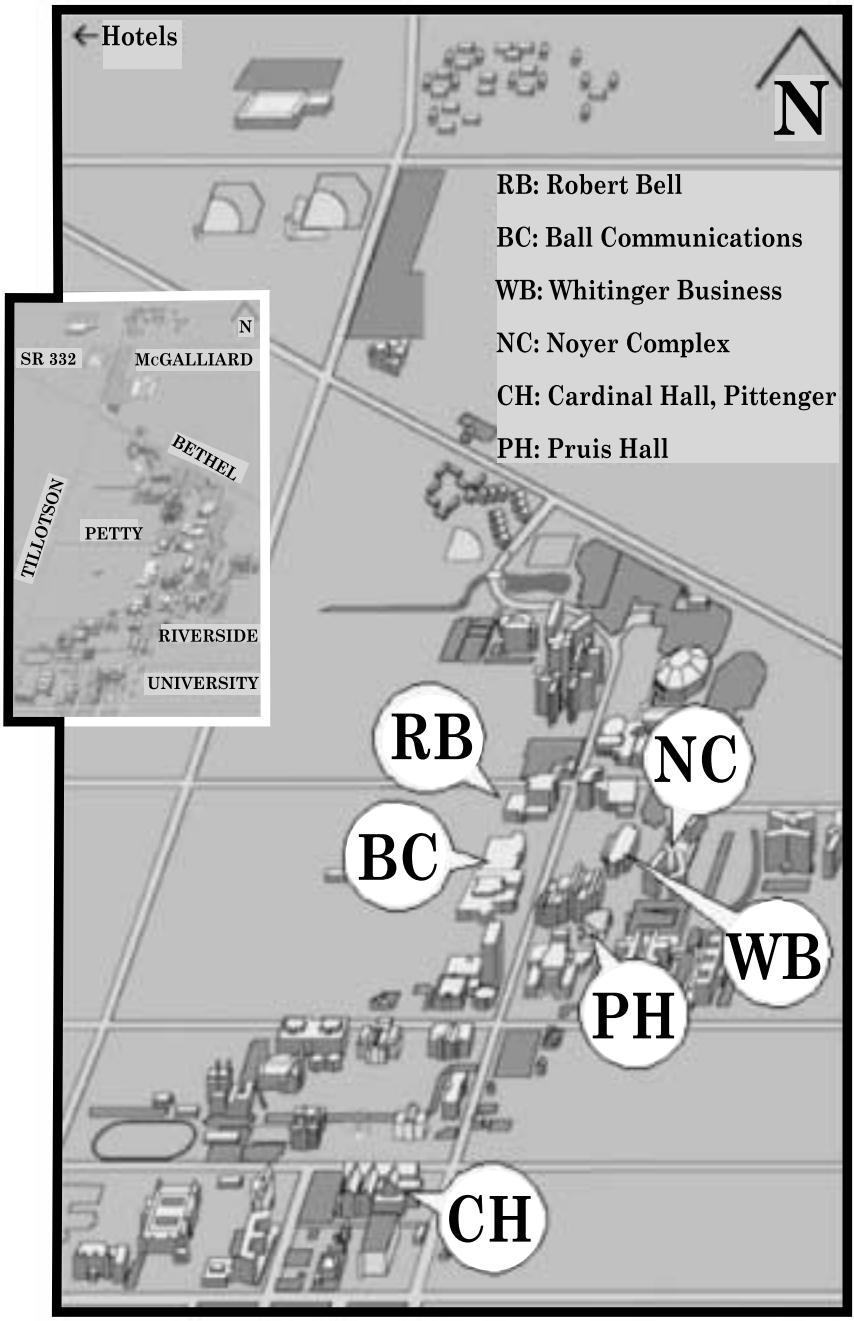
Dear Computers and Writing Community:
First, we would like to thank Dr. Linda Hanson, Rich Rice, and everyone else on the Ball State conference committee for giving us the opportunity to become more active in the Computers and Writing Conference by providing this program. We also want to thank the editorial boards of Kairos and Lore for agreeing to help us sponsor *The Kairos/Lore Computers and Writing Awards for TA's and Adjuncts,* which will debut at this conference. Based on the speakers, the sessions, and the workshops described in this program, the conference promises to be a memorable one.

The ideas explored at this conference will continue to grow more important as computer technologies continue to change irrevocably how we live, work, teach, learn, and yes, publish. As publishers, we were never just in the business of publishing textbooks, but rather in the business of creating pedagogical tools. A book is just one kind of tool, and although it's versatile, it has limits. But now, with the growth of new media, we can work with our authors to create pedagogical tools that help instructors accomplish teaching goals and practices that were unattainable — often unimaginable — before computers.

The success of Bedford/St. Martin's has always depended upon understanding and supporting what instructors do. It's one of the reasons we're all here at this meeting: to learn more about what you're doing in your classrooms and scholarship. We're proud of what we've done with our new media efforts so far and excited about what we have underway. But more important, we are genuinely committed to doing new media the way we have always tried to do our books — with care, attention, and intelligence.

We're glad to be here and look forward to hearing your ideas and insights.

Joan E. Feinberg, Editorial Director, Bedford/St. Martin's
Denise Wydra, Director of New Media
Nick Carbone, Senior Editor, New Media
Kristin Bowen, Senior Editor, English New Media
Chad Crume, New Media Producer
Brian Wheel, Marketing Manager


←Hotels
N
RB: Robert Bell
BC: Ball Communications
WB: Whitinger Business
NC: Noyer Complex
CH: Cardinal Hall, Pittenger
PH: Pruis Hall
N
SR 332
McGALLIARD
BETHEL
TILLOTSON
PETTY
RIVERSIDE
UNIVERSITY
RB
NC
BC
WB
PH
CH

7:00 – 8:15	**Breakfast at Rich's** Rich Rice's House www.bsu.edu/cw2001/directions.htm
9:00 – 3:15	**Workshops and Research Network Forum**
2:45 – 3:30	**Afternoon "Tea"** Sponsored by Hampton Press
3:30 – 5:00	**Teacher Preparation Forum:** **"Impossible Realities:** **Preparing Future Faculty"** Cardinal Hall, Pittenger Student Center
5:30 – 8:00	**Opening Reception, the Mentoring Program, and Hors d'Oeuvres with Kelly Stanley:** **"The State of the Union:** **Technology, Education, Business"** Muncie Center for the Arts
8:15 – 11:00	**C&W Goes to the Movies** Pruis Hall

9:00 — 3:15

Full-Day Workshops

Creating Virtual Spaces and Real Opportunities for Digital Publication
RB 284
David Blakesley, Karen Bishop, Nicole Brown, Kevin Eric DePew, Amy Kimme Hea, Erin Karper, Rebecca Whitus Longster, Lisa Davidson McGrady, Melinda Turnley, Meridith Weisberg, Julie Woodford

Hatching an OWL:
Planning, Developing, and Maintaining an Online Writing Lab
RB 292
Clint Gardner, Ginger Kirk, James Inman, Beth Hewett, Barry Maid

Developing Online Instruction with Macromedia Coursebuilder Extensions for Dreamweaver
RB 105
Gary Hatch

Beyond the Walls of the Traditional Classroom: A Beginners Crash Course in Applying Email, MOOs, and Chats to Facilitate Writing Activities Inside and Outside the Composition Classroom
WB 216
Claudine Keenan

The Writing Process Enhanced by Technology
WB 202
Gene Baer, Martin Moldenhauer

12:30 — 3:15
Afternoon Workshops

How to Set Up and Administer an Educational MOO Using Minimal Amounts of Mustard
WB 213
Joel English, Michael Day, Jeff White, Traci Gardner

Putting Your Course on the Web
WB 216
Anne Bliss, Lynn Gingrass

Building Online Courses with Macromedia Coursebuilder and Authorware
RB 105
Gary Hatch, Jamie Miles

Graduate Research Network
Organized by Janice Walker and Susan Lang, The Graduate Research Network is a forum for graduate students and recent graduates to discuss research projects and ideas with experienced Computers and Writing researchers, editors, and peers. The C&W Graduate Research Network is an all–day pre–conference event, open to all registered conference participants at no charge. Roundtables will group those with similar research interests, and table leaders will facilitate discussion, share suggestions for furthering research, and offer tips for finding the right place to publish. We encourage anyone interested or involved in graduate education and scholarship — students, professors, mentors and others — to participate. We welcome those pursuing a wide variety of research models (qualitative studies, quantitative studies, textual/hypertextual/intertextual studies, traditional or electronic theses/dissertation projects, etc.) at any stage, from those just beginning to imagine a project to those ready to pursue publication. An ongoing online pre-conference and post conference GRN has been organized by John Walter; go to http://www2.gasou.edu/facstaff/jwalker/cfp/cw2001/grn.htmhttp://www2.gasou.edu/facstaff/jwalker/cfp/cw2001/grn.html for more details.

3:30 — 5:00

Teacher Preparation Forum: "Impossible Realities: Preparing Future Faculty"

Cardinal Hall, Pittenger Student Center

Ray Rodrigues, Cynthia Jeney, Joel English, Michael Salvo

This panel discussion and open forum is designed for faculty in departments that grant the doctorate, for doctoral candidates, and for untenured faculty in particular, though we invite anyone to attend. We address ways to help doctoral candidates survive some of the shocks that await them as new faculty in post-secondary institutions, shocks such as dysfunctional departments, union environments that constrain faculty choices, departments with faculty who have never conducted research since receiving their doctorates, departments with senior faculty who do not have doctorates, and mysteries about maneuvering the institution's bureaucratic mazes. Panel members will suggest strategies for orienting new faculty to the department, to faculty in other departments, to governance committees, to local resources. And the members will suggest steps that new faculty may take themselves to be successful in their new departments.

5:30 — 8:00

Opening Reception/Hors d'Oeuvres

Muncie Center for the Arts

The Mentoring Program

Michael Day, Alexandria Babione, Eric Crump, Traci Gardner, Trish Harris, Rich Rice, Janice Walker

Let's say you have taught literature and composition for 25 years and are attending C&W for the first time. Or that you are a graduate student presenting a paper, and anxious to meet computers and composition "superstars" but do not know how to go about it. Maybe you've attended a variety of conferences, but you are not sure what to expect at C&W. Or perhaps you have taught in public schools and participated in NCTE conferences, but this is your first time at C&W.

We will briefly offer some strategies and tips to help you get the most out of your C&W conference. Coordinator Michael Day will introduce the conference program and the group. Alexandra Babione, the beginner's big momma advocate, will encourage everyone to ask questions, speak out in sessions to get clarification, and to remember that even the experts were beginners at one time. Eric Crump, who considers C&W a playground, will remind everyone that computers and writing values trial and error exploration, risk-taking, wild ideas, hugging, and doing things just because they are fun. Traci Gardner, of "Traci's Lists of Tens" (www.ncte.org/traci/tens) fame, will outline strategies attendees can use to document their participation and convince their administrators that sending them to conferences is a good investment. Trish Harris will discuss her methods for meeting people and making the most out of the conference program. Rich Rice will pay attention to specific graduate student interests. And Janice Walker will speak about the value of attending workshops and participating in special interest groups like the Graduate Research Network. You will have the opportunity to meet your mentor/mentee this evening and over breakfast tomorrow morning.

"The State of the Union: Technology, Education, Business"
Kelly Stanley

Kelly Stanley is Vice Chairman, President, and CEO of Ontario Corporation (www.ontario.com), headquartered in Muncie, Indiana. Ontario is a diversified family of technology companies that operates in three distinct industries: semiconductor equipment manufacturing, metallurgical and environmental laboratory testing services, and computer software and hardware systems development. Stanley is also Chairman of Ball Memorial Hospital, and he also happens to be Chairman of the U.S. Chamber of Commerce. Based in Washington, D.C., the Chamber of Commerce is the world's largest business advocacy organization. It represents nearly 3 million companies.

Four Winds Clarinet Quartet
ensemble will conclude the opening reception.



8:15 — 11:00

C&W Goes to the Movies

Pruis Hall

This year's film is *What If? A Film About Judith Merril* (www.telefilm.gc.ca/en/prod/tv/tv99/184.htm). It is produced by Imageries P.B. Ltd., and directed by Helen Klodawsky; Richard Elson is the producer. It won the Gold Plaque at the 2000 Chicago International Film Festival. Science fiction writer Judith Merril, who died shortly after the filming, rocketed to success with her first story "That Only a Mother" in 1948. Merril reminds us that the concept of the space program grew out of science fiction — that the wanderings of man's (and woman's) imagination leads to unknown worlds. The gap between imagination and implementation has become very short. Judith Merril was in the illustrious company of Arthur Clarke and Carl Sagan in the formation of the Planetary Society, a group to contemplate the universe with science, imagination, and philosophy. Even those who are not aficionados of science fiction may want to take another look at the genre after being in the company of this passionate, politically committed and daringly inventive feminist, a pacesetter in her field.



7:15 – 8:00	**Continental Breakfast** RB 125
8:00 – 9:30	**Townhall I: "Bones, Phones, and Fingertips: 'Ambiscriptual' Iterations of Writing Technologies"** RB 125
9:45 – 11:00	**Session A**
10:45 – 11:30	**"Elevenses"** RB 125
11:15 – 12:30	**Session B**
12:45 – 2:00	**Lunch with Sree Sreenivasan: "Quality Content is (Still) King: Lessons from the Online Journalism Award"** "The Retreat" in Noyer Complex
2:15 – 3:30	**Session C**
3:15 – 4:00	**Afternoon "Tea"** Sponsored by Hampton Press
3:45 – 5:00	**Session D**
5:15 – 6:30	**Session E**
7:00 – 11:00	**Banquet with Leigh Star: "The Poetics of Infrastructure"** Muncie Center for the Arts

8:00 — 9:30 Townhall I:

Bones, Phones, and Fingertips: 'Ambiscriptual' Iterations of Writing Technologies

RB 125

Hugh Burns, moderator

Dawn Rodrigues, Daniel Anderson, Peg Syverson, Fred Kemp (Susan Lang), Lillian Bridwell-Bowles, Barry Maid

This open forum will include reflections about early iterations of technological tools used in the writing classroom by some of the veteran scholars of the Computers and Writing Community. Speaker positions are available at www.bsu.edu/cw2001/ townhall.htm. The question: *What tools have we used in the past or what tools are we using in the present, and why?* Each presenter will have 2-3 minutes to provide an opening statement.

Online Tutoring and Conferencing

RB 105

Martha Payne, moderator

Mary Gitzen

Face-To-Face: Conferencing in ESL Writing Instruction

This presentation addresses the use of a conference pedagogy in a networked classroom to accommodate diversity within a class of non-native speakers. Discussion of a pilot project implementing such an approach during the spring 1999 semester includes instructors' experiences, preliminary data analysis, and assessment of how a one-to-one approach with students can produce significant results.

Miriam Olver

Conferencing in a Networked Classroom

This paper addresses the question of how conferencing in a networked classroom can best be used to accommodate the diversity among international student writers to facilitate composition instruction for these students. One such approach was implemented as a pilot project during the spring 1999 semester at a large Midwestern university. The experiences and data analysis of the instructors are described, and their assessment of how a one-to-one approach with students produces significant results are discussed.

Madeline Yonker *cancelled*

Seeing the One-to-One Writing Conference Through OWL Eyes

This project brings the one-to-one writing tutorial to distance learning students at Old Dominion University through LinguaMOO. Students in a 300-level Introduction to Rhetoric course participate in writing conferences for various assignments. Studying the transcripts reveals several conventions of the traditional writing conference that "don't fit" within the context of a synchronous online tutorial. This presentation seeks to describe the online synchronous writing conference with respect to traditional writing center theory through the analysis and coding of a series of conference transcripts.

9:45 — 11:00 Session A.2

The Write Tools for the Job

RB 106

Donna Reiss, moderator

Barbara Bird

Freshman Writers and the Tools of Writing:
A Study of Ball State University Composition Students

With each succeeding generation of students becoming more competent computer users and using a computer as their chosen writing tool, we need to carefully examine our understanding of computers as writing tools from the perspective of the new generation of students who do not share our experiences of entering into written literacy through older technologies of writing.

Sean Conrey

Computers in the Non-Computer Classroom

This presentation provides practical hands-on advice for college composition instructors who want the benefits of both traditional and wired classrooms. The computerless classroom often offers more flexibility for classroom discussions and other face-to-face activities, while the expanded Web site (syllabus and text in one) gives students experience with technology and affords instructors greater flexibility in selecting, structuring, and customizing course materials.

Veronica Keane

No Access = No Computer-Mediated Communication:
"What Makes Students Afford Computers?"

This presentation reports on a survey conducted among students (most of whom, at my institution, are dependent on government assistance) at the beginning of their first semester and then toward the end of the semester when a number of them purchased computers. What is it that compelled them to buy a computer? How did they finance the purchase? Was their financial situation at the beginning of the semester different from that at the time of purchase? My investigation will, I believe, shed some light on how we view and act on the problem of student access to computers.

Assuming an Audience Exists

RB 107
Cynthia Selfe, moderator

Chidsey Dickson
Archives and the Multiple Uses of "Local Knowledge": The Short, Happy Life of Student Knowledge Production
Unless teachers acknowledge at the very least the difference between "local knowledge" (or students' native rhetorical strategies) and academic discourse (aka expository writing), it will not be possible to argue that the kind of writing students produce has value outside of its resemblance to the ideal discourse of the academy. It will be impossible, in short, to argue that this work should be archived.

Liz Rohan *presenting during session B2 instead*
Constructing the Public Sphere:
(Web) Publishing as Pedagogy in the 21st Century
The imagining of community through shared texts not only accelerates students' motivation to communicate their own experiences and values through words and images, but it potentially transforms student writers' relationships to one another beyond the virtual world. Moreover, this sharing of texts situates the classroom as part of, and extending into, the public sphere. The classroom is thus made visible as a site for texts that shape identities in this sphere, undercutting the common prejudice that college writing courses are sites of "preparation" for writing in the world, and its writers can't yet act upon or shape this world.

Jeffrey Grabill
Community Computing, Local Literacies, and Citizen Knowledge
The last decade has seen the dizzying adoption of advanced information technologies throughout the economy, in schools, and in many people's personal lives. One result is the much discussed "digital divide" that describes a complex division between the technorich and the technopoor. My presentation works in this divide and describe a movement and a specific project designed to help bridge the digital divide.

9:45 — 11:00 Session A.4

Not Without Service and Support

RB 112

Shelley Lee Blanchard, moderator

Shelley Blanchard
This roundtable hopes to spark lively discussion about what types of services and support are crucial to computers and writing instructors and programs. We hope that between the audience members and the presenters we can develop a draft of what could be a "call" for officially developed and financed service and support programs.

Veronica Pantoja
This panelist presents the results of a survey of centers for teaching and learning at research-intensive universities. The focus of the survey is to examine organizational structures of these centers to determine how technology is integrated and supported by partnerships with other campus units.

Timothy Ray
A common experience shared by many writing instructors in computer-mediated classrooms is a sense that they are on their own in many respects, involved in their own personal "cyber odyssey" as they try to apply various technologies to their teaching and to the classroom. The functions of the departmental CMC committee which facilitates inter-departmental communication are addressed in this portion of the roundtable discussion.

Lifeguards Not on Duty — Enter at Your Own Risk: Problems and Solutions in Technology-Immersed Composition Classrooms

RB 284

Lori Hughes, moderator

Hazel Loehr

Navigating Through Technology, Students, and Curriculum

The impact of the difficulties of initiate users of technology upon the classroom environment may be underestimated. Yet, none of us propose a return to pre-technology days. However, much of the learning that takes place as instructors struggle with new technology often comes after the problem has already affected the classroom or consumed hours of instructor time. These consequences sometimes undermine implementation of instructional goals and practices or student efforts to participate.

Monica Norris

Why Do We Need Dave When We Have Hal?: Some Problems Teaching with Computers

The Texas Tech On-line Print Curriculum allows students to perform on-line a number of activities that were once reserved for the classroom. Submission of drafts, peer critiquing, discussions, and journaling can all take place outside the classroom. Students (and new teachers) often, therefore, see little need for in-class instruction or the instructor. How do we help teachers (and students) re-conceive their role(s) in and outside the classroom?

Lori Hughes

TOPIC: An Odyssey into an Online/Print Integrated Curriculum

More and more colleges and universities are moving towards integrating computer technologies in their First-Year Composition classes. Since more people have access to this Web technology, much of this requirement happens outside of the computer classroom. As these programs move toward integrating these technologies into their operation, instructors are expected to master these pedagogical and technological techniques in addition to content-specific pedagogies.

9:45 — 11:00 Session A.6

Design Issues in Distance Education

RB 292

Keith Dorwick, moderator

Anne Bliss

Course Structures for the Web

This presenter has developed several online courses and has found that a modular structure for lessons enables community building, use of a variety of teaching techniques, flexible planning and delivery, and means for students to adapt the materials to their individual learning styles.

Stuart Blythe

What Do We Mean by "Design"? A Critique of Development Models for Distance Learning

In this presentation, I differentiate between the variety of practices denoted by *design* and consider how those practices apply to distance learning. I illustrate the general value of user-centered design strategies while acknowledging the difficulties of adapting such strategies to the development of distance learning resources.

Rick Branscomb

A Various Language: Knowledge, Online Learning, and Harcourt College

If the Web and its prestigious educational tools such as WebCT have the capability of both content distribution and collaborative learning, why can't these models of learning coexist on the Web? The answer is the convergence of two forces: the market force and the political force. These forces come together and threaten constructivist virtual education, and I assert that teachers must take action to overcome the stasis in knowledge that will follow.

Temi Rose

Designing Online Learning that Supports a Psychology of Becoming

Hyperactive rates of change in information technology are an open invitation to educators to become actively involved in the design of electronic learning systems. As consumers, we already participate in the creation of technology education models. As designers in our classrooms, our distance education projects, and on the WWW, our creativity becomes part of the paradigm, the co-construction of electronic education.

Digital Tools, Student Attitudes, and Student Skills

RB 355

Victoria Sharpe, moderator

Gene Baer and Martin Moldenhauer

Digital Tools and Writing: Assessing the Impact

Two professors have developed a set of digital tools for teaching writing. This first stage of their research focuses on the affective domain. The professors hypothesize that the attitudes of students will be favorably influenced by the appropriate and skillful use of digital tools and that positive student attitude is reflected in the quality of student writing.

William Macauley

Technology and Communication Writ Large: "Lieutenant Sapir, Take Mr. Whorf and See What's Below the Surface Here"

In the spring of 2000, I taught a section of Advanced Composition, with technology as the focus of the course. The course incorporated four films in which language/communication were as important as technology. This presentation outlines the course, shares the course materials, discusses some of the most significant work students did in the class (and shares examples), and discusses the impressive effects this course had on the writing skills and habits of many of the student participants.

9:45 — 11:00 Session A.8

Blazing Trails Up the Digital Divide

BC 127

Dawn Rodrigues, moderator

Dawn Rodrigues

The Title V Perspective for Critical Technology and Literacy

The first roundtable leader, working with a Title V grant for Hispanic students, focuses on critical literacy, using technology that enables students to engage in reading and writing activities that lead them to critique, analyze, and evaluate issues in their lives.

Marcy Bauman

Nontraditional Student Needs in Developing Online Services

The second roundtable leader, working with a UAW-Ford program to improve technology-delivered classes and student services, is finding scalable lessons learned at Ford that apply to campus-based student services needs.

Judi Kirkpatrick

Grassroots Service in Public Housing Technology

This discussion puts the participant in contact with teachers working in disparate venues who use critical technology literacy in programs where computers are not usually used much. Grants that focus on technology–including Title III, Title V, and Campus Compact/Service Learning, are shared so that participants discover creative ways to fund initiatives. Participants are encouraged to bring their own solutions to share in these discussions.

John Zuern *cancelled*

Balancing Student Service in the Social Service Agency

The fourth roundtable leader, working on the Worldcom-sponsored grant, discusses his partnership with a social service agency in a public housing facility in Honolulu and his experience with technology-based service learning projects. He focuses on the intersection of service learning, rhetoric and composition, and public policy.

"Include Five Images, Six Hyperlinks, and One Flashing Word": Transmediation and Institutional Respons(ibility)

BC 129

Mike Palmquist, moderator

Krista Homicz

Digital Teaching Portfolios: New Forms for the Teaching Professional, New Forms for Teacher-Training Institutions

Electronic venues enabled by new technologies are forcing us to reinvent older, print-based genres. This speaker is concerned with two sets of questions, the first set having to do with the rhetorical challenges and possibilities related transmediation, the second having to do with institutional response and responsibility. This bifocal lens–focused at once on generic conventions and on institutional practice/structure–allows us to establish a richer network of associations than a treatment of either component in isolation would allow.

James Inman

CD-ROM Publishing: Visible Media at Work

Inman will, with the assistance of a previously prepared multimedia text on CD-ROM, demonstrate the way the old and the new of scholarly publishing converge in large-scale popular media. Inman's role will not be simply to talk about the reasons CD-ROMs should or should not prove particularly useful or to discuss the theoretical underpinnings of such technology. Instead, it is to perform both the obvious and the typically transparent and then to shape them in such a way as to identify core publishing values.

David Sheridan

You Want Me to Draw You a Picture?: Visual Argument, Writing Instructors, and Writing Centers

This paper begins with such questions as, Is there such a thing as a visual argument? If so, does it rely on the same conventions and foster the same critical thinking skills as written arguments? Is meaning in images inherently less stable than in written texts? The paper then proceeds to examine the possibility that writing instructors and writing centers can play a constructive role in fostering visual literacy.

11:15 — 12:30 Session B.1

Electric Frameworks: Situating Academic Work Anew

RB 105

Joanna Castner, moderator

Elizabeth Pass

E-Pedagogy: A New Model for Online Spaces

As teachers of writing, it is our responsibility to prepare students to succeed in their workplaces; this responsibility now includes teaching students to write electronic documents as well as traditional print documents. These electronic documents differ from print documents, and our teaching needs to reflect that difference; however, many teachers have not changed their pedagogy to adapt to the new demands. This presentation discusses a model—drawn from Deleuze's and Guattari's concept of smooth and striated rhetorical spaces—for teaching writing in electronic environments, a model that recognizes and allows for the different products of those environments.

Sabrina Peters-Whitehead

Critically Assessing OWL Technologies: Ethical Implications for Designing Virtual Online Writing Center Spaces

This presentation explores the ethical implications for design strategies for both synchronous and asynchronous OWL spaces by drawing on theories of usability testing and user-centered design. Additionally, this presentation examines the ethical implications of addressing issues of interdisciplinary learning, global learning, cultural mediation, and community when choosing OWL technologies and developing OWL sites.

Joanna Castner

A New Critical Framework for E-Pedagogical Trends

This presentation will present the results of an analysis of the rhetoric of technological innovation conducted in order to uncover the ethical assumptions upon which it is based. Then an analysis of the current practices in online pedagogy will be analyzed and compared with the kind of moral action advocated by innovation rhetoric. Next, this presentation will present a critical analysis of both the ethics of innovation rhetoric and of online pedagogical trends.

Gender, Identity, and Community Online

RB 106

Lisa Gerrard, moderator

Danielle DeVoss

"This page is under construction":
Reading Women Shaping Online Identities

I offer an analysis of the Web sites of several female students: first, to attend to the gender gap in Web-based research; second, to attend to the gap in research focused on identity formation in online realms; and, finally, to offer teachers specific strategies to consider as they integrate Web-based research and publication into their classrooms. Focusing on the Web pages these students create leads to a better understanding of the more general or global actions our students take when they read and write Web pages. This knowledge will lead us to the productive techniques we must develop to read and write our own Web pages.

Liz Rohan

Constructing the Public Sphere:
(Web) Publishing As Pedagogy in the 21st Century

To theorize about the value of this new venue for authorship, I apply Benedict Anderson's oft-cited theory of Imagined communities (1991) to the text making now possible via cyberspace and particularly in my own classroom. I argue that the imagining of community through shared texts not only accelerates students' motivation to communicate their own experiences and values through words and images, but it potentially transforms student writers' relationships to one another beyond the virtual world. Moreover, this sharing of texts situates the classroom as part of, and extending into, the public sphere.

11:15 — 12:30 Session B.3

From a Distance: Reflections on Distance Learning

RB 107

Judi Kirkpatrick, moderator

Jonathan Alexander and Michelle Gibson

Negotiating Space: Computer Technology, Distance Learning, and Interactive Pedagogy

Our presentation is the story of negotiations — most specifically of our maddeningly slow but increasingly successful work to convince administrators to rely more on computer (interactive) pedagogy than on video (static) pedagogy. In the process of tracing these negotiations, we discuss how important it is to interrogate faculty and administrative pre/mis-conceptions so that we can ultimately work productively within administrative limitations while maintaining pedagogical integrity.

Susan Delagrange and Marcia Dickson

Distance Learning: Sites of Resistance, Sites of Learning

Distance learning has become both a cause for celebration and grounds for concern — depending upon the perspective of those who find themselves engaged in working over the wires. The presenters, who have worked as a collaborative team, reflect upon the business and the pedagogical enterprise inherent in offering both composition and literature courses as distance learning classes. Chief among their concerns are the spaces which must be negotiated in order to provide quality courses and the sites of resistance shaped by gender, age, and social status that develop in those spaces.

Combining Traditional AND Online Teaching: A Cross-Institutional, Faculty and Student Roundtable on "Hybrid" Courses

RB 112

Peter Sands, moderator

Peter Sands, Carla Garnham, Robert Kaleta, Claudine Keenan, Doug Eyman, Alan Aycock

This roundtable brings together teachers, students, and instructional designers from two very different institutional settings to discuss an emerging model for computer-mediated teaching: so-called hybrid courses. Hybrid courses merge elements of distance education with face-to-face teaching in an attempt to create a more cohesive learning environment, aid teachers and students in connecting online discourse with the real persons behind the words, and improve communication about successes and problems during courses. They also create a more cohesive learning environment; permit teachers to integrate resources, individuals, and activities that aren't available in a physical classroom; and help students assume a more active, self-directed, and independent role in a course. We are trying to preserve the more flexible opportunities for reflection, dialogue, and small group work that are characteristic of online learning.

The participants in the roundtable are from an urban, commuter, Research-I university and a rural, residential college with a small graduate program and comprise both faculty members and graduate students who are either teaching or have taken a course using the hybrid model. While much of the pedagogy of hybrid courses is familiar to computer-using teachers of writing, participants in the roundtable bring to the discussion new perspectives on the ways hybrid courses can address needs in psychology, anthropology, teacher education, and other curricular areas, suggesting ways interested teachers can learn from the experience of Writing Across the Curriculum programs and the more recent Electronic Communication Across the Curriculum movement.

11:15 — 12:30 **Session B.5**

Netoric's Tuesday Café LIVE: The Evolution of an Online Community: Creating and Sustaining Synchronous Virtual Communities

RB 284

Tari Fanderclai, James Inman, Greg Siering, Cindy Wambeam

The Netoric Project uses a MOO to bring together geographically distant colleagues to discuss issues related to computers and writing. This year's face-to-face Netoric forum will be conducted in the same way as a Tuesday Café, with the coordinators facilitating discussion of our selected topic, "The Evolution of an Online Community."

Researchers in a rapidly changing academic climate need to be in close touch with geographically distant colleagues, and more |and more geographically scattered communities find they need the immediacy of synchronous electronic meetings as a complement or alternative to asynchronous forums. Many communities attempt to establish synchronous forums, but only a few survive. The Netoric Project is one of the success stories. As members of at least one thriving community, as well as participants in some of those that didn't last, what have we learned about how a synchronous electronic community succeeds?

How do synchronous electronic forums help widely distributed communities cross geographical boundaries? What are successful techniques for keeping members engaged and for remaining inviting to newcomers while maintaining the sense of depth so important to a community? How can we assist groups within our field to establish synchronous electronic forums in their specialty areas? These are among the questions we will pose to the Netoric Live participants. A second goal in this event is to model the effectiveness of synchronous discussion forums; the live event is a kind of demonstration of the weekly online forum.

Wireless Networking, Student-Owned Laptops, and Large-Scale Technology Initiatives: A Carolina Case Study

RB 292

Daniel Anderson, moderator

Daniel Anderson

Laptop and Wireless Initiatives in Institutional Contexts

This panel represents several snapshots from a campus currently in the early stages of a large-scale technology initiative, reporting from the classroom by teachers and reporting from the fringes by administrators.

Todd Taylor

The Achieved Utopia of a Standard, Campus wide Software Load

As authoritarian as it may seem, the move in many institutions to adopt a standardized platform and software load can be of real benefit to writing instructors. This presentation weighs the benefits and drawbacks of such policies and describes the experiences of a veteran computer instructor teaching with campus-wide platform and software requirements for the first time.

Robin Seaton Brown

Wireless Classrooms, Student-Owned Laptops, and Issues of Authority

Wireless technology seems ideally suited to in-class activities in my composition classes, and yet the students do not stop using the laptops when they leave class. By using tools such as discussion forums from the beginning, students grow comfortable with technology and each other.

Kathryn Wymer

Wireless Classrooms, File Sharing, and Peer Review Possibilities

The presentation discusses the possibilities for file-sharing in the wireless classroom. The presentation also considers Web-based options for file sharing and peer review. It examines out-of-the-box solutions, including those available in major courseware packages. It also considers customized file sharing and peer review options facilitated through the use of Web-based forms and CGI programs. Finally, the presentation offers a detailed comparison of file sharing options and evaluate their usefulness for composition students.

11:15 — 12:30 Session B.7

The Graduate Research Network: Planning for the Future

RB 355

Janice Walker, moderator

Janice Walker

Planning for the Future: Revisiting the GRN

This panel serves as a community planning project for the future of the GRN. Panel members present lessons learned from the first two forums, questions that need to be addressed, and suggestions for possible future directions for the GRN.

Janet Cross

Graduate Students, Adjuncts, Mentors, and the GRN

Although graduate students and part-time faculty may not have an equal voice in departmental meetings, the Graduate Research Network Forum can provide the contacts, resources, time, and place where practitioners can develop a clear and compelling voice in their publications.

John Walter

Reflections on the First GRN Online

This presentation critically examine the first GRN Online, its format, its support services, its demographics, and its participant feedback in order to best determine how to improve the online component for future years.

Jennifer Bowie

Publish or Perish: The GRN and Professionalization

In the GRN we discover that our problems and our struggles are shared by our graduate and professional peers, we received feedback and reactions to our research, validated our attempts to "make it fit." But how can we foster the relationships and connections made?

Susan Lang

Electronics, Ethics, and Intellectual Property: Other Questions for the GRN

To what extent can collaborative work be included or cited as the basis for an individual's dissertation? How freely should ideas be exchanged in forums like the Graduate Research Network? How does one go about getting an alternatively formatted (i.e. HTML or VB Scripted) thesis or dissertation accepted by one's department and graduate school?

Electronic Tools and Training for Collaborative Writing

BC 127

Gregory Hanek, moderator

Gregory Hanek, Amy Lawson, Lynne Dahmen, and Rachel Anderson

To satisfy a demonstrated need for technical training, we have created a project that provides hands-on instruction in paperless editing and the use of Indiana University's Web-based teaching environment, *Oncourse*. Two central goals of this project include: encouraging teachers who incorporate writing in their classes to use available technology, and making appropriate technical training easily accessible both to teachers and their students. This project, currently in a pilot phase this spring, is a collaborative effort between two units within the Teaching and Learning Information Technologies division of UITS (University Information Technology Services).

Oncourse supports bulletin boards and a mail system as well as file storage and sharing mechanisms. By combining *Oncourse's* capabilities with the paperless editing features of Word, teachers can easily comment and grade electronically, view the development of a paper over various drafts and implement collaborative writing projects. Our project provides the necessary training in using both technologies — Word for paperless editing and collaborative writing, and *Oncourse* as a vehicle for exchange of ideas and documents. A modular set of materials has been designed for training teachers as well as their students.

This panel discusses the design and implementation of this project during the spring 2001 semester and presents some preliminary results. Some time is dedicated to discussing the need for technical training in skills such as word processing, paperless editing, and file management, training which is often deemed unnecessary by educational communities. The need (perceived as well as real) for younger instructors to become conversant in available technologies before facing a competitive job market is also considered.

11:15 — 12:30 Session B.9

Visual Rhetoric on the Web

BC 129

David Blakesley, moderator

Carolyn Handa

Visual Metaphor and Visual Metonymy: Cultural Reflections on the World Wide Web

I analyze particular clusters of pages on the WWW in order to determine: the extent to which visual metaphor and visual metonymy are occurring; how Web writers use visual metaphor and metonymy; what metaphor and metonymy reveal about the particular cultures from which they arise; whether they occur on pages where we would expect verbal metaphors; and finally, what these visual figures of speech reveal about the power of the WWW in conveying information or misinformation, and about the types of cultures (in the most general sense of groups or classes) that give rise to specific instances of metaphor and metonymy.

John Ronan

From What to Where: Visual Rhetoric in the Digital Age

From Berger to Barthes to Blakesley, from Arnheim to Gombrich to Mitchell, we have a variety of models to formulate what an image is, how images operate, and the differentiation the image undergoes when drawn as a grammatical, logical, or rhetorical component of a text. The figure, that element that grounds rhetoric and visuality alike, poses more problems for composition theory than might be first assumed, and this presentation tries to profitably aggravate those problems rather than simply solve them, if only that what we mean when we say “the visual” comes into clearer focus.

Anne Wysocki

Rhetorics of Time and the Web

This presentation analyzes several student Web sites to argue for reconsidering time in our teaching about designing for and reading the Web; this presentation uses rhetorical approaches to memory and the visual, as laid out by Carruthers, and cultural approaches to animation and transition, as laid out by Kenner, Berger, Laybourne, Klein, and others, to shape approaches for teaching about and designing with the fragmented-but-flowing look of time on screen.

12:45 — 2:00 **Lunch**

Sree Sreenivasan: "Quality Content Is (Still) King — Lessons from the Online Journalism Award"

"The Retreat" in Noyer Complex

Sreenath Sreenivasan (www.sree.net) is associate professor of Professional Practice and director of the Part-Time Program for Working Professionals at the Columbia University Graduate School of Journalism. He specializes in training journalists to speak the different media "languages" of print, new media, and broadcast.

Sree is a freelance technology writer, a professional critiquer of Web sites, and networking guru. He has recently written for publications and companies like *Time Digital*, *Business Week*, *The New York Times*, *India Today*, *Rediff.com*, *Rolling Stone*, and PBS. Sree cofounded SAJA, the South Asian Journalists Association. He also serves as faculty adviser to Columbia's Society of Professional Journalists Chapter (he won the group's "National Faculty Adviser of the Year" award for 1998), and is active with the Online News Association, which he helped co-found in 1998. Most recently Sree coordinated the Online Journalism Awards.

2:15 — 3:30 Session C.1

Artificial Intelligence: Cultural Perceptions, History, Theory, and Practice

RB 105

Cynthia Jeney, moderator

Cynthia Jeney

Back When the Future Was Easy

Can we really build a machine capable of human language? Can we learn to work with machines that seem to mimic our language and thought patterns? Or is AI a blind alley, just another bundle of misconceptions and wrong assumptions along the way to computational Utopia?

Kate Coffield

The Wine is Good, But the Meat is Rotten

I explore the history of Artificial Intelligence research in natural language processing (post-WWII through 1984) and observe how what was thought to be one of the simplest problems of AI quickly turned into one of the most challenging and problematic. Conclusions focus on the limitations of analytical formal systems in performance models, observing that today, computer grammar checkers still don't "work," and natural language instruction still tends to emphasize form over content, context, and common sense.

Andrew Lee

How Artificial is Artificial Intelligence?

I question whether AI systems can really be described as intelligent, based on an analysis of how some of these systems work. Two issues arise from this exploration: Is the mimicry of intelligence sufficiently acceptable as intelligence? And could a framework in which the disparate AI solutions can be combined produce the Holy Grail of Artificial Intelligence — the sentient machine?

Robert Royar

The Artifice of AI in Writing Instruction

I focus on implications of AI in the teaching of writing. Artificial Intelligence has largely failed to live up to the potential ascribed to it in the 1970s and 1980s. This presentation focuses on the idea that, at least as far as writing instruction is concerned, some of that potential may be recovered by our rethinking our initial concepts regarding AI.

Fringe Access or Mainstream?: On Queer Agendas and Inequities in the System

RB 106

Samantha Blackmon, moderator

Lisa Rashley

Dealing with Inequities: When Students in the Same Class Have Different Access

I discuss the political, pedagogical, and personal issues involved in teaching an Internet-based class with the knowledge that students have unequal access on multiple levels. I hope to raise awareness of this crucial issue as online distance education becomes more prevalent, to offer some solutions, and to pose a series of questions to consider for the future of the growing field of online learning and teaching.

Angela Crow

Publishing on Queer Agendas: Fears, Hopes, Desired Responses

This is an autobiographical essay, one that explores my migrations — both literal, moving from the Midwest to the South, and figurative, moving increasingly "out" in my publications. Queer studies have influenced humanities departments, but I wonder, in this last part of the essay, about advocacy strategies that address local concerns of queer computers and writing participants.

Margaret Morrison *cancelled*

Hypertextuality's Queer Choreography

I have long sought new ways to think about queerness — in the hope that a multitude of genders and identifications, bodies written and read in a variety of ways, in a variety of orders, is assumed, that queerness proliferates and oscillates back and forth across all the divides that create "perversions." By what means may hypertexts be engaging our thinking about queerness in new ways? Partly by citing/siting/sighting "queer hypertexts," I focus on this inquiry.

2:15 — 3:30 Session C.3

Is This a Local Call?: Making the Most out of Available FTF and Distance Technologies

RB 107

Eric Gardner, moderator and respondent

Debra Combs

Using Distance Education to Augment the F2F Networked Classroom

I discuss the effect of the distance education modalities — asynchronous and synchronous communication via the Web — on the students' writing and technological literacy. By doing so, I hope to show that pedagogy for face-to-face networked writing classrooms can benefit from the development of networked, distance education pedagogy.

Judith Kerman

Piloting a Distance Learning Course on Campus

Distance learning in many institutions appears to grow from administrative daydreams about thousands of students for every course prep. We have found that distance learning itself requires a significant degree of personalization, which can often best be provided by some direct face-to-face interaction. On the other hand, distance education strategies can enhance teaching in the networked classroom.

Kristine Potter and Bruce Golden

Technology and Writing: Less Is More

Traditionally, instructors have written their comments in margins and at the ends of students' documents. Recent developments in computer technology permit new and radical possibilities for providing feedback to our students, possibilities that may even increase students' interest in and awareness of their own writing strategies. However, these new commenting procedures often take the form of invasive moves into the students' own writing spaces, moves that challenge our concerns about text ownership, intellectual property, and authorship.

Preparing Tomorrow Today: Developing a Humanities Computing Certificate Program (HCCP) for College of Arts & Letters Graduate Students at Michigan State University

RB 112

Dean Rehberger, moderator

Dean Rehberger

The Problems of Being "Free": Redesigning a Distributed Learning Course for Graduate Students

The Humanities Computing Certificate Program (and A&L 881) focuses on developing a theoretical foundation and set of best practices for using computing technologies in humanities courses (matrix.mus.edu/education/hccp). Students explore the uses of computing technologies for teaching humanities courses.

Michael Fegan

Putting a Face in the Interface: Building an Online Classroom Environment

This presentation discusses the distinct choices, revisions, and technology that were used to build this online class and how these choices affected student and teacher participation in the class.

Joy Palmer

Facing the Interface: Reflecting upon the Student-Instructor Relationship in HCCP

I come to this panel not only as a former student of the Humanities Computing Certification Program but also as a new instructor of the course. Reflecting upon the last four semesters of HCCP, while the program has enjoyed moderate success — depending, of course, upon how that success is measured — it is clear the interactive component of the course has fallen somewhat short.

Paula Rosinski

Student and Instructor Narratives of Technology in HCCP

By examining student perceptions of technology before and after the course, and comparing them with the technology narratives conveyed through the course's content and tone, we can critically evaluate the effectiveness of the metaphors employed by the designers and instructors of HCCP who were already initiated into computing technology in the humanities.

2:15 — 3:30 Session C.5

Netoric's Tuesday Cafe LIVE: All Hands on the Bad One — Learning to MOO for the Tuesday Café

RB 284

Cindy Wambeam, Greg Siering, James Inman, Tari Fanderclai

This second session is a companion to the Netoric Live session, but it is not required that conference-goers attend both events. The second session is for anyone who would like to learn MOO basics in order to be ready to attend our online Tuesday Cafés. At the door, we will provide attendees with characters on the MOO Connections, where the Tuesday Café is located. Then we will pair new MOOers with Netoric members, who will show them how to use a MOO client to log into Connections, and how to get to the Tuesday Café and communicate with others.

Some Netoric regulars who cannot attend the conference in person will join us online for this session. As those of us who are there in person help people with MOO basics, the regulars who are meeting us online will engage the newcomers in a continued discussion of what makes a successful online community. This way, newcomers will learn MOO skills and at the same time have a chance to experience the power of synchronous forums to connect them with geographically distant colleagues.

The primary function of this session will be the pairing of newcomers with more experienced MOOers, as a way of establishing a personal mentor for the future. Any newcomer who attends this workshop will gain a mentor from Netoric, and thus from the Computers & Writing community.

Digital Portfolios for Teacher Education

RB 292

Kathleen Blake Yancey, moderator

Laurie Mullen

Developing a University-Wide Approach to Teacher Education Portfolios

This presentation provides background related to the collaborative process we've utilized in conceptualizing a digital portfolio requirement for all teacher education majors; discusses the philosophical, logistical, and infrastructure considerations that have been part of the process; describes the portfolio model we've decided on; and provides a list of resources for other institutions who may be considering a similar path.

Bill Bauer

The Portfolio Model

The portfolio-building approach we have designed responds to a variety of needs–personal, pedagogical, and program related–at different stages of a student's progress, from admission to graduation. We have chosen four main stages for the process, within which students build toward "decision points" in their teacher training: (1) builds on successful completion of introductory courses in Teacher's college and content areas, culminating in student becoming Teacher Education Aspirant; (2) culminates in admission to the Teacher Education Curriculum; (3) culminates in Admission to Student Teaching; and (4) culminates in graduation and licensure.

Webster Newbold

The Content of the Portfolio

Our portfolio development task force emerged with a framework that is as yet in formative stages, but which most probably emerges as a Web-based portfolio program with a literacy-focused, reflective core. Throughout their teacher education program and into their careers, students are guided to assess their learning, commitment, and development as prospective teachers; these documents take the shape of hypertextual systems as their creators link with artifacts and other relevant materials that show their growth personally and professionally.

2:15 — 3:30 Session C.7

New Cyber Teachers: Training and Working Issues

RB 355

Dickie Selfe, moderator

Teena Carnegie

Not So Impossible: Surviving the First Year on the Tenure Track

I present an overview of some of the additional challenges new faculty in computers and writing may face as they settle into their job. I also suggest how new faculty can make the most of being "new" to gather information needed to negotiate department politics, understand the requirements of the tenure system, gain the resources they need, and develop research material.

Michael Salvo

First Year Out: Setting Up a Lab and Creating a "Research Profile"

As a graduate student who has gone through the '90s as a C&W graduate student and is now in a first tenure-track job, the speaker reflects on other groundbreakers' tenure and technology issues and reports on the "state of the field." How have issues of tenure and teaching changed, or not? What does the field look like from the perspective of the job search? How much (and how little) have things changed for first-year specialists who are teaching writing with technology?

Christopher Carter

Virtual Contingencies: Digitizing Part-Time Labor Organization

I argue that the Internet, while providing a valuable source of support for the unionization of part-time writing teachers, also threatens in subtle yet potent ways the materiality of their resistance. The California Part-Time Faculty Association site, while an important supplement to and conceptual engine for regular organization gatherings, has not yet allowed the psychic comfort of virtual solidarity to replace fully-embodied activism. Members of the organization must continually guard against such a replacement.

Innovations in English: Designing an Effective Distance Education Model

BC 127

Allison Smith, moderator

Allison Smith

Taking the First Step: Distance Education System Building and Faculty Development

I will speak on how our university organized and wrote four successful state and university grants to support the initial technological innovation within the department that was needed to support a new distance education delivery system. This includes hints on how to create an e-education model that fits into a department and a department's regular budget, rather than as an ad hoc system. Also included is a framework for designing and delivering a Teaching with Technology course and Web site to faculty interested in distance education.

Donald Kaczvinsky

Teaching Bibliography and Research Without Touching Books

I discuss how I redesigned my graduate-level Research and Bibliography course–a course required of all new English graduate students in their first quarter. In turning this course into a compressed video course delivered to graduate students at multiple universities, I designed and discussed a plan to make the transition from hands-on library research with aged books and folios to e-research available to all students at a distance.

Daniel Shockley

The Importance of Technology Support in Designing and Delivering Distance Education

I'm a graduate technology assistant, and will be speaking on how to organize a technology support system for faculty and the apparatus needed to deliver this support consistently to a faculty delivering over 20 e-courses per year. I discuss the apparatus necessary to offer technological support: (1) with e-teaching innovations; (2) in overall distance education plan development; (3) with grant writing; (4) in the design, development, and delivery of faculty development courses and English specialty courses; and (5) on an individual basis to faculty.

2:15 — 3:30 Session C.9

Inhabiting Cyberspace: Synchronous Conferences and Metaconversing

BC 129

Joan Latchaw, moderator

Kristina DeVoe and Chris Rausch

"Writing Ourselves Online":
Negotiating Roles in the Electronic Writing Classroom

The presenters closely examine their own multiple, unexpected, and, sometimes, clashing roles that emerged from observing and, later, mentoring students during a first-year composition class taught on the MOO in the Fall of 2000. By incorporating transcripts of the class discussion into the presentation, the presenters analyze and show how they approached group dynamics, community, and conflict resolution through the use of language strategies and language channels– especially in the context of emotes, directed speech, backchannel (paging and whispering), and their own physicality. Finally, they provide corresponding metaphors for novice instructors who are trying to negotiate their own roles within an online classroom environment.

Trish Harris

Synchronous Metaconversing:
Active Social Construction of Knowledge

This participatory session provides an experience quite unlike what we experience in our usual scholarly and classroom conversations, in which we tend to self-edit and compress. Out of consideration for others' time, out of natural reserve, out of fear of being discovered "incorrect," we tend to edit first thoughts, we mistake a text's, or a conversation's, surface for its depth-charge relevance. But if offered the freedom to risk being "right," how do we react? Do we appropriate? Do we affront? Do we oppose? How do we engage the true subjects in our virtual discourse communities? This active session attempts to socially construct answers to these questions and model ways our different languages can be explored in the writing classroom.

Distance Over Time: A Historical Odyssey of Rhetoric and Distance Education

RB 107

Claudine Keenan, moderator

Kevin Eric DePew

Disrupted Discourse:
The Evolution of Our Rhetorical Expectations in Distance Education

The speaker focuses on the written discourse that is often necessary to communicate in a computer-mediated distance education context. Communication through word processing files, Web pages, synchronous communication and asynchronous communication has been problematic because each interlocutor–the administrator, the designer, the instructor, the student–has disparate expectations of how writing shapes the experience of the "classroom without walls."

Julia Romberger

Writing Instruction in Distance Education:
Stuck in the Mailbox

This speaker follows in the tracks of many early compositionists and applies the concepts of audience and social-construction from classical rhetorical theory to a contemporary pedagogical concern, which in the case of distance education is the use of synchronous and asynchronous technologies for communicating. These technologies can not only enhance the experience, but building communities within them can enhance the students sense of a context for their writing.

Bridget Ruetenik

Distance Education in the History of Rhetoric:
An Exploration of Values

In many ways, composition studies has evolved out of product-based pedagogy. But distance education especially calls our attention to particular values regarding literacy that were perhaps overlooked, or not so relevant, in the paradigm shift so famously articulated by Maxine Hairston. This presenter will trace the evolution of existing values about literacy to nineteenth-century rhetorical practices and suggest ways to investigate their effects on our teaching practices in distanced writing environments.

3:45 — 5:00 Session D.2

Online Dynamics, Student Scholarship and Project-Based Learning in the Literature Classroom: Issues of Technology, Learning, and Authority

RB 106

Daniel Anderson, moderator

Daniel Anderson

Project-Based Literary Learning and Technology: Enablings Both Good and Bad

This panel features many samples of student-created literature projects and examples of discussion dynamics. This presentation uses this discussion as a starting point for investigating issues of authority as they relate to the integration of technology into the teaching of literature. Close readings, including reports on assessments of students and instructors, illustrate moments of student-centered learning in the literature class.

Lorena Russell

Passing or Failing?: Self-Disclosure and Community-Building in the Web-based Literature Environment

Although gender is often assumable, typically "available" differences such as race and ethnicity may or may not be apparent. Such invisibility makes acts of "coming out" at once riskier, and more of an imperative. The presentation speculates on how instructors can trace the dynamics of disclosure in the online discussion forum, and offers some advice on balancing these personal acts within an academic context.

Miranda Wilson

Online Annotation, Technology, and Communities of Scholarship

Drawing from my experience teaching literature in a computerized classroom, I discuss the ways technology enriches traditional discussion both by offering students immediate access to cultural and historical information and by providing students with a means to create their own community of scholarship.

Electronic Communication Across the Community: Service Learning and Technological Literacy

RB 112

Judi Kirkpatrick, moderator

Jonathan Alexander

Text/Context/Community: The Politics of Combining Service Learning and Web Publishing in First-Year Writing Courses

I explore what happens pedagogically when we combine both service learning and Web publication in a first-year writing course in which students (1) participate in a service learning project involving victims of AIDS and (2) produce a collaborative Webtext about their experiences. I discuss how experiential knowledge is used to construct Webspace that, from the start, seeks communal and even political intervention.

Christopher Dean

A Country OWL Visits the City:
A Tale of Service-Learning and Technology

I talk about the practical concerns of using a low-end technology, such as an email-based OWL, to do service-learning work, and I also talk about the sort of philosophical, pedagogical, and theoretical work that is involved in using low-end technology to facilitate service-learning praxis and theory.

Dennis Lynch

Is This Service Learning?

I discuss a new educational program, called Engineering Enterprise, that has been taking shape on various engineering campuses around the country, and about which I ask the question, is this service learning?

3:45 — 5:00 Session D.4

Evaluating Writing Using Online e-Strategies

RB 105

Web Newbold, moderator

Michael Knievel

Gauging the Value of Online Grade Posting:
An Inquiry into Full Disclosure

I consider this powerful student/teacher capability from a humanist perspective. I argue that the advantages of the "open system" can be usefully interrogated and that we must think carefully about how the online environment and assessment theory and practice bear upon one another as the Internet becomes a space for grade publication.

Danielle DeVoss

"It Wasn't Me, Was It?":
Plagiarism and the Web

I describe several cases of plagiarism I experienced as a teacher in a writing-intensive, technology-rich classroom — experiences becoming more and more common to most composition teachers. I share these cases to explore and reconsider the issue of plagiarism and its effects, to address the question of how composition teachers can best handle plagiarism in our classrooms, and to discuss how we can best equip students with the tools necessary to do appropriate research — both online and offline.

Jeff White

Testing the Gateway:
"Classroom" Assessment Techniques in Distance Writing Courses

I briefly introduce the context of our university's goals with the Gateway program, explain our assessment goals as a unit of writing instructors, critique our experiences with specific classroom assessment techniques we have used, and invite discussion from audience members on methods to improve our approach. Particularly, my presentation focuses on the assessment techniques which we have adapted from Angelo and Cross to fit our non-"classroom" needs.

3:45 — 5:00 Session D.5

(Web) Weapons of Mass Destruction and/or Creation

RB 284

Rich Rice, moderator

Katherine Wills

Kosovo:

The Uses of the Internet for War

We view and discuss the Web sites that position factions, defy bans, and volley virtual opposition. Can one make sense of "data conflicts"? What are the technical limitations/benefits of Internet use during war?

Anthony Edgington

We Didn't Start the Fire, But We Have to Put it Out:

The Threat of Flaming in the Electronic Classroom

By offering various classroom narratives and personal experiences, this presentation explores issues surrounding flaming within the classroom, the university, and academia itself.

Rodney Dick

An "Ideology of Ease":

Some Implications of Using Web-Design Software

Drawing on Selfe's (1999) *Technology and Literacy in the Twenty-First Century*, I argue that such software emphasizes "technological literacy" — the ability to perform a task, while glossing over the need for "critical technological literacy" — a critical awareness of how technology shapes our lives.

Monica Luebke

Constructing Contributing Members of Society?:

Computers in Correctional Institutions

An examination of the broad implications of computers and inmate labor as well as the specific implications of actual practices in using such labor is necessary before we can decide if computers can be a weapon of construction in this context.

Susan Popham

Mysteries, Mayhem and Postmodernist Theories:

Hypertext Web Constructions

This presentation describes the work of students in a computerized first-year writing course as they create hypertext mysteries — unbounded, nonlinear, nonconclusive-based on real-life controversies.

3:45 — 5:00 Session D.6

Teaching Online Courses: When the Course Author is Not the Only Instructor

RB 292

John Ronan, moderator

Dawn Rodrigues

Teaching Online Courses:
When the Course Author is Not the Only Instructor

An issue that faces many instructors who are asked to teach online is whether they can develop their own course or at least customize the courses they have inherited from others. In many cases, the course management system itself either isn't flexible or the pre-packaged content is not pedagogically sound. In some cases, however, the institution simply doesn't want the instructors to make changes, for they have invested too much money in the initial development of the courses.

Nick Carbone

Raising Pedagogical Consciousness Through the Interplay of Content

There's been a tradition of not really supporting teaching in the old brick-and-mortar technologies that carries over, unfortunately, to new technologies. The market for products is, therefore, driven by developers who can promise ease of use more than anything else. What's needed are products and courses online that build in good pedagogy, as well as ways to use the course tools wisely.

Kathy Fitch

The Continuing Importance of Faculty Voices
in Online Course Evolution

Repackaged lessons rarely support the goal of easing the transition into online teaching, though it is possible to imagine that some well-designed courseware might do so. In practice, good courseware too readily becomes a *replacement* for good support and good planning. Faculty can develop the understandings they need to create their own courseware. In fact, they must develop these understandings.

Other Voices: Justice and Literacy/Post-literacy Issues

RB 355
Dene Grigar, moderator

Samantha Blackmon
(Cyber)Conspiracy Theories?:
African American Students in the Computerized Writing Environment
Taking into account how we use these things in the classroom and the tendency to make difference invisible on the WWW, I investigate how the manner in which African American students see themselves constructed in the virtual world affects how they learn in the computerized classroom and discuss what can be done to address these issues.

Jonathan Taylor
Academic Discourse and the Bad Self:
Teaching Writing Outside the Narratives in Networked Environments
My discussion explores how computer-mediated communication can be used to highlight differences between a transactional notion of discourses and traditional academic notions of rhetoric, without necessarily including a pedagogy of the academic bad self (colloquial language use as wrong) to allow a richer understanding of language in the teaching of writing, in other words, developing the "ba-ad self" (the highly effective multiple discourse user).

Harun Karim Thomas
Whatever!
Two weeks before the semester's end, I was approached by the Director of Writing Programs at UF and offered an opportunity to teach a Writing Through Media course in the spring in UF's Networked Writing Environment (NWE). I accepted without hesitation and began thinking immediately how I might approach an appropriation of "whatever beings," while fulfilling the department's course requirements: to introduce students to the transition underway between literacy and post-literacy (electracy) in contemporary culture, to the basic principles of semiotics, and to the basic modes of organizing information that underlie and make coherent the apparent diversity of popular media narrative (enigma), argument (enthymeme), and image (trope).

3:45 — 5:00 Session D.8

Using the Web with Caution: Get Ready to Huff

BC 127

Laura Sullivan, moderator

Angela Crow

Teaching and Modeling Web Design:
When Will Usability Studies Become Routine for Universities?

This paper makes connections between local university decisions and the types of choices various companies make regarding Web design, particularly focusing on the costs and dilemmas associated with outsourcing Web production. I conclude by suggesting that our curriculum and our own Web pages need to be evaluated in terms of the messages they convey to students at the same time that these pages can be used as examples of current issues in the field.

Morgan Gresham

Who's Afraid of the Big Bad Web?

Based on my interviews with writing students, this presentation explores the ramifications of asking women students to put themselves online. I examine how feminist pedagogy encourages continual renegotiation of my pedagogical goals with their real-world lives.

John Killoran

Sheep in Wolves' Clothing:
Citizen Webmasters in Institutional Guise

This paper combines empirical research with critical theory to present a model of how citizens' potentials as Web publishers are being compromised by the leadership of institutional discourses. Adapting discourse analyst Norman Fairclough's model of synthetic personalization, the presenter proposes an analogous Web-based process called synthetic institutionalization, in which personal homepage publishers affect institutional poses.

Hypertext and Pedagogy: Strategies, Techniques, Ideas

BC 129

Martin Rosenberg, moderator

Billie Jones

From Linear Text to Hypertext:
A Cyber Odyssey Worth Taking?

Despite the numerous differences between linear text and hypertext, ultimately I believe the process of translating a linear text into a successfully functioning hypertext can help students see hypertext as a distinct medium for thinking, writing, and reading. Precisely because these two media are so different (one a "remediation" of the other, and sometimes even remediations of each other), such an activity can be used in a classroom setting to the benefit of both linear and hypertextual writing.

Jennifer Bowie

Hypertext in the Classroom:
The Land of Promise and Problems

This paper looks at hypertext in the classroom as a technology of promise and problems. Hypertext appears to be both a technology and a medium that fits the social constructive or epistemic pedagogy.

Wendy Austin

"Toto, We're Not in Kansas Anymore";
or, Hypertext Theory Meets the Dreaded Research Paper

Based on an analysis of the limited number of hypertext research papers that are available on the Web, I provide a classification scheme of eight types of hypertext research papers and rate them in order of complexity for the student to create and the instructor to teach. I also explore the differences between the characteristics of hypertext research projects and traditional, print research papers. To illustrate these differences, I analyze one particular hypertext research project created by a student in a first-year composition course, pointing out its strengths and weaknesses.

5:15 — 6:30 Session E.1

Pedagogy of the Expressed

RB 105

Carole Clark Papper, moderator

Anne Bliss

Ethnographic Evaluation Techniques for Electronic and Web-based Classrooms

The use of ethnographic techniques for evaluating electronic and Web-based classrooms provides a holistic approach to understanding the activities, relationships, and mechanisms at work in computer-mediated teaching and learning. The presenter discusses setting parameters, establishing protocols, and handling research tools that any teacher can use in any classroom, real or virtual.

Jennifer Maher *cancelled*

Fertile Ground: Why Computers in the Classroom Enhance the Possibilities of Critical Pedagogy

I argue that current scholarship in critical pedagogy must be (re)examined in light of the incredible impact that technology, most often located in the space of computerized classrooms, is having in higher education. I concentrate on particular areas of critical pedagogy such as: the teacher-student relationship, the idea of active participation, and the quest for critical literacy.

Cheryl Ball

Cutting Up In Class: Using Hypermedia Elements to Teach Composition

I discuss how I implemented hypermedia elements in the composition classroom, from requiring online journals for students to practice the visual presentation of their writing to giving students the opportunity to decide how to present their final essays—online or in print. I show examples of student works, both print and Web-based, where students pushed the boundaries of linear text and hypertext, and discuss how hypermedia elements can be used in any classroom, networked or not.

Is There an Author in This Text?

RB 107

Danielle DeVoss, moderator

Paula Rosinski

Erasing the Subject in Computer-Composition:
Towards a Theory of Situated Authorship

This paper examines computer-composition cultural artifacts (textbooks and handbooks) and theoretical lore (journals and edited compilations) and argues — based on the anxieties they reveal about students; the assumptions they make about teaching writing and textuality; and their rhetoric of technology — that teaching writing in computer-mediated environments still tends to discipline students as modernist subjects in need of some type of empowerment (cultural, social, or personal).

Kathleen Gillis-Barnhill

"User-Centered" Documents:
Radical Departure or More of the Same?

This presentation considers whether or not our acceptance of the term "user-centered" lulls us into believing that a user can be easily defined. It also examines the question of whether "user-centered" represents a radical departure from prior conception of audience or merely is more of the same.

Jessica Reyman

Computer-Assisted Collaborative Writing
and the Emerging Context for an "Egoless" Approach

This paper is an exploration of such changes and how the redefinition of the author affects students' understanding of writing. My argument relies on a classroom study of the collaborative efforts and perceptions of students in an introductory technical writing classroom. The study explores the effects of several computer-assisted co-authoring strategies, such as participation in electronic discussion lists to explore ideas and resolve conflict and the sharing and revising text online, on fostering more dialogic collaborative writing models in place of the hierarchical and linear.

5:15 — 6:30 Session E.3

Weathering Changes in the Work Climate

RB 112

Rita Barkey, moderator

Jana Ronan

The New Virtual Reference Movement;
or, You Don't Have to Walk to the Library to Chat With a Librarian

This presentation covers the trends in virtual reference, including a survey of libraries offering such a service, software issues, current efforts to institute real-time reference cooperatives across libraries, and the issues that libraries face in launching such an unfamiliar new service. It also covers the ways that composition instructors and librarians can partner to assist the local library in launching a new service, such as successful communication in a synchronous environment, selection of software, staff training and methods to incorporate the new service into classrooms, homes and offices.

Laura Bartlett Snyder

Foiled Again:
The University and the Edutainment Industry

This presentation presents counternarratives and strategies that critique and dismantle these hegemonic forces. It considers ways that teachers can facilitate Web authority and structure student work that critiques and dismantles governmental and capitalist narratives of technology.

Dickie Selfe

Consider the Alternatives:
Nontenure-track Jobs Techno-Rhetoricians

I outline workplace impressions expressed by several technically oriented ES professionals from around the country. This outline of impressions describe how these types of jobs are defined, how they are evaluated for promotional purposes, and how they differ from both part-time and tenure-track positions. The representative professionals reflect critically on their working experiences, exposing both the advantages they imagine they have over part-timers and tenure-track faculty as well as the potential dangers that these positions pose to themselves and their professional ambitions. Based on this background information, I then engage the audience in a productive discussion of the alternative academic careers that we should be encouraging graduate students to consider.

A Case Study in Progress: Year One of the Clemson Electronic Portfolio

RB 113

Kathleen Blake Yancey, moderator

Kathleen Blake Yancey
The Project Design

Jenny Goforth
What They Couldn't See:
A Consultant's Perspective

Megan Black
The TA's Perspective:
Going Portfolio Electronic

Timothy Peagler
Teaching Four Classes and Using a Digital Portfolio:
An Instructor's Survival Guide

Donna Winchell
The WPA Perspective:
Making a Digital Portfolio "Work"

What is the Clemson Electronic Portfolio? It's several things, of course. A digital vehicle for the collection of texts, for one. An opportunity to make learning visible, for another. Perhaps most important, an occasion for students to think about their work–rhetorically, electronically, conceptually, developmentally.

We — a polylogue group of graduate students, computer support folks, faculty, and our WPA — have begun this year to define the Clemson Electronic Portfolio. We want it to be friendly enough for the most technophobic student, but robust enough to accommodate the techiest instructor–at the same time. We want a model resilient enough that students can take it across the curriculum and beyond the undergraduate career.

This is our case study.

5:15 — 6:30 Session E.5

Com/Possible Worlds: Rhetorics (of) Programming and Experimentation in MOO type

RB 284

Bradley Dilger, moderator and respondent

Jane Love

My view is that MOO rhetoric and programming need to recognize the viability of MOO as a literary genre in addition to its instrumental role in facilitating synchronous online interaction. I am interested in interrogating the rhetorical limits and possibilities of MOO client interfaces, specifically those that support Webbed integration of sound, image, video, and animation. Just as telnet-based MOO clients unfold a multi-dimensional textuality, java-based MOO clients present the possibility for aural/visual/textual un/enfoldings that could depart radically from the logic of supplementarity that currently governs the use of multimedia in MOOs. I use Flash to envision and simulate what one of these radical MOO rhetorics might look like.

Victor Vitanza

This presentation presents our continued attempt(s) to come to grips, or blows, with the binary character of MOO code through the perspectives of both theory and practice. As a panel of discussants, we are composed of MOO theorists, wizards, and programmers. Through commentary and multimediated speculation, we trace the topology of one possible ANarchi.text.ural MOO and consider its concrete implications from a programming perspective and from an educational perspective.

Bradley Dilger

I respond to the Jane and Victor's work, considering their "arguments" from the point of view of a MOO programmer and administrator (albeit one who believes the MOO best operates when the triumvirate of input, output, and error is subverted).

2001: A Publication Odyssey

RB 292

Nick Carbone, moderator

Nick Carbone
Are We Ready for This? — Yes;
Do We Know What We're Doing? — Not Quite

Denise Wydra
Finding the Right Author, Figuring Out the New Process

Mike Palmquist
Designing and Authoring Three Full Projects in One

In this session, we'll describe the complexities, from both the author's and publisher's points of view, of writing, designing, and coordinating the creation of research guide for students that includes a book, a dynamic and updateable Web site, but also companion software that lets students click and drag online sources (Web included) into research folders, and then annotate and record bibliographic data for each source. Each of the parts—book, Web site, and software—are meant to work together and to be fully integrated. This discussion will focus on the challenges faced in coordinating this project, and how it required both author and publisher to rethink not only their traditional roles and assumptions, but also how authoring and publishing will continue to evolve as computer technologies change how teachers teach and students learn.

5:15 — 6:30 Session E.7

Insight from a Pilot: Close Calls, Turbulence, and Smooth Landings in a Computer-Mediated Freshman Composition Curriculum

RB 355

Stuart Barbier, moderator

Stuart Barbier

I explore some of what our team has learned about the limitations and benefits of technology-assisted writing instruction. My discussion includes the pilot year's retention data, and an overview of some assessment tools he and the team developed. My application of the curriculum to the setting of an off-campus satellite center reveals some aspects of the significance of setting for a pilot.

Elaine Karls

This presentation tells the story (in anecdote, data, visuals, and student writing) of our first year of implementing Interactive English in targeted sections of English 111-A, our five–credit college composition course for writers in need of extra support. The presentation focuses on our centeredness on teacher research approaches by our faculty team during the phase-in year of the pilot. It includes some preliminary retention and success information, and analyzes "success" in terms of our stated learning outcomes for the course.

Jeff VandeZande

My examination of the multiple roles of new faculty member, teacher, researcher, and composition instructor shifting from traditional to computer-mediated sections of the same course shows the demands and flexibility required of instructional staff. My presentation includes curricular extensions I developed to support the multi-media instruction provided by the curriculum, and I examine the alternate pedagogies I created as a stop-gap measure for the inevitable technology glitches.

Student Writers Encounter Cyberspace

RB 106

Victoria Sharpe, moderator

Katherine Heenan

Concerns, Complications, and New Opportunities: Creating "Writing (in) Cyberspace"

In this presentation, I discuss the conceptualization and development of this upper-division writing course and the various concerns, questions and criticisms we encountered, as well as some of the current scholarship in the field. Examples of our initial course design, sample assignments, texts, and techniques are also addressed. The goal of this presentation is to demonstrate some of the pressing concerns, complications, and new opportunities posed by the course, as well as students' expectations.

Timothy David Ray

Getting from Here to There: Teaching a New Course in Writing Online

This paper discusses some of the experiences of implementing the Writing (in) Cyberspace course from both the students' and instructor's perspectives, reflect on how things could have been done differently, and offer some suggestions for others interested in implementing such a course.

5:15 — 6:30 Session E.9

Cybercommunities and Institutions: Alienation, Collaboration, and Exclusionary Participation

BC 129

Linda Calendrillo, moderator and respondent

Sue Hum

Cyber-Communal Identity in a Material Classroom: Fostering Collaboration While Suppressing Conflict?

I explore the nature and construction of cyber-communal identity, created through computer-mediated communication (CMC). I question if small group discussions that are mediated by Internet relay chat (IRC) software fosters collaboration while suppressing conflict and dissent. I describe the results of a study, using excerpts from chat logs and student questionnaires/interviews, demonstrating how students construct their identities as members of a classroom community in an online environment.

Nancy Myers

Acting On or Acting With: Academe's Promotion of Exclusionary Participation in the Virtual Sphere

For the last twenty years, compositionists have been actively teaching with computer technology, making composition studies the appropriate arena to address this "add on" problem. The following two ways highlight an "acting with" model of technology integration: (1) Teachers who teach in electronic classrooms need to prepare students to choose their means of participation in virtual sphere as well as to prepare them in the changing literacies, and (2) Teachers who teach in electronic classrooms need to reaffirm the democratizing aspects of virtual sphere by addressing the "add on" approach with their university colleagues.

Keith Rhodes

Undoing the Cybersemiotics of Alienation: Toward Cyberhuman Communities

As the boundaries between real and online worlds blur and collapse, I begin by examining the logic of "alienation," in Jameson's sense. I argue that we need to become experts in working against cyber-alienation, which is imbued and set in motion by our choices. Next, I discuss how this logic of alienation results from cyborg life (including why it doesn't feel alienating).

Leigh Star: "The Poetics of Infrastructure"

Muncie Center for the Arts

Leigh Star's (communication.ucsd.edu/ people/f_star.html) research is in the sociology of science and technology, and is especially concerned with new information technologies and life sciences. She's a professor of library and information science at the University of Illinois, Urbana-Champaign. Leigh has analyzed work practices and knowledge production in a range of venues, including museums, laboratories, hospitals, libraries, and high-tech research and development sites. Her analytic approach draws on symbolic interactionism, activity theory, and feminist theory. Publications include *Sorting Things Out: Classification and Its Consequences* (1999), *The Cultures of Computing* (1995), *Ecologies of Knowledge: Work and Politics in Science and Technology* (1995), and *Regions of the Mind: Brain Research and the Quest for Scientific Certainty* (1989).

Awards (To)night

Best Webtext Award
Kairos
Kairos: A Journal for Teachers of Writing in Webbed Environments will again recognize outstanding Webtexts. Last year's winners were Jane Love ("MOO-Scream on its wayves to WOOmb SCREAMS") and Victor Vitanza ("CompoZing com_PLI_cating Processes"), from *PRE/TEXT* 3.1 (1999-2000). According to *Kairos* coeditors Doug Eyman and James Inman, this year's Best Webtext Awards "also recognize exemplary Webtexts reflecting the field of computers and writing."

Winners: _____

_____

_____

The TA /Adjunct Faculty Award
Bedford/St. Martin's, Kairos, LORE
In Computers and Writing, TAs and Adjuncts do some of the most interesting work in the classroom and in service to the field. *Kairos* and *LORE*, being prime examples, but also the work members of this group have played in helping to set up online forums, contributing to vital online discussions, and writing some good stuff in journals. But too, Adjuncts and TAs often don't receive much recognition and/or reward from their home institutions for the work they do in our field, not to mention the kind of extra work they end up doing as the "computer person" in their given departments and programs. This new award has been created to recognize this work.

Winners: _____

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7:30 – 8:15	**Continental Breakfast** 2nd Floor RB
8:15 – 11:30	**Technology Product Design Competition** Vendor Exhibit Area, 2nd Floor RB
8:15 – 9:45	**Session F**
9:30 – 10:15	**"Elevenses"**
10:00 – 1:30	**Session G**
11:45 – 1:15	**Lunch with Jay David Bolter:** **"Hypertext, New Media, and the Future of Writing"** "The Retreat" in Noyer Complex
1:30 – 3:00	**Session H**
2:45 – 3:30	**Afternoon "Tea"** Sponsored by Hampton Press
3:15 – 4:30	**Session I**
5:00 – 10:00	**Barbecue with Gwyneth Jones:** **"Secret Characters:** **The Interaction of Narrative and Technology"** Spring Water Park
10:30 – late	**Cosmic Bowling** Clancy's Village Bowl

8:15 — 11:30

Technology Product Design Competition

Vendor Exhibit Area, 2nd Floor RB

Make a trip to the vendor exhibit area sometime this morning to see cutting edge products and to meet with the judges: James Inman, Krista Homicz, Kristine Blair, Michael Day, Tari Fanderclai, Traci Gardner, Mary Hocks, Ted Nellen, Donna Reiss, Liz Rohan, Cynthia Selfe, Greg Siering, Joyce Walker, and Cindy Wambeam. This competition recognizes organizations and individuals who have introduced hardware and/or software that has significant implications for teaching and learning activities associated with computer-based rhetoric and writing in three categories: (1) Teaching and Learning Technologies for Rhetoric and Writing in K-12 Education; (2) Teaching and Learning Technologies for Rhetoric and Writing in University Education; and (3) Teaching and Learning Technologies for Rhetoric and Writing in Industry. Winners will be announced Sunday afternoon.

Online English Learning Environments: K-12 Models, Tools, and Strategies

RB 104

Nancy Patterson, moderator

Lori Mayo and Ted Nellen

Start Your Own CyberEnglish Class

Setting up a CyberEnglish class of your own may seem like a daunting task, but it is not. In this session, you will hear from someone who created it in a NYC public high school in 1993 and from another NYC public high school teacher who followed the model and set up her own class with some assistance. As more and more computers are in the classroom and as more and more English teachers are trying to make the most of these computers, hear from two who have successfully found ways to use the computers in their English curriculum without sacrificing the integrity of standards. These Web sites can help you prepare for this session:
(1) www.tnellen.net/cyberenglish;
(2) www.geocities.com/lorimayo_99/work.html; and
(3) www.geocities.com/lorimayo_99/work2.html.

Margaret Barber

Writing to Read:
Using Synchronous and Asynchronous Conferencing to Teach Reading and Literature in Grades 9-16

Barber brings some favorite ideas developed during seven years of teaching writing in a networked college classroom, with some activities recently adapted for use in reading and literature courses. These ideas are offered as illustrations of the teaching possibilities provided by technology and are meant to stimulate the thinking of participants to create their own uses for students at the secondary or college level.

8:15 — 9:45 Session F.2

Extra-textual Deception: Microsoft and Ethics (even in the same title)

RB 284
Carol Chalk, moderator

Patricia Ericsson and Tim McGee
Squiggly Green Lines and Red Ink:
Examining the "Innards" of the Microsoft Writing Coach
The first half of our presentation provides an overview of what we have discovered about the workings of Word '97 and its successor, Word 2000. This overview includes a look at the linguistic underpinnings of Microsoft's Natural Language Processing Group which provides the theoretical base of the grammar and style checker. In the second part of our presentation, participants run Grammar Checker on some representative student texts selected for their ability to demonstrate potential sources of confusion for students and conflict between the instruction provided by teachers and the coaching provided by Microsoft. We conclude with a group discussion of the implications of Word's nearly invisible teaching power.

Rae Schipke and Brian O'Connell
Cyberethics and Cyberlaw:
Cheating Across the Curriculum
This presenter(s) lay out the legal and ethical issues involved when using online sources by reviewing and discussing current legal cases and ethical situations encountered by teachers and educational institutions who have used the Web as a pedagogical tool. In addition to exploring the ethical dilemmas and legal cases, participants are asked to complete a brief quiz, at the outset of the forum, which helps target and personalize the discussion. The presenter(s) also talk about the detection of plagiarism (internal evidence in papers, plagiarism programs available on the Internet, etc.) and offer a proactive approach to the prevention of Internet plagiarism (assignment strategies, etc.).

Developing Distance Education Courses: A Lesson in Practical Theory

RB 292
Janet Cross, moderator

Cynthia Walker
So You've Agreed to Develop A Distance Education Class
Based on personal experience as a course designer and online educator at Faulkner University, and utilizing information provided by instructors at other institutions, this presentation provides some solutions on how to prevent your class from dismantling before your eyes, and offer tips on what to do if this dismantling process begins.

Gary Hatch
The Perils and Promises of Developing A Semester Online Writing Course
I describe our aims in developing a semester online writing course and outline the differences between a semester online course and a computer-facilitated course. I then describe the process we followed in developing this course as well as the process we *wish* we had followed. Finally, I elaborate on the advantages and disadvantages of pursuing such a project and outline a general pedagogical model for teaching writing through a complete semester online course.

William Archibald
Thomas Alva Edison, French Decadence, and the Promise of Distance Learning
We can learn something about our unconscious responses to technology in the classroom by reading and studying Villiers' novel, *Tomorrow's Eve*. I present a reading of his novel which is connected to the historical Edison and his impact on educational technology and the future of distance learning.

Ron Smith
Online Composition: Looking Beyond the Promise and Coping with Reality
My presentation documents workload and compensation issues faced by online faculty, especially in the field of composition. My title emphasizes reality. While faculty may want to control programmatic growth, institutional demands and student demands continue to stoke the DL engine.

8:15 — 9:45 Session F.4

Rethinking and Retooling Online Composition: Strategies of the Trade

RB 105

Carl Whithaus, moderator

Trish Harris

Necessary Reinvention of the Wheel: Reflections on Developing that First Online Comp Course

We explore the realities and practical outcomes of taking a composition course online. Presenters address what it takes to build an online writing course from scratch, how our development and delivery of that first online course forces self-questioning and deep changes in assumptive practice, and how these changes find their reflection in our face-to-face teaching.

Linda Boynton

When the Class Bell Stops Ringing: Reassessing the Teacher and the Taught in Online Freshman Composition

I've learned the technology, studied the principles of transferring in-person pedagogy to an electronic delivery system, and acknowledged that doing so radically changed what it means to teach. So with that kind of preparation, why can four little disappearing classroom walls so profoundly shake the academically secure foundations of an experienced teacher and elicit such introspective re-assessment?

How Internet Ethos Writes Us

BC 202

Morgan Gresham, moderator

Julie Woodford

Lessons from the Lunatic Fringe:
Hypertext, Ethos, and the Power of Persuasion

The presentation identifies some of the larger social implications of the deployment of persuasive appeals grounded in ethos, given the various social functions of "news," and ultimately addresses not only ethos, but ethics. The discussion is particularly relevant for instructors of professional writing looking for new ways to think about teaching argument as a component of effective and ethical hypertext/Web design.

Steven Krause

Will the Real Web Site Please Stand Up? Testing Credibility While Examining "Fake" and "Non-credible" Web Sites

My presentation discusses a method I have used in a variety of writing classes for testing the credibility of Web-based research materials. I hope that this presentation generates audience discussion about the importance of teaching our students how to carefully evaluate Web-based evidence.

Chandra Lewis-Qualls

Shifting Boundaries:
Performing Self via Linguistic Utterances in an Electronic Forum

I seek to discover what actually happens to the construction/presentation of self in an academic, "real world" setting by analyzing how syntactic and rhetorical choices create and shape linguistic self-representations within a specific discourse community. I specifically focus on an electronic forum utilized by teacher education students as part of their technology and literacy requirement.

Teresa Murden

Napster Comes to Class:
Lessons in Learning "Beyond the Music"

This presentation looks at the teaching/learning moments created by student interest and investment in this story. I share what I have learned from the experience and suggest ways in which similar student interest might be generated in other areas to address the concerns of intellectual and copyright considerations in the classroom setting.

8:15 — 9:45 Session F.6

From Retro to Nitro: How What We've Done Informs What We'll Do

BC 127

Gail Hawisher, moderator

Jeff Rice

Remember When?:
Teaching Hypertext as Nostalgia

While the twenty-first century promises increased usage of technology in composition pedagogy, to teach writing in this age means to teach nostalgia. This presentation addresses the implications of teaching hypertext as writing in the twenty-first century.

Michael Salvo

Cicero@Y2K:
The Rhetorical Canon in the Age of Information

This presentation links the rhetorical canon to the technologies of information-age writing space. Rhetoric, as the basis for effective communication, is a necessary part of online communication. This presentation updates ancient concepts with information-age metaphors of application and context.

Amber Clark

eBook:
We Have the Technology; Is It Only a Matter of Time Before the Trend Takes Off?–An Insider's Perspective

For decades now, movies about the future have shown people reading books on little handheld devices. Well, the future is now. What are developers doing to make the eBook more like the real thing? I am an Internet/Intranet Developer at a major publisher, and I can offer a few glimpses of the future of the eBook and what is required for the eBook to gain widespread acceptance.

Sean Smith *cancelled*

The Cyber Imagination:
A Theory for Text, Hypertext, and Hyperlinking

As hypertext versions of classical works (as well as contemporary ones) become more prevalent, it is impossible to ignore the effects they have upon those original texts. By creating a framework based on Coleridge's ideas, it is possible to conceive a theory of (hyper)textual analysis.

Discourse and Apprehension in Technological Literacy Instruction

RB 106

Jay Bolter, moderator

Judith Adams and Jeff Schonberg

Cyber Scylla and Cyber Charybdis:
Group Anxiety and Writing Apprehension
in Technical Writing and Business Writing

Since teaching business communication, we have noted a unique level of writing apprehension. On campus, "biz comm" has quite a reputation, and students come to class prepared to work harder than they ever have before. It is our intention to adapt Daly & Miller's (1975) measure of writing apprehension with our own questionnaire about group dynamics to study the hypothesized relationship between our Cyber Scylla and Charybdis.

Judy Arzt

Expanding the Classroom:
Public Discourse and Web-Authoring

The tools we use to create Web sites change the substance of the composition curriculum. How do backgrounds, text colors, and images affect communication? How does the Internet's graphical character where pixels on the screen beckon and hyperlinks turn reading into a skimming and pecking activity influence authoring? In the new, inevitable environment of Web-authoring, composition professors face the challenge of reconfiguring their pedagogy and curriculum.

Kristine Blair

Community Literacy/Community Politics:
Impediments to Technological Literacy Initiatives

I overview the problems of attempting to conduct community action research in the name of empowerment and change when the communities themselves are constrained by traditional race, gender, and class demographics and politics. To profile this problem, two individual studies will be discussed. The first involves a study in which eight junior high school girls were taught to create Web sites for family and friends. A second study profiles an attempt to offer a free technological literacy program to local senior citizens in a county of diverse socioeconomic status.

8:15 — 9:45 Session F.8

Assessing the Claims and Influences of Technologies

RB 107
Jeff Galin, moderator

Jeff Galin
Tracing the Discourses of Reform and Technology in Computers and Composition: A Study of Shifting Academic Institutions and Disciplinary Formation
In the public paper trails of administrative, curriculum and instruction, and grant committees within several institutions of higher education, I trace the discourses of reform and technology for learning that have facilitated the accelerated growth of computers and writing as a sub-field of composition. This study reveals the claims to truth that govern technological changes within composition as a discipline and suggest future directions for work in the field.

Joan Latchaw
Reform or Mythos?: Integrating Technology into College Courses
This study provides and demonstrate empirical rigor in investigating pedagogical claims for technology. Both innovative methodologies – postmodern mapping – and traditional methodologies – surveys and interviews – are applied in examining if or how teaching practices and philosophies at University of Nebraska-Omaha have been altered as a result of using computer technology in individual courses. I examine how teachers utilize the Web-based application called Course Info and compare syllabi before and after the implementation.

Victoria Sharpe
A Rhetorical Analysis of Two Web-based Teaching Applications: Technological Determinants or Pedagogical Partners
My presentation explores the rhetorical nature inherent in the design of Web-based pedagogical applications such as *Daedalus Online*, *Blackboard*, *WebCT*, and *TOPIC*. Specifically, my presentation explores the basic rhetorical elements of the design of two of these sites. My rhetorical analyses focuses on the persuasive nature of design of each program to determine if there is a difference in the rhetorical nature of each and whether this information has any impact on instructors who may want to use these programs to help realize their potential pedagogical promise.

Technology, Biography, Autobiography: Toward A Narrative Way of Knowing In Technical Communication

RB 112

Pam Takayoshi, moderator

Karla Kitalong

Beyond Tool Vision: A Software Odyssey for Technical Communication

In this presentation, I describe the assignment and explain its role as an on-going creative and technological thread of the semester-long course. Through the samples of the students' writing and imagery, plus excerpts from their reflective commentaries, I illustrate that personal narrative – in this case combining the visual with the verbal – can encourage technical communication students to construct themselves not merely as tool users, but as critical, self-aware, and creative technical communicators who see their work as grounded in personal, technological, and social contexts.

Tracy Bridgeford

Identity and Technical Communicators: A Narrative Way of Knowing Technology

In the field of technical communication, discussions about identity have focused for the most part on the nature of work technical communicators will engage on the job and their value to an organization. My aim is to identify articulated moments that demonstrate students' conceptions of identity as technical communicators that go beyond the technology of their jobs.

Michael Moore

Literacy, Technology, and Narrative: How Students Perceive the "Virtual"

I draw on Technology Narratives written by students at the beginning of the term, explain the work we do in identifying economic metaphors in design manuals and literature, and share our reflections as we attempt to make choices and decisions based on our developing understanding of virtual design and production.

10:00 — 11:30 Session G.1

Computers & Writing in the New Millennium: Will the Odyssey Continue 'til 2010?

RB 125

Doug Eyman, moderator

Steven Krause

The End of Computers and Writing:
Benefactors and Victims of Success

I believe the implications of this are that while we should be celebrating our success, we should also be preparing ourselves to think more broadly than our own subdiscipline.

Nick Carbone

Computers and Writing Will Always Exist

I don't agree that computers and writing will become redundant, or that computers will become invisible, not in terms of scholarship or in the value of this conference anyway. Writing will change because of computers, and our field's intellectual future is there, in understanding that change and figuring out how best to teach given the change.

Trish Harris

Computers, Writing, and the Limit of Ubiquity

The moment of resistance is past, and in the not-too-distant future we will be defined by our activity and practice rather than the soon-ubiquitous level of technical proficiency or soon-irrelevant divide between CR and CW.

Bill Hart-Davidson

Computers <&> Writing:
Rewriting our Disciplinary Source Code?

Those who study at the intersection of the two most powerful communication technologies the world has known — "computers" and "writing" — will be called for their expertise to these new cross-disciplinary, inter-institutional, and international efforts to transform our networks of information into social networks.

Ted Nellen

Scholarship Will Be Best Served on the Computer

We are now on the threshold of actually realizing the pedagogical dreams of Dewey as they have been further defined by Gardner and ultimately practiced by those of us who use computers and the Internet in our work.

Making Decisions About E-Learning Courses

RB 292

Toni Stokes Jones, moderator

Toni Stokes Jones

Engaging E-Learning Students in Dialogue

This discussion will cover how to use each of these media effectively in an online course including lessons learned from teaching an online course. The lessons learned will be based on my experience converting [and teaching] a traditionally taught course to an online course.

Sarah Huyvaert

Frequently Asked Questions

(1) "How do you design an online course so that you can guarantee that the students are receiving the same quality of instruction they would if they were taking the course on campus?" (2) "Does it take more or less time to teach online courses?" And (3) "How do the students feel about their learning in the online environment?" Each of these three questions are addressed using personal examples from four different online courses presented by the same professor.

Anne Bednar

To Standardize or Not to Standardize

I share a course designed for the Web from scratch with the goal of creating an authentic learning environment and compare it to the same course structured into a standardized format. Students have positively received both courses.

Henrietta Shirk

To E or Not to E

I explore the myths and the realities about three common assumptions about e-Learning. I also analyze the current trend of institutions of higher learning to provide initial online surveys for prospective e-Learning students to complete in order to determine whether or not they believe themselves to be suitable candidates for e-Learning environments. Finally, I offer some guidelines for making decisions about whether or not to create e-Learning courses.

10:00 — 11:30 Session G.3

Writing and Seeing as Composing: Hypertext and Visual Media Literacies

RB 284

Scott DeWitt, moderator

Emmanuel Savopoulos

Suggestions for a Hypermedia Literacy that is Multimodal

Literacy as seen through the lens of information technologies center on discussions of verifying Web sources, computer proficiency, or matters of embodiment and representation. I sketch the outlines of what a hypermedia literacy would encompass given the possibilities of the medium, what are its attendant knowledges, and what the future of hypermedia composition might be.

Tracy Clark

Scripting the Visual Age:
Hypertext Projects in the Basic Writing Classroom

I discuss classroom activities, while invoking such works as Landow's *Hypertext 2.0* and William A. Covino's *Magic, Rhetoric, and Literacy*, to illustrate the results of using hypertext to teach basic writers how to think critically–and to visualize, as well as intellectualize, their thoughts. The ability to "see" such connections, as opposed to the alternative of muddling through abstract relationships, is often the impetus that a basic writer needs in order to understand the power, as well as the importance, of analytical thought in writing.

Meredith Weisberg

The Design of Distance:
Visual Rhetoric and Distance Education on the Web

In "Studying Visual Culture" Irit Rogoff asserts that select sets of images can act in the service of particular ideologies and satisfy the needs of distinct, privileged subjectivities (21). In my presentation, I argue that the design of distance education Web sites is also invested with social meaning. I claim that Web design is never neutral; rather, it can (and often does) contribute to maintaining inequitable hegemonic structures and can create learning environments that alienate subaltern students. This discussion promotes a more socially responsible theory of design.

Online Course Development: What's Out There? What Do We Do With It? Why?

RB 292

Tyra Pickering, moderator

Terry Tannacito

Teaching Professional Writing Online with Electronic Response

In my presentation, I share not only examples of beneficial electronic peer responses but also details on my preparation of the groups and the dynamics of the groups that created those beneficial responses. My experience convinced me that online professional writing courses, although increasing for primarily practical reasons, offer important opportunities to improve our students' writing through electronic response.

Marc Wilson

Taking What We Know to the 'Net:
An Interactive Session on Creating Internet-Mediated Classes

I focus on how to build and nurture a student centered, interactive learning environment in an Internet-mediated composition course. The session starts with a quick overview of some of the tools available to Internet classes. Following this, participants collaborate in identifying key characteristics of student-centered teaching that they wish to focus on.

Paul Amore

Of Butterfly Ballots, Paideia, and the Idea of a University-in-a-Box

This presentation reviews various historical theories of rhetorical education and the design strategies they offer as evidence and a recommendation for this technological shift in the emphasis of rhetoric. By offering a practical critique of Blackboard.com and WebCT, two popular Web interfaces in their nascent stages as universities-in-a-box, the talk demonstrates the benefits of this approach.

Charles Lowe

Open Source:
A Model for Resisting Current Notions of Copyright

The U.S. passed new, more stringent copyright laws at the close of the twentieth century which undermine fair use and extend copyright terms. Yet, an examination of the open source copyleft movement suggests an alternative: make information easily available for everyone and protect that availability under existing copyright law.

10:00 — 11:30 Session G.5

The Soul of the New Machine: How the Industry Informs Our Teaching

BC 202

Kris Fleckenstein, moderator

Susan Ghiaciuc

Toxic Classrooms: Investigating the Intersection of the Environmental and the Technological

This presentation looks at ways to critically evaluate our technologically driven classrooms from an environmental perspective. We invite a critical reflection of profound significance for our classrooms and the world our classrooms are situated in.

Karen Griggs

Computer Networks and Environmental Advocacy: A Case Study of Sierra Club Communication at Two Levels

This is a research report about the Sierra Club, a nonprofit, political organization using the Internet for advocacy. Environmental issues, including natural resources conservation, public lands stewardship, and related political issues, such as who the next Secretary of the Interior is, compel the attention of Sierra Club members and nonmembers who receive their mailings.

John Monberg

Information Technology and Social Rationality

Rhetoric surrounding the information society promises a rich, shiny new world. This rhetoric draws on cultural values powerful in America: technology as a means of social progress, an emphasis on individualism, and a belief in the dynamism of free markets.

Michelle Sidler

Technopolizing Education: Standardization, Evolution, and Microsoft's Campus Agreement

Recently, Microsoft began altering its licensing agreements with education, using package deals to encourage a wider distribution of its applications throughout schools and universities. The result of these licensing agreements has been a greater reliance on Microsoft products at the expense of software choice for students, teachers, and administrators. My presentation details some major ways these changes impact curricular decisions and perspectives.

A Report on Educational Software Packages and Environments–for Writing Program Administrators and Other Educational Professionals Involved in Evaluating and Purchasing Electronic Resources

BC 127

Dene Grigar, moderator

Dene Grigar, Kim Brewer, Heather Jensen, Woosung Kim, and Sara Pace

Presenters of this forum offer an evaluation of various educational environments and packages, such as *WebCT,* Norton Connect, *Daedalus Online,* MOOs, *Blackboard,* and Academic Systems, available for teaching composition in a computer classroom or online, suggest criteria for others to consider when choosing software and environments, provide a detailed report on the performance of the software and environments in context to the criteria, and discuss the pedagogical practices and theories underlying their criteria and the results of the report.

10:00 — 11:30 Session G.7

Tech(s) K(No)w Poetics: Reweaving *Techne* and *Poesis*

RB 106

Michael Day, moderator

Michael Day

Toward Native Dwellings in Cyberspace

Whereas functional hypertexts may meet print-based expectations of readers, there may be value in asking our students to investigate and try out more "artistic" or "creative" forms that may move us from the "amphibious" stages of inhabiting cyberspace to more native dwellings online.

Susan Antlitz

The Ties that Bind: The (Techno)Poetics of Connection

This presentation investigates the cognitive dimensions of technopoetics and the *poesis* of "code." The use of technology is always based on an act of making, an act informed by the understanding of humanity as a creative force, and which potentially transforms the shape of culture.

Kathy Fitch

Raveling Techne and Poesis: The Art of (Dis)Entanglement

This session's ultimate goal is to invite even wider participation in what we hope is a productive, ongoing debate about these issues, which the members of this roundtable have been exploring online since the final moment of the session that sparked their discussion.

Bruce Leland

It's All in the Wrist: Reclaiming Technics

Proposes "technics" as an alternative to both the rhetorical and the poetic as a way of theorizing the Web. As the term "technics" suggests, the tools and procedures of *techne* have always woven the practical with the aesthetic.

Caryn Talty *cancelled*

Cicero as TechnoPoet: Fusion Beyond Division

By incorporating Cicero's ideologies into technopoetics as we attempt to combine rhetoric, the arts, and computer technology, we can, unlike Aristotle, envision molding the two fields into one distinct field which cannot be divided, rather than attempting an uneasy incorporation that focuses only on special aspects of each without embracing their new gestalt.

Basic Life Support for Faculty

RB 108
Scott Blackwell, moderator

Ashley Crump
Living Through It:
Practical Ways to Survive Your First Year
as a Networked Classroom Newbie
Walking into her first classroom, the new teacher discovers she is completely unprepared for the reality of the computerized composition class. Quickly, she discovers that she can't lead a revolution when the troops are too busy surfing the net to listen to marching orders.

Dickie Selfe
Sustainable Practices:
Avoiding Drive-By Technological Inoculations
Authors Nardi and O'Day suggest we look at these "examples of responsible, informed, engaged interactions among people and advanced information technologies [. . .] as information ecologies" (*Information Ecologies*, 24). I draw from these examples generalizable strategies for avoiding drive-by technological inoculations.

Pamela Takayoshi
Technology Shaping Work
I consider what we in computers and composition have done to make our issues more accessible to composition (that is, what moves have we made outward, rather than expecting others to join us in our conference, our journal, etc.) as a way of thinking toward inserting our professional voice into the national and local debates about technology. In this sense, the meanings of my title are two fold: technology shapes the labor of composition workers at the same time that composition workers can work to shape understandings of technology.

10:00 — 11:30 Session G.9

Preservice Teachers and Technology Issues

RB 112

John Walter, moderator

Deb Brown and David Elias

The Technological Professionalization of Preservice Secondary Education Teachers

Among the critical issues that teachers and teacher educators face is the issue of effective and appropriate uses of technology. Although much attention has been given to practical and ethical questions related to students using computers, less attention has been paid to the use of computers in teacher education, specifically in the professionalization of new teachers. The effects of this political discussion enabled some students to reflect critically on the inevitability of political content in the teaching of writing, the political and politicizing nature of professional discourse, and the political opportunities and pitfalls of the rhetoric of email.

Beatrice Smith

Preservice Secondary Education Majors and Discipline-Based Electronic Literacy Development

Even though the theory and practice of teaching reading and writing in the disciplines have become requirements for teacher certification in many states, it is the case that while preservice teachers are experts in their disciplines, many fail to appreciate their roles as experts in the literacy development of their students. This presentation focuses on the ways in which secondary education majors from across the disciplines are offered experiential learning using computer-assisted contexts in high schools as a way of involving them in instruction. This presentation discusses reactions and reflections about using electronic presence as a component to teaching literacy across the disciplines.

11:45 — 1:15 **Lunch**

Jay David Bolter:
"Hypertext, New Media, and the Future of Writing"

"The Retreat" in Noyer Complex

As new digital media become increasingly important in the classroom and in our culture at large, the relationship between word and image (between verbal and visual representation) is changing. Throughout the twentieth century, technologies such as film and television promoted visual representation—at least to some degree at the expense of traditional reading and writing. Now computer graphics and the World Wide Web threaten to shift the balance radically in favor of the digital image. We are led to ask: How do new media reshape and refashion the printed book in particular and writing in general? How do we teach writing in an age of computer graphics?

Jay Bolter (www.lcc.gatech.edu/~bolter) is Wesley Professor of New Media and Director of the Center for New Media Research and Education at the Georgia Tech School of Literature, Communication, and Culture. That's a mouth-full. He says it best on his Web site: "My primary interest is the computer as a new medium for verbal and visual communication." His widely influential publications include *Turing's Man: Western Culture in the Computer Age* (1984) and *Writing Space: The Computer, Hypertext, and the History of Writing* (1991, 2001). Bolter created Storyspace (www2.eastgate.com), a hypertextual authoring program, with Michael Joyce. In his new book, entitled *Remediation: Understanding New Media* (2000), written in collaboration with Richard Grusin, Bolter explores ways in which new digital media, such as the World Wide Web and virtual reality, borrow from and seek to revive earlier media like television, film, photography, and print.

1:30 — 3:00 Session H.1

MOO Texts as Cognitive and Rhetorical Spaces

RB 104

Joel English, moderator

Michelle Glaros

Accountable Assessment in the Age of Digital Labor

Accountability. Assessment. In this short essay, I explore the ways in which the modes of thinking assessed by standardized exams diverge from the modes of thinking demanded by the digital labor market; and reflect on our responsibilities as educators to assess our students' preparation for that market in a responsible way. If the methods and measures we currently employ run counter to the modes of thinking our students-turned-workers must be proficient in to survive on the digital labor market, we put ourselves in the position of being not only unaccountable, but irresponsible educators.

Steve Benninghoff

Seeing the Virtual–MOOvements Towards Process Thinking

I discuss the way some students who had previously been frustrated in composition classes responded favorably to being able to see and understand the "virtual" processes underlying communication via the Moo, and also the way students who felt they had mastered the traditional approaches to composition felt threatened, and even resisted Moo classes at times.

John Ronan

MOOssay:
Potential Parameters of Interpretation Within a MOO Essay

This presentation focuses on MOO as a writing space, as opposed to MOO as synchronous communication. This presentation focuses on theoretical problems of agency, ethos, and audience and practical concerns of basic programming the MOOssay foregrounds.

From Web Site to Collaboratory: Authoring a Workspace

RB 105

Bertram Bruce, moderator

Bertram Bruce, Caroline Haythornthwaite, Melanie Huston, Karen Lunsford

A "collaboratory" is a virtual environment that uses information and communication technologies to mediate communication among people who are separated across time and space, but share a common task or belong to a defined group (see Dorneich, 1999). Proponents of collaboratories (e.g., Johnson & Johnson, 1994) have argued that these systems particularly support cooperative learning in distance-education courses. Yet collaboratories are also being developed to facilitate business–and university–sponsored research projects.

This forum's speakers represent a large, interdisciplinary and multi-institutional research group devoted to studying how scientists develop and use new technologies to collaborate. Drawing upon this research, we have been designing a collaboratory to support our own group's projects. Our collaboratory has been expanding to include not only the PI's of the project, but also graduate student researchers, and soon, undergraduate assistants. We demonstrate the new technologies we have tested, and discuss how we have woven them together to develop a workspace that addresses our team members, external viewers and contributors, and related virtual spaces. We expect to raise questions about how authorship is defined, how the collaboratory is positioned within/against traditional definitions of publication, and how the collaborative media have established unexpected links among our research and pedagogical communities.

1:30 — 3:00 Session H.3

An Administrative Model that Cultivates Pedagogy: Distributing Administration in the Speakeasy Studio & Café

RB 107

Dennis Bennett, moderator

Dennis Bennett, Tracey Weis, Sherry Mitchell

The Speakeasy Studio & Café's (SSC) community-oriented approach to learning, which offers little opportunity to passively absorb information and cultivates an experience of inquiry, problem-solving, critical thinking, and collaboration, was of course conceived with students' learning experiences in mind. However, this pedagogical model extends beyond student learning communities to create collaborative and mentoring relationships among and between its interdisciplinary faculty and administrators as well.

A Speakeasy Studio & Café Community Owner talks about the way that the conversations between owners and coordinators turn to pedagogy rather than "administrivia," to working with faculty, and to strategies for bringing others–students and faculty alike–into the space. Community owners collaborate with neighborhood coordinators, almost always at a distance, to develop a Speakeasy Studio & Café community at their institutions. The resulting collaborations are fruitful in unexpected ways and are always professionally rewarding.

Two higher education faculty members talk about their roles as Speakeasy Studio & Café "Neighborhood Coordinators" (coordinating all use of the program at their respective institutions), describing their responsibilities and their administrative approaches and exploring the rewards and challenges of the position. Both coordinators speak from their experience working with the system administrator, with faculty at their institutions, and with students in their classes.

Near and Far: Teaching with Computer Technology at the Middle School Level

RB 112

Lori Mayo, moderator

Curtis Allen *cancelled*

Chatrooms and High School Students' Literacy Strategies

Chatroom communication emphasizes the very characteristics school writing/literacy cannot make "real": awareness of audience and interaction from a genuine personality to another genuine personality. The writing classroom that can harness the energies of chat may be able to move students to real, personal, vigorous written communication.

Susan Cramer and Annette Smith

Technology's Impact on Student Writing at the Middle School Level

Does technology make a difference in student learning? Cramer highlights a research project undertaken by the co-presenters examining changes in middle school students' writing abilities. The two middle schools' language arts curriculums (one traditional, one infused with technology) are shared along with findings relating to changes in student writing abilities during the 1999-2000 school year in the areas of ideas, organization, and voice as measured by the Six Traits Writing Rubric. Ideas are also shared as to how participants may design research studies to explore the difference technology is making in their schools and classrooms.

Nancy Patterson

Composing the Body Electric:
Hypertext and the Middle School Classroom

The presenter discusses the composing processes that three students used, and highlight the sophisticated senses of textuality they employed as they composed their Webs. The presenter also discusses how agency and textual play impacted these students' composing processes.

1:30 — 3:00 Session H.5

Making Connections: Hypertext, Standards, and the Portfolio

RB 284

Rich Rice, moderator

Janice McIntire-Strasburg

The Flash or the Trash?:
Using Web Portfolios to Assess Student Writing

The flexibility of online or Web page portfolios offers clear opportunities for students to customize and analyze cross-situational differences in process and use that information to improve their writing across the semester. As an added bonus, it also allows them to view their personal process(es) and fine tune them through varied projects, giving them information that they can apply to situations throughout their writing lives. This paper intends to explore assessment strategies and opportunities in Web portfolios.

Carl Whithaus

Reading and Evaluating Student-Created Hypertext:
What Do We Do with These Things???

By inviting students to talk back to the teacher-reader, I argue that we can extend the descriptive process begun by teacher-scholars to include students. This dialogic approach to student-created hypertext makes the questions and problems of evaluation visible. Top-down analyses and descriptions give way to negotiated understandings of what students are attempting to accomplish. Dialogizing response (Gay) and using portfolio-based approaches to negotiate the criteria for judging effective writing (Murphy and Smith), we transform evaluation from a one-way discourse into an interactive process.

Ted Nellen

It's Not About the Standards;
It's About Creating Student-Scholars on the Web

Participants are introduced to the idea of how to transform their students into scholars by using the Web. Participants are introduced to the process of publishing their students work online including discussion of AUP, permission slips, Web sites at school or free, and basic html. In addition, participants are introduced to the idea of telementoring.

Representations of Technology in Film and New Media

RB 292
Cynthia Selfe, moderator

Joe Essid

Life Out of Balance–Cinematic Hypertext and the Hopi Idea of Koyaanisqatsi

In Godfrey Reggio's film *Koyaanisqatsi*, filmgoers in the 1980s entered a world out of control, ready to fly apart from pressure of technology on the human psyche and the natural landscape. The talk considers the methods used by Reggio and Glass and the ongoing project of Reggio's to capture, in documentaries without words or plot, the essence of "life out of balance."

Mike Keller

Cinematic Hypertext and Reader Agency in Eric Rodenbeck's Electronic Texts

Hypertext/media, multimedia, cross-genre texts, net art, new media, or as *Word* (www.word.com) calls their featured media pieces, "things": this wide variety of electronic texts defy easy classification. Rodenbeck's texts provide readers with agency for non-linear navigation while containing looped or sequential moving images within the larger work.

Erin Smith

A Memoir in Motion: The Role of Writing in Eneriwoman's Flash Interface

This presentation explores how eneriwoman uses writing within the multimedia format of Flash to resist the closure of metaphor in favor of the contingency of metonymy. In so doing, eneriwoman plays upon and against traditional notions of private and public, of natural and produced.

Sharon Cogdill

Interiorizing Technology: Bookworms, Netrats, and How We Imagine Virtuality

Max Headroom, *Edward Scissorhands*, and the ten *Teletubby* films now out (among others) offer a theory of how we represent the process by which we become, as a culture, electronically literate. The electronic arts are uniquely situated for representing what e-literacy is because postmodern self-awareness and reflexivity make the medium available to us and because art can help us see what we can't know.

1:30 — 3:00 Session H.7

Classroom for the New Millennium?: The Need to Build Student Centered Learning Environments in Virtual Courses

BC 127

Bradley Bleck, moderator

Bradley Bleck

You Talking to Me?: A Look at Interaction in Online Classes

As Distance Education and online learning continue their move from the fringes of academia to the mainstream, it is incumbent upon those who teach online courses to stress that there is not only no significant difference in learning outcomes between wholly online and on-campus classes, but that online learning can lead the way in transforming teaching, learning, and the way colleges and universities undertake the business of educating students.

Marcy Bauman

Oooh, Oooh, Take the Money and Run–NOT

As more and more schools flock to put courses online via distance education, ethical issues begin to loom large. The attrition rate in online courses can be very high, with anywhere from 30-50% of students who initially enroll in such classes dropping out of them before the term ends. What can instructors and institutions do to ensure that students stay enrolled, and have a good experience?

Keith Dorwick

Facilitating Student-Centered Learning in Online Courses

I discuss how the online environment may facilitate a student-centered pedagogy and change the teacher-learner relationship in ways that may be liberating, threatening or both to teachers used to desks that face the front of the classroom.

Judi Kirkpatrick

Effective Assessment for Online Teaching and Learning

In order for that line to be visible by administrators and by faculty, teachers need to be able to understand, manipulate and manage their technology-rich course work for students, not just manage. For faculty to improve their own teaching using computers, they need to be trained themselves in assessment techniques.

Perspectives on Politics and Distance Education Venues

BC 129

Chris Johnston, moderator

Liz Rohan

T is for Tough, Technology and Transformation: A Feminist Critique of Technological Terminology

Tracing the use of the term technology in the fields of library science and composition in recent decades, I argue that new technologies should not accelerate a trade between community and status, but rather a transformation, and that we should be conscious about the actual and connotative effects of a program or field's name.

Debra Knutson

"The Young Are Rude Today": Ethos and Audience in Distance Ed Classes

This presentation explores how a "class charter" can help professors in distance education courses establish authority and teach audience awareness.

Richard Jenseth *cancelled*

"Strange Ground": Tracing the Politics of Distance Learning at a Small Liberal Arts College

This presentation looks at the politics and the sociology of "distance learning" from the perspective of a small, selective private liberal arts college. It does so by tracing what appeared to be a simple act of getting the college's first online credit-bearing course evaluated, approved, and implemented.

3:15 — 4:30 Session I.1

Technologically Incorrect II: A Rambunctious Roundtable on Controversial Issues

RB 125

Todd Taylor, moderator

Gail Hawisher, Fred Kemp (Susan Lang), Janice Walker, Keith Dorwick

Patterned after high-energy talk shows like "Politically Incorrect" and "Crossfire," this roundtable aims to explore controversial issues through a candid, lively, and perhaps humorous forum. Our roundtable consists of a moderator and four panelists chosen precisely because of their outspoken and entertaining perspectives on past issues. The roundtable includes two senior scholars (one female and one male) and two new voices (also one male and one female) in the field.

The session is divided into as many "segments" as time allows. Each "segment" begins with a central question such as "Will distance education ruin our profession?" Each panelist has no more than a minute to respond to each question, after which the moderator culls at least one additional response from the audience. The panel as a whole has an additional minute or so for rebuttal before the moderator ends discussion with a final word and moves onto the next segment. The moderated segments conclude about twenty minutes before the end of the session so that the audience can enter into the discussion more fully. Like their counterparts on "Crossfire," each panelist has two minutes at the very end of the entire session for individual swan-song/soapbox statements.

Some controversial questions might be "Are electronic textbooks better than print?" "Is it time to abandon the *MLA Handbook*?" "How can experienced computers and writing people best help novice colleagues?" "Must writing programs allow students to opt-out of computer-based classes upon request?" "What's the best way to share files in a writing classroom?" "Can we now worry less about gender in cyberspace?" "Is it acceptable for instructors to *require* students to publish on the Web?"

Secondary and Post-Secondary Networked Collaboration Models and Strategies

RB 105

Chris Dean, moderator

Bernadette Longo

Reaching from a University to K-12:
How Can We Make Electronic Environments More Collaborative? (ACE Award Winner)

This paper describes an interdisciplinary and multi-grade collaboration between 5 horticulture and English classes at Clemson University and eighth-grade students at a local middle school. The focus of this collaboration was to design and install sustainable learning landscapes at a local elementary school.

Barbara Monroe *moved to A8*

Co-Teaching:
A High School-Higher Ed Connection in Indian Country

Funded by a teacher preparation enhancement grant from the U.S. Department of Education, we are connecting English education majors with geographically remote reservation schools of the Yakama Nation in the state of Washington. Less top-down than the traditional OWL model and geared toward whole-class instruction at both ends of the online connection, this model is built on mutual benefit to both institutions and their respective students.

Rebecca Sipe

Virtually Being There:
Creating Authentic Experiences Through Interactive Exchanges

This paper draws upon a two year research project developed from one professor's simultaneous need to "make learning real" and to help students realize the enormous potential computers offer as a professional development and general learning tool. A print summary of findings are provided and participants are encouraged to discuss other projects that relate to these applications.

3:15 — 4:30 Session I.3

Feminist Critiques of Online Reading and Writing Experience

RB 106

Morgan Gresham, moderator

Carlton Clark

Surely Teaching Hypertext in the Composition Classroom Qualifies as a Feminist Pedagogy?

I explore the intersections among writing technologies, epistemology, pedagogy, and gender. I briefly review the feminist critique of androcentric, positivist-empiricist assumptions regarding what counts as knowledge and who qualifies as a knower, which has led to feminist pedagogies informed by standpoint epistemology and the politics of location.

Lynne Viti

Cybering Towards A Voice and an Audience: Does Technology Help Women Students Find a New/Different Voice?

I focus on the ways that participating in an electronic forum, the Intercollegiate Electronic Democracy Project , as well as the use of electronic bulletin boards within a class and email to the instructor, enhanced, or alternately, thwarted, students' development as writers, particularly in the area of voice and audience awareness. Additionally, I discuss and illustrate, through student writing, how technology affects (or in some instances, does not affect) the ways in which students move from merely following the instructor's directions, to entering into dialogue and ultimately, into negotiations with the instructor, about writing assignments.

Zachary Waggoner

Idols of Lust, Creatures of Whims and Will: Representations of (Anti) Feminism in the Interactive Narrative

This presentation analyzes the commonplaces present in the electronic gaming community, using the ideologies of the feminist movement as the focal point of the analysis. I argue that the rhetorical devices used in this male-dominated community are damaging to women: they reinforce negative imagery and beliefs.

Students, Computers Environments, and Hypertext as Art

RB 284

Kris Fleckenstein, moderator

Ellen Kaler

Multitasking and the Zen of Cyberspace

Multi-taskers composing in cyberspace need to become more conscious of their choices in order to take full advantage of electronic writing tools. In spite of the lure of becoming lost in the funhouse, wandering the maze of cyberspace, we need to be here now, and our students need to be here now, instead of trying to be here, there, and everywhere at once.

Laura Sullivan

BEAUTOPIA: A Hypertext Performance

In this hypertext, I interrogate the language, imagery, and ideologies of cosmetics advertisements and related texts; I invoke the feminist understanding that "the personal is political," combining autobiographical reflections with an analysis of the discourse and industry of cosmetics. The thematic focus of the work is rooted in my urge to rethink the social — I ask, through the construction of this polyvalent (hyper)text: can we begin to invent a materially grounded utopian vision through the lens of contemporary female beauty?

3:15 — 4:30 Session I.5

Approaches to Electronic Writing and Resistance

RB 292

Andrew Hayes, moderator

Christyne Berzsenyi

Enticing Others to Write with Us: Successful and Unsuccessful Writing in Computer-Assisted Conferencing

In response to the problem of depersonalized and a–rhetorical communication, this individual presentation describes four case studies of synchronous electronic exchanges between four honors composition students working on individual projects. In particular, the study examines their discourse transcripts in terms of how these four writing students have used conferencing messages to varying degrees of success to establish a cooperative rapport, to exchange ideas, and to offer critiques of each other's work.

Wayne Mock

A Web-based Strategy for Promoting Analytical and Reflective Writing

project aWWWare projects provide structured environments in which learners analyze, interpret and evaluate information, in order that they may formulate rational conclusions regarding controversial issues. I relate ways of employing WebQuest Generator and *project aWWWare* to help learners achieve greater insight into important issues while simultaneously increasing their analytical and reflective writing skills.

Stanley Harrison

Our Cyberbodies, Ourselves

I argue that compositionists need to become familiar with and then instruct their students in the art of freeware selection–as opposed to pay, ad, and spyware selection. This type of instruction helps both cyber-teachers and cyber-students understand that living commodities should write their cyborg bodies with freeware alternatives where possible, if only because this helps them to imagine and compose alternatives to the hegemonic subject position that the ideology of multinational capitalism privileges.

Whispering Online

RB 107

Tari Fanderclai, moderator

Sharon Cogdill, Judy Kilborn, Marian Williams, and Tari Fanderclai

Backchannel:

The Pedagogical Use of Whispering in the Online Classroom

We give examples of instructors' and students' constructive use of these categories of discourse in the online classroom. We also illustrate what can go wrong when the etiquette rules for constructive use of backchannel discourse are breached. Our research is based on discourse analysis of transcripts of classes held in MUDs and MOOs.

5:00 — 10:00 Barbecue with Gwyneth Jones: "Secret Characters: The Interaction of Narrative and Technology"

Spring Water Park

Gwyneth Jones, writer and critic of science fiction and fantasy, was born in Manchester, England. She studied at a local convent school and then at the University of Sussex where she took an undergraduate degree in History of Ideas, specializing in seventeenth century Europe, a distant academic background that still resonates in her work. After university, and a few years of odd jobs and foreign travel, she spent two years in gainful real world employment, writing TV cartoon scripts. She's been writing fiction (and occasionally teaching creative writing) full time since the late eighties. She's written more than twenty novels for teenagers, mostly using the pseudonym Ann Halam, and several highly regarded science fiction novels for adults, notably the Aleutian Trilogy, *White Queen* (co-winner of the James Tiptree Memorial Award); *North Wind*, and *Phoenix Café.* Her critical writings and essays have appeared in *Nature*, *New Scientist*, *Foundation* (the journal of the British Science Fiction Foundation), *New York Review of Science Fiction*, *SFEye*, *Paradoxa*, *Solaris*, and several online venues.

Web Around The World

What are some of the exceptional projects K-12 students are working on? McGraw-Hill Publishing is supporting this contest. Join us as the first place winners from each category present their creations. More information, as well as contestants' work, can be found through www.bsu.edu/cw2001/ overview.htm#world.

Winners: _____

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The K-16 Participation Award
The NCTE Assembly on Computers in English—ACE
The Computers and Writing Conference is a wonderful opportunity for K-16 teachers and teacher educators to gain practical theory knowledge and experience. NCTE recognized this last year by sponsoring a luncheon with Eric Crump and Traci Gardner. This year, the NCTE Assembly on Computers in English will award a stipend and registration costs to one conference participant presenting in the K-16 Praxis Strand.

Winner: _____

Computers and Composition Awards
Computers and Composition
Computers and Composition: An International Journal for Teachers of Writing offers three awards each year: (1) the Hugh Burns Award for the best dissertation, (2) the Ellen Nold Award for the best article in Computers and Composition Studies, and (3) the *C&C* Distinguished Book Award for the best book or large digital project work. See www.hu.mtu.edu/~candc/award.htm for previous award winners.

Winners:

_____
(Hugh Burns Award)

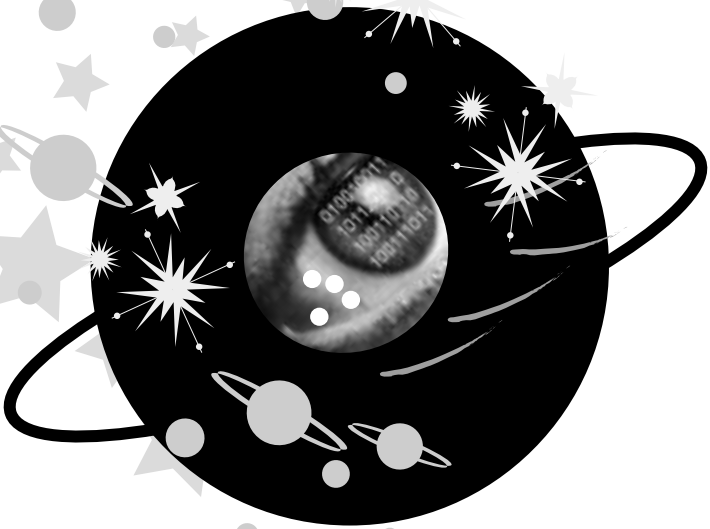
_____
(Ellen Nold Award)

_____
(Distinguished Book Award)

10:30 — late Cosmic Bowling at Clancy's

Village Bowl
Rich Rice, moderator

Why not carry on a C&W tradition: go bowling! You might be asking yourself, "Self, is this really a tradition?" Well, just take a look at "American Bowling Gothic" (www.bsu.edu/cw2001/ goofin.htm). Transportation will be provided directly from Spring Water Park; however, you'll need to rent your own shoes and lanes ($10 for two hours). Know that this is for people with a ton of energy.



7:30 – 8:15 **Continental Breakfast**
RB 125

8:15 – 9:45 **Townhall II: "E-Literacy and Orality: The Hands-Free, Voice-Activated, Any-to-Any Future Classroom"**
RB 125

10:00 – 11:30 **Session J**

11:45 – 1:15 **Lunch with Gail Hawisher and Cynthia Selfe: "Complicating Access: Case Studies of Technological Literacy"**
"The Retreat" in Noyer Complex

1:30 – 4:00 **Rollerblading at Cardinal Greenway Park**
If you need skates, please let us know by calling (765) 520-8788.

4:00 – 8:00 **Dinner at Linda's**
Linda Hanson's House
www.bsu.edu/cw2001/directions.htm

8:15 — 9:45 Townhall II:

E-Literacy and Orality — The Hands-Free, Voice-Activated, Any-to-Any Future Classroom

RB 125

Dene Grigar, moderator

John Barber, Tari Fanderclai, Ted Nellen, Kay Robinson, Rich Rice, Carlton Clark, Nick Carbone, Jeff Rice, Becky Rickly

This open forum will include reflections about future iterations of technological tools that may be used in the writing classroom by some members of the Computers and Writing Community working in cutting–edge fields or teaching in innovative ways. Speaker positions are available at www.bsu.edu/cw2001/ townhall.htm. The question: *What tools will we likely use in the future, and why?* Each presenter will have 2–3 minutes to provide an opening statement.

MOOre Unique Pedagogy Thoughts and Considerations

RB 104

Tari Fanderclai, moderator

Colleen Reilly

Disrupting "Conversational Cohesion":
Synchronous Chat Spaces in Face-to-Face Writing Classes

Although synchronous online discussions are a central element of distance education, they are not preferred for face-to-face, networked computer classroom discussions due, in part, to the loss of what Ken Schweller terms "conversational cohesion" in the online space, where the conversation can easily diverge in multiple directions.

Michelle Trim

The Hypertext of Collaboration:
Using a Web-Based MOO to Facilitate Postmodern Collaboration in the College Classroom

I share the kinds of activities I use in the MOO in my writing class as it has proved to have potential in both invention and peer evaluating. Finally, I conclude with some suggested uses for MOOs in connection with feminist composition pedagogy as a means for including different student voices and learning styles.

Kay Robinson

Digitalizing the Gap:
Putting Northern Ireland's Murals Online

Originally painted to mark the annual celebration of the Battle of the Boyne, the Belfast wall murals have moved from being an act of Unionist celebration to stand as an act of Nationalist and Unionist political protest. This presentation discusses the political and interpretative implications of portraying Belfast's murals on the "Web" as Northern Ireland seeks to articulate a lasting peace.

10:00 — 11:30 Session J.2

Technological Breakdowns As Part of the Rhetorical Situation: Teaching Students and Teachers

RB 105

Stuart Blythe, moderator

Carol Clark

What Should We Teach TAs About Computers?

The most profound technologies may be those that disappear into the fabric of our lives, that we take for granted. Selfe, though, suggests that when computers disappear they have the potential for becoming dangerous because they may have unforeseen effects. I am suggesting that part of TA education should be exposure to the idea that computers in our classrooms not become simply part of the furniture, but rather their role should be examined critically.

Jennifer Morrison

"The Dog Ate My Email" and Other Ethical Dilemmas

Servers go off-line, email disappears into the ether, and cross-platformed files don't translate. Every computer technology carries with it many possibilities for failure. In this presentation, I describe scenarios for fronting technological breakdowns in a computer classroom, with the aim of generating various ways to respond with varying implications.

Tyson Sims

Chaotic or Kairotic:
Re(presenting) Technology Breakdowns as Teacher Ethos Building

This presentation views technology breakdowns in the networked classroom as a "Kairotic Moment" that serves to turn potential disasters into teaching successes that enhance teacher ethos. I argue that the technology breakdown might, in fact, be the best time to develop an effective classroom ethos and undermine dominant notions of race and gender.

Rethinking Our K–16 Schools: Diversity, Social Justice, and Pedagogy

RB 106

Joe Pounds, moderator

Lori Mayo

Using the Internet to Teach for Social Justice

I describe the work my high school students are doing on the Internet. Students have formed social action groups, and are creating Web pages around areas of concern. We are attempting to deal with issues of inequity in areas such as education, economics, gender, and race (review www.geocities.com/jhs2098 for one student's perspective on the work we are doing).

Charita Ford

Close Encounters:
Computer Literacy and Developmental Writing

This presentation discusses ways to use computers in developmental writing courses and ways of building learning communities that foster self-esteem and prepare students for college–level writing courses. Several computer-assisted programs and online curriculum materials are presented. The presentation also includes survey results, suggestions, and comments from writing instructors. The objective and goal of this presentation is to give writing instructors creative techniques that will help them enhance their writing curriculum, promote computer literacy, and create a positive learning environment for developmental students.

10:00 — 11:30 Session J.4

Teaching with Science Fiction and Documentaries

RB 107

Gwyneth Jones, moderator

Shelley Blanchard

Learning Through *The Matrix*

We emphasize how these science fiction texts tend to promote both a traditional, linear style of learning and a more learner-centered pedagogy. We then discuss how the futuristic learning technologies can embody, promote, dismiss, inhibit, and judge these different pedagogies.

Veronica Pantoja

Futuristic Visions of Distance Learning in *The Diamond Age*

This paper specifically discuss images and techniques of distance learning through the lens of Neal Stephenson's 1995 science fiction novel, *The Diamond Age*, or *A Young Lady's Illustrated Primer*. I first describe the goals desired by the designers of the primer and how that influences its construction, the actual "teachers" mediated through the primer, and its methods of teaching. I also describe the impact of this pedagogy on the protagonist Nell and her human teachers. Finally, the paper discusses how our students may be seen through Nell's character as they encounter different methods of distance learning.

Zines, Blogs, and Technology-Enriched Learning

RB 284

Tony Atkins, moderator

Shannon Carter

The Enthusiastic But Cyber-Blind Learned to Cyber-See Through the E-Zine: or How I Learned Why I Publish Student Writings on the Web

This fall, I am requiring my students to revise, re-map, and re-envision the traditional essays they have written during the first half of the semester—this time for the Web. They will develop and publish a Webspace this time, rather than just publish on the Web. I discuss the ways in which the E-Zine has developed my students as writers, both for the traditional page and (I hope) for the cyber page.

Matthew Duncan

Beware the Blog: Bibliographic and Journalistic Implications of Weblogs

Weblogs, or blogs as they are popularly called, have certain features distinguishing them from other Web pages and sites. The blog has a number of purposes and should not be dismissed due to the proliferation of any of these uses. Weblogs can and do provide a number of valuable features that enrich hypertextual online communication. The bibliographic and journalistic value of this resource, and the empowerment aspects of the "browserware" authoring set-up, position the blog as one of the most important and potentially subversive forms of online communication for the future.

Rebecca Kelly, James Young

A Level Playing Field? Investigating First-Year Students' Attitudes to Technology-Enriched Learning

As two of us were developing extensive technology-enriched courses for first-year students, we (a cross-disciplinary team of a tenure-track faculty member in computer-mediated communication, a teaching librarian/doctoral education student specializing in technology assessment, and an undergraduate research assistant to insure we focused on influences relevant to contemporary undergraduates) investigated these subtle issues of access to make our teaching as equitable as possible for our highly diverse intake.

10:00 — 11:30 Session J.6

Dealing With Technology: Administrators Speak Out

RB 292

Bob Whipple, moderator

Bob Whipple

Fitting Technology to Mission

It is no surprise to find administrators of programs using technology in the teaching of writing having a very specific set of priorities from the priorities of classroom teachers.

Evelyn Posey

Digital Media in the Composition Classroom:
A Step-by-Step Guide to the Development Process

I address the issues of instructional design, encouraging faculty to use technology, and the faculty development process.

Hugh Burns

Providing and Professing: In Synch with Success or Not?

Developing coordinated plans, programs, projects, and budgets is a process that must become better understood in the academy.

Debbie Williams

Keeping Our Difficult Balance:
Addressing Faculty Resistance to Technology

This session offers handouts which (1) differentiate between "Colleague Support Teams" and teaching circles, (2) detail the establishment and maintenance of CSTs, and (3) offer possibilities for assessment.

Robert Royar

Writing Center Infrastructure

This presentation includes a discussion of the ways in which popular conceptions of writing centers and of computers in education lead to a conflation of negatives.

Carole Clark Papper

Dancing with the Devil:
When the Higher Administration Ups the Ante

This presentation discusses what happens when a small, faculty-led initiative to train teachers to train others in technology is accepted and then greatly expanded.

Paying Attention to Computers, Technological Literacy, and Change

BC 127

Alison Regan, moderator

Sibylle Gruber

Computers and Composition:
Exploring the Future by Looking at the Past?

I trace the cyber odyssey of *Computers and Composition: An International Journal for Teachers of Writing* from 1983 to 2000. This presentation provides a starting point for further discussions of the rapid changes in computers and writing. It is also intended to encourage computers and compositionists to anticipate future developments by exploring the past.

Nancy Kaplan

Remembering the Future:
Exploring Web Structures for Academic Discourse

To a large extent, what biologists, sociologists, lawyers, engineers, physicians, and other knowledge workers know is embodied in their professional literatures. Disciplinary knowledge depends on a "society" of mutually referring documents. The value of new knowledge claims is established by patterns of support and dissent which emerge in papers, reports, reviews, opinions, and other public communications. A claim survives and acquires influence or "reach" only if it enters the network of references.

Robert Yagelski

Computers, Literacies, and Being in a Changing World

I argue that our uses of writing and computers reflect a Western conception of self that rests on a fundamental separation between human beings and the natural world. And I suggest that we must confront this problem if we are to solve the potentially catastrophic social and environmental problems we face in the next century. How we use computers in our teaching, I propose, can help us accomplish that goal.

10:00 — 11:30 Session J.8

Cybermentoring: How We Grow (and were grown as) Writing Teacher

BC 202

Trish Harris, moderator

Trish Harris

The Internet as Mentoring Playground: Sharing Practice and Growing Mentor/Teachers

I will discuss transporting a mentoring system originating in a large state university system from a face-to-face environment, to an environment for gifted youth, and ultimately to a community college environment for traditional and nontraditional students. I will compare the ways diverse academic contexts dictate the available and created mentoring constructs. I will also timeline her own mentee and mentor-development experiences as a way of describing her evolving bootstrapping praxis.

Michael Day

Cybermentoring: Stories I Have Lived

I discuss 10 years of cybermentoring by email and on the MOO, discussing some examples of success stories from our field. Finally, I illustrate how collaborative projects and publications can emerge from such cybermentoring relationships.

Jade Gorman

Transporting a Traditional Teacher Mentoring Model to Distance Education: Administrative Considerations

Gorman summarizes the traditional mentoring approach for a face-to-face program in a large state university (specifically the University of Maryland, College Park) to include infrastructure, programmatic assessment, pedagogical theory, and the sense of community generated in such an environment. She then highlights elements successfully transported to Internet distance education programs, highlighting how distance education transfigures or transmogrifies crucial elements.

11:45 — 1:15 **Lunch**

Gail Hawisher and Cynthia Selfe: "Complicating Access — Case Studies of Technological Literacy"

"The Retreat" in Noyer Complex

Gail Hawisher and Cynthia Selfe are phenomenal individuals and an absurdly incredible team. Gail (www.english.uiuc.edu/facpages/hawisher.htm) is professor of English and director of the Center for Writing Studies at the University of Illinois, Urbana-Champaign. She currently serves on the National Council of Teachers of English Executive Committee and is also a member of the Modern Language Association's Committee on Computers and Emerging Technologies. Cynthia (www.hu.mtu.edu/~cyselfe) is professor of composition and communications at Michigan Technological University. She also serves on NCTE's Executive Committee, including Conference on College Composition and Communication Chair, 1997–1998. Any attempt to begin to share the significance of their individual and shared work can not do it justice. Their varied teaching, research, and leadership roles have radically shaped not only the computers and writing community but the practice of teaching English in elementary, secondary, and post-secondary institutions across the world. From founding and co-editing journals and presses such as *Computers and Composition*, to serving as editorial reviewers for numerous high-quality journals, to publishing such canonical collections as those in the New Directions in Computers and Composition Studies series, their contribution to education is unparalleled.

Technology Product Design Competition
McGraw-Hill Publishing
This award recognizes organizations and individuals who have introduced hardware and/or software that has significant implications for teaching and learning activities associated with computer-based rhetoric and writing in three categories: (1) Teaching and Learning Technologies for Rhetoric and Writing in K–12 Education; (2) Teaching and Learning Technologies for Rhetoric and Writing in University Education; and (3) Teaching and Learning Technologies for Rhetoric and Writing in Industry. Last year's winners were Daniel Anderson, Jan Rune Homevik and Cynthia Haynes, Chronicles Software Company, and the Center for New Media Education and Research of Georgia Institute of Technology. Krista Homicz and James Inman invite you to review www.furman.edu/~jinman/techdesign2001 for more information.

Winners: _____

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The Technology Exemplar Award
The National Council of Teachers of English
This award is presented, as occasion demands, to a person who has served or serves as an exemplar for teachers working with computer technologies in his or her classes and who represents the highest ideals of scholarship, teaching, and service to the entire profession. The recipient of this award is an outstanding leader in computer-based pedagogy who has made a continuing contribution to the application and use of computer technology in the field of composition studies (including scholarly work in language, composition, rhetoric, and pedagogy). In the typical language of exemplar awards, the recipient might be referred to as a living legend, an outstanding leader, or an electronic pioneer. The award is presented by a representative of the CCCC Committee on Computers in Composition and Communication (7C's). See www.bsu.edu/cw2001/overview.htm#ncteaward for more information.

Winner: _____

Please see www.bsu.edu/cw2001/support.htm for updates, last year's conference list, and supporting vendors.

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18. 2002: Normal, Illinois (Ron Fortune, Jim Kalmbach)

17. 2001: Muncie, Indiana (Linda Hanson, Rich Rice)

16. 2000: Fort Worth, Texas (Dene Grigar, John Barber, Hugh Burns)

15. 1999: Rapid City, South Dakota (Michael Day)

14. 1998: Gainesville, Florida (Anthony Rue)

13. 1997: Honolulu, Hawaii (Judy Kirkpatrick)

12. 1996: Logan, Utah (Christine Hult)

11. 1995: El Paso, Texas (Evelyn Posey)

10. 1994: Columbia, Missouri (Eric Crump)

9. 1993: Ann Arbor, Michigan (Bill Condon)

8. 1992: Indianapolis, Indiana
(Helen Schwartz, Linda Hanson, Web Newbold)

7. 1991: Biloxi, Mississippi (Rae Schipke)

6. 1990: Austin, Texas
(Fred Kemp, John Slatin, Wayne Butler, Locke Carter)

5. 1989: Minneapolis, Minnesota (Geoff Sirc, Trent Batson)

4. 1986: Pittsburgh, Pennsylvania (Glynda Hull)

3. 1985: Los Angeles, California (Lisa Gerrard)

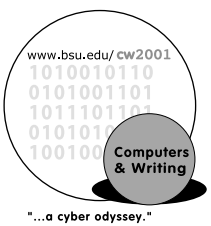
2. 1984: Minneapolis, Minnesota (Donald Ross)

1. 1983: Minneapolis, Minnesota (Lillian Bridwell-Bowles)



Top 10 Reasons to Attend This Conference:

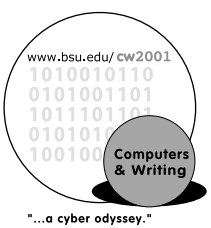
10. You can learn why we should use computers to teach writing (http://www.bsu.edu/cw2001/why10.htm).





9. Registration includes meals, and it's very easy to fill out (http://www.bsu.edu/cw2001/registration.pdf).

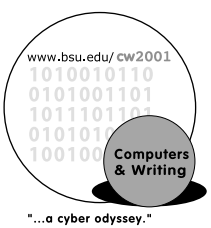
8. You can learn about changes in how writing instruction is and will be delivered (http://www.bsu.edu/cw2001/TC101700.TXT).





7. You might be wondering about wireless networks (http://www.bsu.edu/cw2001/laptops1.htm).

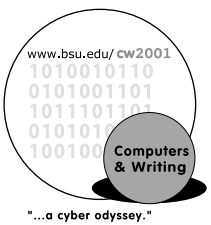
6. You may be a graduate student and interested in what other graduate students are doing (http://www.bsu.edu/cw2001/overview.htm#grn).





5. You may be graduating soon and want to know what REALLY happens when you get a job (http://www.bsu.edu/cw2001/overview.htm#teaching).

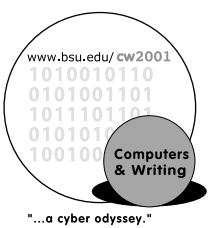
4. You're interested in any of these topics: assessment, distance education, writing across the curriculum, gender and technology, hypertext, technology in K-16, MOOs and other synchronous tools, queer studies, service learning, technological literacy, visual literacy (http://www.bsu.edu/cw2001/overview.htm#strands).





3. You'd like to hear some great featured speakers, like Cynthia Selfe, Gail Hawisher, Gwyneth Jones, Sree Sreenivasan, Susan Leigh Star, Jay Bolter, and Kelly Stanley (http://www.bsu.edu/cw2001/schedule.htm).

2. You want to learn what the best out there is and who the best people doing it are (http://www.bsu.edu/cw2001/overview.htm#awards).





And the #1 reason you should attend this conference:

1. The people who come are very cool (http://www.bsu.edu/cw2001/picarchive.htm).

We do new media the way we do books…

For Students

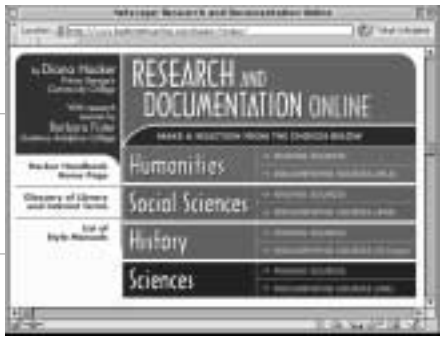


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