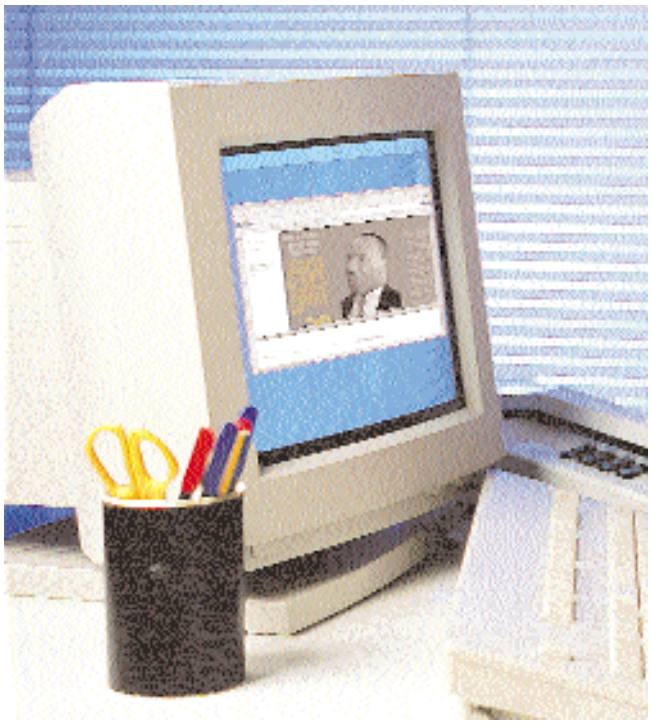
May 16 - 19, 2002

COMPUTERS AND WRITING

TEACHING AND LEARNING IN VIRTUAL SPACES



2002

Illinois State University, Normal, IL

COMPUTERS AND WRITING 2002

Teaching and Learning in Virtual Spaces



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Thursday, May 16

9:00-11:30	Half-day Workshops, Stevenson Hall
1:30-3:30	Half-day Workshops, Stevenson Hall
9:00-3:30	Full-day Workshop
9:00-3:30	Graduate Research Network
3:45-5:00	New Teacher Preparation Forum
5:15-6:45	Opening Reception at the Bone Student Center Ballroom

Friday, May 17

7:00-8:00	Breakfast and Mentoring "Hook-up" 401 Stevenson
8:00-4:00	Exhibits 401 Stevenson
8:00-9:15	Town Hall I 101 Stevenson
9:30-10:45	Session A
11:00-12:15	Session B
12:30-1:45	Lunch with Joel Benjamin
2:00-3:15	Session C
3:30-4:45	Session D
3:30-4:45	D.1 Featured Speaker: Scott Rettberg
5:00-6:15	Session E
5:00-6:15	CW Goes to the Movies
7:00-9:00	Banquet with Anne Balsamo
9:00-11:00	Music and Dancing

Computers and Writing 2002
Conference At A Glance

Saturday, May 18

7:00-8:00	Breakfast 401 Stevenson
8:00-4:00	Exhibits 401 Stevenson
8:00-9:15	Session F
9:30-10:45	Session G
11:00-12:15	Session H
12:30-1:15	Picnic Lunch on the Quad
1:30-2:30	Featured Speaker: Katherine Hayles, Capen Auditorium, Edwards Hall
2:30-4:30	Assistive Technology Center Open House
2:45-4:00	Session I
4:15-5:30	Session J
7:00-10:00	Banquet with Norman Coombs
10:00-12:00	Late Night Bowling, Bowling and Billiards' Center

Sunday, May 19

7:30-9:00	Breakfast 401 Stevenson
8:00-12:00	Exhibits 401 Stevenson
9:15-10:30	Town Hall II 101 Stevenson
10:45-12:00	Session K
12:15-2:00	Lunch with Cindy Selfe and Gail Hawisher
2:30-??	Post-Conference Trip to the Wild Life Prairie Park

On behalf of the Department of English, the College of Arts and Sciences, and Illinois State University, we are pleased to have this opportunity to welcome you to Computers and Writing 2002. We have been eagerly looking forward to the conference and at the same time contemplating it with some anxiety for the last eighteen months. Our eagerness mounted as the months have passed because, as the program has gradually taken shape, we have seen what a genuinely exciting experience this should be for all involved. Our anxiety, of course, has been as pronounced because, with any undertaking of this kind, the prospect of the critical but overlooked detail always lingers.

When we first began to contemplate hosting the conference and thought about articulating a conference theme, we were interested in identifying a theme that embraced as wide a range of activities and interests as possible. The conference theme we settled on, "Teaching and Learning in Virtual Spaces," reflects the diversity of interests and practices that occupy those working in the field. It looks backward, surveying where we have been, and forward, exploring where we are going as new technologies get incorporated into writing instruction. It examines how the possibilities for using computers in the writing and reading classroom change across grade levels, recognizing how the population of students affects pedagogical strategy. It looks at the impact of an ever-increasing variety of technologies that are finding uses in writing and reading and in their teaching. It explores the need to ensure accessibility to computer technology across different populations. It scrutinizes the ways in which different modes of communicating come together and both enrich and complicate the work of writing and reading. And the list goes on.

More than any other work in education, work in computers and writing is expanding the questions educators ask and the responses they formulate in work they do. This is in part why the Computers and Writing Conference is such an important professional activity. The ideas that get discussed and examined through the formal and informal exchanges that occur at the conference in many ways signal the shape that writing and reading instruction and education in general will take in the near and

Computers and Writing 2002
Illinois State University

distant future. As we look at the various issues getting attention in discussions of education - literacy of various kinds, distance education, assessment, accessibility, standards - the impact that computers are having and will continue to have on how these issues get addressed is and will continue to be profound.

At the conference, the workshops, the over 250 papers, the keynote presentations, the town halls, the poster sessions, and the many conversations that occur within and between sessions - all of these activities offer an opportunity to see and hear the directions that the work of members of this community is taking and to help shape collectively the possibilities for teaching and learning for years to come. This is the source of the excitement that pervades the meeting - the sense that, more than is the case with most gatherings of this kind, we are present at the creation of a future that will dramatically affect all of us as individuals, as students, as scholars, and as teachers.

To say that hosting Computers and Writing 2002 was a learning experience would be an understatement; in fact, saying this is itself an understatement. The amount of assistance we have had along the way serves as a reminder of what a self-sustaining and cooperative group of people is involved in the Computers and Writing community. The support has come from near and far. We thank Illinois State University and its College of Arts and Sciences, Department of English, and Department of Curriculum and Instruction for the many and various contributions they have made. Most importantly thanks are due to the staff of the University's Conference Services, and specifically Tracy Sherman, Assistant Director, Conference Services. Tracy's diligence and foresight in helping us to address the range of problems that need to be solved in mounting a conference of this size has been indispensable. It would be understatement to say that she and her staff are largely responsible for the many accommodations that, we hope, will make this conference personally and professionally rewarding. We also want to recognize Jean Ann Dargatz, from Conference Services, for setting up the on-line registration. The staffs of the Stevenson Hall Computing Support Group, especially Owen Williams and Jeff Hampson, and the University's Computer Infrastructure Support Services, especially Amy Pera, are also to be thanked for their efforts in ensuring the technology is working throughout the Conference.

The conference succeeds or fails as a result of the decisions that get made on the many proposals submitted for presentation. For this reason, the colleagues who graciously agreed to serve as reviewers, including providing comments for revision on the proposals they read, are largely responsible for the high quality of the conversations you'll be hearing over the next several days, These reviewers deserve a special thanks. They include Anne Wysoki, Becky Rickey, Bill Hart Davidson, Bradley Dilger, Bruce Leland, Carolyn Handa, Cindy Waumbeam, Claudine Keenan, Danielle DeVoss, Dene Grigar, Dickie Selfe, Donna Reiss, Janice Walker, Jeff Rice, Jeff Galin, Joel English, Judi Kirkpatrick, Keith Dorwicki, Kip Strasma, Kristine Blair, Lucretia Carter, Michael Day, Michael Salvo, Nancy Patterson, Pameala Takayoshi, Patrica Webb-Patterson, Paul Sawyer, Peter Sands, Rich Rice, Rise Quay, Scott Dewitt, Sibylle Gruber. In addition to the sessions that organize the proposals we received, some sessions and activities focus on special initiatives. Linda Hanson and Rich Rice receive our thanks for their diligent and conscientious work in setting up the town halls. Thanks, too, to Michael Day and Trish Harris for coordinating the mentoring program and Cynthia Jeney for overseeing for the second year in a row the forum for new faculty. Both of these activities epitomize the open and welcoming spirit that characterizes the entire conference.

A number of activities that are associated with the conference and that are integral to its success run concurrently with it. As is the case with the conference itself, these activities require a great deal of work that deserves acknowledgement and our collective expression appreciation for the efforts of those who generously invested themselves in these activities. Dene Grigar and Heather Jensen have done an exceptional job as co-chairs of the on-line C&W 2002 the conference and deserve the praise and thanks of all who have availed themselves of this unique opportunity. We thank Janice Walker and Susan Lang for once again hosting the Graduate Research Network, which has become a critical fixture in the overall experience of the Computers and Writing Conference.

We would like to thank the many people who helped us create the new online proposal database. Sarah Walczynski and the Laboratory for Integrating Learning and Technology (LILT) gave us use of the server that hosted the database, and her crew helped us to stress test the software. Bradley Dilger was an enormous assistance in transiting to the new format and Kip Strasma provided numerous cheerful user reviews as did many other people. We would especially like to thank Rich Rice who cheerfully and promptly answered countless questions as we made the transition form Muncie to Normal. Tara Reeser, Director of the English Department's Publications Unit, and her staff made their expertise and resources available in setting up the conference program, and we are grateful for their help.

Last but certainly not least we are indebted to all of the individuals who served on the coordinating committee and completed various and sundry tasks in order to help ensure a successful conference for everyone. These individuals include Will Banks, Thomas Crumpler, Patricia Dunn, Jenny Miskec, Claire Lamonica, Ken Lindblom, Janice Neuleib, Risë Quay, Maurice Scharton, and., Beatrice Smith. These people were there from the beginning and along the way have helped to shape the experience you are about to have.

Ron Fortune
Jim Kalmbach
Susan Antlitz

Acknowledgments

Conference Sessions
The Graduate Research Network and the New Faculty Forum will be held in the Old Main Room of the Bone Student Center. Katherine Hayles' talk will be held in Capen Auditorium, Edwards Hall. All other conference sessions will be in Stevenson Hall in a variety of classrooms. All rooms will have Internet access and some sort of projection system. Maps of Stevenson Hall are included with your conference materials.

Conference Meals
Lunch Saturday is a picnic lunch on the quad followed by Kathrine Hayles presentation in Capen Auditorium, Edwards Hall. All other conference meals and receptions will be held in the Bone Student Center Ballroom. A continental breakfast will be served Friday and Saturday 7-8 am and Sunday 7:30 -9:00 am in 401 Stevenson (the exhibits area). Afternoon snacks will be served Friday and Saturday also in 401.

Parking
There is a $3.00 per day per vehicle fee for parking on campus on Thursday and Friday in the Bone Student Center Visitor Parking lot on the corner of University and Locust Streets. Parking is available in the Bone lot at no charge on Saturday and Sunday. For those who are staying in the residence halls, a parking tag will be issued for a space in an assigned residence hall lot at no charge.

Shuttle Service
A shuttle service using 10 passenger vans will be available during the conference to transport you between the conference and area hotels. Please see your packet of conference information for more information and schedules.

E-Mail
During most of the conference, 408 Stevenson and 250 Stevenson will be available for last minute changes to your presentation or to check your email. You will need a special ID and password to log onto the PCs. This ID is included in your conference materials. A limited number of Macintosh computers are available in 408 and 250 I.

Laptop Access
Throughout the conference, 109 Stevenson will be open and offering laptop access to the Internet via ethernet. More information will be available in 109.

Conference Schedule Online
The conference schedule is available online in a searchable database at http://138.87.106.99/cw2002/schedule/. In addition, we hope to offer a WML version of the schedule database as well as a version of the schedule that can be downloaded into your PDA. Information about alternative electronic forms of the conference schedule will be available at registration and online at http://www.ilstu.edu/cw2002/.

Constitution Trail
Looking to stretch your legs during the conference? The Constitution Trail, built along the former Illinois Central Gulf Railroad, passes through downtown Normal less an a 1/4 mile east of the conference. There are currently 13.5 miles of the 10 foot wide, tree-shaded asphalt trail in Bloomington-Normal, which is open to the public from dawn to dusk. Inline skate rental is available from Wild Country 203 South Linden (452-0222) adjacent to the trail.

C&W in Kairos
Just as in past years, the best papers from this year's conference will be featured in the fall issue of Kairos (see http://english.ttu.edu/kairos/6.2/coverweb.html for papers from Muncie). If you would like to see your presentation in Kairos, or if you attend a particularly interesting session, please nominate that session by filling out the form that is included in your conference materials.

CPDUs
C&W 2002 attendees will be able to earn up to 28 Continuous Professional Development Units (CPDUs) toward certificate renewal. Those wishing to receive CPDUs will need to sign in and out at the registration area at the start and close of each day. There is a $10 fee to record and report these units to the state.

Friday, May 17

Joel Benjamin
12:30-1:45 Lunch, Bone Student Center Ballroom

"Chesser Meets Hackers: Meshing with the Deep Blue Team"
This presentation will describe Mr. Benjamin's experiences working as the chess consultant to IBM's Deep Blue chess playing computer. He will relate how he joined the project as a technical outsider, and over time learned enough about the techniques of programming Deep Blue to enable his colleagues to infuse Deep Blue with chess knowledge in unprecedented detail. Ultimately the group was able to defeat the best chess player in the world, Garry Kasparov.

Scott Rettberg
3:30-4:45 Session D.1 101 Stevenson

"Experiments in Irrational Exuberance: The Present and Future of Electronic Literature"
Electronic literature is an interdisciplinary, rapidly changing, international phenomena. This presentation will offer brief glimpses of some of the most innovative recent work, describing some of the evolving genres of literature designed specifically for the computer and global network. Rettberg will offer a snapshot of the present of electronic literature, and briefly explore current efforts to institutionalize (and deinstitutionalize) electronic literature within universities, publishing, NPOs and other parts of the cultural landscape.

Anne Balsamo,
7:00-9:00 Banquet, Bone Student Center Ballroom

"XFR: Experiments in Future Reading"
This presentation describes the recent work of a seven-person research group at Xerox PARC on a museum exhibition focusing on the future of reading. The group is called "RED: Research in experimental Documents," and this talk will include a video that describes the work of the group, the museum exhibition, and the cultural implications of some of the new reading technologies the group has developed.

Saturday, May 18

Katherine Hayles
1:45-2:30 Capen Auditorium, Edwards Hall

"Word and Image in the Digital Domain"
As literary writing merges with visible language in electronic environments, it becomes increasingly important to create learning opportunities where text and image are both considered as signifying components. This presentation will describe an experimental graduate seminar taught at UCLA by Bill Seaman and Katherine Hayles exploring the interaction of word and image.

Norman Coombs
7:00-10:00 Banquet, Bone Student Center Ballroom

"The Ramp To Accessible E-learning Including Students with Disabilities Online"
This presentation will explore the effects of the rapid proliferation of E-learning, both as totally online courses and as online components to classroom presentations. In the rush to get a foothold in e-learning, many details are being neglected. What modifications must be made to courseware to make it readily useable by students and professors with disabilities, and, similarly, how does course content need to be designed to meet these needs?

Sunday, May 19

Cindy Selfe and Gail Hawisher
12:15-2:00 Lunch, Bone Student Center Ballroom

"Collaborations of a Personal Kind:
Writing about Race, Class, and Gender"
As the title of the presentation suggests, the discussion will explore how writing in the Information Age has addressed issues of race, class, and gender, particularly as the conditions of writing in a technologically rich environment has inflected the kinds of discourses that have been shared around these issues.

Teaching and Administering Distance Education Practices
Friday, 8:00-9:15 Town Hall 1, 101 Stevenson
Host: Rich Rice

Distance education is no longer the great evil. Many DE techniques and strategies are used in more traditional learning environments. In fact, it is often said that the "distance" between a lecturer and a student is greater than the distance between teachers and students in DE environments. This is difficult to pull off as a teacher, and even more difficult from the administrative side. There are competing forces at work. Still, we're all on the same time, aren't we?

CW Goes to the Movies: Synthetic Pleasures
Friday, 5:00-6:15 Stevenson 101
Host: Erin Smith

Lara Lee's documentary Synthetic Pleasures is, in the words of Janet Maslin, "a trippy, provocative tour through the perfectly artificial worlds of cyberspace, plastic surgery, mind-altering chemicals and controlled, man-made environments that questions whether the natural world is redundant, or even necessary. Those who see it will want to pinch themselves when it's over." In addition to its exploration of "bleeding-edge" technologies, from body piercing to cryonics, the film features commentary by Timothy Leary, Lisa Palac, R.U. Serious, and John Barlow.

Special Education Assistive Technology Center Open House
Saturday 2:30-4:30 324 Fairchild
Host: Brian W. Wojcik

The Special Education Assistive Technology (SEAT) Center at Illinois State University opened its doors at the beginning of Fall term 2001. The Center primarily focuses on teaching preservice and practicing professionals the skills they need to meet the technology needs of people with disabilities through practical, "hands-on", performance-based instruction, and developing competence in assistive technology as well as other types of technology (e.g., instructional technology, adaptive equipment) that can improve the education and quality of life of persons with special needs.

Late Night Bowling
Saturday 10-12 pm Bowling and Billiards' Center

Back by popular demand: unwind after the Saturday banquet and keynote by rolling a few. The ISU Bowling and Billiards' Center features 10 lanes of bowling, billiards', and assorted video games. From the Ballroom on the first floor of Bone, take the east exit. The Bowling and Billiards' center is the small building just north and east of Bone.

Writing Environments

Sunday, 9:15-10:30 Town Hall 2, 101 Stevenson
Host: Linda Hanson

Our increasing use of technology has changed our reading and writing practices. This Town Hall focuses on those changes engendered by technology. How have the multiple forms of electronic texts changed our understanding of composing? By what processes are we building these understandings into our writing instruction? Portfolios, hypertext, synchronous and asynchronous communal texts, and "the database essay" all have a place in this discussion.

Post-Conference Adventure: Wildlife Prairie Park
Sunday 2:30-?
Host: Bruce Leland

After all the conferencing, and all the technology, and before heading home, here's an opportunity for one last gathering.

Wildlife Prairie Park is prairie woodland just west of Peoria with a large variety of native Illinois animals in their natural habitats. The 2,000-acre zoological park is home to wolves, bison, waterfowl, black bear, elk, cougar, bobcat, otter, etc. The animals are housed in large open areas, and the views from the veranda of herds of buffalo and elk coming over the horizon are worth the trip. Details about the park and instructions for getting there are on flyers in the registration area.

The following awards will be presented at Computers and Writing 2002:

Best Webtext Award
Kairos: A Journal of Rhetoric, Technology, and Pedagogy will recognize outstanding Webtexts authored in 2001-2002 with its annual awards program.

Computers and Composition Awards
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.

The Outstanding Technology Innovator Award
Presented, as occasion demands, to a person who has served or serves as an exemplar for teachers working with computer technologies in their classes and who represents the highest ideals of scholarship, teaching, and service to the entire profession. The award is presented at the annual Computers and Writing Conference by a representative of the CCCC Committee on Computers in Composition and Communication (7C's).

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 TA /Adjunct Faculty Award

Kairos/Lore Computers and Writing Awards for TAs and Adjuncts
Kairos: A Journal of Rhetoric, Technology, and Pedagogy (http://english.ttu.edu/kairos/) and *Lore, An E-Journal for TA and Adjunct Teachers of Writing* (http://bedfordstmartins.com/lore) will award the second annual "Kairos/Lore Computers and Writing Awards for TAs and Adjuncts." With sponsorship from Bedford/St. Martin's, they will offer three $500 awards to TA's and Adjuncts. These awards are based upon the three areas that guide a teacher's professional life: Service, Teaching, and Scholarship. They chose these areas because TA's and Adjuncts are in fact professionals who do work in these areas, but who face institutional constraints that often undervalue - or flat out don't recognize in some cases - the work they do. For many TA's and Adjuncts, their service, scholarship, and teaching often do not translate into simple acknowledgment, let alone higher pay, more travel funds, and better working conditions.

Technology Product Design Competition
Interversity.com and tengrrl.com
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 multiple categories.

Web Around The World
Computers and Writing–McGraw-Hill
The CW2002 Conference marks the third year of this important event. Coordinated by Pat Nolan, Brookhaven College, and Walt Turner, U of Texas at Dallas, Web Around the World showcases the web design talent and ingenuity of K - 12 students.

The computers and writing community keeps growing. This year's conference features 89 panels in 11 different sessions. Information about panels is also available online at http://138.87.106.99/cw2002/schedule/.

To help you get the most out of the conference, here is an overlapping summary of the various conference strands:

Assessment: A.5, B.5, C.5, D.5, I.6, W.11

Distance Education: A.1, A.4, B.3, B.9, C.3, C.9, D.3, D.4, E.3, F.4, G.4, G.9, H.4, I.4, J.2, K.4, W.01, W.03, W.09, W.10, W.15

ECAC: E.8, F.8

Gender and Technology: B.6 , D.6, F.6, H.6

Hypertext Theory and Practice: B.7, C.2, C.7, E.2, E.7, F.2, G.6, H.1, J.1, J.4, J.7, K.6

K-16 Praxis: A.9, B.1, D.4, G.4, G.9, H.8, J.8, W.03, W.06, W.14

MOO Theory and Pedagogy: A.10, H.2, W.04, W.08, W.12

Professional Issues: A.2, C.4, I.9, J.3, W.15

Rhetoric and Technology: A.6, C.4, D.1, E.4, E.5, F.9, G.1, I.2, I.5, J.5

Synchronous Communication: A.3, A.7, A.10, B.1, C.6, D.2, J.6, W.02

Technology and Writing Instruction: A.8, A.9, B.1, B.2, B.4, C.8, D.10, D.9, E.9, F.1, F.7, G.8, H.8, H.9, I.3, I.4, I.7, I.8, I.9, J.3, J.7, J.8, J.9, K.6, K.8, W.06, W.07

Visual and Verbal Intersections: B.8, C.1, D.8, E.6, F.6, G.2, G.7, H.7, K.7

Poster Session
This year one poster session is scheduled on Saturday, 11:00-12:15 in 401 Stevenson along with the exhibitors and the snacks. Please drop by and chat with the presenters.

Making the Most of the Computers and Writing Conference: For First Time Attendees and Other Newbies

Coordinator: Traci Gardner

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 offer some strategies and tips to help you get the most out of your C&W conference.

This alt.workshop will exist in the spaces around other events:

Thursday: We will have a table near 410 Stevenson before the workshops and during lunch. We will also have a table at the reception in the Bone Student Center Ballroom.

Friday and Saturday: Look for us in 401 Stevenson. We will staff the table at breaks as much as possible as long as there is interest.

Facilitators
Alexandra Babione, Eric Crump, Michael Day,Traci Gardner, Trish Harris, Rich Rice, Walt Turner, Janice Walker

At A Glance

8:00-5:00	Registration 410 Stevenson
9:00-11:30	Half-day Workshops, Stevenson Hall
1:30-3:30	Half-day Workshops, Stevenson Hall
9:00-3:30	Full-day Workshops, Stevenson Hall
9:00-3:30	Graduate Research Network Old Main Room, Bone Student Center
3:45-5:00	New Teacher Preparation Forum Old Main Room, Bone Student Center
5:15-6:45	Opening Reception at the Bone Student Center Ballroom Music by Illinois State Faculty Jazz Quartet

Distance Education: Nearly Everything You Need to Get Started

408 Stevenson
Workshop Coordinator: Bradley Bleck

This workshop directed at newcomers to online teaching will focus on getting an online course started with an eye toward both curricular issues and political and pragmatic concerns.

One portion of the workshop will focus on the decision-making processes involved in having students do online presentations in a MOO. Issues to consider include the role of presentations in distance courses, logistics (software, time considerations, structure of presentations), and troubleshooting, either before or during presentations. Some attention will be given to assessment.

Another portion will focus on how the technical demands of much computer-based teaching may require outreach to staff. Topics will include the use and roles of other institutional staff including instructional designers, programmers, web designers, intellectual property lawyers, computer center staff, etc. Session participants will role-play a typical design session to get a glimpse of how faculty and staff work together to deliver a meaningful online experience to students and to ensure the technology supports rather than overwhelms the pedagogy.

One portion of the workshop will address developing assignments that foster a critical awareness of technology in general and a critical understanding of the use of technology for teaching from a distance in particular.

The final portion of the workshop focuses on developing strategies for transferring the confidence and ease we typically feel in the traditional classroom to our online teaching environments and interactions. By examining typical discoveries and disasters, participants will begin developing their own cyber- "bag of tricks" that allow teachers to transform unexpected developments into teaching and learning opportunities.

Facilitators: Bradley Bleck, Keith Dorwick, Kathy A. Fitch, Judith Kirkpatrick, and Susan Lang

Cost: $70

For Those New to Teaching with Technology: Concepts, Skills, and Planning

250A, 250B, 230 Stevenson
Workshop Coordinator: Dickie Selfe

This workshop is based on the notion that we can use communication technologies to help teachers integrate those same technologies into their classes. Teachers will first discuss conceptual approaches to teaching with technology: Early afternoon sessions will develop the skills and technical expertise necessary for effective uses of technology-rich instruction.

Facilitators:
Dickie Selfe (chair/contact person), Michigan Technological U.
Chris Anson, North Carolina State University
Kristin Lee Arola, Michigan Technological University
Cheryl E. Ball, Michigan Technological University
Will Banks, Illinois State University
Kris Blair, Bowling Green State University
Christine Tulley, University of Findlay
Stuart Bly, Indiana University-Purdue University Fort Wayne
Tracy Bridgeford, University of Nebraska at Omaha
Penny Dallas, Michigan Technological University
Amy Graham, Michigan Technological University
Christine Grohowski, Michigan Technological University
Carolyn Handa, Southern Illinois University Edwardsville
Dawn Hayden Michigan Technological University
Mary Hocks, Georgia State University
Nancy Hoft, Michigan Technological University
Karla Kitalong, University of Central Florida
Claire Lamonica, Illinois State University
Michael Moore, Michigan Technological university
Charles Moran, University of Massachusetts
Anne Herrington (virtually), University of Massachusetts
Pamela Takayoshi, University of Louisville
Michelle Trim, Michigan Technological University
Kathleen Blake Yancey, Clemson University

Cost: No Charge

http://www.hu.mtu.edu/~rselfe/cw02/wkshp

Using the Writer's Corner Writing Center

438 Stevenson
Workshop Coordinator: John Ost

For this day-long workshop, teachers will be introduced to the Writer's Corner Writing Center, a collaborative web-based writing environment that we have created for students in grades K-16. Teachers will leave this session with a thorough understanding of how the Writing Center works and how such an interactive environment will enhance the teaching of writing in the classroom. Many examples will be given from the projects under development in the Writing Center. Participants will be encouraged to develop their own classroom project during the workshop and will have a chance to meet online with other teachers using the Writing Center.

The impetus for building this online writing environment grew out of our experiences teaching writing and developing educational projects in for students ages 8-18 inside online educational communities such as Kidlink.org and Virtual Rome 70 A.D., a Multi User shared Habitat (MUSH). The moment we began writing with these students, we realized that teaching writing on the Net with a computer is very different from teaching writing with pencil, paper and the blackboard inside a classroom. On the Internet, the teacher's facilitating role in the learning process is greatly enhanced by the technology.

Such an online environment is also a radically new teaching space for teachers. The classroom teacher has the ability to teach writing while actively engaging in the act of writing with his or her students. Since all writing sessions can be logged, a teacher can now revisit collaborative sessions between students. Such an environment also facilitates more meaningful relationships between classroom teachers, specialists, the computer lab teacher and classroom aides. Ultimately, the technology allows a teacher to closely monitor each child's writing as it develops and use the technology to create a mentoring relationship with individual students.

Facilitators:
John Ost, Bonnie Thurber, and Bob Davis

Cost: $70

http://www.writerscorner.com and http://www.kidswritingcenter.com

ProgShop Live: An Introduction to MOO Programming for Non-Programmers

221A Stevenson
Workshop Coordinators: Tari Lin Fanderclai and John Walter

Part of the MOOShop Project at the MOO Connections, Progshop is designed for those who are proficient in other aspects of MOO and who want to learn MOO programming. Progshop usually meets as a five-week online series. In order to make MOO programming more accessible to those who prefer to learn in a face to face setting, Progshop Live will cover the basic ProgShop material in a live, hands-on workshop. ProgShop aims to: Teach attendees to write a few basic but versatile programs that they can re-use with variations to create many different kinds of MOO objects. Introduce basic principles of good, elegant MOO programming. Show attendees how to study code written by others in order to keep building on their new knowledge after the workshop. ProgShop attendees should be proficient with basic MOO commands, and with building rooms and creating objects in a MOO. They need have no prior experience with MOO programming, or any other kind of programming. ProgShop attendees will receive Connections characters and a variety of take-home handouts, including information on installing tkMOO-light, a free MOO client with a local editor, which they will learn to use in the workshop. In addition, attendees can join the ProgShop discussion list, where they can continue talking with new and experienced MOO programmers while they build on knowledge gained in the workshop.

Cost: $70

http://web.nwe.ufl.edu/~tari/mooshop/progshop

Graduate Research Network

Old Main, Bone Student Center
Workshop Coordinators: Susan Antlitz, Susan Lang, and Janice R. Walker

The Graduate Research Network is a forum for graduate students, adjuncts, and recent graduates to discuss research projects and work in progress of interest to those working with Computers and Writing, with experienced 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.

Roundtable discussions will group those with similar research interests with discussion leaders who will facilitate discussion and offer suggestions for developing research projects and for finding suitable venues for publication. We encourage anyone interested or involved in graduate education and scholarship--students, professors, mentors, and interested others--to participate in this important event.

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 consider ideas to those whose projects are ready to pursue publication.

Cost: No Charge

http://www2.gasou.edu/facstaff/jwalker/cfp/cw2002/2002.html

9:00 - 11:30 Half Day Workshop W.06

The Writing Process Enhanced by Technology

250H Stevenson

Workshop Coordinators: Martin Moldenhauer and Gene Baer

A half day workshop within a computer lab (PC's) environment. The workshop offers a thorough and clear demonstration of many commonly overlooked technological features of Microsoft Word. These digital tools are further augmented with informative uses for the teaching of writing. Pedagogical applications are noted, explained, and illustrated. Plenty of hands on experiences for the participants, making their enjoyment and engagement a key part of the process.

Facilitators:
Dr. Martin Moldenhauer
Dr. Gene Baer

Cost: $35

9:00 - 11:30 Half Day Workshop W.07

How to Develop Effective and Ongoing Technology Teacher Training for Your Composition Program

250J Stevenson

Workshop Coordinators: Teena Carnegie, Amy C. Kimme Hea, and Melinda Turnley

This half-day workshop offers guidance for developing an effective training program for instructors teaching in the computer composition classroom. The workshop will include advice and instruction on how to analyze the institutional context, develop strategies for obtaining resources to start-up and maintain the program, and create user-centered training materials. The workshop will emphasize developing a critical approach to training: one that empowers instructors to use technology to support pedagogy rather than having technology determine practice.

Facilitators:
Teena Carnegie
Amy C. Kimme Hea
Melinda Turnley
Karalee James
David Menchaca

Cost: $35

TeacherShop Live I: Beginning MOO Pedagogy

250F Stevenson
Workshop Coordinator: Judith M. Kilborn

TeacherShop I is designed for those who have not taught using synchronous technologies like MOO, chat, or Daedalus Interchange. TeacherShop usually meets as a five-week online series. To make teaching with MOO more accessible to those who prefer to learn in a face-to-face setting, the TeacherShop leaders propose to cover some of the most important MOO pedagogical issues from the introductory TeacherShop material in a live, hands-on workshop.

TeacherShop I introduces the following topics:

- Pedagogical reasons for using MOO
- The benefits to students of using MOO
- The general features of MOO discourse and how these affect teaching in a MOO
- Some basic strategies for improving student discussion on the MOO
- The importance of MOO spaces
- Choosing a MOO and following its policies and procedures

Participants will also visit sample MOO spaces and will discuss how people have used them in their teaching. Finally, the workshop will include a demonstration of tools available on Connections MOO and how they are used by classes.

Facilitators
Judith M. Kilborn
St. Cloud State University

Kristina DeVoe
Ohio Dominican College

Chris Rausch
University of Dayton

Cost: $35

http://stcloudstate.edu/~kilbornj/cw2002.html

Keeping Students Online: Creating and Sustaining Online Communities

250H Stevenson
Workshop Coordinator: Paulette Robinson

This interactive workshop will build on participants' practical online teaching experience, or interest in online teaching, in an effort to enhance their current teaching practices. Participants will discuss the challenges of creating a sense of community, an essential component for successful online teaching, by exploring: Temporal and spatial orientation; familiarity; personalizing the space; student groupings; and, specific pedagogical techniques used to build community online. Instructors will illustrate these techniques by sharing their experiences teaching online in BlackBoard and WebCT. Participants will apply what they have learned by creating an online activity specific to their course.

Facilitators:
Paulette Robinson
University of Maryland

Suzanne Bourdess
Towson University

Cost: $35

Using Technology to Teach From Writing Samples

250J Stevenson
Workshop Coordinator: Jeff Collins

The purpose of this half day workshop is to show writing teachers how technology can help students learn from the teacher's writing samples. Writing teachers are often ambivalent about writing samples because students tend to copy the surface features without generalizing on the deeper linguistic/rhetorical patterns that samples are meant to teach. In this workshop, we will show teachers how students, through software, can be taught to analyze the teacher's writing samples for their underlying generalizations about language and rhetorical use. In this way, technology can help teachers make better use of the samples they bring to class before an assignment.

The half day workshop will encourage teachers to bring their own writing samples on a zip disk. We will share how (and why) we use samples for writing teaching and then watch demos of the software analyzing the samples. We will discuss how we use the software at our home institution in freshman writing. We will further discuss how the software might help in this process and how it needs to be improved.

Facilitators:
Jeff Collins, Carnegie Mellon University
David Kaufer, Carnegie Mellon University

Cost: $35

Evaluating Computer Mediated Classes

347B Stevenson
Workshop Coordinator: Anne Bliss

This half day workshop will cover ethnographic evaluation techniques within case studies. These techniques hold much value for instructors and researchers assessing teaching and learning in computer mediated writing classes, both face-to-face and Web-based virtual situations. Using examples from previous research, the presenter will discuss useful data collection methods for the participant observer, i.e., the instructor in the classroom. Qualitative data can be obtained by methods that include observation, formal and informal interviewing, and data review. The workshop will also cover the more quantitive techniques involved in testing, error analysis, and other instruments used to collect "hard data". Often, the data collected in ethnographic and case study research is more qualitative than quantitative; as a result, the assessment process easily bogs down during the data analysis. The workshop will teach ways to sort and catalog data as well as to analyze it according to such systems as using a matrix, applying qualitative measures to qualitative data, and rating frequency and its importance. Ethnography seeks to provide a true, rich, holistic picture of a situation. Combining ethnographic techniques with case study methods enables the researcher to find not only data the researcher seeks at the outset, but also to enable the researcher to obtain emergent data, information supplied by the participants. Computer mediated teaching and learning typically takes place amidst complexity and electronic tools that have varying degrees of usefulness in writing classrooms. This workshop aims to demystify the evaluation process and to teach participants a variety of techniques they can use as assessment tools in their own classrooms.

Cost: $35

TeacherShop Live II: Advanced MOO Pedagogy

250F Stevenson
Workshop Coordinator: Sharon Cogdill

Part of the MOOShop Project at the MOO Connections, TeacherShop II is designed for those who have had some experience using synchronous technologies like MOO, chat, Daedalus Interchange, and so on, in a classroom setting. TeacherShop usually meets as a five-week online series. In order to make teaching with MOO more accessible to those who prefer to learn in a face-to-face setting, the TeacherShop leaders propose to cover some of the basic TeacherShop material in a live, hands-on workshop. This workshop does not cover all the material presented in the five-week workshop: it is designed for people who already have taught using synchronous communications technologies. TeacherShop Live II will introduce participants to:

- Some things that make MOO teaching difficult and easy
- Some examples of excellent MOO lesson plans, projects, and pedagogies
- Writing and respecting policies and dealing with eruptive situations
- Teaching multithreading
- Using MOO for more than chatting
- Imagining and constructing virtual spaces: realms, rooms, creative environments for learning
- Imagining and constructing a virtual body, including a virtual teacher's body
- What some teachers do with programming and advanced technical MOO options
- Grading, evaluation, assessment.

Participants will carry home a number of handouts, including teacher's checklists, advice for dealing with local administrators and sysadmins, licensing and permissions information for typical clients, and policies for educational MOOs.

http://www.stcloudstate.edu/~scogdill/teachershop

Cost: $35

Assessing the Role of Digital Tools in Student Learning: A Focus on Writing

347A Stevenson
Workshop Coordinators: Martin Moldenhauer and Gene Baer

This workshop will present a study of the effects of digital tools upon writing. One section was taught within a traditional computer lab environment, using the word processing features of Microsoft Word. The other section was technologically enhanced with additional features of Microsoft Word, emails with attachments, shared file folders, and digital tools. Through the use of pre and post tests, careful observation, and collected data, the researchers have been able to identify both general and specific results.

Cost: No Charge

Town Hall 1: Teaching and Administering Distance Education Practices

101 Stevenson
Moderator: Rich Rice

Joel English, Trish Harris, Cynthia Jeney, Judi Kirkpatrick, Susan Lang, Pete Sands, Mark Walbert, and John Walter

Distance education is no longer the great evil. Many DE techniques and strategies are used in more traditional learning environments. In fact, it is often said that the "distance" between a lecturer and a student is greater than the distance between teachers and students in DE environments. This is difficult to pull off as a teacher, and even more difficult from the administrative side. There are competing forces at work. Still, we're all on the same time, aren't we?

Technology Innovation in Composition Program Administration: The Devil and all the Details

101 Stevenson
Moderator: Fred Kemp

This presentation describes a four-year effort in a large state university composition program to apply an extensive, locally coded web application to all aspects of first-year writing instruction, wall-to-wall, pedagogy and administration. The presentation will include not simply a description of the database-driven web application, how it was written and eventually implemented across all 110 sections, and the instructional and social implications of that implementation in frank terms, but will explore the attempts of the participants in the project to develop theoretically valid guidelines to justify globally such implementations -at the instructional and administrative level- for other composition programs, using Everett M. Rogers' innovation diffusion theory and Niklas Luhmann's theory of social systems.

Fred Kemp
Conceiving the Inconceivable and Enjoying Every Minute of It

Susan Lang
Reconfiguring the Information Architecture of First-Year Composition

Becky Rickly
Not Forgetting the Teachers, and Other Issues of Radical Change

Electronic Implications for Genres and the Discipline(s) of English

221A Stevenson
Moderator: Jonathan J. Taylor

Paulette Robinson
Growing A Rhizome: A Model for Webbing Scholarly Writing

My presentation will demonstrate a postmodern web-based dissertation designed to allow the reader to begin anywhere and end anywhere. I will also discuss the unique creative "writing" decisions (i.e., file organization, navigation, orientation, and writing conventions), collaboration, and the challenges of "writing" this type of dissertation in a traditional university. *http://www.otal.umd.edu/~paulette/Dissertation*

Jonathan J. Taylor and Lynne M. Smelser
"The Journal of Literacy and Technology": Genesis of an E-Journal

Jonathan Taylor decided to enter the scholarly electronic publishing world in the Spring of 2000 and founded "The Journal of Literacy and Technology". In his presentation, Jonathan, the executive editor, will discuss both the initial theoretical intentions of the journal and the pragmatics of beginning a scholarly e-publishing venture while Lynne M. Smelser, Senior Editor, will reflect upon the journal's place within the emerging landscape of rhetoric and technology studies, and discuss the submission process. *http://www.literacyandtechnology.org/*

Kurt Neumann
Power, Authority, and Cultural Conflict in Online Professional Writing Courses

This presentation will use brief case studies from online business writing courses, and secondary sources to demonstrate that the ideological force of "business culture" is apparent in three conflicts that arise in the "contact zone" of online professional writing courses: conflicts in cultural authority, in contexts (academy and industry), and within the context of expectations regarding instructional delivery in online classes.

Intersections of Virtuality and 'Real Life'

221B Stevenson
Moderator: Kristin L. Arola

Christy Desmet
Dramatism in the Computers-and-Writing Classroom

How does real-time interaction work? Based on a study of three Freshman Composition teachers in both the regular and computer-lab classroom, this presentation analyzes video footage and other materials to compare existing accounts of the "drama" underlying synchronous communication online with the observable "dramatism" of composition classrooms in which students, teachers, machine, and information interact. The goal is to relate discussion of on-line communication more closely to other kinds of interaction that can be observed in writing classrooms.
http://www.english.uga.edu/cdesmet/webpres.htm

Kristin L. Arola
The Text Stands Alone? Gendered Identity in Visual MOOs

The advent of visual MOOS has changed the landscape of subjectivity in interactive spaces. While one can still describe the self via words in the MOO, images now frequently control a user's self-definition(s). Through examining the visual definitions of student's personas and spaces on Michigan Technological University's NorthwoodsMOO, I explore how student identities disrupt gendered visual descriptions. These ruptures in identity, and lack thereof, display how MOO personas can be used in the classroom.

Sharon Tettegah
Self, Visual Representation, Voice and Online Social Identity

This paper documents key issues in electronic mediated visual representations of social identity, based on the teacher's psychological capital, in an online web-supported teaching and learning environment. Visual representation is very important because of a teacher's psychological capitol. Psychological capitol is defined as the memories, attitudes, experiences, and beliefs, which serve to provide the foundation for behaviors and practices. How teachers talk about things, do things and practice things in a classroom.

Distance Education: Policy, Pedagogy, and Institutional Challenges

219 Stevenson
Moderator: T.A.E. (Teddi) Fishman

Bob Samuels
Virtual Accessibility: The Economics and Politics of Using Computers in College Writing Courses

This paper examines the economics and politics of using computers in college writing classes. Of special importance, will be the question of whether distance education and virtual classes contribute to the growing exploitation of part-time teachers in the field of composition. I will also look at the ways new technologies may be used in order to standardize and dumb-down college instruction.

T. A. E. (Teddi) Fishman
Getting Past Distance: What We Can Learn From Distance Education's History

The current push for distance education courses has many of us who teach writing searching for ways to integrate our pedagogy with computer-mediated communication. Rather than allowing pedagogy to be determined by technology or by institutional pressure to increase enrollments, we should first take stock of previous attempts to utilize various communications technologies in distance education in order to avoid repeating past mistakes and to make the best use of both the available technologies and of what we know about writing.
http://www.westga.edu/tfishman/2ndlvl/DEpres1

Jack Jobst
Using Threaded Discussion Software in Large Classes

For a variety of reasons, instructors may find themselves in the future teaching large distance education or traditional classes (100+). Students in such courses often feel the discomfort of anonymity, and traditional methods for peer critiquing and Writing Across the Curriculum are unwieldy. Software that allows threaded discussions (NetForum, WebCT, etc.), however, can help. This paper will describe several methods by which instructors in large classes might promote discussion and writing skills using such software.

Assessing Writing with/in Digital Media

220 Stevenson
Moderator: Bill Condon

Patricia Ericsson
In Search of Agency in Technological Environments: Preparing Graduate Students for Work in Technological Environments

No matter where we are positioned in the enterprise of teaching composition, we can draw upon the conceptual insights that theories of agency and technology provide and weave those into our effective, everyday practice. Based on the insights of Foucault, Richard E. Miller, and several others scholars, my presentation will outline the possibilities for technology and agency theory as those in the Computers and Writing community prepare graduate students to meet the challenges of working and acting in technological environments.

Amy S. England
Emphasizing the Individual: Self-Determined Assignments and Assessment in Upper-Level Electronic Writing Classes

In my upper-level writing classes, students not only determine their own individual and group projects, they also determine how those projects will be assessed. The electronic medium complements this type of class in that it allows students to move beyond standard print texts and into electronic texts that allow them to express their individuality in more varied, dynamic ways.

Bill Condon, Liz Hamp-Lyons, Thomas Lumley, and Jan Hamilton
Context-Led English Language Assessment System: Online Writing Assessment is Coming of Age

An international team of researchers in writing assessment, working with a grant from the Hong Kong government, have designed a context-led system for assessing English language communications competencies. Working with the Hong Kong Society of Accountants, the team has developed a sophisticated, but human(e) online assessment environment. This presentation will describe the environment and discuss its pilot phase.

Ethnography in the Computer-Equipped Writing Classroom

347A Stevenson
Moderator: John Barber

Teryl Sands-Herz
Gender and Cultural Influences in NSs and NNSs: A Comparative Study of Online and Face-to-Face Discourse

Using research focused on "critical and reflective practices" as prescribed by Patricia Sullivan and James Porter (1996), I examine a university graduate seminar on computers and composition studies comprised of NSE and NNSE in order to analyze issues of accessibility in writing technologies through their F2F and online discussions.

Walt Turner
Ethnographic Research and the Art of Hypertext: Which of Us Is Oedipus Here? Which of Us Sphinx?

My presentation traces the history and use of electronic media in ethnographic classrooms and suggests that all forms (physical and virtual) of teaching, writing, and research are instantiations of ethnographic practices. Through five student hypertext projects, I examine how electronic research and expression compliments traditional ethnographic approaches to teaching composition.

John Barber
Teacher Preparation for Computer-Equipped Classrooms: Lessons from Ethnographic Research

Teaching and learning are better promoted if teachers are prepared for the challenges and rewards presented by their utilization of computer-equipped classrooms. Thoughts and recommendations, drawn from qualitative ethnographic research, are presented.

Cyborgian/Critical Pedagogy: Ethnographies of Distance Learning

347B Stevenson
Moderator: Carl Whithaus

Beth Counihan
Introduction to Philosophy Online: A Cybernography of Two Students' Experiences

A semester-long ethnography of two students' experiences taking an Introduction to Philosophy course online.

Carl Whithaus
Writing Ethnographies in/about Distance Learning: Computer-mediated Communication, Interactive TV, and Beyond

Using methods borrowed from cyberspace ethnographies (Turkle and Hakken) and the close, student-centered work of Gibson, Oviedo, Harrington, Day, and Rickly, I describe how students in an upper-division Introduction to Rhetorical Studies course delivered through Old Dominion University's TELETECHNET program respond to their learning environment. This presentation documents student learning where new medium (Interactive TV) is now supplementing - if not in some ways replacing - computer-mediated communication.

Anthony T. Atkins
Pedagogy and Digital Education: The Cyborg and Epistemology

This presentation hopes to demonstrate a need for further scholarship in the area of composition pedagogy in hypermediated environments. Teaching in these environments is significantly different than teaching in a traditional classroom; therefore, the ways students are taught should be different. Along with computers in composition classrooms come new epistemologies and ways of thinking and processing information. I hope to show that by investigating tel/epistemology teachers can better teach, and assess their students' learning processes.

http://courses.lib.odu.edu/engl/cwhithau/CW2002

Constructing Networked Writing Spaces: Distributed Learning in the College Composition Course

348 Stevenson
Moderator: Gregory L. Waddoups

Gary L. Hatch
De-centering the Instructor in an Online Composition Course

The de-centering of the teacher is familiar to many who use computers in writing instruction. But what happens when the entire class becomes decentered? For the past year, our writing program has been re-envisioning the role of the instructor in the writing classroom.

Joseph South
Designing an Online Distributed Learning Environment for a College Composition Course

The instructional design of BYU's online freshmen composition course (English 115) differs significantly from a typical online course. Rather than a focus on designing materials with which instructors and students would interact, we focused on planning and designing the type, location, and sequence of the interactions themselves, and then constructed the materials to support these interactions.

Nicole Van Valkenburg
Teaching Composition with/in Distributed Networks

In teaching English 115 Online, I have noticed that I must develop both a trusting environment and a reciprocal relationship in order for my students to be successful. I find that my mentoring strategies can dramatically affect student involvement, and therefore student performance.

Gregory L. Waddoups and Samantha Butterworth
Evaluating Teaching and Learning with/in Networked Writing Spaces

BYU's innovative approach to writing creates networked writing spaces for students. In this way, students must draw from multiple sources for information and support as they develop academic literacies. Our presentation will provide detailed case studies of these distributed learning environments by comparing student participation and learning in the re-designed version of college composition with those in traditional sections.

Critique and Negotiation: Student Responses to Learning in the Computer Equipped Classroom

324 Stevenson
Moderator: Nancy G. Patterson

Barb Duffelmeyer
Critical Computer Literacy in First-Year Composition

This presentation will highlight some results of a critical qualitative research/teaching project which gave students in a first-year university composition course a chance to develop meaningful positions relative to digital technology that are not dichotomously rejection or acceptance. This project made the computer a part of the content of the course, available for critique, as well as part of the course environment in which students wrote, read, and interacted with each other.

James P. Purdy
Narratives of the Networked Computer Classroom: Moving Toward Visual Literacy

This presentation will address two of the narratives employed to legitimize the use of networked computer classrooms for composition courses: the egalitarianism narrative and the visual literacy narrative. The presentation primarily explores the move by scholars and teachers to embrace the visual literacy narrative and how a critical examination of this narrative might provide insight into the operation of composition classes as well as the evolution of composition studies as a discipline.

Nancy G. Patterson
Weaving Textuality, Involvement, and Agency: The Hypertext Composing Processes of Middle School Students

William Costanzo regards the computer screen as one of the changing sites of literacy today. This session will show how three middle school students negotiated that flickering fluid text and in the process, developed an increasing awareness of textuality, became highly engaged in their composing tasks, and exercised their senses of agency as writers. It will deal with the ways in which these students controlled their emerging hypertexts, and show how they relied on their prior knowledges of text and textuality in order to navigate a new and highly complex discursive mode. *http://www.npatterson.net*

Netoric and TechRhet Live: All Hands on the Bad Ones!

250F Stevenson
Moderator: Tari Lin Fanderclai

Facilitators: *Tari Fanderclai, James Inman, Greg Siering, Cindy Wambeam, and John Walter*

Helpers and MOO Mentors: *Susan Antlitz, Anthony Atkins, Alex Babione, Samantha Blackmon, Bradley Bleck, Sharon Cogdill, Eric Crump, Michael Day, Bradley Dilger, Keith Dorwick, Kathy Fitch, Lisa Gerrard, Judy Kilborn, Karla Saari Kitalong, Jane Lasarenko, Jane Love, Karen Lunsford, Brendan Riley, Sherri Winans*

In this hands-on MOO session, members of The Netoric Project and TechRhet will show potential new members how to use the MOO Connections so that they can attend Netoric's Tuesday Cafe and/or TechRhet's Thursday MOO. All attendees will receive a Connections character, a MOO mentor, and handouts to assist them with getting connected to Connections from their home or office. Mentors will continue to help new MOOers via e-mail after the conference.

Preparing to Teach and Learn in Virtual Spaces: Ideas for Successful Faculty

101 Stevenson
Moderator: Dickie Selfe

Cynthia L. Selfe
Preparing to Teach and Learn in Virtual Spaces: Ideas for Successful Faculty

This paper focuses on the assumptions that underlie most professional-development projects aimed at teachers of composition: assumptions about teaching and learning, the nature of the work in computer-supported classrooms, the ideal relationship between technology and humans, the relationship between theory and practice. Such assumptions shape not only the content and range of topics that professional-development programs offer, but they also influence the instructional approaches that characterize these programs.

Cheryl Ball
Preparing to Teach and Learn in Virtual Spaces: Ideas for Successful Faculty

Building on the assumptions we make about teaching with technology, we have designed CIWIC not as a "how-to" workshop but as a space where participants - ranging from K-12 teachers to graduate students to tenured faculty and administrators - can make a difference with technology. I will present the pedagogy of CIWIC - collaborative work, readings, hands-on activities, technological activism, and social events - reminding us that every person learns by teaching and has expertise to share, and that we can take that model of learning back to our students.

Danielle N. DeVoss
Preparing to Teach and Learn in Virtual Spaces: Ideas for Successful Faculty

As a former Associate Director of the CIWIC summer institute, and as a new faculty member in a department which is seeking to integrate more technology use into its pedagogy and curriculum, I will present approaches to translating the professional-development offerings of CIWIC to different spaces.

Online Writing in an Interactive Learning Environment

221A Stevenson
Moderator: Gloria McMillan

Gloria McMillan
Shades of 2001: Is CAL Just Another HAL?

Shades of 2001: Is CAL Just Another HAL? An overview and pedagogical evaluation of several text analysis softwares that can aid in understanding the ways that CAL (Computer Literary Analysis) will soon be conducted on a wide scale. Text analysis spans the boundary between literary studies and rhetorical criticism. CAL speeds up close reading processes that have been among the most time-consuming and aids the writing student in finding supports for a thesis in literary analysis or other genres of essay. *http://www.u.arizona.edu/~gmcmilla*

Dr. Michael O'Conner
The Three R's and PKM: Personal Knowledge Management, A Foundation for Student Projects That Utilize Technology

The framework of Personal Knowledge Management (PKM) has been developed as a vehicle for dealing with the central problems of understanding how to properly use technology for researching, organizing, completing and presenting assignments in higher education and for developing a sense of personal responsibility in knowing and utilizing these skills effectively. The PKM framework emphasizes learning-to-learn information skills: retrieving information, evaluating information, organizing information, collaborating around information, analyzing information, securing information, and presenting information. This presentation explains and explicates the PKM framework. *http://www.millikin.edu/webmaster/pkm/*

Bertram C. Bruce
The Inquiry Page: A Site for Collaboration in Teaching and Learning

The Inquiry Page is a web site, a set of communities, and a technology designed through use. Users include educators, community activists, and students of all ages. They create representing ongoing paths of investigation into some question or problem. This session presents the Inquiry Page and discusses the multiple forms of writing that it supports. It looks critically at the affordances as well as the constraints of the structures and technologies within the site. *http://inquiry.uiuc.edu*

Crossing Over: From Face-to-Face to Digital Class Spaces

221B Stevenson
Moderator: Harriet Napierkowski

Kristine Blair
Distance Learning/Distant Students: Challenges in Creating and Sustaining an Online Writing Community

This presentation profiles a fully online writing course for adult students, comparing the online version to its face-to-face counterpart. Using this course as a case study, participants will brainstorm guidelines for building online writing communities, including more self-assessment strategies for potential online students both prior to and during courses. Overall, this presentation questions what's gained and what's lost in the creation of online writing communities, including writing improvement and student-centered pedagogical practice.

Greg Siering
Developing Effective Prompts for Asynchronous Online Discussions

Organizing and facilitating successful asynchronous discussions requires knowledge and planning that are unique to online contexts. Once teachers understand students' posting behaviors and motivations, they can design activities and prompts that will lead to successful discussions. This presentation will examine both the topical and procedural structures needed in an effective asynchronous discussion prompt, as well as provide practical suggestions and examples.
http://www.bsu.edu/classes/siering/cw2002

Harriet Napierkowski
The Role of Virtual and Physical Spaces in Authentic Peer Interaction

This presentation examines students' perceptions of the peer review process in two computer-mediated sections of a second-semester composition class: one, a hybrid on-campus networked class and, the other, an online class. It explores, from the students' perspective, the differences between reading and responding to a peer's text in virtual space versus reading and responding to it in physical space, with a physical text in hand.

Cultures and Counter-Culters: An Exploration of Writing in Electronic Media

219 Stevenson
Moderator: Jonathan Alexander

Jonathan Alexander
Ravers and Skaterpunks on the Web: Writing (about) Youth Cultures in the Computerized Composition Course

In this presentation, I discuss a series of assignments designed to provoke interest in Web representation of youth cultures, lead students to analyze the ways in which youth write and write about their cultures, have students investigate the ways in which such sites narrate resistance(s) to the dominant culture, and invite students to construct Webspaces that narrate their own cultures and cultural resistances.

Rae C. Schipke
Cultural Learning Styles and Successful Instruction: Can Technology Make a Difference?

This paper presents the areas of difference indicated in the literature on minorities and learning and explores the question of whether or not technology can make a significant difference in providing culturally appropriate writing instruction for these students.

Dr. Allison Clark
An Exploratory Study of Internet Usage of African American Male College Students Who Are Hip Hop Headz: A Way to Hop Across the Digital Divide?

Hip Hop Culture and the Internet are two of the most influential phenomena of the past 25 years. Both were obscure to the majority of the public at their inception but have had significant international impacts within the last 10 years. If the Internet is the great societal equalizer and Hip Hop music is the soundtrack of generation X, can Hip Hop Culture influence Internet usage of African American male college students? The social, economic and political implications of a continuing gap are staggering given current demographic projections. Narrowing the Digital Divide is complex, requiring expertise in a number of disciplines. This exploratory study begins to examine what motivates African American males to use the Internet.

Measure for Measure: Open Source and Assessment

220 Stevenson
Moderator: Margaret Syverson

Darren Cambridge
The Technological Component

Our goal was to create a web-based architecture that would allow students and teachers to compose and view Learning Records through a clean, easy-to-navigate interface. This plan presumed a database core to manage diverse kinds of evidence and multiple views of information. We determined that a robust application could be built on the LAMP platform (Linux/Apache/MySQL/PHP): We chose Linux as our operating system, Apache as our web server, MySQL as our database and PHP as our programming language.

Bill Wolff
The Social Component

At college level, we are currently developing the coaching model that will best serve students, faculty, and institutions. Our plan includes both on-site coaching in the form of workshops for faculty and administrators and online support via email discussions, web-based forums, and real-time conferencing. Typically, a number of teachers participate in pilot testing the application at their institution. As these teachers gain experience and expertise, they can become coaches for other faculty at their own and other institutions.

http://lro.cwrl.utexas.edu

What to Save and How to Save It: Year Two of the Clemson Electronic Portfolio

347A Stevenson
Moderator: Donna Haisty Winchell

Participants in the Clemson Electronic Portfolio Project discuss their differing views of what should constitute a portfolio of student writing but their shared perception that reflection is the unifying element. They also discuss their experiences teaching the requisite technology in the context of composition and literature courses.

Kathleen Yancey
The Clemson Electronic Portfolio Project: Its History and Its Future

Donna Haisty Winchell
Keeping Everybody Happy: The WPA Perspective

Shane Peagler
The Instructor's Perspective

Angela Rogers
The GTA's Perspective

Problem-Posing and Discensus in Technological Environments

347B Stevenson
Moderator: Elijah Wright

Elijah Wright
Online Agency: Alternate Discourse @ Kuro5hin.org and SlashDot.org

Slashdot.org and Kuro5hin.org have each developed a non-majority discourse that blatantly opposes the normalized discourse of the sites' at-large community. By resisting the majority discourse, and creating a second, unofficial meta-narrative, users are producing their own agency in each forum using tools that have not specifically allowed for that agency's production. My paper examines this counter-hegemonic experience in light of theories of community and the construction of consensus.
http://stderr.org/~elw/cw2002/

Jessica Barnes
Writing in White Noise: Hypertext and Composition

In the middle of a second industrial revolution any pedagogy of composition must begin to take into account the drastically different situatedness of the students who make up the writing classroom. Our students exist and write within a world that Jean Baudrillard termed "white noise," Within this world I believe it is important that our students are given the tools to question the very technology that makes this "white noise" possible, and begin to understand their own situated position within that noise.

Michael R. Moore
Composing Problems: Analyzing Values in the Computer-Mediated Classroom

My presentation explores some of the implicit and explicit values - humanistic, social, economic, and rhetorical - allied with computer mediated pedagogies. I suggest ways of designing "problem posing" curriculum for the computer-based class, in which students analyze values as part of their introduction to the conventions and priorities of their computer-mediated environments and institutions.
http://www.hu.mtu.edu/~mmoore/projects/cw2002

Imag(in)ing Writing: A Design Approach to Multi-Media

348 Stevenson
Moderator: Wendy Warren Austin

Jeff Collins
Complex Patterns and Created Experience: Building On A Visualization Technology for the Writing Classroom

Despite claims about the newfangled impact of multi-media, authors have long used writing to create interactive experiences for readers. We have developed a computerized framework for understanding and drawing student attention to a different conceptualization of writing. This presentation will provide you with an understanding of this conceptualization and how our research-based design process is leading toward a mature, useful visualization technology and coaching system for writing classrooms.

Wendy Warren Austin
ImagINin' Everything: Web-Cams Takin' Over the Wor(l)d

With the use of web cameras proliferating, it is easier than ever to incorporate photos and streaming video and wave files into hypertext projects. But what does that do to our sense of the text? Is everything becoming the photo-op, the sound-bite? Do we all have to become photogenic now? This discussion/ demonstration explores the impact of web-cam technologies on hypertext projects within first-year writing classrooms. Uses Zemliansky, Bolter and Grusin, Aristotle, and student work.

Gregory VanHoosier-Carey
Imag(in)ing Web Text(ture)

The idea that the Web is first and foremost a visual medium of communication is widely accepted among those of us who study electronic communication. Nonetheless, we persist in employing the Web as a convenient dissemination tool for largely verbal expression and teaching our students to do the same. In my presentation I argue that "design" offers a rhetorical perspective better suited to Web communication.

Students, Administrators, Pedagogy, Faculty, Infrastructure, Technology: Where Material and Virtual Elements Connect@internet.cc.il.us

Stevenson 324
Moderator: Kip Strasma

Critically constructing internet-based distance education for college students is a complex task of connecting the many invested material and virtual worlds. This 'important area for study in our field' (Hawisher and Selfe 101) has been ongoing at two-year colleges within established distance education programs.

Kip Strasma
Repurposing First-Year Composition: Technology, Pedagogy, and the Internet

Jill Wright
Integrating Technology into Business and Technical Writing

Matt Smith
What Makes a Course? Rethinking Pedagogy for Online Instruction

Jennifer Pauken
Teaching with Resistance

Chesser Meets Hackers: Meshing with the Deep Blue Team

Bone Student Center Ballroom
Joel Benjaman
Moderator: Janice Witherspoon Neuleib

This presentation will describe Mr. Benjamin's experiences working as the chess consultant to IBM's Deep Blue chess playing computer. He will relate how he joined the project as a technical outsider, and over time learned enough about the techniques of programming Deep Blue to enable his colleagues to infuse Deep Blue with chess knowledge in unprecedented detail. Ultimately the group was able to defeat the best chess player in the world, Garry Kasparov.

Joel Benjamin is a 38-year-old New York native, who graduated with BA in History from Yale 1985. He is a three-time U.S. Chess Champion and was awarded Grandmaster* title in 1980. He has been a member of many U.S. National teams and is currently ranked among top 100 players in the world. In 1987, he was awarded the Samford Fellowship for chess study and training, and he appeared in the 1993 film, "Searching for Bobby Fischer" 1993. In 1995, New York Magazine named him as one of the "100 Smartest New Yorkers." He served as a chess consultant IBM's Deep Blue project from 1995 to 1997.

*"Grandmaster" (GM) is used for chess players as a title similiar to Dr.

Lyric, Essay, Book || WebText, Database, Self: Classic Forms, New Media Poetics, and Classroom Practice

101 Stevenson
Moderator: Anne Frances Wysocki

Michael Keller
From 14th Century Song to Web

Reading New Media works as lyric gives us an opportunity to discuss, as teachers and writers, these texts as inheritors of a long poetic tradition while acknowledging the influence, if not dominance, in New Media work of disciplines such as the visual arts and cinema. This paper will consider what happens when the lyric jumps from the tradition of song/printed poem to the visual arts, using supporting examples of New Media work by selected artists/writers/performers.

Erin Smith
From Draft to Database: Parsing the New Media Object for the Composition Classroom

Teachers integrating New Media design into composition classrooms must both master the technologies and help students navigate the multiple rhetorics of onscreen spaces - but another challenge comes from recognizing that the database may be replacing narrative as a structural and experiential paradigm. This presentation argues that more than an act of translation is needed to work with this paradigm; we need, instead, a wide-ranging notion of New Media poetics.

Anne Frances Wysocki
Re-membering Ourselves Onscreen: A Bookling Monument

Through considering digital poetry/art that incorporates pictures of books, I argue that images of books provide digital composers with ready-made visuals for re-presenting 'self' - although the images always show visual or narrative discomfort. I use Bolter and Grusin's notion of 'remediation' to begin 'reading' this digital work; my readings indicate interpretative directions - and classroom approaches - for helping us understand the selves we present online and off.
http://www.hu.mtu.edu/~awysocki/bookling.html

Individual Expression and Critical Reflection in Hypertextual Forums

221A Stevenson
Moderator: Doug Hesse

Jo Ann Oravec
Autobiographical and Knowledge Management Dimensions of Weblogs: Rhetorical and Media Ecology Approaches

This presentation analyzes the evolution of weblogs from a media ecology perspective. It also takes a rhetorical approach to weblogs, analyzing their impact in discourse. Weblogs afford the development of individual, critical voices as well as cross-weblog interaction; they place individual expression within the overall tapestry of the Internet.

Steven Wexler
Terminal Narcissus and the Posthuman: Reflexivity and Augmentation through the Hypertext Mirror

Hypertext is a heuristic that enables even the most resistant individual to question his own ideologically informed values while at the same time sanction his sense of self; cyberspace affords a crucial mirroring of the "I," a portrait of the plural self that endures in the singular.

Doug Hesse
Identity and the Internet: The Telling Rhetoric of Amazon.com's 'Top Reviewers'

A rhetorical analysis of top reviewers on Amazon.com's website suggests answers to two broad groups of questions: 1. What does it mean that thousands of individuals publish Amazon.com reviews? How especially might we understand their efforts to construct identities through but also beyond the individual texts they write? How might this investigation shed light on other forms of personal writing on the internet? 2. How do internet valuations of texts for their "usefulness" (and for whom) interact with writer valuations of texts as "personal expression?"
http://www.cas.ilstu.edu/english/hesse/welcome.html

Online Communication in Writing Course Design

221B Stevenson
Moderator: Tracy Clark

Tracy Clark
Practicing, Preaching, and Professionalizing: Instructor-Authored Tutorials and Their Place in Computer-Mediated Courses

I discuss the importance of instructor-authored tutorials, with these caveats in mind: Instructors who write their own tutorials do so in order to forge a specific connection between technology and course activities. Instructors who write their own tutorials make a conscious, sustained decision to be actively involved with students. Instructors acquire, practice, and apply their own technological skills.
http://icdweb.cc.purdue.edu/~clark9/cw2002

Carey L. Harrington
Facilitating Effective Peer Reviews in an Online Course

The peer review challenge grows stronger in the online environment due to students' lack of face-to-face interaction with one another and the lack of an always-present instructor to move the process along. I will describe a plan I developed for peer reviews that minimized late deliverables and also the time spent managing each review process. I will also share the benefits many students enjoyed as a result of this process.

Becky Reed and Rob Estes
Groups that Work in the Distance Classroom

Distance education is the object of lots of skepticism, including charges that CAI is impersonal and alienating for students and very labor intensive for instructors. Both of these potential problems are overcome in part by designing courses that transfer the collaborative learning model from the face-to-face classroom to the virtual classroom, with some adaptations. This session examines a course that has been offered four times over four years, and considers what adaptations have been most effective in fostering successful small group work as well as which ones failed.
http://www.bothell.washington.edu/classes/bls381/

Computer Technology and the Emerging Rhetorical Situation in English Studies

219 Stevenson
Moderator: Byron Hawk

Byron Hawk
The 'New' Rhetoric: Technology and the Revitalization of Rhetorical Discourse

As Richard Lanham proposes in *The Electronic Word*, the WWW as an expressive medium is the extension if not fulfillment of rhetoric, not the harbinger of its demise. In this paper, I will follow the pedagogical possibilities offered by this fulfillment. Computer technology, then, offers writing teachers new opportunities to extend what we do in English departments rather than detract from our traditional mission.
http://mason.gmu.edu/~bhawk

Timothy Mayers
The End of Creativity, Or: (Re)Creating Writing in the New Textual Economy

Among all the various strands of English Studies, creative writing has perhaps the most to gain or the most to lose as we continue to shift from a textual economy based solely on print toward a textual economy in which print and hypertext are intermingled. I will argue that the emergence of hypertext renders this position completely untenable. However, this does not mean creative writing's modes of production-poetry and fiction-will disappear.

Kevin Swafford
(Techno) Barbarians at the Gate?: Anxiety, Technology, and the Pursuit of Literature

At the heart of both the tepid and heated reactions to the emergence of technology in literary scholarship and instruction are a series of cultural anxieties that are grounded in misconceptions and misguided power struggles. What is to be done? In this paper, I will argue that a new rhetoric is needed by literature teachers who work in and with computer technology.

Teaching and Assessment with The Learning Record OnLine

220 Stevenson
Moderator: Cynthia Haynes

During 2001-2002, The Rhetoric Program at the University of Texas/Dallas piloted use of The Learning Record Online (LRO) in its Rhetoric 1302 classes. Created by Dr. M.A. Syverson of the University of Texas at Austin, the LRO is a simple yet powerful computer program used to store, analyze and evaluate student course work during a semester. This panel will discuss the history and philosophy of the LRO, report on various problems encountered in implementing a pilot program using the LRO, and suggest solutions to those problems.

Katherine A. Burgess
Process-Oriented Evaluation Using the Learning Record Online

Kelly Martin
History & Philosophy of the LRO

Cecelia M. Walter
Diverting the Subversion within the Learning Record Online

Tara Aveilhe
Student Responses to the Learning Record Online (LRO)

http://www.utdallas.edu/~kaburg/lropanel.htm

Research, Invention, and Rhetorical Memory: MOOs in the Teaching of Writing

347A Stevenson
Moderator: Annie Olson

Janice McIntire-Strasburg
Building a Better Mousetrap: Using MOO as a Research Space

Using MOO as a research writing space allows students to step outside the traditional research essay format and design a project that builds on their skills as researchers, and showcases their understanding of an issue. MOO-space design forces them to rethink the best way to structure and present an argument. This presentation showcases MOO-research essays from my "Reading and Writing the Internet" course.

Annie Olson
Situating Invention: Taking Bakhtin into the MOO

Results of research on using the MOO as an inventional tool in freshman composition courses demonstrate that the MOO is an effective tool for implementing a Bakhtinian aesthetics of invention, facilitating self-conscious, aware, dialogic invention of the text, the language (voice), and the self as writer/meaning-maker.
http://www.letu.edu/people/olsonam

John Paul Walter
MOOs, Memory, and Composition

In "Memory Issues in Composition Studies," John Frederick Reynolds suggests four approaches by which we may restore rhetorical memory to composition studies: memory as mnemonics, as memorableness, as databases, and as psychology. Using Reynold's suggestions as a starting point, this presentation will explore MOOs and MOO-based writing in light of rhetorical memory and, in turn, discuss how MOO writing can help us rethink the use of memory in today's composition classrooms.

Real Research; Virtual Sites: Exploring the Merger of Ethnography and Technology in Composition Studies

347B Stevenson
Moderator: Amy K.M. Hawkins

Amy K.M. Hawkins
Virtual Sites and Ethnographic Writing: On-line Research Projects in the Composition Classroom

While an examination of the benefits of mini-ethnographies is a worthy investigation in its own right, this project examines the problems and potentials of ethnographic research that occurs in virtual, rather than physical sites and addresses the following questions: What are the challenges to students who choose on-line/virtual sites for ethnographic exploration? What are some insights that appear particular to virtual research? How can ethnographic research in virtual spaces enhance the teaching and learning of writing?

Marhsall Kitchens
Ethnographic Research in Composition Studies: From Print to Hypertext

In a field that is increasingly employing ethnographic methodologies in writing, how might writing instructors capitalize on the potentials of hypertext and the unique competencies of students in digital mediums? Four student projects in Freshman Composition that employ both ethnographic principles and hypertext will be examined.

Corrine Calice
MOO-ving Forward in Ethnographic Writing: Exploring the Possibilities for Real Research in Virtual Space

This paper examines the value of moos as a site of autoethnographic research in the field of composition and rhetoric. In a moo all action and interaction are interpreted or understood because of an agreed upon convention that adds visual and tactile dimension to verbal thinking. The magic of the moo, then, is at least partly due to the way that visual information occurs, or appears, via the verbal in the text-based environment - the way that language materializes, becomes, performs.

Fools Rush In, or It Seemed Like a Brilliant Idea

348 Stevenson
Moderator: Scott DeWitt

Marcia Dickson
Fools Rush In, or It Seemed Like a Brilliant Idea

This presentation tells the story of an experiment in pedagogy: a complete re-conceptualization of a first year writing course that focused on the Web, as both a technology and a subject of inquiry. While several positive things occurred in the course, we are not altogether convinced that our students drew upon and increased their potential as writers, thinkers, and learners. Our presentation will offer a critical reading of our course design as well as illustrate its revisions.

Scott Lloyd DeWitt
Fools Rush In, or It Seemed Like a Brilliant Idea

The second part of this presentation will carefully examine the web writing students completed for our experimental course, arguing for the 'web campaign' as a conceptual framework for student web writing.

Who is the (Institutional) Subject of On-Line Education?

324 Stevenson
Moderator: Christy Desmet

Christy Desmet, Alexis Hart, and Robert Cummings

This proposal grows out of a collaborative project, called the Deans' Forum, established between the College of Arts and Sciences and the College of Education at the University of Georgia. As part of a "Technology" group established across the two colleges, we discovered that as schools within the same institution, we had different constituencies with different needs. One group–Special Education professionals associated with the College of Education–fit a common profile of the distance learner. The other students in on-line freshman writing classes sponsored by the Department of English are altogether a different kettle of fish. They are mostly residential first-year students, hardly distinguishable from their peers, who are urged to take small seminars with a great deal of personal contact. Yet, in increasing numbers, they elect to take their first-year writing courses on-line. Yet because units across campus compete for the same monies under the umbrella terms "distance education" or "on-line education," it is useful to compare the needs of these two groups within one institution. In this way, we may be able to define the technology needs of groups within a large public institution and so direct their funds in a more detailed way.

http://www.english.uga.edu/cdesmet/webpres.htm

Featured Speaker D.1

Experiments in Irrational Exuberance: The Present and Future of Electronic Literature

Scott Rettberg
101 Stevenson
Moderator: Curtis White

Electronic literature is an interdisciplinary, rapidly changing, international phenomena. This presentation will offer brief glimpses of some of the most innovative recent work, describing some of the evolving genres of literature designed specifically for the computer and global network. Rettberg will offer a snapshot of the present of electronic literature, and briefly explore current efforts to institutionalize (and deinstitutionalize) electronic literature within universities, publishing, NPOs and other parts of the cultural landscape.

Scott Rettberg is an Assistant Professor of New Media Studies in the Literature program at Richard Stockton College of New Jersey. Rettberg is the cofounder and served as the first executive director of the Electronic Literature Organization. Rettberg the co-author of *The Unknown*, a hypertext novel, co-winner of the 1999 trAce/AltX International Hypertext Competition and coauthor of *The Unknown: An Anthology (2002)*. Rettberg's work in electronic literature has been cited in numerous national publications including *The Chicago Tribune*, *The New York Times*, *The Los Angeles Times*, *Publishers Weekly*, *Poets and Writers and PC Magazine.*

3:30 - 4:45 Roundtable D.2

Technospirituality: Identity, Creation, and Connection in Electronic Spaces

221A Stevenson
Moderator: Keith Dorwick

Just as we build our identities in the material world, our actions and words online shape us: how we know and understand one another, who we may become, and the shared realities we may inhabit. As we contribute to these continually emerging realities, we live out our own spiritualities as humans who are forever relating and connecting to others. However, as individuals with our own needs, desires, and flaws, the ways we use, perceive, and interact in cyberspace are unique. This roundtable will explore how struggles with technical skills, or the ways we perceive the connective potential and reality of electronic spaces, cause us to interact with each other in ways that are, or are not, spiritually healthy and fulfilling.

Kathy Fitch
Filament Spirit: Meditations on the Electronic Labyrinth

Keith Dorwick
The Ethics of Shape-Shifting: Becoming More or Less Human by Being Someone Else in Electronic Spaces

Susan Antlitz
The Connecting Imagination: Merging Worlds and the Sense of "Place" in MOOspace

Michael Day
The Online Renaissance: A New Epistolary Culture?

Alexandra Babione
Technospirituality: That Which Enables Us to Invite the Uninitiated and Disenfranchised into Our Community

http://www.siue.edu/COMP/technospirit

ESL and Computer-Based Instruction: Integration, Interaction, and Possibility

221B Stevenson
Moderator: Anne Bliss

Anne Bliss
ESL Students in Web-based Classes

This presentation discusses ways that students who speak English as a second or subsequent language can fully participate and learn rhetorical and writing skills in an online or Web-based course.

Huiling Ding
The Integration of English Listening and Writing in Computer Lab

In China, the computer literacy, English listening, and English writing are three separate courses, with separate facilities and faculties. It is a repeated investment for universities to have both computer lab, language lab with computers for listening. I think it is a good idea to integrate these three courses into one of English and computer introduction course, and discuss the feasibility in doing this back in Chinese universities.

Catherine Null and Therese Trotochaud
You Think Your Inbox Is Full

Two teachers at a public Midwestern university have been using listserv exchanges to provide their students with the opportunity to be cultural informants. Since 1994 each semester, international students in an ESL institute and students in an English composition class have "talked" to each other about the features of culture such as their material culture, art, roles of people, social control, and more. Have the writers changed? Or has the writing changed?

Collaborating and Responding: Writing Pedagogy in Electronic Spaces

219 Stevenson
Moderator: John Ost

Worth H. Weller
Writing Conferences: Looking for the Affective Dimension Online

What works best for the face-to-face writer's conference is not necessarily successful for real-time, online conferencing. This presentation fills a void in the research, with comparison and contrasting of traditional writing conferences to conferences in cyberspace. Successes and failures with students and their papers in cyberspace will be well documented in this presentation, and a strategy for setting the scene for effective online writing conferences will be presented.
http://users.ipfw.edu/wellerw/conferenceproposal.htm

John Ost
The Writer's Corner Writing Center

In this presentation, teachers will be introduced to the Writer's Corner Writing Center, a collaborative web-based writing environment that I have created for students in grades K-16. Teachers will leave this session with a thorough understanding of how the Writing Center works and how such an interactive environment will enhance the teaching of writing in the classroom. Many examples will be given from the projects under development in the Writing Center. Participants will learn how they can integrate the Writing Center into their own classroom projects. Attendees will also learn about the online professional development course area that is linked to the Writing Center.
http://www.writerscorner.com and http://www/kidswritingcenter.com

The Smart (?) Machine: Assessing the Assessors

220 Stevenson
Moderator: Tim McGee

Tim McGee and Patricia Ericsson

The commercial availability of Criterion (E-rater) and the Intelligent Essay Assessor (IEA) has led to widespread interest in these machines for use in placement, outcomes assessment, and evaluation. Our presentation will compare and contrast Criterion and IEA, examining the institutions producing programs, how the programs work, and the political implications of mechanized assessment. Additionally, we will demonstrate how both programs respond to a variety of student texts and encourage participants to help us discover possibilities for intervention in how these programs are used.

Dialogic Duo: Graduate Students and Junior Faculty, and Their Mentors

347A Stevenson
Moderator: Cindy Selfe

Joan Latchaw
A Dialogic Trio An Audience Analysis of Conference Participants for Graduate Students, Junior Faculty and Their Mentors

Unlike some conferences, graduates and undergraduates are invited to present papers at C & W. They are commonly on the cutting edge of technological developments. Therefore, when presenters misjudge their audience, typically knowledgeable about technology, pedagogy, history, and theory, they can appear amateurish and embarrassingly naive. Mentors, then have a responsibility to not only embrace, but guide our new members toward a professional stance: to articulate our expectations so they're clear and on the table.

Sharon Cogdill
Grad Students Get to Be Grad Students, Junior Faculty Get to Be Junior Faculty: Policies and Practices to Help Junior Faculty Professionalize

The transition from graduate student to career presents problems for C&Ws. We need to think of professional development as normal and appropriate, to foster collaborative research between senior and junior scholars, and to think about what aspects of our discipline make some difficult to tenure.
http://www.stcloudstate.edu/~scogdill/papers/

Robert Yagelski
Innovation, Technology, and Academic Culture: Mentoring Graduate Students in Computers and Writing

I examine the struggles of graduate students to do innovative scholarship in an inherently conservative profession and consider how faculty might mentor such students and negotiate the sometimes conflicting roles of advocate, supporter of new technologies, and gate-keeper. My advice grows out of my experience with such students and my perspective on the need for change not only in how we define scholarship but in our roles as teachers of literacy and technology in a changing world.
http://www.albany.edu/~rpy95/index.html

Can We Publish Essays the Way Open Source Programmers Publish Code?

347B Stevenson
Moderator: Karen Lunsford

Nick Carbone, Bradley Dilger, Trish Harris, Charles Lowe, and Peg Syverson

Within the computer software industry, open source has become the rallying flag for those who oppose the tight corporate control of intellectual property. As co-founder of the Open Source Initiative Bruce Perens explains, for software to be open source, the user must receive the source code and be granted various freedoms not normally available under fair use determinations: the software must be published under a public license which guarantees the right to copy, redistribute or modify the program. One open source license in particular, the GNU General Public License, goes one step further. It requires that any copies and/or modifications of the software also be published under the same license, fixing that piece of intellectual property and all subsequent development permanently within the open source domain. Eric Raymond, the other founder of the Open Source Initiative, has pointed out that the Linux community, the most popular example of programmers developing software under the GNU, operates in an extremely collaborative knowledge-making environment, one which is successfully challenging Microsoft's monopolistic domination of the software industry.

The question members of this roundtable will pursue is this: Can open source principles applied to the knowledge building of our discipline, which is more often composed in standard written English than programming code, better serve the sharing of teaching and scholarly practices and ideas than our current models, which are mixed up in the world of copyright (whether by scholarly journals, academic presses, textbook publishers, and our campus-based educational outreach divisions), a prestige economy where promotion and tenure depend upon publishing in restricted spaces and being cited by others, and where those copyrights and prestige publications often translate directly into increased financial reward?

Mind the Gap: Teaching Image and Text in New Media Spaces

348 Stevenson
Moderator: Joyce Walker

New media spaces have blurred the traditional boundaries between disciplines, creating gaps where the purposes, values, and potential for both words and images is altered. We have learned that our respective disciplines did not always provide us with appropriate ways to address these new combinations of image and text. Our presentations trace the various paths that we, as teachers and students, have taken from the edges of our own distinct disciplines.

Joseph Squier
Words & Images: Mining the Gap between Authors and Artists

Kathie Gossett
Crashing the MLA Party: MTV Literacies in the Writing Classroom

Joyce R. Walker
Exploring the Gaps in a Disciplinary Education

Carrie Lamanna
"I Teach Cyberculture Philosophy But All My Students Want To Do Is Watch TV": Bridging the Gap Between Academic and Popular Culture

http://www.english.uiuc.edu/walker/cw2002

Educational Software: If It Worked, It Would be AI

324 Stevenson
Moderator: Rae C. Schipke

This presentation gives a concise background on the current state of AI in terms of its uses and abuses from three perspectives: computer science, philosophy, and education/writing.

Bradley Kjell
Formal Languages, Natural Languages, and Writing

The mechanics and dynamics of AI.

Brian O'Connell
Ethical Implications of AI in the Writing Classroom

The underlying assumptions and limits of AI.

Rae C. Schipke
AI and Writing, Pedagogically Speaking

The applications of AI in education and an overview of promising AI research in language and communication.

CW Goes to the Movies: Synthetic Pleasures

101 Stevenson
Moderator: Erin Smith

Lara Lee's documentary Synthetic Pleasures is, in the words of Janet Maslin, "a trippy, provocative tour through the perfectly artificial worlds of cyberspace, plastic surgery, mind-altering chemicals and controlled, man-made environments that questions whether the natural world is redundant, or even necessary. Those who see it will want to pinch themselves when it's over." In addition to its exploration of "bleeding-edge" technologies, from body piercing to cryonics, the film features commentary by Timothy Leary, Lisa Palac, R.U. Serious, and John Barlow.

More about the film can be found at:
http://www.caipirinha.com/Film/spcontent.html

The Learning Moment: Blood and Theory in the Meeting of Minds

221A Stevenson
Moderator: Harun Karim Thomas

Temi Rose
Ecology of Understanding

We propose that intersecting multiple lines of communication create the possibility for truth, friendship, and more specifically, a friendship of truth. By way of exercising a professional faith, the instructor resigns herself to initiating wayward flights of conversations and trajectories that emanate from lonely silence in an attempt to recuperate common ground; she creates an environment richer in its ecology of understanding.

Harun Karim Thomas
A Hopeful Outlook: Shadows in the Sun

In thinking about what militates against true dialogue, one might propose an alternative approach, asking the following question: How might dialogue proceed when the lines of communication issuing forth from virtual spaces weave in and out of the physical spaces we inhabit? What is at stake on this topos, then, is the reconciliation of blood and theory.

http://www.2cyberwhelm.org/design

Online Learning: The Flexible Potential of Courseware

221B Stevenson
Moderator: Connie B. Sirois

Paulette Robinson
Designing Online Learning: Learning Objects, WebCT and a Constructivist Approach

This paper will explore a new web-based course design that integrates constructivism as a learning approach and learning objects as a content presentation technique within the course management delivery system, WebCT.

Jack Wilson
Penetrating the Puckerbrush of Maine: Using Audio Files to Teach Writing

Using audio files to accompany First Class and WebCT responses to student essays - for both distance and regular education students - enables the instructor to humanize responses in order to reach the many home or town-bound distance education students in a state as large as Maine, as well as to reach those equally bound by the anonymity of a large university.

Connie B. Sirois
Decisions Are Final: Issues Related to Course Management System Adoption

Each year, more universities decide to offer on-line, distance, or technology-enhanced courses via course management systems (CMSs) such as Blackboard. Since money is limited and since technology changes so rapidly, decisions concerning technology related purchases are critically important. Funds earmarked for technology must be wisely spent, and therefore, consideration should be given to the process used to adopt a CMS. The issues related to the unusual adoption method utilized at Nicholls State will be considered.

Creating the CyberCitizen: A Look at the Hype Of Technical Proficiency & the Rhetoric of Democracy

219 Stevenson
Moderator: Virginia Kuhn

Community, civic-mindedness, democracy: these terms have become the "buzzwords" associated with the academy's imperative for creating ethical student citizens. Simultaneously, universities are facing increased pressure to foster technological proficiency in these same students. We ask the question: Are these two pedagogical missions inherently at odds and what are the ways that the two missions are represented, challenged, and enacted in current writing classes and curricula?

Dave Clark
Service Learning: Coercive Caring?
http://www.uwm.edu/~dclark

Andrea Deacon
The Virtual Composition Student Citizen
http://www.uwm.edu/~abd

Suzanne Leonard
Out in the Cold: Special Needs and the Rhetoric of Inclusion

Virginia Kuhn
The Basic Keyboard: Computers in Basic Writing Pedagogy
http://www.uwm.edu/~vkuhn

Teaching First-year Writing: Rhetorical Pasts, Presents, and Futures

220 Stevenson
Moderator: Janice Walker

Mark Richardson
Rhetorical Correctness and Web Authoring in First Year Composition

This presentation will focus on Web pages created by students in first-year composition classes, using them as a springboard for discussion of the rhetorical goals and the assessment of Web authoring in first-year composition.

Janice R. Walker
The Third Wave: Yes, But Can They Write?

This presentation considers how we can use what students are already doing--sharing files, communicating with peers, and online researching--in the classroom by focusing on the outcomes we wish to achieve instead of trying to force traditional square text into round holes.

Angela Crow
Visual Rhetoric, Cognitive Development, and First-Year Writing

This presentation suggests viable expectations for how writing might look visually now and sets out possible strategies for increasing visual rhetoric within composition core courses over the coming five years.

Reviving The Ordinary: Newsletters, Visual Culture, Ethos, and Genre Knowledge

347A Stevenson
Moderator: Dickie Selfe

Sean D. Williams
From Common to Complex: Using Online Newsletters to Help Students Succeed in a Visual Culture

By having our students analyze and design a "common" genre (the newsletter) to teach a complex literacy (digital literacy) in a non-threatening writing environment, we help our students gain access to and confidence with the literacy skills they need to succeed in our visual culture.

Tracy Bridgeford
The Composability of Ethos: Newsletters, Technology Autobiographies, and Identity

Newsletters can prove to be an effective tool for helping students understand how ethos is created through information design. In this presentation, I describe a newsletter writing and design assignment from an information design class for technical writing majors, evaluating how students compose an ethos about the role of technology in their craft and their lives.

Karla Saari Kitalong
Genre Knowledge and Document Design: Articulating Expectations, Evaluating Literacies

In this presentation, student-produced newsletters are discussed in light of taken-for-granted genre knowledge. The presenter also discusses the development of criteria suitable for evaluating student work across traditional genre boundaries.

Innovation and Reconstruction in Creating Learning Environments for the Computer Classroom

347B Stevenson
Moderator: Mike Palmquist

Joanna Castner
Developing Haptic Metaphors

Research to date suggests that haptic technology may be a powerful addition to user-centered multimedia and hypermedia design. In order to imagine more and more effective uses for haptic technology, as well as to make haptic technology more meaningful for users, we will need to develop haptic metaphors. This presentation will examine the possibility of drawing from long-familiar "physically-based" metaphors (for example: we grasp concepts) in creating new haptic metaphors for online environments.

Mike Palmquist
Where Should We Go From Here? OR Where Should We Have Been Going in the First Place?

In my talk, I will discuss The Writing Studio, a "next generation" writing environment for student writers. I will argue that the necessary groundwork has been laid for creating new writing environments that specifically consider the needs of student writers, that build on the lessons we have learned as teachers over more than two decades in technology-supported writing classrooms, and that moves beyond the metaphorical lenses that have shaped our thinking about how to use technology to meet the needs of writers and writing teachers. *http://lamar.colostate.edu/~mp/*

Brendan Riley
Thinking and Teaching Spatial Theory with Hypertext

Recent debates over the concept of "space" have brought into question the traditional assumptions about how we understand the world. I will discuss how hypertext and the MOO play a role in the reconstruction of "space" and will present some proposals, methods, and assignments for bringing these concepts to students.
http://www.nwe.ufl.edu/~briley/research/cw2002.shtm

Three Axes of Access: Problems with Digital Texts

348 Stevenson
Moderator: Karen J. Lunsford

Cece Merkel
Ethical Aspects of Researching Technology "Have-Nots"

Speaker #1 discusses how we might lessen the distinctions between "researchers" and "the researched" to erase the digital divide and to share equitably the rewards of doing research. In doing so, the speaker explores a computer distribution and training program aimed at increasing access to technology in a low-income community. This presentation describes the unique ways that people bring technology into their lives and the challenges involved in viewing participants as "knowers" rather than as research "subjects."

Peter Mortensen
Window Shopping

Two related trends in computers and writing studies--historical inquiry and cultural criticism--have been enriched by electronic access to primary and secondary resources. Yet complex ethical and legal questions related to such access remain unresolved. I examine past and present scholarly engagement with reproductions of archival material and full-text databases, and offer suggestions aimed at resolving some of the uncertainty that attends the use of web-accessible artifacts.

Karen J. Lunsford
Other People's Words: Ethical Dilemmas for Digitized Qualitative Research

As the number of digitized texts has grown, and as search engines have become more powerful, qualitative researchers have found that the conditions that once protected participants' anonymity have vanished: No longer must readers be familiar with both the researcher's and the participants' fields to identify the them. I address two ethical concerns: our responsibilities toward previously published research now being digitized, and the challenge to devise protective strategies for future research.

Hybrid Writing @ Northeastern: From Pilot to Campus-wide Implementation

324 Stevenson
Moderator: Michael J. Salvo

This panel describes a newly introduced hybrid model for an upper division writing requirement at Northeastern University. Four presentations describe: 1. the process of creating a computer and traditional classroom hybrid pedagogy in a large writing program in a private, urban practice-oriented university, 2. the program designed to train staff to develop effective teaching strategies online to compliment an effective classroom pedagogy, 3. efforts to sustain a dedicated and well-prepared faculty and staff, and 4. the assessment program designed to study the effectiveness of the program. Hybrid pedagogy has been used to describe classes taught in both face-to-face and computer-based environments. This hybrid project has been developed to meet the needs of an upper-level writing course to synthesize theoretical classroom knowledge with practical workplace experience. Students reflect on their experience while using the discourse(s) of their field.

Tiane Donahue
Creating Northeastern's Hybrid Model: Mapping Collaborations and Flows

Kalo Clarke
Training and Sustaining Well-prepared Teachers: The Challenge and The Payoff

Cathleen McCarron
Online and Off: Developing Effective Hybrid Pedagogies

Michael J. Salvo
Assessing the Hybrid Writing Project: Developing Mechanisms that Reflect Hybrid Goals

XFR: Experiments in Future Reading

Bone Student Center Ballroom
Anne Balsamo
Moderator: Ron Fortune

This presentation describes the recent work of a seven-person research group at Xerox PARC on a museum exhibition focusing on the future of reading. The group is called "RED: Research in experimental Documents," and this talk will include a video that describes the work of the group, the museum exhibition, and the cultural implications of some of the new reading technologies the group has developed.

Anne Balsamo is currently affiliated with the Program in Feminist Studies and Symbolic Systems at Stanford University. She is also a member of RED (Research on Experimental Documents), a research-design group (formerly at Xerox PARC) that conducts collaborative research on experimental documents and new media genres. She served as project manager and new media designer for the development of RED's touring museum exhibit, "XFR: Experiments in the Future of Reading." Prior to joining the RED group in 1999, Balsamo was an associate professor in the School of Literature, Communication and Culture at the Georgia Institute of Technology, where she taught courses in communication and culture, and science, technology and gender. She was also the Director of LCC's Graduate Program in "Information Design and Technology." Her first book, *Technologies of the Gendered Body: Reading Cyborg Women* (Duke, 1996) investigated the social and cultural implications of emergent biotechnologies. She is currently working on a new book titled, *Designing Culture: A Work of the Technological Imagination*, that examines the relationship between cultural theory and the design of new media.

At a Glance

8:00-4:00	Registration, 410 Stevenson
7:00-8:00	Breakfast 401 Stevenson
8:00-4:00	Exhibits 401 Stevenson
8:00-9:15	Session F
9:30-10:45	Session G
11:00-12:15	Session H
12:30-1:15	Picnic Lunch on the Quad
1:30 -2:30	Featured Speaker: Katherine Hayles Capen Auditorium, Edwards Hall **"Word and Image in the Digital Domain"**
2:30-4:30	Assistive Technology Center Open House, 325 Fairchild
2:45-4:00	Session I
4:15-5:30	Session J
7:00-10:00	Banquet with Norman Coombs Bone Student Center Ballroom **"The Ramp To Accessible E-learning Including Students with Disabilities Online"**
10:00-12:00	Late Night Bowling, Bowling and Billiards' Center

Plain Old Classrooms, Hybrids, and Purely Online: Current Course Models, Choices, Consequences

101 Stevenson
Moderator: Peter Sands

Three or four general models currently exist for delivering writing courses: plain old F2F, hybrid online/f2f, and "pure" online or distance. Currently, all of the models are in play, although some institutions constrained by geography may prefer distance models, others constrained by tradition or reputation emphasize their classroom experiences, and still others are trying to meld the benefits of classroom time with the flexibility and immediacy of online work. The speakers in this session will address their respective responses to the availing models, with specific reference to their experiences teaching online, face-to-face, and in a hybrid classroom.

The presenters will follow recent calls at both Computers and Writing and CCCC addresses for teachers to challenge their assumptions about the kinds of writing, the kinds of authentic audiences, and the kinds of tools students need to know in order to successfully compose meaningful artifacts in society.

Michael Day
Connection, Conversation, and Community: Augmenting Face-to-Face Composition Classes with Online Writing?

Peter Sands
Pushing and Pulling Toward the Center With New Models of Teaching, Scholarship and Publishing in Hybrid Courses

Rich Rice
Meaningful Praxis and Authentic Composing: Reading, Writing, and Thinking in the New Composition Classroom

Composing in an Electronic Environment: Student Perspectives and Instructor Support

221A Stevenson
Moderator: Kurt Neumann

Ewa Jarzab
Students' Perceptions of Writing and of Themselves as Writers in an Electronic Environment

Students are increasingly using electronic technologies to compose. This session explores student writers' perspectives on composing in an electronic environment as compared to the print environment. The session concludes with a synthesis offering new directions for student writing and composition instruction within the electronic environment of the contemporary classroom.

Keren Moses
Lost in (Cyber)Space: Helping Teachers Find and Use Content Through the Teachers' Electronic Sharehouse

As the web grows, there is more educational content, but it is harder to find. Teachers can spend more time searching for existing lessons and adapting them for classroom use than just writing new ones. This presentation will demonstrate a website consisting of Content pages created by and for teachers on topics of interest. Participants will use the site to create a Content page on-the-fly and personalize that page for a learner group of interest.
http://soldev.isrl.uiuc.edu/~kmoses/teaches/progress/cw2002.html

Kurt Neumann and Richard Johnson
Gutenberg's Legacy: Digital Dragons and Technologic Texts

This presentation will exemplify how compositionists and medievalists can collaborate to develop courses that use the analogy of medieval text technology to digital text technology to benefit writing students and to cultivate critical digital literacy.

Legal and Logistical Issues in Developing Online Materials

219 Stevenson
Moderator: Chidsey Dickson

Chidsey Dickson
Pencils to PDF (and beyond): The (cyber)REALation of A University/Public School (4th grade) Partnership

Based upon a literacy outreach project created by Billie Hara at Texas Wesleyan University, I am developing a partnership first-year college students and two (right now) local, low "SOL" ("standard of learning") scoring public school 4th grade classes.

Joanna Wolfe
Bringing Intellectual Property Issues into Technology and Literacy Courses

Recent readers in technology and literacy have overlooked the importance of intellectual property to literacy. This presentation encourages instructors to engage their students in intellectual property debates by reviewing recent legal decisions that grapple over competing metaphors of web sites as books and web sites as physical locations and modeling how intellectual property issues might be incorporated into writing assignments and class discussions.

Brenton Faber, Erin O'Driscoll, Johndan Johnson-Eilola
Crate Ware: Towards an Open Source, Open Text Business & Technical Communication Textbook

In late Spring 2002, we will launch the Open Source/Open Text business and technical communication textbook, Crate Ware. Materials within the Crate Ware project follow Open Source/Open Text guidelines, supporting free distribution as well as ongoing additions, modifications, and revisions to the content by the community of users. In our presentation, we will discuss case development, pedagogical goals, interface design issues, and ways for other faculty to use the site and contribute to the project following the goals of open source software.
http://www.clarkson.edu/class/tc209

Negotiating Gender and Sexual Orientation On-Line

347A Stevenson
Moderator: Carlton Clark

Jonathan Alexander
Straightboyz 4 'Nsync

This presentation narrates and examines the use of a story posted online, "Straightboyz 4 'Nsync," as well as its accompanying e-group, to invite first-year composition students to think critically about homophobia and heterosexism. I argue that an a-synchronous electronic "community," such as that offered by Yahoo Groups, offers challenging and ultimately productive space in which to grapple with homophobia and heterosexism.

Jane Love
Women(‘s) Writing on the Web: an Experiment in Elecriture

Is there such a thing as a feminine aesthetic? If there is (or even if there isn't), then 1) does the Web particularly lend itself to the expression of this aesthetic? And 2) can a feminine aesthetic be used to bring young women to web authoring in a way that encourages their ownership of the medium? This presentation provides an overview of a recent course exploring these questions.

Carlton Clark
Rewriting Hypertext Theory: A Feminist Alternative to the Rhetoric of Empowerment

Many feminists find hypertext appealing because of its apparent subversion of conventional textual hierarchies, a principle evident in George Landow's claim that hypertext is "intrinsically anti-hierarchical." On closer inspection, however, the liberatory, empowering potential of hypertext may be founded on the ideology of eighteenth-century liberal humanism. I will argue for a shift from the rhetoric of empowerment to a rhetoric "relationality" (N. Katherine Hayles's term), which entails an ethics of care and respect. *http://www7.twu.edu/~g_11clark*

Innovative Pedagogies and the Problem of Access

347B Stevenson
Moderator: Buzz R. Pounds

Tammy Conard-Salvo
Getting Past the Fear of Writing: Using Technology in ESL Writing Classes

This presentation argues that ESL students benefit from computer-based writing instruction by comparing two different ESL writing classes: one in a dedicated computer-based classroom and one with limited access to computers. While students in both classes showed improvement in their English writing skills, the students in the technology-immersed class showed far greater improvement and demonstrated more confidence in their writing because of technological resources. Students utilized their confidence with the technology to improve their writing.

Buzz R. Pounds
Money May Not Buy Happiness, But It Might Buy Bandwidth: Issues of Access on a Private Campus.

This presentation explores the conflict between innovative teaching strategies that require web access and the lack of access to bandwidth that often happens at many private schools. Using current examples from teaching experience, this paper suggests that awareness to the mundane, while currently out of favor with technology advocates, in fact, drives curricular decision-making, teaching practices, and budgetary responses.

Michelle Sidler
Teaching and 'Serving' in Institutional Spaces: Information Technology Committees as Sites of Change

My focus will be on the institutional import of "committees," including consortiums and teams that comprise local, national, and global sites. Discussing committees both within the university and those beyond the academy, I will argue that increasingly, teachers must gain access to, or maintain ongoing knowledge of, the decision-making processes of such institutions. *http://www.auburn.edu/~sidlema*

The Three Ws of OWLs and Access: Who, How, and Why?

348 Stevenson
Moderator: Muriel Harris

Erin Karper
The Who of OWL Access

In my portion of the panel, I will discuss the "who" of access as it relates to Purdue's Online Writing Lab. I will explain and discuss the methods we use for identifying who uses our site, discuss the results that we have obtained from using these methods, and offer some observations about what these results mean, both for the Purdue OWL, other OWLs, and how they complicate our understandings of the multiple meanings of access.

Geoff Stacks
The How of OWL Access

I will discuss how we at Purdue's OWL attempt to balance our responsibilities to our local university community with the needs of our users from the rest of the country and around the world. How do we balance our resources to meet both local and global needs? How do we keep Purdue's OWL from overshadowing the Writing Lab? How do we promote access within both contexts?

Muriel Harris
The Why of OWL Access

After reviewing some locally important factors, as well as theoretical reasons that can determine how any OWL is shaped, I will discuss some of the particular "why's" we created our OWL (Online Writing Lab) at Purdue University. I will explain how local context, local politics, and writing lab goals influence our choices as we continue to expand our OWL.

http://icdweb.cc.purdue.edu/~karper/projects/cw02/

Emerging Patterns in Technology Use: History, Race and New Generations

324 Stevenson
Moderator: Alicia Middendorf

Marshall Kitchens
Emerging into Generation Dot Com: Year-end Ethnographic Review of First Generation College Students in Oakland County, Michigan

Results from an on-going ethnographic project on computer use among underrepresented students at Oakland University in Rochester, Michigan. Data includes results from surveys, questionnaires, and interviews of first generation college students at Oakland University regarding their experience with and attitudes toward computers and selected profiles and observations of individual computer use.
http://www.oakland.edu/~kitchens

Alicia M. Middendorf
Technology Through the Learner's Eyes

Seeing through the eyes of the students can be the best way to assess one's teaching techniques. This presentation presents the observations of what students see as the advantages and disadvantages of learning writing in a computer environment. Through the information collected from students' experiences, I was able to discover an interesting and honest perspective about the advantages and disadvantages of learning writing in a technological environment, which enabled me to improve my writing instruction. *http://www.siue.edu/~amidden*

Samantha Blackmon
When Having a Computer Isn't Enough: Historical Access In the Composition Classroom

In this talk I argue for a pedagogy that takes into consideration not only material access but 'historical access' as well. It is only when we consider the history of technological literacy that we can hope to build a learning environment that is equally productive for minority and majority students.

Play at Your Own Risk

101 Stevenson
Moderator: Patricia A. Sullivan

As the web interpenetrates our writing and reading, we experience new opportunities for literate practices. Yes, we all know that. But, beyond the realm of highly literate play (for example, using hypertext/media to examine and sometimes subvert literary genres), when we involve students, adults not in school, and even teenagers at play, what sorts of challenges are we facing as we try to understand the emerging genres, metaphors, and even literacies on the web? This panel proposes that we consider alternative online and offline experiences, traditionally thought to be outside the walls of the academy, as useful resources for informing our pedagogical practices within.

Bridget F. Ruetenik
Scratching Our Heads: Confusion as Heuristic in Multimedia/ted Composing

Patricia A. Sullivan
Barbarians at the Gates: Teenage Fan Fiction on the Web

Nicole R. Brown
"Why Are We Still Here, Creating Our Scene?": Pondering 'Community' and Other Common Metaphors Online

Meaning Through Convergence: The Synergy of Word and Image

221A Stevenson
Moderator: David Blakesley

Angela Crow
Visual Rhetorics and Studies Tracking Eye Movements in Older Adults

This paper overviews current research on how older adults eyes track written material, provides design resources, and discusses the implications and dilemmas for theory building within visual rhetoric given the frame of these practical suggestions. *http://www2.gasou.edu/facstaff/crowa*

Danielle N. DeVoss
Reading the Writing (and Pictures) on the Wall: Using Critical Analysis of Technology-Related Office Folklore in the Composition Classroom

I will share a collection of office folklore gathered from various workspaces on a college campus, and discuss what these textual-visual compositions tell us about approaches to, understandings of, and resistances to computer technology in the office/workspace. Finally, I'll share and discuss classroom activities that allow composition instructors to share office folklore with students and engage them in critical readings of the cultural artifacts that shape our lives and workspaces, and what these artifacts tell us about our relationships with computers.

David Blakesley
"This Is Not a Paper": The Interanimation of the Verbal and the Visual in Electracy

This presentation contextualizes visual rhetoric's emergence in late-postmodernism and digital theory, using Magritteís famous painting, "The Treachery of Images"(AKA "This is not a pipe") as a familiar touchstone. The painting challenges the "correspondence" theory of the image (representational realism) and the stability of the image's semantic or spatial relationship with the verbal sign, with important implications for composing visually, verbally, spatially, and digitally in electronic spaces. *http://www.sla.purdue.edu/dblakesley/visual/*

The Problem of Pedagogy in Computer-Based Writing Instruction

219 Stevenson
Moderator: Bob Whipple

Bob Whipple
Freedom and Anxiety in an Online Writing Class

The issue of of maintaining authority while "letting go" of the students both chronologically and temporally in online composition classes is a critical one. The presentation will discuss the issues of authority, student responsibility, and "freedom anxiety" and writing anxiety, using survey data, concluding with assertions about the nature and effect of the particular matrix of authority surrendered and retained, anxiety, and responsibility. *http://mockingbird.creighton.edu/english/whipple*

Mary Christianakis
Inside the Digital Divide: An Ethnographic Account of Diverse and Urban Fifth Graders Writing with Computers

In this talk, I present findings based on a six-month ethnographic study of fifth graders using computers and digital technology to write. The overarching questions that I asked throughout the research were: 1) How does writing on the computer shape and also get shaped by the classroom social dynamic; and 2) For different students, what are the consequences (with respect to literacy development) of different computer writing practices?

Claire C. Lamonica and Diane Walker
Getting Real in Cyberspace: How Technology Helps High School and University Students Learn Together

This session will focus on the benefits and drawbacks of a collaborative learning experience between a class of high school sophomores and a class of University methods students. The collaboration was conducted using a WebBoard and offered a "reality check" for everyone who participated, instructors included! *http://lilt.ilstu.edu/cclamon*

Connecting to Contemporary Culture: Citizenship and Web-based Civic Discourse

347A Stevenson
Moderator: Dawn Rodrigues

William M. Smith
Comparing Web Writing to Journalistic Writing and Other Traditional Forms of Writing in High School

Many researchers agree that audience and publishing is important when students write. The web provides students with a global audience, whereas traditional forms of student writing do not. How, then, does medium for publication affect a high school student's attitudes and strategies toward writing, revision, and teacher feedback? In this study, it is predicted that the web will have more effect on audience awareness and attitudes toward revision than journalism and other traditional forms of student writing. *http://www.southernhighschoolmca.com*

Dawn Rodrigues
The Web as Reading and Writing Text

One of our goals in a composition course is to develop lifelong readers and writers. With a wealth of excellent essays, journal articles, and fiction available on the Web, faculty can choreograph courses that include both Web reading collections and Web writing assignments. Asking students to post messages to online forums such as those in newspapers, on Speakout.Com and in magazines such as Atlantic Monthly can give students opportunities to get involved in civic discourse.
http://english.utb.edu

Gary Ryan
Re-creating American Studies: Using the Internet and E-mail to Foster an Interdisciplinary Curriculum

By viewing our class website, conference participants will see how we are using technology to bridge the gap between our students and older events, movements, groups, and individuals who have shaped and continue to shape American culture and history.
http://www.umsl.edu/~gryan/amer.studies/amstudies.home.html

Assessing Visual Rhetoric in Writing Assignments: A Bridge to Readers?

347B Stevenson
Moderator: Randy Brooks

Michael O'Conner
Assessing Multimedia Assignments: What Works?

I will present and discuss popularly available guidelines, criteria and rubrics that students are often given as guides to follow in creating their own multimedia presentations and projects. I will then examine the positive and negative aspects of such evaluation rubrics and ask if these guidelines are on target or in need of expansion, revision or improvement.

Mary Dwiggins
Assessment of Hypertext, Graphic Art, and 'Goofy Stuff' as Research Papers

I will examine issues and questions surrounding visual literacy and the freshman composition course. In this age of electronic enhancements our students have a vast visual knowledge we, as educators, ignore.

Becky Bradway
From the Attic to the Screen: Making Creative Writing Visible

I will discuss ways that creative writing can be taught as a visual, public, and interactive medium. Poetry, in particular, has always been a visual and oral artform, and has adapted quite naturally to the communicative, multi-textual environment of the Internet.

Randy Brooks
Formative Evaluation of the Visual Rhetoric of Electronic Portfolios

Electronic portfolios naturally include more visual elements and a variety of digital artifacts. As readers, we are familiar with these new kinds of documents. As teachers, we are NOT familiar with how to assess them, because our usual methods of assessment are based on traditions of manuscript production for editors instead of publication design for readers.

Institutional Forces: Writing Centers, Community Outreach, and Web-Based Resources

348 Stevenson
Moderator: Stuart Blythe

Mackenzie Fogelson
Autonomous and Recursive Learning: Teaching Informative Writing on the Web

The presentation will discuss an online, student-centered guide to informative writing at the secondary level. The online informative writing guide empowers secondary students to participate in a flexible, interactive learning environment while providing curricular assistance for teachers. This resource will not only assist teachers in meeting writing standards, but empower students to become more independent, autonomous learners.

Stuart Blythe
Showcases and Forums: Institutions of Higher Learning, IText, and Community Development

If institutions of higher learning wish to use IText for community development, then those institutions must ask themselves whether they are developing usable forums, whether they are sharing relevant information, and whether they are creating navigational cues that are meaningful to users. I will present the results of two studies relating to IText, higher education, and community development.

Mary Minock
A New New Media Writing Center Gone Wrong: A Cautionary Tale

As a writing center director in a small liberal arts university, I recently moved to collaborate with faculty in TV and video communication, media studies, photography, music, art, and journalism to expand the existing writing center to a range of students composing in a variety of new media. The prompt failure of the project, if pointing to administrative retrenchment to save money, also points to the need for composition specialists and writing center directors to educate both faculty and administrators about the extensive staff training needs and typical activities of a classic writing center.

Reflective Pedagogies: Conflicting Stories from the Computer Labs

324 Stevenson
Moderator: Hallie S. Lemon

This scripted dialogue among five colleagues who share space in the computer labs/traditional classrooms would ask the audience to consider honestly the effects of evolving computer technologies on our students' writing practices. The panel would discuss the results of their individual teacher research on the pedagogies employing computers to teach writing to show both the benefits and losses for their students.

Kathleen O'Donnell-Brown
Fostering Class Identity: Loss of Personal Closeness in the Computer Lab

Rick Clemons
Moving from the Familiar to the Unfamiliar in the Computer Lab

Jodi Cook
Online Journal Writing

Diana Gabbert
Whose Voices Are Speaking and What Are They Saying?

Hallie S. Lemon
Power Structures in Electronic Discourse Communities: Does Gender Matter?

Active Hypertext: Revisioning and Positioning Kairos

101 Stevenson
Moderator: James Inman

Anthony Atkins, Jennifer Bowie, Gail Corso, Douglas Eyman, James Inman, Rich Rice, Colleen Reilly, and Jeff White

Like the hypertexts that comprise it, *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* is continually evolving. For this panel presentation, editorial staff members from *Kairos*, representing numerous positions within the journal, present their thoughts and plans for revisioning aspects of Kairos. The changes we will explore result from our desire to best serve our readers and contributors and from the recent additions to our staff.

http://english.ttu.edu/kairos/

Building Ourselves in MOOspace: Reflecting on/in Electronic Worlds

221A Stevenson
Moderator: Albert Rouzie

Keith Dorwick
Joining Everything into One: Examining the Rhetorical Affect of Verbs Associated with MOO Objects

". . . . I thought it would be good for me to learn how to build MOO objects that would be useful and practical for my teaching, but as we built our practice cats, I found myself being fascinated by code that was as elegant and precise and formal, as true to its own nature, as a sonnet or sestina." *http://www.ucs.louisiana.edu/~kxd7565/one/*

Claire Lauer
Worlds Within a World: Power, Proximity, and the Situated Self on the OldPuebloMOO

This presentation will introduce an assignment I developed for a composition course where students were asked to construct a character and site on the OldPuebloMOO that would spatially capture aspects/perceptions of their selves. I will introduce the theoretical perspective behind this assignment and offer an analysis of the spatial metaphors my students used throughout their sites to show the complexity of their self-representations, and to explore how constructions of the self in virtual space act as sources of power for students in how they are able to subvert traditional ways of situating and understanding the self.

Albert Rouzie and Mara Holt
Exploring the Liminal Qualities of MOO Sessions in Graduate Computers and Composition Seminars

We analyze moments of serio-ludic discourse in MOO transcripts from two graduate seminars from the perspectives of liminality and the initiation of graduate students into the professional community of English studies. We analyze a riff on the theme of oppression in which students use humor and role-play, thus enacting the liminal tensions of the transition between student and professional, while also accomplishing substantive discussion.

Access Through Technology: Experiencing the Written Word

219 Stevenson
Moderator: Mark Mossman

Mark Mossman
Virtual Spaces and the Undergraduate Disabled Student: Access, Technology, and the Libratory Structures of Postmodernism

Focusing on the Dragon Dictee software, this presentation asks difficult questions concerning the relationship between technology and disability by examining an understanding of postmodernism that configures the body as utopian and cybernetic.

Larry L. LaFond
Learner Access in the Virtual Classroom: The Ethics of Assessing Online Learning

Based on a qualitative analysis of three online classes, this paper considers: (1) how virtual spaces may help or hinder student access, (2) the degree to which access is predictive of eventual learner outcomes, and (3) the ethics of assessing learning outcomes of students who differ in regards to access.

Joanne Buckley
Learning Online: The View from the Other Side of the Desk

As someone with a physical disability who needed to learn XML, I turned to an online course, with Online-Learning.com. This experience turned out to be a great way to learn virtually, complete with web chats and access to expertise of both teachers and peers.

Brian W. Wojcik
Helping Struggling Students

Technology and specific software applications can be used as a 'cognitive prosthesis' to provide the supports students need to express their ideas and produce quality written work. This presentation will explore such technology in a K-12 environment.

Taking the Temperature of a Technology Initiative: Two Years of Teaching With Student-Owned Laptops and Wireless Networking

347A Stevenson
Moderator: Daniel Anderson

The Carolina Computing Initiative (CCI) mandates that incoming students at the University of North Carolina at Chapel Hill purchase a Windows-based laptop. This panel reports on the status of the CCI as it concludes its second year of implementation at UNC. It looks at the ways that student-owned laptops complicate networked teaching activities. It examines the relationship between access and expertise in terms of gender and discusses strategies that can promote fairness and comfort for male and female students in the laptop classroom. Finally, the presentation looks at the benefits and challenges the standardization that results from laptop initiatives can pose in the writing classroom.

William Nolan
Laptops and Distraction in the Classroom: Adapting to Teaching (and Teaching with Laptops)

Robin Seaton Brown
Computing Skills and Gender Dynamics in a Wireless Laptop Composition Class

Daniel Anderson
(Re)form Follows Function: A Writing Teacher's Response to Standardization

Not Without New Media: Classroom Approaches to the Visual and Interactive Aspects of New Media Texts

347B Stevenson
Moderator: Anne Frances Wysocki

Jennifer Sheppard
Engaging New Media: Strategies for Creating and Critiquing Interactivity

Although the concept of interactivity in multimedia and Web-based applications has been approached from numerous angles, these contributions to understanding how to encourage engaged participation have gone largely unrecognized in computers and writing scholarship. This presentation will consider what these conceptions have to offer computer-based composition pedagogy. It will address how these approaches shape relations among designers/writers, the interactive texts they create, and the audiences addressed.

Julianne Jasken
Visualizing Argument: Rethinking Academic Forms on the Web

To expand our sense of how the visual communicates both on the web and on paper, we need to challenge the formal characteristics of academic genres such as the argumentative essay. Examples from poetry, design, and 20th century literature will be used to imagine alternatives to the current conventions.

Cheryl E. Ball
Tell Me a Different Story: Composing and Evaluating New Media

This presentation uses interviews of teachers and students to discover how they make the transition from print to multimodal compositions. By looking at current new media as a starting point for evaluation criteria, I will look at what students' and teachers' expectations are of this work, how print expectations remediate understandings of new media, and how students renegotiate composing processes in creating their own new media work.

Sustainable Practices in Technology-Rich Teaching Environments

348 Stevenson
Moderator: Dickie Selfe

Barb Duffelmeyer
Critical Computer Literacy and Teacher Education

Education majors enrolled in the same first-year composition class are encouraged through class reading, activities, and research to become more critical about the myriad technology possibilities they will be faced with as teachers in their own classrooms one day.

Dickie Selfe
Techno-pedagogical Explorations: Toward Sustainable Technology-rich Instruction

Teachers new to technology are motivated to explore our discipline for many reasons: intellectual, pedagogical, critical, institutional. This presentation lays out 15 years of heuristics intended to help those new to teaching with technology develop sustainable practices. Points covered include the following: all technology-rich (TR) pedagogy is experimental, develop locally sustainable teaching practices, don't let the technologies themselves drive your pedagogy, unless . . . , get to know your students, sequence assignment, assess what you do as you go, and many more.
http://www.hu.mtu.edu/~rselfe/projects/cw02/dselfe2.pdf

Angelo Bonadonna
Student Teaching/Teacher Studying: Adventures in Bi-Directional Mentoring

This presentation summarizes the findings of a three-year "scholarship of co-teaching" project conducted by a college English professor and undergraduate pre-service teacher in a Teaching of Writing methods course. The presenters analyze co-teaching and bi-directional mentoring, particularly as they are enhanced by technology-facilitated communication and the curriculum of composition/rhetorical theory.
http://english.sxu.edu/bonadonna/cw/2002

It's Not Supposed to Be Like That Here: Analysis of Four "Learning" Spaces

324 Stevenson
Moderator: Morgan Gresham

Becky Adams
Breaking Down the Communication Breakdown

Using Herring's work as a rubric for understanding online talk, I provide a discourse analysis of two professional listservs to determine how online conversations have evolved over the past four years.

Angela Pettit
Technology and Choosing Not To: When A Choice Isn't A Choice

I address concerns about access. At a university whose primary mission is the education of women, many of whom are non-traditional students, access to computer technology is paramount. However, this instructor finds that having a technology requirement in her first-year writing class serves to further isolate many of the women students.

Sandi Reynolds
Where Do OWLs Grow?: Experiences Are Not Local

Although our online writing laboratory (OWL) was created for a very specific local audience, I find that the largest participation comes from off-campus, out-of-state students. But is this a success story? In some ways, it is: the virtual learning experience works for those for whom face-to-face is impossible. However, for many of our female students the OWL is a failure, as they prefer the f2f relationship.
http://www.geocities.com/sterlingreynolds

Morgan Gresham
When Feminist Pedagogy Fails: Complete Success to COMPost

I address the constraints that a stringent feminist pedagogy placed on my student listserv. The presumption that the feminist goal of students claiming their education will encourage student participation hinders the activity of the list. I describe the problems facing a feminist teacher of writing who does not want to require students to participate (Eldred and Fortune) and a lackluster listserv that results.
http://newtopia.com/cw2002/

Poster Session

401 Stevenson
Moderator: Will Banks

Sabrina Peters-Whitehead
Best Practices in Online Writing Center Design: A User-Centered Perspective

This presentation will examine methods for developing best practices for OWL design by exploring methods of user-centered design and usability testing. Additionally, this presentation will explore how OWL designers can address issues of interdisciplinary learning, global learning, and community when choosing OWL technologies and developing OWL sites.
http://english.ttu.edu/grad/speters/profdevelop/conferences/CW

Gregory VanHoosier-Carey
Griffith in Context: A Multimedia Exploration of "The Birth of a Nation"

This poster session will feature a demonstration of the hypermedia application Griffith in Context: A Multimedia Exploration of *The Birth of the Nation*, developed under a grant by the National Endowment for the Humanities. The application provides an excellent example of the rhetorical possibilities of multimedia and the communicative importance of interface design. *http://www.griffithincontext.com*

Christine S. Kubiak and Lisa Janicke Hinchliffe
Oh, the Sources they Cite!

An assessment project was developed to examine the sources cited in a freshman communication class. The results of our investigation are clearly revealed in charts and graphs depicting such findings as the: quantity of online sources used versus the miniscule number of online sources actually cited, percentage and quality of internet sites used, publication date of sources, ratio of popular versus scholarly sources, ratio of periodical versus monographic literature, and the number of items in the bibliography that are not cited in the speech.

12:30 - 2:30 Lunch and Featured Speaker

Picnic Lunch on the Quad

12:30-1:15
Picnic Lunch on the Quad

1:30-2:30
Word and Image in the Digital Domain
Capen Auditorium, Edwards Hall
Featured Speaker: N. Katherine Hayles
Moderator: Ron Strickland

As literary writing merges with visible language in electronic environments, it becomes increasingly important to create learning opportunities where text and image are both considered as signifying components. This presentation will describe an experimental graduate seminar taught at UCLA by Bill Seaman and Katherine Hayles exploring the interaction of word and image. The presentation will discuss the theoretical assumptions of the seminar, the the implications of treating word and image, along with other semiotic components, as fields of meaning," and demonstrate three theoretically and technically sophisticated projects that emerged from it.

N. Katherine Hayles, Professor of English and Design/Media Arts at the University of California, Los Angeles, teaches and writes on the relations of literature, science and technology in the twentieth and twenty-first centuries. Her books include *How We Became Posthuman*, which won the Rene Wellek Prize for the Best Book in Literary Theory for 1998-99 and the Eaton Award for the Best Book in Science Fiction Criticism and Theory for 1998-99, and well as being named as one of the Twenty-Five Best Books of 1999 by the Village Voice. Her most recent book, *Writing Machines*, will appear in September 2002 from the Mediaworks Pamphlet series at MIT Press. Her work has been recognized by two fellowships from the National Endowment for the Humanities, a Guggenheim Fellowship, a Rockefeller Residential Fellowship at Bellagio, and a Presidential Research Fellowship from the University of California.

2:45 - 4:00 Panel I.1

E-Portfolios and E-Anthologies: Methods and Materials

101 Stevenson
Moderator: Debra S. Knutson

George Pullman
Efolios: Out of the File Cabinet into the Database

Electronic portfolios can be used as an end in themselves, as a means to improving student writing, and as a method of program assessment. This paper discusses all three, emphasizing how the third is facilitated by designing a database backend for the students electronic portfolio. This paper is not super technical, but rather discusses the ways in which tracking and storing documents can illuminate what gets taught and how well. *http://rhetcomp.gsu.edu/efolios/up2000*

Michelle Rogge Gannon, Shirley Brown, and Will Banks
We Know Drama: The National Writing Project Connects K-College Teachers Online in the E-Anthology

Each summer, teachers from around the United States share their own writing and their ideas about teaching writing in the National Writing Project's E-Anthology. Learn how K-16 teachers, in many disciplines, connect with each other in this exciting online environment, responding to other teachers' writing, discussing classroom teaching of writing, and advancing themselves both professionally and creatively. NWP recreates this experience each year for teachers participating in summer institutes at their locations. *http://www.writingproject.org/Programs/online/eanth/*

Debra S. Knutson
Literature Online: A Case Study in Writing-for-the-Web

In this presentation, I will describe an online literature anthology that I developed and will use in a writing-intensive college literature course next semester. I expect that the writing assignments I have developed for my students will help them become better writers, and I plan to explain how instructors can use such anthologies to help their students develop their writing skills as they gain important web publishing experience.

Humans at Work: Technology Triumphs and Growing Pains in a Large FYcomp Program

221A Stevenson
Moderator: Michael Day

We will first discuss pros and cons of NIU's university-wide commitment to using technology. Second, we will discuss our principle of preferring "home grown" software and webbed tools over commercially bundled courseware. Third, we will talk about our ongoing efforts to train TAs, instructors, and faculty. Finally we will discuss our efforts to move the program in new directions, such as new classes that teach only web-based composition, providing new audiences and contexts for student writing through service learning, and online publication of student work. Along with our successes, we will also address difficulties such as the lack of buy-in by some instructors in the program, the drawbacks of a "lockstep" approach to technology, the changing learning curve for students, and the frustrating inadequacy, at times, of university computing services to provide the resources we need.

Matt Duncan
On the Trunk Lines: Keeping the Human in Focus

Sarah Quirk
Testing the Waters: Community College Computerized Composition Teaching

Jack Haines
World Class Adjunct

Caryn Talty
The Paperless Composition Class: Theories and Issues

Eric Hoffman
Building the Monster: Working Around, In, and Against the University

Melina Smith
Cultivating Engagement: Easing the FYcomp CLassroom

Sarah Wells Stockwell
Virtual Grading: Mountains of Time vs. Mountains of Papers Into Cyberspace

Crossings of the Internal Digital Divide in the Humanities and Composition

221B Stevenson
Moderator: Dean Rehberger

While the digital divide may be closing for many students, for many faculty members and graduate students in the Humanities and Composition the divide remains uneven and difficult to navigate. This panel will address this internal digital divide through the varied personal experiences of instructors and graduate students who have with some success (failures, bruises) negotiated the internal institutional digital divide and who work for a humanities computing center (MATRIX).

Dean Rehberger
Crossings of the Internal Digital Divide in the Humanities and Composition

Paula Rosinski
Training Humanities Teaching Assistants to use Educational Technology in the Writing Classroom

Michael Fegan
From Book Worm to Tech Geek: Building Internet Literacy within the Humanities

Joy Palmer
The Internet and Women's Democratic Organizing: A Technology Training Program Confronts the Global Digital Divide

http://ex.matrix.msu.edu/crossings

Rhetoric and the Discourse of On-line Discussion Groups

219 Stevenson
Moderator: Rebecca Lucy Busker

Rebecca Lucy Busker
Virtual Kairos: Audience in Virtual Spaces

In this presentation I will examine the discursive practices of two on-line political discussion groups, and explore the complications of traditional theories of audience shown in those practices. I will also explore how those complications might inform the ways in which we teach audience in on-line writing classes.

David Elias and Deborah Brown
I've just read your paper and I realize it's a first draft: A Listserv for Pre-Service Teachers and Developmental Writers

How does the delivery of feedback on student writing work in an electronic setting? Pre-service teachers in an advanced composition course and developmental students at different universities were connected by a listserv so that both groups could benefit from a technological medium for practicing teaching and for getting help. This paper presents the results of an analysis of the feedback and its efficacy. We conclude with comments about the rhetoric of "integration" of technology.

David Fisher
Virtual Reality?: Situated Learning in an Online Classroom

This presentation examines design decisions that went into the development of a website created to instruct undergraduates in business and technical writing. Specifically, the presentation explores the variety of alternatives considered for incorporating "situated learning" into the online environment and how the design team chose from among them. Finally, the presentation relates how the team plans to modify the online learning environment based on student, faculty, and practitioner feedback about the presentation of workplace scenarios.

Writing For New Media Publications

220 Stevenson
Moderator: Daniel Asher Wolkow

This session will discuss creative, educational, and publishing opportunities for writers, focusing on new media ideologies. Participants will discuss the creation, publication, and use of such journals in the classroom. Participants are writers who use images, hypertext, audio, and video to expand how we read and write texts. The Co-editor of Scriptorium will discuss advantages of the CD-rom format. Our goal is the incorporation of these mediums into personal, professional, and educational uses.

Daniel Creason Bartlett
New Media Opportunities for Writers and Writing Teachers
http://www.utdallas.edu/~jendra/conference.html

Marsha D. Foster
Teaching Creative Writing in a MOO Workshop Environment
http://www.utdallas.edu/~jendra/conference.html

Karen Bartlett
Blurring the Line Between Image and Text

Kristen Hauck
MOOving Rhetoric into the Virtual Classroom

http://www.utdallas.edu/~jendra/conference.html

Computer Access and Economics: Problems and Possibilities

347A Stevenson
Moderator: Joe Essid

Joe Essid
By Our Bootstraps: Access and Recycled Computers

In January 2000 Project Reboot began assisting teachers, families, non-profits, and refugees in the Richmond, VA metro area. The project, co-founded by an academic and an Alcoa chemist, has placed nearly 200 computer systems with recipients. Project Reboot has larger goals of mentoring families, expanding donations, and partnering with hardware and software manufacturers. The presentation will discuss the need for such efforts, as well as the pitfalls and promises they can bring.
http://www.richmond.edu/~jessid/reboot

Kevin Moberly
Prophets and Profits: Colonialism, the Internet, and Narrative Fragmentation in the Second Edition of Victor J. Vitanza's CyberReader

This presentation offers a post-colonial reading of the second edition of Victor J. Vitanza's often taught anthology, CyberReader. By foregrounding the parallels between Vitanza's anthology and early colonial exploration narratives, I will discuss the implications of a larger tradition of writing that approaches the internet as a new frontier: an unexplored, exotic land ripe with economic promise.

Jacqueline Elaine Brown
The Body As Commodity & Technological Erasure

Harvard's Henry Louisi Gates has proposed that economics is no longer the deciding factor in minority computer ownership, Internet access, or cyber-space 'presence'. His conclusion is that the paucity of minority subjectivity or relevancy is the major reason for black technological apathy. My paper proposes that a psychological 'investigation' may explain the digital/racial divide and I point to historical evidence that proves blacks have persistently

Multiple Literacies, Multi-Logic Communities: Composing, Researching, and Assessing in Virtual Environments

347B Stevenson
Moderator: David M Sheridan

'lagged-behind' American technological advancement.

David M Sheridan
A Thousand Words?: The Writing Center in the New Semiotic Order

This presentation explores the possible transformation of writing centers into multiliteracy centers in light of the inherently multimodal composition of digital communication.

Caroline Eisner
"You Shall See the Connection If It Kills You": When Knowledge Becomes Understanding

This presentation explores the use of online archives of primary sources in the writing classroom to have students engage in authentic research that facilitates the development of analytical skills.

Krista Homicz
The Virtual Margin: Commenting on Student Writing in a Wired Environment

This presentation explores the use of network technologies in commenting on student writing.

Changing Times: Implications for Writing Pedagogy

348 Stevenson
Moderator: Bruce Leland

Bruce Leland
Shock and Shockwave Rider: Teaching Cyberpunk

John Brunner's Shockwave Rider provides a context to consider and contextualize the terrorist attacks on New York and Washington. Cyberpunk is about change and the (usually inadequate) ways people react to and adapt to change. While politicians and editorialists announce that everything in the US has changed, a study of Cyberpunk can help students understand the implications of that claim.
http://www.wiu.edu/users/mfbhl/cw02/

Gloria Smith Bragg
The New Round Table: Deconstructing Passive Communication and Reconstructing Circular Humanism

Since the advent of electronic technology and the increased use of the personal computer in the home, people have regained an almost lost art - that of introspective thought - of the sort they once practiced when they wrote letters as a means of gaining access to news. Do these new forums for dialogue mean that humans might become more involved in the business of learning to construct meanings and relevance out of events, so that they address humanistic goals, such as peaceful co-existence? This paper investigates evidence to support this possibility.

Jade Gorman
Free Speech in the Online Writing Class: A Case Study

This presentation explores the ways that online teaching environments create new challenges for addressing the issue of free speech, especially since the events of September 11. As educators, how do we define and protect academic freedom in an online environment and at the same time prevent the online workshop from becoming a forum for airing views about the war on terrorism?

Writing a Web-based Reader Collaboratively

324 Stevenson
Moderator: Janice Neuleib

Kathy Shine Cain, Janice Neuleib, Stephen Ruffus, and Maurice Scharton

The forum leaders will discuss their experiences in creating a web-based composition textbook. The audience will participate in a sample essay choosing session. The leaders will demonstrate the processes of creating this new kind of text, giving the audience the opportunity to work collaboratively in the process.

Special Education Assistive Technology Center Open House

324 Fairchild
Moderator: Brian W. Wojcik

The Special Education Assistive Technology (SEAT) Center at Illinois State University opened its doors at the beginning of Fall term 2001. The Center primarily focuses on teaching preservice and practicing professionals the skills they need to meet the technology needs of people with disabilities through practical, "hands-on", performance-based instruction. Instruction provided at the Center will focus on developing competence in assistive technology as well as other types of technology (e.g., instructional technology, adaptive equipment) that can improve the education and quality of life of persons with special needs. Come visit and see what we are about!

Directions
From Stevenson, cross the Quad and head towards the building with lots of Windows (Degarmo). Walk under the building until you come to the street (University). To your left, there will be a short street (Dry Grove) that continues in the direction your are traveling...continue walking down that street. The building on your left with the large columns is Fairchild Hall. Use the entrance by the columns. Upon entering, the elevator will be on your left side. Take it to third floor. Upon exiting, make two immediate left turns and walk to the end of the hall to room 324. This is the SEAT Center.

Grappling with Genre: The Implications of E-Literature

101 Stevenson
Moderator: Joe Wilferth

Joe Wilferth
E-Reading the Novel: Theory-Building Student Writers

This presentation focuses on conventions of the traditional novel and evolving conventions found in current hyperfiction and electronic novels mediated by the digital interface and/or by e-book technologies. Conjuring scholarship by Bernhardt, Hawisher and Selfe, Costanzo, Slatin, and Johnson-Eilola, pedagogical implications of e-reading in the literature classroom will be addressed as this presentation highlights theory-building by literature students and implications in the writing classroom.

Dene Grigar
Mutability and Medium

How can we theorize about literature when nothing about it is the same: when characters behave autonomously, when plot is multisimulated and hyperstimulated, and point of view, economized? When bitmapped and vectored images intensify imagery and are fused with words, when words are parceled, pixilated, pointed, and protracted, and when the substance, constituents, and texture of it change to the point where writing is no longer written but generated, circulated, mediated, and then remediated by, with, and for the computer, how can we theorize about it in the same exact way we have always theorized about it? Questions, important questions, to pose about literature written in the postpostmodern, epielectronic era in which we inhabit. Looking specifically at the genre of adaptive narratives, this paper explores the future of literature created for and with computer technology, focusing primarily on the trope of mutability as it is played out in the medium of a literary work.
http://www.eaze.net/~dene/cw2002_presentation.html

Writing Pedagogy in Virtual Spaces

221A Stevenson
Moderator: Ralph L. Wahlstrom

Ralph L. Wahlstrom
Approaching The Rhetorical Paideia: An Advanced Composition Model

This presentation describes a three-part model of advanced composition which blends electronic text, the I-Search research form and oral presentation in a multi-faceted writing and reading experience that approaches Richard Lanham's dream of a Rhetorical Paedeia, a revolution in electronic text and its promise to bring traditional ways of writing and reading together with new ways of seeing "the word" that include image, color, sound, and movement. Dr. Wahlstrom demonstrates this approach through a number of student projects.
http://faculty.buffalostate.edu/wahlstrl

Charles Donelan
Integrating the Three Spaces of Computer Aided Interactive Writing Courses

Students in computer aided interactive writing courses can benefit from a teaching approach that integrates the three spaces in which they encounter materials and assignments. Where the paper and chalk classroom separates in-class writing from homework, the networked course blurs the distinctions between in-class, in-lab and remote writing.

Kathy Jamison
Virtual Revising or Revising-on-the-Page?: Preferential Patterns of Use and Computer Literacy Issues for Basic Writers

A question of continued interest in teaching basic writers concerns virtual versus on-the-page revision practices. This paper, building on work from the 1990's (Sudol 1991; Joram et al., 1992; Owston et al., 1992), strives to develop revision tools/practices to help students with concepts of revising, while combining virtual and physical practices to emphasize revision.

Gaming Narratives: An Exploration of Genre and Its Implications

221B Stevenson
Moderator: Gary Layne Hatch

Zoey Jackson
Connecting Video Games and Storytelling to Teach Narratives

While students may not be able to understand the concept of storytelling when writing narratives in an academic setting, they are able to understand and create stories in video games in a social setting. As teachers we should be aware of these students' access to technology and be able to create engaging and innovating curriculum that encourages and accommodates the diverse knowledge of our students. Video games can provide an alternative way for students to write narratives in the first-year composition course.

Jason Craft
Novels as Networked Systems, MMORPGs as Stories, and Comics Universes as Both

Massively multiplayer online games represent a new step in narrative, where thousands of auditor/authors contribute to the development of an ongoing, commercially-driven story. To situate these games as subjects of literary study, I propose a series of structural analogies and posit that the most informative antecedent to the MMORPG is the "comics universe," a large-scale, open-ended and serialized narrative developed by comics publishers. *http://www.cwrl.utexas.edu/~craft*

Gary Layne Hatch
The Shadowy Figure: Metaludic Elements in Narrative Computer Games

In this presentation, I will briefly illustrate metafictional or metadramatic elements in fiction, drama, and film, and then show how developers of narrative computer games (or "adventures") use similar types of elements to foreground the artifice of gaming and to a certain extent define the genre itself as well as a role in which the user participates as player.
http://english.byu.edu

Rhetorical Form and the Possibilities of Hypertext

219 Stevenson
Moderator: Jeff White

Madeleine Sorapure
Innovative Web Writing Assignments

Well-designed Web writing assignments in freshman composition courses can enhance students' critical computer literacy, advance course goals, and facilitate new practices in writing instruction. However, the most common Web writing assignment--the Web Paper--does little to teach an approach to writing shaped by medium as well as by context. My presentation highlights innovative assignments (for example, webliographies, webzines, photoessays, documentary websites) that engage students in using medium-specific strategies for determining content, organization, and style.
http://www.writing.ucsb.edu/faculty/sorapure/cw2002/index.html

Maureen Fitzpatrick
Genre and Hypertext

Often, when people think about writing for interactive media, their idea begins and ends with the web page. However, technology is opening up many new genres, including educational, entertainment and gaming products as well as searchable databases. Drawing on hypertext and other critical theories mixed with experiences from teaching a class in Writing for Interactive Media, this presentation will discuss the changes reshaping fundamental and increasingly unstable rhetorical concepts like genre, arrangement, and audience. *http://www.jccc.net/~mfitzpat/genre*

Jeff White
Form and the Kai(e)rotics of Hypertext

Considering Kenneth Burke's discussion of form as the "arousing and fulfillments of desires," this presentation will discuss the relation of hypertextual form to kairos and the teaching of writing webtexts.
http://english.uaa.alaska.edu/white/kairerotics

Livestock, Weather, and Overnights: Instructional Technologies and Institutional Critique

220 Stevenson
Moderator: Michael C. Pennell

Michael C. Pennell, Julie M. Woodford, and Meredith W. Zoetewey

When recently searching our large Midwestern university's database for information on MUVEs (Multi User Virtual Environments), MOOs (Multi User Domains, Object Oriented), and MUDs (Multi User Dungeon/ Domains), we encountered over 100 hits. However, about 90% of these returns led us to familiar grounds, the English department. Those hits that weren't English related, with one exception, referred to livestock, weather bulletins, and the occasional non-technology related acronym (Multicultural Orientation Overnight). Our panel aims to interrogate institutional influence over instructional technologies. We are interested in the ways in which certain technologies achieve a role in instructors' pedagogies, and we suspect that these decisions are often made at the institutional rather than the personal level and are frequently presented to instructors in "liberating" ways. We hope to examine instructor agency and the overt and subtler ways in which it is mediated by institutional forces. This project grows out of our combined interests in technology and institutional critique, particularly as it is outlined and employed by Sullivan, Porter, Grabill, Miles, and Blythe, and Grabill.

http://icdweb.cc.purdue.edu/~woodford/cwmoo.html

Collaboration and Curriculum Design in Computer-Based Writing Courses

347A Stevenson
Moderator: L. Lennie Irvin

Jeanette Jeneault
Getting it Write: Peer Collaborations in Online Writing Courses

Peer collaboration in an online writing course presents many difficulties. While teachers can adjust their style for online communication and especially writing coaching quite successfully, our students tend to have more of a struggle. Without the other person in the room with them, many seem less committed and willing to help. This session will suggest ways to encourage the highest levels of collaboration among even the more resistant.

James Donelan
Course Design Strategies for Computer Assisted Interactive Writing Classes

Instructors of computer assisted interactive writing courses can increase their chances of success by using three kinds of curriculum design strategies: sequential, process-oriented assignments, integration of synchronous and asynchronous communication, and directed group interaction.

L. Lennie Irvin
Reflecting on Reflections - The Central Role Reflection Plays in Teaching Writing in a Computer Networked Environment

Reflection has long held a valued place for teachers of writing to help students come to terms with their own learning. In a computer environment, reflection takes on added dimensions because of the ease with which students can share text and observe each other's writings. While outlining the special features of reflection in a computer environment, this paper will focus on the practice and particular benefits of students sharing reflective pieces with each other. *http://www.accd.edu/sac/english/lirvin/lirvin.htm*

Why Not Write Hypertext?: Web Zines for First-Year Writing

347B Stevenson
Moderator: Ormond H. Loomis

Kathleen Ashman
Student Collaboration and Hypertext

Examples of student webzine writing will highlight how collaborative work contributes to knowledge making in the composition classroom and how hypertext and webzines are a natural medium to showcase this student knowledge.

Jay Szczepanski
But I've Never Taught a Zine Before: Technical Help for First-Time Zinesters

A tutorial to acquaint first-time teachers with the basic ingredients of a student webzine, this portion of the panel will address the technical aspects of such a project, including software and design issues.

Ormond H. Loomis
From Carbon Copies to Web Zines: Trends and Issues in Publishing Students' Writing

This presentation will review antecedents to online anthologies of students' writing, review current examples of online publications, and consider issues in composition pedagogy such as copyright, privacy, and readership and cost.

Terra Williams
Teaching the Research Paper as a Webzine

this presentation will address the following questions: What skills might writing a Webzine foster? Are Webzine research projects as intimidating to students as traditional research papers? Does writing a Webzine make students more enthusiastic about doing research and writing about what they discover? How should we assess Webzine writing?

Technology Critics Meet Middle-School Web-Surfers: Educating Under-Served Populations in Technological Literacy

348 Stevenson
Moderator: Pam Takayoshi

The panelists taught a two-week technology summer camp for underprivileged middle-school students; the camp activities centered around the students writing, designing, and publishing a Web 'zine. The panelists report on the work accomplished during the camp, thinking through the lens of existing theories of critical technological literacy (CTL), race/class and access to technologies, and learning in virtual space.

Katherine Wills
Pedagogy of the Accessed: Developing Pedagogies for Emerging Access in a Computer Camp for Underprivileged Middle-Schoolers

Christopher Carter
Turf Struggle at Tech Camp: The Power of Space in the Computer-Assisted Classroom

Annette Harris Powell
Literate Technological Practice as Involvement

Laura Bartlett Snyder
Observing Underlife: What the Online Literacy Practices of Middle Schoolers Can Teach Us

Online Support for K-16 Teachers

324 Stevenson
Moderator: John Ost

Christine Grohowski
Catching Up With the Future: A Case Study Report of ECAC Participants

This session will discuss the findings and implications of a collection of case studies done on the K-12 teachers who attended the Electronic Communication Across the Curriculum workshop held at Michigan Technological University in the summer of 2001. The study examines the ways in which teachers were able to sustain the plans that they created over the course of the workshop in collaboration with their students once they re-entered their home institutions. The study report is based on data gathered from questionnaires, interviews and site-visits with former-ECAC teacher attendees. The purpose of the study is to inform understandings of the sustainability of technology training workshops.
http://www.hu.mtu.edu/ecac

John Ost
Teaching Inside an Electronic Writing Space

Teachers will be introduced to the Writer's Corner Writing Center, a collaborative web-based writing environment for students in grades 3-12. Teachers will leave this session with a thorough understanding of how the online Writing Center enhances the teaching of writing in the classroom.
http://www.writerscorner.com

7:00 - 10:00 Dinner and Featured Speaker

The Ramp To Accessible E-Learning: Including Students with Disabilities Online

Bone Student Center Ballroom
Norman Coombs
Moderator: Patricia Dunn

This presentation will explore the effects of the rapid proliferation of E-learning, both as totally online courses and as online components to classroom presentations. In the rush to get a foothold in e-learning, many details are being neglected. What modifications must be made to courseware to make it readily useable by students and professors with disabilities, and, similarly, how does course content need to be designed to meet these needs? The good news is that, in overcoming any communication barriers in reaching these special students, the communication will be clearer for everyone. Better communication means better teaching.

Norman Coombs, Ph.D. is the CEO of EASI (Equal Access to Software and Information) as well as professor emeritus from the Rochester Institute of Technology where he taught history for 36 years. He pioneered RIT's distance learning program and was given Zenith's "Master of Innovation" award for his uses of distance learning to mainstream students with disabilities and also was chosen as New York Statoe CASE, (Council for the Advancement and Support of Education), "Teacher of the Year" award in 1990 for using computers in teaching. In 1998, he was selected Man of the Year Award by AHEAD, in 1999, he received the Strache National Leadership Award from the CSUN Center on Disabilities, and, in 2000, he was the recipient of the Francis Joseph Campbell Award of the American Library Association for work in helping libraries to meet the needs of customers with disabilities. Coombs, who is blind, has found adaptive computer technology has transformed his life, and he eagerly works to spread this information to benefit others.

Coombs has lectured on distance learning and on making information systems accessible to students with disabilities across the US as w ell as in Canada, England, Switzerland and Turkey. He has consulted on both distance learning and on adaptive computer technology for numerous colleges, universities and library systems. He co-authored and co-teaches with Richard Banks on-line workshops for EASI on adaptive technology, Universal Web Design and on providing access to science and math for disabled students. Coombs' most recent publication is Information Access and Adaptive Technology, which he co-authored with Carmela Cunningham and which was published in 1997 by Oryx Press.

10:00 - 12:00 Special Event

Late Night Bowling

Bowling and Billiards' Center

Back by popular demand: Unwind after the Saturday banquet and keynote by rolling a few. The ISU Bowling and Billiards' Center features 10 lanes of bowling, billiards, and assorted video games. From the Ballroom on the first floor of Bone, take the east exit. The Bowling and Billiards' center is the small building just north and east of Bone.

At A Glance

7:30-9:00	Breakfast 401 Stevenson
8:00-12:00	Exhibits 401 Stevenson
9:15-10:30	Town Hall II 101 Stevenson
10:45-12:00	Session K
12:15-2:00	Lunch with Cindy Selfe and Gail Hawisher Bone Student Center Ballroom **"Collaborations of a Personal Kind: Writing about Race, Class, and Gender"**
2:30	Post-Conference Trip to the Wild Life Prairie Park

Town Hall 2: Writing Environments

101 Stevenson
Moderator: Linda Hanson

Michael Day, Dene Grigar, Johndan Johnson-Eilola, Jim Kalmbach, Rebecca Rickly, and Paul Taylor

Our increasing use of technology has changed our reading and writing practices. This town hall focuses on those changes engendered by technology. How have the multiple forms of electronic texts changed our understanding of composing? By what processes are we building these understandings into our writing instruction?

Portfolios, hypertext, synchronous and asynchronous communal texts, and "the database essay" all have a place in this discussion.

Writing Courses in the Virtual Age: Graduate Students and Professors as Co-Conspirators

219 Stevenson
Moderator: Zach Waggoner

Patricia Webb
Who Wrote This Course Anyway? Teachers and Students as Co-Authors of Online Courses

This paper presents the goals of "Writing in the Virtual Age" from the professor's perspective and analyzes the ways in which students' actually "wrote" the course through their online participation.

Teryl Sands-Herz
Getting On: Analyzing the Accessibility of Distance Learning Technologies

This paper analyzes the guidance that students who are new to online writing courses will need in order to successfully navigate the new environment.

Zachary Waggoner
He Said, She Said: Notions of Gender and Community in an Online Class

Examines the experience of an online graduate class from a gendered perspective: to what degree did gender impact the communication patterns and the construction of knowledge in the class? Muted group theory, maternal behavior patterns and Burkean notions of identification are among the tools used to analyze the discourse of this academic community.

Cheryl Greene
In Sync: Virtual Collaboration in On-line Discussion Spaces

By rethinking our understanding of "collaboration" we can create virtual spaces that encourage student co-construction of courses rather than merely replicate problems that exist in the traditional classroom.

Claiming and Losing Local Identities: the Double Bind of Digitally Mediated Selves in the Computer-Enhanced Writing Classroom

347A Stevenson
Moderator: Darin Payne

Darin Payne
Teaching in Levittown, or How to Maintain the Self Amidst Mass-Marketed Computer-Based Writing Instruction

The current rapid integration of web-based course management software into writing programs has the potential to homogenize teachers, students, and disciplinary practices by effacing social and cultural differences through interface design. This presentation will outline strategies for teachers and administrators wishing to resist such effacement and to maintain the political rhetorical work at the heart of many writing pedagogies. *http://www.cla.sc.edu/engl/faculty/paynedp/cw2002.htm*

Daphne Desser
Mentoring A Student Webzine: Minding Differences of Identity in Production, Planning, and Purpose

This presentation will explore how social and cultural differences can be expressed and interrogated in pedagogical projects involving on-line discourse communities and the production of hypertexts. Specifically, the presentation will describe the extent to which such goals were and were not realized within one particular course in electronic writing.
http://www.cla.sc.edu/engl/faculty/paynedp/cw2002.htm

Daniel J. Martin and Safia El-Wakil
Armchair Cyber Travelers: A Cairo/Kansas City E-mail Discussion

Participating in an email or asynchronous discussion is a real-world experience in attending to audience. And when the participants come from different national and cultural backgrounds, attention to audience becomes especially important. This paper will try to find evidence of both attention and inattention to audience in the text of discussion posts. This paper describes how two teachers in two different cultural contexts (Dan Martin from Kansas City, Missouri and Safia El Wakil from Cairo, Egypt) have grappled to find ways to formalize students' online discussion threads in line with their academic responsibility to enhance freshmen writing skills.
http://cte.rockhurst.edu/martind/

Secondary Orality Meets Silicon Valley: Writing with Voice Recognition Technology

347B Stevenson
Moderator: Charles Lowe

Lee Honeycutt
The Role of Planning in Voice Recognition Writing Technology

This presentation details a study in which 35 students used voice recognition software to compose two types of essays- planned and unplanned. Voice recognition software lessens the need for plans by allowing authors to draw on the generative power of previous text.

Charles Lowe
Bringing Speech Recognition to Basic Writers in First Year Writing

This presentation will look at three case studies of basic writers freespeaking and freewriting using speech recognition and word processing and will discuss their attitudes toward using the software. Some problems implementing this technology in the classroom will also be discussed.

Sara P. Pace
Say What?: Exploring Speech Recognition as an Instructor Invention Tool

My study, informed by the theories of Donna Haraway, Espen Aarseth, and composition process scholars, discusses my use of speech recognition as an instructor commentary invention tool. The study hopes to afford insights into human/speech recognition technology relationships.

Meredith Kate Brown
Speech Recognition: A Practical Way to Investigate Talk-Write

This presentation explores speech recognition software as a tool to examine the potential for behaviorist strategies in the writing classroom based on Zoellner's controversial Talk-Write theory. Such software provides immediate and constant reinforcement and translates writing into an observable behavior.

A Comparison of E-Response: Two Experiences, Two Perspectives, One Conclusion

348 Stevenson
Moderator: Terry Tannacito

We, the co-presenters in this panel, will provide an alternating, interactive comparison of our individual experiences with and perspectives on the powerful, pedagogical practice of e-response, electronic peer/teacher response. We will examine issues that explore our different contexts, methods, results, implications, and benefits; then we will present our shared conclusion, that e-response improves students' writing, and invite our colleagues to join in our discussion.

Terry Tannacito
A Comparison of E-Response: First Presenter

Frank Tuzi
A Comparison of E-Response: Second Participant

12:15 - 2:00 Lunch and Featured Speaker

Collaborations of a Personal Kind: Writing about Race, Class, and Gender

Bone Student Center Ballroom
Gail Hawisher and Cynthia Selfe
Moderator: James Kalmbach

This presentation will follow-up on the work reported on at the 2001 Computers and Writing Conference. As the title of the presentation suggests, the discussion will explore how writing in the Information Age has addressed issues of race, class, and gender, particularly as the conditions of writing in a technologically rich environment has inflected the kinds of discourses that have been shared around these issues.

Gail E. Hawisher is Professor of English and founding Director of the Center for Writing Studies at the University of Illinois, Urbana-Champaign. She currently serves on the Conference on College Composition and Communication's Executive Committee. Hawisher's publications include "Women on the Networks: Searching for E-Spaces of Their Own" (with Pat Sullivan), *Computers and the Teaching of Writing in American Higher Education, 1979-1994: A History* (with LeBlanc, Moran, and Selfe) *Passions, Pedagogies, and 21st Century Technologies* (with Selfe) and *Global Literacies and the World Wide Web* (2000).

Cynthia L. Selfe is a professor of Humanities at Michigan Technological University and founder, with Kathleen Kiefer, of Computers and Composition - a journal she has co-edited with Gail Hawisher since 1988. In 1996, she was recognized as an EDUCOM Medal award winner for innovative computer use in higher education - the first woman and the first English instructor ever to receive this award. She has served as chair of both the Conference on College Composition and Communication and College Section of the National Council of Teachers of English. Selfe's publications include *Literacy and Computers: Complicating Our Vision of Teaching and Learning with Technology* (with Hilligoss), *Evolving Perspectives on Computers in Composition Studies: Questions for the 1990s (with Hawisher), Computers in English and Language Arts: The Challenge of Teacher Education* (with Rodrigues and Oates), and *Critical Perspectives on Computers and Composition Instruction* (with Hawisher).

Selfe and Hawisher are also the current editors of a new series from Hampton Press entitled *New Dimensions in Computers and Composition Studies.*

2:30 - ? Special Event

Post-Conference Adventure: Wildlife Prairie Park

Host: Bruce Leland

After all the conferencing, and all the technology, and before heading home, here's an opportunity for one last gathering.

Wildlife Prairie Park is prairie woodland just west of Peoria with a large variety of native Illinois animals in their natural habitats. The 2,000-acre zoological park is home to wolves, bison, waterfowl, black bear, elk, cougar, bobcat, otter, etc. The animals are housed in large open areas, and the views from the veranda of herds of buffalo and elk coming over the horizon are worth the trip.

Details about the park and instructions for getting there are on flyers in the registration area.

We thank the many publishers who have supported Computers and Writing and are exhibiting at the conference. The publisher displays will be hosted in 401 Stevenson area where you will also find the continental breakfast and snacks. The Exhibit area will be open Friday 8:00-4:00, Saturday 8:00-4:00 and Sunday 8:00-12:00

At the time that the program went to press, the following publishers plan to attend Computers and Writing 2002:

Bedford/St. Martin's
Hampton Press
Holt, Rinehart & Winston
Illinois Association of Teachers of English (IATE)
Longman Publishers
McGraw-Hill Higher Education
Will Task Software
W.W. Norton & Company

We would especially like to thank Bedford/St. Martin's for again undertaking the production of the conference program and Longman for supporting the production of t-shirts and tote bags.

19. 2003: West Lafayette, Indiana (David Blakesley)
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)
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)

Purdue: May 22-25, 2003

Discovering Digital Dimensions: Computers and Writing 2003 (3-D at Purdue in 2003) will be hosted by Purdue's Department of English, the Rhetoric and Composition Program, and the Professional Writing Program from May 22 – 25, 2003 in West Lafayette, Indiana.

As in years past, the conference will provide diverse opportunities for engagement on issues of central concern to teachers, scholars, and writers in the emergent culture of the digital age. The theme—3-D at Purdue in 2003--stresses the importance of discovery in the many dimensions of learning, teaching, and writing as digital networks proliferate and make possible new forms of expression, suggest alternative rhetorics, and invite (re)presentation of our disciplinary histories. Conference participants will have opportunities to hear keynote addresses from well-known intellectuals, attend poster and panel sessions, interact with vendors specializing in communication technologies, and be entertained at special multimedia (3-D) events. The conference will again partner with the Graduate Research Network and the CW 2003 Online Conference. Some participants may have opportunities for earning course credit. A call for participation will be announced in the Summer of 2002. For more information about the on-site conference, contact David Blakesley, Program Chair, Department of English, Purdue University, West Lafayette, IN 47907, 765.494.3772, blakesle@purdue.edu.

http://cw.english.purdue.edu

Adams, Becky H.9
Alexander, Jonathan B.4, F.6
Anderson, Daniel H.6
Anson, Chris W.02
Antlitz, Susan A.10, D.2, W.05
Arola, Kristin A.3, W.02
Ashman, Kathleen J.7
Atkins, Anthony A.7, H.1
Austin, Wendy B.8
Aveilhe, Tara C.5

Babione, Alexandra A.10, D, alt.workshop
Baer, Gene W.06, W.13
Ball, Cheryl B.1, H.7, W.02
Balsamo, Anne Featured Speaker: Dinner, Friday
Banks, Will D.10, I.1, W.02
Barber, John A.6
Barnes, Jessica B.7
Bartlett, Daniel I.5
Bartlett, Karen I.5
Benjamin, Joel Featured Speaker: Lunch, Friday
Blackmon, Samantha A.10, F.9, W.15
Blair, Kristine B.3, W.02
Blakesley, David G.2
Bleck, Bradley A.10, W.01
Bliss, Anne D.3, W.11
Blythe, Stuart G.8, W.02
Bonadonna, Angelo H.8
Bourdess, Suzanne W.09
Bowie, Jennifer H.1
Bradway, Becky G.7
Bragg, Gloria I.8
Bridgeford, Tracy E.6, W.02
Brown, Deborah I.4
Brown, Jacqueline I.6
Brown, Meredith K.7
Brown, Nicole G.1
Brown, Shirley I.1
Brooks, Randy G.7
Bruce, Bertram B.2
Buckley, Joanne H.4
Burgess, Katherine C.5
Busker, Rebecca I.4

Cain, Kathy I.9
Calice, Corrine C.7
Cambridge, Darren B.5
Carbone, Nick D.7
Carnegie, Teena W.07
Carter, Christopher J.8
Castner, Joanna E.7
Christianakis, Mary G.4
Clark, Allison B.4
Clark, Carlton F.6
Clark, Dave E.4
Clark, Tracy C.3
Clarke, Kalo E.9
Clemons, Rick G.9
Cogdill, Sharon A.10, D.6, W.12
Collins, Jeff B.8, W.10
Conard-Salvo, Tammy F.7
Condon, William A.5
Cook, Jodi J.9
Coombs, Norman Featured Speaker: Dinner, Saturday
Corso, Gail H.1
Counihan, Beth A.7
Craft, Jason J.3
Crow, Angela E.5, G.2
Crump, Eric A.10, alt.workshop
Cummings, Robert C.9

Dallas, Penny W.02
Davis, Bob W.03
Day, Michael A.10, D.2, F.1, I.2, Town Hall 2, Sunday, alt.workshop

Deacon, Andrea E.4
Desmet, Christy A.3, C.9
Desser, Daphne K.6
DeVoe, Kristina W.08
DeVoss, Danielle B.1, G.2
DeWitt, Scott C.8
Dickson, Chidsey F.4
Dickson, Marcia C.8
Dilger, Bradley D.7
Ding, Huiling D.3
Donahue, Tiane E.9
Donelan, Charles J.2
Donelan, James J.6
Dorwick, Keith A.10, D.2, H.2, W.01, W.15
Duffelmeyer, Barb A.9, H.8
Duncan, Matt I.2
Dunn, Patricia Dinner Saturday
Dwiggins, Mary G.7

Eisner, Caroline I.7
Elias, David I.4
El-Wakil, Safia K.6
England, Amy A.5
English, Joel Town Hall 1, Friday
Ericsson, Patricia A.5, D.5
Essid, Joseph I.6
Estes, Bob C.3
Eyman, Douglas H.1
Fanderclai, Tari A.10, W.04
Faber, Brenton F.4
Fegan, Michael I.3
Fisher, David I.4
Fishman, T. A. A.4
Fitch, Kathy A.10, D.2, W.01
Fitzpatrick, Maureen J.4
Fogelson, Mackenzie G.8
Fortune, Ron Dinner Friday
Foster, Marsha I.5
Gabbert, Diana G.9
Gardner, Traci alt.workshop
Gerrard, Lisa A.10
Gorman, Jade I.8
Gossett, Kathie D.8
Graham, Amy W.02
Greene, Cheryl K.4
Gresham, Morgan H.9
Grigar, Dene J.1, Town Hall 2, Sunday
Grohowski, Christine J.9, W.02

Handa Carolyn W.02
Haines, Jack I.2
Hamilton, Jan A.5
Hamp-Lyons, Liz A.5
Hanson, Linda Town Hall II, Sunday
Harrington, Carey C.3
Harris, Muriel F.8
Harris, Trish D.7, Town Hall 1, Friday, alt.workshop
Hart, Alexis C.9
Hatch, Gary A.8
Hatch, Gary J.3
Hauck, Kristen I.5
Hawisher, Gail A.8, Featured Speaker: Lunch, Sunday
Hawk, Byron C.4
Hayden, Dawn W.02
Hayles, N. Katherine Featured Speaker: Lunch, Saturday
Haynes, Cynthia C.5
Hawkins, Amy C.7
Herrington, Anne W.02
Hesse, Doug C.2
Hinchliffe, Lisa D.10
Hocks, Mary W.02
Hoffman, Eric I.2
Hoft, Nancy W.02
Homicz, Krista I.7

Honeycutt, Lee K.7
Hughes, Megan H.8
Inman, James A.10, H.1
Irvin, Lennie J.6

Jackson, Zoevera J.3
James, Karalee W.07
Jamison, Kathy J.2
Jarzab, Ewa F.2
Jasken, Julianne H.7
Jeneault, Jeanette J.6
Jeney, Cynthia W.15, Town Hall 1, Friday
Jobst, Jack A.4
Johnson, Richard F.2
Johnson-Eilola, Johndan F.4, Town Hall 2, Sunday

Kalmbach, James Town Hall 2, Lunch, Sunday
Karper, Erin F.8
Kaufer, David W.10
Keller, Michael C.1
Kemp, Fred A.1
Kilborn, Judy A.10, W.08
Kimme Hea, Amy W.07, W.15
Kirkpatrick, Judith W.01, Town Hall 1, Friday
Kitalong, Karla A.10, E.6, W.02
Kitchens, Marshall C.7, F.9
Kjell, Bradley D.9
Knutson, Debra I.1
Kubiak, Christine D.10
Kuhn, Virginia E.4

LaFond, Larry H.4
Lamanna, Carrie D.8
Lamonica, Claire G.4
Lasarenko, Jane A.10
Lang, Susan A.1, W.01, W.05, Town Hall 1, Friday
Latchaw, Joan D.6
Lauer, Claire H.2
Legendre, Jonathan F.2
Leland, Bruce I.8, After Convention Adventure
Lemon, Hallie G.9
Leonard, Suzanne E.4
Loomis, Ormond J.7
Love, Jane A.10, F.6
Lowe, Charles D.7, K.7
Lunsford, Karen, A.10, D.7, E.8

Martin, Daniel K.6
Martin, Kelly C.5
Mayers, Timothy C.4
McCarron, Cathy E.9
McGee, Tim D.5
McIntire-Strasburg, Janice C.6
McMillan, Gloria B.2
Menchaca, David W.07
Merkel, Cece E.8
Middendorf, Alicia F.9
Minock, Mary G.8
Moberly, Kevin I.6
Moldenhauer, Martin W.06, W.13
Moore, Michael B.7, W.02
Moran, Charles W.02
Mortensen, Peter E.8
Moses, Keren F.2
Mossman, Mark H.4

Napierkowski, Harriet B.3
Neuleib, Janice I.9, Lunch, Friday
Neumann, Kurt A.2, F.2
Nolan, William H.6
Null, Catherine D.3

O'Connell, Brian D.9
O'Conner, Michael B.2, G.7

O'Donnell-Brown, Kathleen G.9
O'Driscoll, Erin F.4
Olson, Annie C.6
Oravec, Jo Ann C.2
Ost, John D.4, J.9, W.03

Pace, Sara K.7
Palmer, Joy I.3
Palmquist, Mike E.7
Patterson, Nancy A.9
Pauken, Jennifer B.9
Payne, Darin K.6
Peagler, Shane B.6
Pennell, Michael J.5
Peters-Whitehead, Sabrina D.10
Pettit, Angela H.9
Powell, Annette J.8
Pounds, Buzz F.7
Pullman, George I.1
Purdy, James A.9

Quirk, Sarah I.2

Rausch, Chris W.08
Reed, Becky C.3
Rehberger, Dean I.3
Reilly, Colleen H.1
Rettberg, Scott Featured Speaker: D.1
Reynolds, Sandi H.9
Rice, Rich F.1, H.1, Town Hall 1, Friday, alt.workshop
Richardson, Mark E.5
Rickly, Becky A.1, Town Hall 2, Sunday
Riley, Brendan A.10, E.7
Robinson, Paulette A.2, E.3, W.09
Rodrigues, Dawn G.6
Rogers, Angela B.6
Rogge Gannon, Michelle I.1
Rose, Temi E.2
Rosinki, Paula I.3
Rouzie, Albert H.2
Ruetenik, Bridget G.1
Ruffus, Stephen I.9
Ryan, Gary G.6

Salvo, Michael E.9
Samuels, Robert A.4
Sands, Peter F.1, Town Hall 1, Friday
Sands-Herz, Teryl A.6, K.4
Scharton, Maurice I.9
Schipke, Rae B.4, D.9
Seaton Brown, Robin H.6
Selfe, Cynthia B.1, D.6, Featured Speaker: Lunch, Sunday
Selfe, Dickie B.1, E.6, H.8, W.02
Sheppard, Jennifer H.7
Sheridan, David I.7
Sidler, Michelle F.7
Siering, Greg A.10, B.3
Sirois, Connie E.3
Smelser, Lynne A.2
Smith, Erin C.1, E.1
Smith, Matt B.9
Smith, William G.6
Snyder, Laura J.8
Sorapure, Madeleine J.4
South, Joseph A.8
Squier, Joseph D.8
Stacks, Geoff F.8
Strasma, Kip B.9
Strickland, Ron Lunch, Saturday
Sullivan, Patricia G.1
Swafford, Kevin C.4
Syverson, Peg B.5, D.7
Szczepanski, Jay J.7

Takayoshi, Pam J.8, W.02
Talty, Caryn I.2

Tannacito, Terry K.8
Taylor, Jonathan A.2
Taylor, Paul Town Hall 2, Sunday
Tettegah, Sharon A.3
Thake, Barbara H.4
Thomas, Harun E.2
Thurber, Bonnie W.03
Trim, Michelle W.02
Trotochaud, Therese D.3
Tulley, Christine W.02
Turner, Walt A.6, alt.workshop
Turnley, Melinda W.07
Tuzi, Frank K.8

Van Valkenburg, Nicole A.8
VanHoosier-Carey, Gregory B.8, D.10

Waddoups, Gregory A.8
Waggoner, Zachary K.4
Wambeam, Cindy A.10
Wahlstrom, Ralph J.2
Walbert, Mark Town Hall 1, Friday
Walker, Diane G.4
Walker, Janice A.10, E.5, W.05, W.1, alt.workshop
Walker, Joyce D.8
Walter, Cecelia C.5
Walter, John A.10, C.6, W.04, Town Hall 1, Friday
Webb, Patricia K.4
Weller, Worth D.4
Wexler, Steven C.2
Whipple, Bob G.4
White, Curtis D.1
White, Jeff H.1, J.4
Whithaus, Carl A.7, W.15
Wilferth, Joe J.1
Williams, Sean E.6
Williams, Terra J.7
Wills, Katherine J.8
Wilson, Jack E.3
Winans, Sherri A.10
Winchell, Donna B.6
Wojcik, Brian H.4, I.10
Wolfe, Joanna F.4
Wolff, Bill B.5
Wolkow, Daniel I.5
Woodford, Julie J.5
Wright, Elijah B.7
Wright, Jill B.9
Wysocki, Anne Frances C.1, H.7

Yagelski, Robert D.6
Yancey, Kathleen B.6, W.02

Zoetewey, Meredith J.5

We do new media the way we do books...

FOR STUDENTS



New!

After September 11: An Online Reader for Writers, by **Eric Crump** — a free collection of more than 100 annotated links that provide social, political, economic, and cultural commentary based on the September 11, 2001 terrorist attacks (bedfordstmartins.com/september11)

TopLinks — a searchable database of links that guide students to the best Web sites for their papers (bedfordstmartins.com/toplinks)

Research and Documentation Online, by **Diana Hacker** — authoritative advice on finding and documenting sources (dianahacker.com/resdoc)



e-Handbooks — powerful reference tools that put the complete resources of our best-selling college reference handbooks on a school network or individual hard drives



New!

VirtuaLit Interactive Tutorials — helps students explore and analyze poetry and fiction through a series of online multimedia activities and writing prompts (bedfordstmartins.com/virtualit)

Exercise Central — the most extensive online database of editing exercises available — over 5,000 items (bedfordstmartins.com/exercisecentral)

Web Design Tutorial, by **Mike Markel** — online introduction to the process and principles of creating Web sites (bedfordstmartins.com/markel_tutorial)

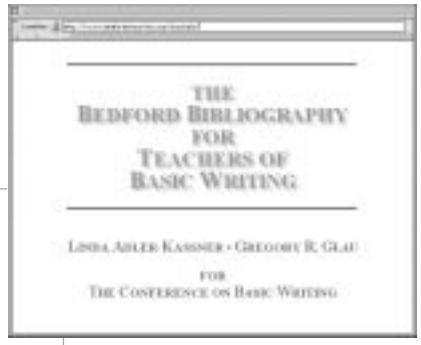
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FOR INSTRUCTORS

The Bedford Bibliography for Teachers of Writing, by **Patricia Bizzell**, **Bruce Herzberg**, and **Nedra Reynolds** — the online edition of this invaluable introduction to the study of rhetoric and composition (bedfordstmartins.com/bb)



New!

The Bedford Bibliography for Teachers of Basic Writing, by **Linda Adler-Kassner** and **Gregory R. Glau** — an annotated list of books, articles, and periodicals selected for their value to teachers of basic writing (bedfordstmartins.com/basicbib)



Book Companion Web sites — conveniently integrate all the Web resources available for a book at a single address and constitute the simplest way to move a course online (bedfordstmartins.com)

Voices from the Field — interviews and profiles from composition departments around the country (bedfordstmartins.com/voices)

TechNotes — written and compiled by Nick Carbone, an e-mail-delivered newsletter and Web site for writing teachers that helps instructors keep up-to-date on using technology in the classroom (bedfordstmartins.com/technotes)



Online Catalog — easy to search, request examination copies, and receive the latest information on new titles (bedfordstmartins.com)

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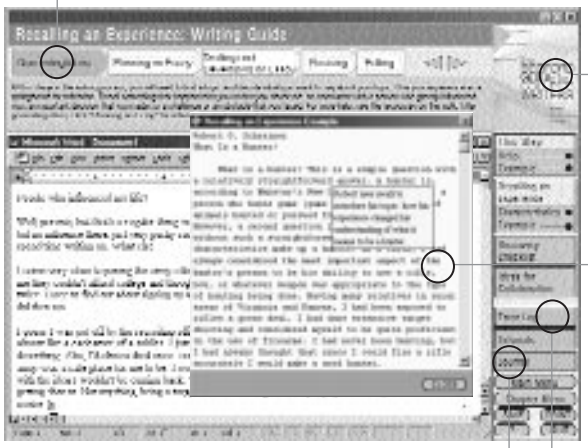
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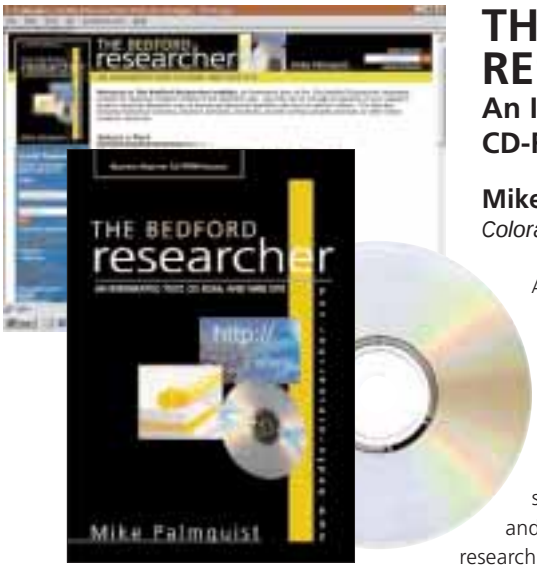
A writer's journal gives students a place to play with ideas and reflect on their reading and writing.

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Mike Palmquist
Colorado State University

August 2002/spiral/400 pages
Instructor's Manual
Research Assistant HyperFolio CD-ROM

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