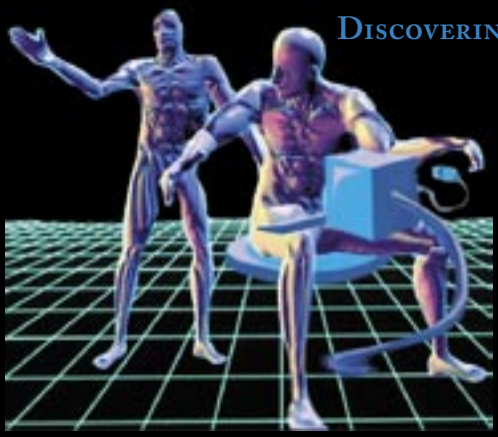
Computers & Writing

22-25.May.2003
Purdue University
West Lafayette, Indiana



Discovering Digital Dimensions



3D at Purdue in 2003

Welcome to Computers and Writing 2003!

On behalf of Purdue University, I'm pleased to welcome you to the nineteenth Computers and Writing Conference in West Lafayette, Indiana. We hope you enjoy your time on campus and find the special events and the program exciting, provocative, and better than an "F5 | Refresh." Our theme this year, "Discovering Digital Dimensions" (3D at Purdue in 2003), evolved from our sense that there's more to computers and writing than meets the eye, that we've only now learned to appreciate the depth, range, and scope of the significant developments in the field over the past twenty years since the first Computers and Writing Conference in 1983.

The history of this emergence is now being mapped with extraordinary precision by many of you among us here, even as we look forward to a bright yet unknown future filled with possibility, if not ambiguity. Because of the extraordinary talents of people like those on this program, the opportunities for discovery and learning will be many, even as we confront the inevitability that new technologies will pose necessities of their own. We will likely discover what we have always known, even as the world becomes entirely new to us and to our students. We see prophecy in the present of a material future filled with possibilities and hope, even if we sense also that we will also have to face down the unexpected by-products of what we will have discovered and created.

The digital dimensions of our work signify the always already renewable present, a becoming rhetoric possible because of the pliable nature of theory and pedagogy in the field of computers and writing. We are all part of this (always) new digital, networked system, capable of renewing ourselves and our interests lest we (and they) become mere opinion. Our interests cut across disciplines and traditional institutional boundaries in ways that suggest a whole greater than the sum of its parts. We are Computers and Writing, and we are also embodied and articulate in the dazzling array of panel sessions, roundtables, town halls, poster sessions,

workshops, and installations you'll find on the program. It is an exciting time to be interested in computers and writing, and to be here, now.

On the first day of the Conference, Thursday, May 22, you will have the opportunity to attend workshops, visit exhibits and installations, share research ideas, learn about teaching (and training) with technology, and wind down (or up, rather) on opening night with a playful musical and filmic montage of computer-mediated communication as it has been represented in film and television, while meeting with old and new friends at the reception in the stately North Ballroom in the Purdue Memorial Union. On Friday, Saturday, and Sunday, you can choose from over 100 sessions and events, including more than 275 presentations and involving well over 300 people on the program. Our keynote and featured speakers (in order of appearance)—Bob Stein, Victor J. Vitanza, Victoria Vesna, and Mark C. Taylor—are amazingly talented people, renegades all, seeing and (certainly) worth seeing (and hearing). The two Town Hall meetings (Friday and Sunday morning) open and close the regular conference, promising on the front side to consider ways to avoid leaving people behind as we move forward into our technological future, and contemplating, in the end, the prospects—good and not so good—of ubiquitous computing. Those staying over Sunday are invited to the Program Chair's house for an afternoon/evening picnic and party.

And why not party? In the evenings throughout the conference, we want to have some fun. On Thursday night, a night for catching up and catching on, we have set a minimalist agenda. After the opening reception, Samantha Blackmon has promised to lead us into the wilderness until the cows come home. On Friday night, we'll scare the wits out of you. After the Awards Banquet, we'll visit Wolf Park for Howl Night, where the wolves will track you as you walk by, looking for those most weary or inattentive. If that weren't enough, Friday evening concludes with a once-in-a-lifetime 3D screening of *The Creature from the Black Lagoon*, the 1954 classic. We promise not only to capture a silly picture of everyone staring in horror at the screen wearing silly 3D glasses (you never know when that might be needed) but also provide you with an immersion experience as the creature leaps off the screen into the aisles. Saturday evening features a Computers and Writing favorite: our annual picnic, this time on the banks of the Wabash River in downtown Lafayette's Riehle Plaza, only a fifteen minute walk (all downhill) from campus. (It's downhill on the way back also, if you can only imagine that.) Late Saturday night, you can go Bowl-

ing for Computers and Writing and perhaps even overpower the *Kairos* alley cats for supremacy of the lanes.

On these promising prospects, let me say also that as Program Chair for the conference this year, it has been a delight to e-meet all of you over the past year or so. And now, to rabble and rouse with you in the parlor, why, it's enough to cause a meatware crash in the hardscape of the real. o-:

David Blakesley
C&W 2003 Program Chair

Acknowledgments

There are far more people involved with planning and carrying out a conference than most of us ever imagine. And while the conference is (almost) self-supporting financially, there are organizations and people who have helped with additional support. The Professional Writing program at Purdue has contributed half of its annual budget to the cause, and the Department of English, under the leadership of Thomas Adler and now Irwin Weiser, has sponsored the conference. Illinois State University and past C&W Chairs Ron Fortune and Jim Kalmbach helped as well with a gracious gesture of financial support that will be carried forward if possible. Purdue's graduate program in Rhetoric and Composition, the Introductory Writing Program, the Writing Lab/OWL—all have in one way or another provided administrative support and encouragement. Perhaps most gratifying for me has been the support of current and former graduate students of the Department of English, as well as my great colleagues on the faculty. We have had over 30 people on our planning team, all of whom I list below.

I want to shine the spotlight on Purdue's Technology Maven and TA/graduate student extraordinaire, Erin Karper, who has as usual devoted herself to making this conference as good as it can be with that rare combination of enthusiasm in the company of knowledge and curiosity. Those of you who have received helpful messages from Erin know also that she has the teacher's spirit in abundance. Tracy Clark, who is a continuing lecturer at Purdue, has volunteered for everything, and she always follows through with the grace that makes planning easy. Nona Schaler from Purdue's Conference Division has for the second year in a row helped me organize a

national conference, and always with professionalism and precision. Todd Smoak and Adam Lawson, IT professionals in the Krrannert School of Management, miraculously brought us through a new online submission and review tracking system that they created and that someday you'll be hearing more about. We appreciate their support and Krannert's support of the Conference.

There are many others, too, and I'll identify the planning teams and others here so that you can thank them individually throughout the conference: Mike Pennell, Meredith Zoetewey, and Julie Staggers (Promotions and Marketing); Janet Alsup, Samantha Blackmon, Nicole Brown, and Peg Dunkle (Logistics, Space Management, and Special Events); Erin Karper and Jessie Moore Kapper (Communication Management); Tracy Clark and Julia Romberger (Vendor Relations); Shirley K Rose and Mike Kapper (On-Site Hosts and Speaker Liaisons); Linda Bergmann, Kevin De Pew, Amy Kimme Hea, and Thomas Rickert (Program Planning); Erin Karper and Allan Crain (Web Development); Kate Agena and Julia Romberger (Program Assistants); Nicole Brown and Julie Staggers (Assistants to the Chair), Karl Stolley (New Media Director); Megan Hughes, Tarez Graban, Peg Dunkle, and Tracy Clark (Constituency Liaisons); Julie Knoeller and (Administrative Professional for Professional and Introductory Writing); Lynn Stocksick (Conference Division); Amy Haston and Louis Scott (ITaP's Technology Consultants); Jennifer Sharkey (Digital Learning Collaboratory); Patricia Sullivan (for "Cube World"); Jennifer Bay (Installations and Visual Expereince); Teddi Fishman and Morgan Gresham (Workshop for Teachers New to Technology), Mike Kapper (Speaker Liaison), and the many other students, faculty, and staff at Purdue who helped at various times throughout the planning and the Conference itself: Jay Blackman, Trish Jenkins, Bridget Fahey Ruetenik, Tony Silva, and Fara Stalker. I would be remiss also if I didn't acknowledge the support and encouragement of past C&W program chairs, especially James Kalmbach, Ron Fortune, and Rich Rice. Richard "Dickie" Selfe, the chair of the 7Cs (CCCC Committee on Computers in Composition and Communication), has been so friendly (and even beguiling) that he has even managed to smuggle in a mysterious 8th C. My Department Head, Irwin Weiser, himself a C&W regular for years, has the "make it so" spirit about him that allows us to be creative and productive. The School of Liberal Arts, including Dean Toby Parcel and IT staff Lorraine Kisselburgh, JoLene Lark, and Chris Andrus were generous with their support. Finally,

Acknowledgments

I want also to acknowledge the leadership of Vice President for Information Technology James Bottum, Provost Sally Frost Mason, and President Martin Jischke—each of whom encourages the faculty and students to be bold and innovative in teaching with technology.

It's important that contributions to the success of Computers and Writing conferences and to the integrity and professionalism of the discipline be widely recognized. So I want to also mention that Computers and Writing proposal reviewers took the time to learn a new, blind, electronic review system and, most importantly, to provide helpful feedback to those who submitted proposals. In all, there were more than 250 proposals reviewed, each of them at least twice, by this group of talented and generous people: Anthony Atkins, Jennifer Bay, Linda Bergmann, Samantha Blackmon, Collin Brooke, Tracy Clark, , Bill Condon, Michael Day, Kevin De Pew, Bradley Dilger, Keith Dorwick, Joel English, Teddi Fishman, Theron Francis, Lisa Gerrard, Tarez Graban, Carolyn Handa, Cynthia Haynes, Erin Karper, Amy Kimme Hea, Judith Kirkpatrick, Beth Kolko, Paul Kei Matsuda, Susan Miller, Margee Morrison, Mike Palmquist, Donna Reiss , Rich Rice, Thomas Rickert, Becky Rickly, Rae Schipke, Dickie Selfe, Michael Spooner, Margaret Syverson, Pamela Takayoshi, Melinda Turnley, Victor J. Vitanza, Janice Walker, and Kathleen Blake Yancey.

Thanks to all of you for your generosity and spirit.

D.B.

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Thursday, May 22

8:00 a.m. - 9:00 a.m.	Breakfast (Continental), Stewart 302
8:00 a.m. - 5:00 p.m.	Registration, Stewart 3rd floor
8:00 a.m. - 11:00 a.m.	Exhibit and Installation Setup, Stewart 302; Exhibits, Virtual Café, Installations, and Discovery Zone open 11:00 a.m. – 5:00 p.m.
9:00 a.m. -12:00 p.m.	Half-Day Morning Workshop, Digital Learning Collaboratory (Hicks Undergraduate Library, Lower Level)
9:00 a.m. -3:30 p.m.	Graduate Research Network , Stewart 306
9:00 a.m. - 4:00 p.m.	Full-Day Workshops (Stewart 310, Heavilon 227)
12:00 p.m. - 1:00 p.m.	Box Lunches (North Ballroom, Purdue Memorial Union)
1:00 p.m. – 4:00 p.m.	Half-Day Workshop Digital Learning Collaboratory (Hicks Undergraduate Library, Lower Level)
3:30 p.m. – 4:45 p.m.	New Teacher Preparation Forum, Stewart 306
3:45 p.m. - 5:00 p.m.	Open House at the Writing Lab/OWL (Heavilon 226)
5:30 p.m. – 8:00 p.m.	Opening Reception (North Ballroom, Purdue Memorial Union)
8:00 p.m. – ?	Pub Crawl . . . starts at the Knickerbocker

Friday, May 23

7:00 a.m. - 8:30 a.m.	Breakfast and Mentoring Hook-Up (Continental), Stewart 302
8:00 a.m. - 5:00 p.m.	Exhibits, Virtual Café, Installations, and Discovery Zone
8:00 a.m. - 9:15 a.m.	Town Hall 1 (Fowler Hall, Stewart 1st floor)
9:30 a.m. - 10:45 a.m.	Session A
11:00 a.m. - 12:15 p.m.	Session B
12:30 p.m. – 1:45 p.m.	Lunch (North Ballroom, Purdue Memorial Union) Featured Speaker: Bob Stein

2:00 p.m. – 3:15 p.m.	Session C
3:30 p.m. - 4:45 p.m.	Keynote Address, Victor J. Vitanza (Fowler Hall, Stewart Center 1st floor)
5:00 p.m. - 7:00 p.m.	Banquet and Awards, etc. (North Ballroom, Purdue Memorial Union) Videos continue until 9:00 p.m.
6:45 p.m. – 7:15 p.m.	Bus pick-up for Wolf Park Excursion
7:00 p.m. – 8:30 p.m.	Wolf Park Excursion
9:30 p.m. - 11:00 p.m.	*The Creature from the Black Lagoon* in 3D with Hypnovista (Fowler Hall, Stewart Center 1st floor)

Saturday, May 24

7:00 a.m. - 8:00 a.m.	Breakfast (Continental), Stewart 302
8:00 a.m. - 5:00 p.m.	Exhibits, Virtual Café, Installations, and Discovery Zone
8:00 a.m. - 9:15 a.m.	Session D
9:30 a.m. - 10:45 a.m.	Session E
11:00 a.m. – 12:15 p.m.	Session F
12:30 p.m. – 1:45 p.m.	Lunch (East-West Faculty Lounge, Purdue Memorial Union) Featured Speaker: Victoria Vesna
2:00 p.m. – 3:15 p.m.	Session G and Poster Sessions
3:30 p.m. - 4:45 p.m.	Keynote Address, Mark C. Taylor (Fowler Hall, Stewart Center 1st floor)
5:30 p.m. – ?	Picnic (Riehle Plaza, downtown Lafayette)

Sunday, May 25

7:30 a.m. - 9:00 a.m.	Breakfast (Continental; North Ballroom, Purdue Memorial Union)
8:00 a.m. - 12:00 p.m.	Exhibits, Virtual Café, Installations, and Discovery Zone
9:15-10:30	Session H
10:45-12:00	Town Hall II, (Fowler Hall, Stewart Center 1st floor)
11:30-12:30	Box Lunches (Stewart 306)
2:00 p.m. - ?	Party at David Blakesley's house, 816 Robinson St.

Mentoring

Conference participants new to Computers and Writing conferences are invited to request a mentor who will help make the conference experience a rewarding one. If you did not request a mentor in advance of the conference when you submitted your registration, you should seek out one of the mentoring coordinators: Michael Day, Trish Harris, or Traci Gardner. Purdue's mentorship liaison is Megan Hughes. Directions for contacting or meeting with your mentor will be provided throughout the conference.

Virtual Café

In the Exhibit Area (Stewart 302), conference attendees have access to laptops with wireless Internet connections for checking email, uploading documents to the Web, and making last-minute revisions of presentations. Users need Purdue guest accounts to access the network. A laser printer is also available

Purdue Guest Accounts and Airlink Access

All conference attendees may request guest accounts on Purdue's network, which also enables wireless access from the laptops in the Virtual Café and from personal laptops and PDAs equipped with a wireless card capable of emulating the 802.11b protocol. Guest accounts also include storage space on Purdue's server for archiving files and delivering Web content. These accounts enable users to login to any public access point in campus labs and residence halls, including computers in presentation rooms. For further information about configuring a wireless connection and accessing user accounts, see the conference Website at http://www.cw2003.org or the directions included in your conference folder. For wireless setup, you can also review Purdue's Airlink information directly on the Internet:

http://www.itap.purdue.edu/airlink/

Discovery Zone

In the Exhibit Area (Stewart 302), the Discovery Zone is an experimental collaborative project that encourages conference participants to work together to complete a multimedia project for Web delivery, from conception to completion. We have provided some guidelines. Participants will also

find a variety of useful tools to help them develop it, including storyboard paper, an artist's kit, a drafting table, digital cameras, scanner, and computers with a variety of programs useful for developing multimedia content. A member of Purdue's conference planning team or Purdue's Professional Writing Club will be on hand to help the process along.

Computers and Writing Job Forum

Organized by Dickie Selfe, the Computers and Writing Job Forum offers job seekers and employers the chance to connect in a threaded Web forum hosted by Computers and Writing 2003 and Purdue. The forum will continue well beyond the conference, so if you are seeking a position in computer support as an instructional technology specialist or an IT specialist, or are a candidate for a tenure track position, you can post your qualifications there (including a vita or resume). Employers and search committees are encouraged to post job announcements and look here for qualified candidates:

C&W Job Forum URL: http://www.cw2003.org/jobforum.html

Parking

For those staying at the Young/Hawkins residence halls, parking is $2.00 per day, in either the Grant Street or Grant & Wood Streets parking garages. Parking for those staying in the Cary residence hall is also $2.00 per day in the lot just to the north. Parking for those staying at the hotels is free. We recommend using the Grant Street Parking Garage for those making day-trips to the conference, immediately across Grant Street from the Union Club Hotel and the Purdue Memorial Union.

Shuttle Service

Residence halls and hotels are all within walking distance from the main conference site in Stewart Center. Those staying in the Cary residence halls can catch a ride on a golf cart that will run to and from Stewart Center throughout the day during the conference. See your conference folder for schedules.

Writing Lab/OWL Open House

When: Thursday, May 22, 3:30 p.m. – 4:45 p.m.
Where: Heavilon Hall 226

The Purdue Writing Lab is hosting an open house for anyone involved with or interested in on-line writing labs and one-to-one instruction. Meet the people behind the Purdue OWL, have a look at our new and ongoing projects, and take the opportunity to share stories and ideas with us and each other.

Linda Bergmann, *Purdue University*
Erin Karper, *Purdue University*

Wolf Park "Howl Night"

When: Friday, starting at 6:45 p.m. for bus pick-up; ends 8:30 p.m.)

Wolf Park is a research and educational facility offering seminars on reproductive and interpack social behavior. It is home to several packs of gray wolves, plus foxes, bison, and a coyote. You won't want to miss Howl Night. Wolf Park is just a fifteen-minute drive from Purdue, off of SR 43 (aka River Road). For those driving, see the directions in your conference folder for further details.

Creature from the Black Lagoon in 3D with Hypnovista

When: Friday, May 23, 9:30 p.m.
Where: Fowler Hall, 1st floor, Stewart Center

This one is not quite as scary as *The Blob*, but you won't want to miss the immersion experience. This reality will be more than virtual, we promise.

Installations

Installation 1

Title:	**The Third Paradigm**
Digital Artists:	Collin Brooke, *Syracuse University*
	Jennifer Bay, *Purdue University*
	Lorien Goodman, *Pepperdine University*
Location:	Stewart 302 (ongoing)

Even as we use it, technology constantly fades into the background. This installation will explore the often unseen and unheard aspects of technology that might affect our perceptions of computers and writing.

Installation 2

Title:	**You Ought Not Take It with You**
Artist:	Karl Stolley, *Purdue University*
Location:	1st Floor Stewart Center, in the display case next to the Fowler Hall entrance (Case #13)

A mixed-media installation featuring relics and by-products of computers past, a small, poorly-lit disaster area of castaway parts not even worthy of the deck of Morpheus' Nebuchadnezzar—a construction-in-action space inspired by *The Matrix*, Pink Floyd's *The Wall*, *Pee-Wee's Playhouse*, *Pi*, Rube Goldberg, Marcel Duchamp, Jackson Pollock, Times Square, crafts time in kindergarten, and *Sanford and Son*, in which we construct ourselves and our history and mock our own future in real time—all with what is immediately available. Be sure to check out the complimentary digital installation/construction-performance Flash presentation on www.cyberhetor.com/installation/

Kairos Computers and Writing Special Issue

Call for Webtexts

Kairos: A Journal of Rhetoric, Technology, and Pedagogy encourages presenters at Computes and Writing 2003, both the onsite and online conferences, to submit their work for inclusion in the annual Computers and Writing issue that will be released in the Fall of 2003. Conference presentations will need to be revised into fully developed webtexts before they enter into the peer-review process for the journal. For examples of the kinds of work published in *Kairos*, please see issue 7.3, "Beyond Normal: Teaching and Learning in Virtual Spaces, C & W 2002" (http://english.ttu.edu/kairos/7.3/).

This year's Computers and Writing issue will be guest edited by David Blakesley, who encourages presenters to develop their work for multimedia delivery and, in line with *Kairos's* mission, as webtexts that use hypertext and other multimedia forms to their best advantage. The themes of the issue will reflect those of the conference, with particular emphasis on the nature, function, and possibilities of writing in digital cultures and spaces. For more information, email David Blakesley at blakesle@purdue.edu or contact *Kairos* editors directly at kairosed@cfcc.net.

Computers and Composition Awards

Computers and Composition: An International Journal: (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 http://www.hu.mtu.edu/~candc/award.htm for previous award winners.

Technology Innovator Award

The CCCC Committee on Computers in Composition and Communication (7Cs) Technology Innovator Award honors outstanding teaching with computer technologies and the highest ideals of scholarship, teaching, and service. The award recognizes a continuing contribution to computer technology in composition studies, including scholarly work in language, composition, rhetoric, and pedagogy.

The recipient of the Technology Innovator Award has made a groundbreaking or foundational contribution to the field of computers and composition; demonstrates outstanding teaching with computer technologies; provides support and encouragement to the community, in particular to those who teach with computer technologies; and contributes to the scholarship and publications of the field as author and editor in print and electronic media.

Technology Innovator Award Committee 2003: Sharon Cogdill, Keith Dorwick, Donna Reiss, Cindy Selfe, Dickie Selfe, Geoffrey Sirc

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) are pleased to announce the third annual "Kairos/Lore Computers and Writing Awards for TAs and Adjuncts." With sponsorship from Bedford/St. Martin's, we will be offering three $500 awards to TAs and Adjuncts who are presenting at the Computers and Writing Conference, May 22 - 25, 2003, and/or the Computers and Writing Online Conference, April 20 - May 18, 2003.

These awards are based upon the three areas that guide a teacher's professional life: Service, Teaching, and Scholarship. We 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.

Kairos Best Webtext Award

Kairos: A Journal of Rhetoric, Technology, and Pedagogy will recognize outstanding Webtexts authored in 2002-2003 with its annual awards program.

Notes

Graduate Research Network

Thursday, May 22, 9:00 a.m. -3:30 p.m. , Stewart 306

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. Coordinator: Janice Walker, *Georgia Southern University*.

Full-Day Workshops

Playing to Learn: Using Computer Games in the Writing Classroom
Thursday, May 22, 9:00 a.m. - 4:00 p.m., Stewart 310

This full-day workshop will help teachers imagine the problems and possibilities of using computer games for instructional purposes, and will help them to draft a substantial course unit in which computer games become prompts for both critical thinking and critical writing. Participants will gain hands-on experience with a variety of computer game genres (first-person shooter, role-playing, real-time strategy, simulation, massive multiplayer online, etc.) and be introduced to the emerging interdisciplinary field of computer game studies. Coordinator: Ken McAllister.

For Those New to Teaching with Technology
Thursday, May 22, 9:00 a.m. – 3:30 p.m., Heavilon 227 (across from the Writing Lab/OWL)

Do you want to integrate electronic media into your courses but aren't quite sure how to get started? This free workshop explores ways that teachers can integrate communication technologies into their classes to help make them more productive, more student-centered, more collaborative, and more reflective. The morning session will begin by discussing pedagogical goals and classroom strategies that use technology to achieve them. The afternoon sessions focus on acquiring and developing the necessary skills and technical expertise to use those strategies and developing course

assignments. Conference participants are encouraged to attend one or both sessions. Coordinators: Teddi Fishman and Morgan Gresham.

Half-Day Workshops

Teaching and Assessing Verbal and Visual Intersections On- and Offline
Thursday, May 22, 9:00 a.m. -12:00 p.m., Digital Learning Collaboratory, Hicks Undergraduate Library, Lower Level)

This workshop is designed for instructors who pursue the intersection of the verbal and visual in writing classes in both face-to-face and computer-mediated classrooms. Workshop participants will have the opportunity to consider various instantiations of the visual in writing studies' scholarship, evaluate the verbal and visual intersections addressed in writing textbooks, assess dynamic and static visual productions, and integrate the verbal and visual rhetorically into pedagogy. Participants will leave the workshop with sample assignments, assessment rubrics and heuristics, and guidelines for evaluating traditional and new media.

The ABCs of Digital Publishing: Portfolios, CDs, Journals, Books
Thursday, May 22, 1:00 p.m. – 4:00 p.m., Digital Learning Collaboratory (Hicks Undergraduate Library, Lower Level)

This workshop is an introduction to all of the aspects and possibilities of digital publication—from ebooks to CDs. Participants will be introduced to various technologies for publication and production and have a chance to discuss both theoretical and practical issues related to digital publication. The workshop will be held in Purdue's Learning Digital Collaboratory, which offers access to high-end machines and software for digital publication.

New Teacher Preparation Forum

Teacher Training in Composition: Technology and the Teaching of Writing
Thursday, May 22, 3:30 p.m. – 4:45 p.m., Stewart 306

We have long known that computers and technology will have an impact on the way we teach composition courses. We have debated issues such as

the digital divide. We have debated which software is the best to use in composition courses. We have debated and negotiated pedagogical concerns related to teaching composition with computers. But only recently have we addressed the issue of technology training as part of teacher training in rhetoric and composition programs. Presenters: Virginia Kuhn, Anthony Atkins, and Todd Lundberg.

Notes

Featured and Keynote Speakers

In order of appearance on the program . . .

Bob Stein
Night Kitchen

Topic: Reading and Writing in the Digital Era
When: Friday, May 23, 12:30 - 1:45 p.m.
Where: North Ballroom (Purdue Memorial Union, main level)

Victor J. Vitanza
Professor of English, *University of Texas at Arlington*
Professor of Rhetoric and Philosophy, *European Graduate School*

Topic: "Year Zero: Faciality" Redux
When: Friday, May 23, 3:30 p.m. - 4:45 p.m.
Where: Fowler Hall (1st Floor, Stewart Center)

Victoria Vesna
Professor and Chair, Department of Design/Media Arts
University of California, Los Angeles, http://vv.arts.ucla.edu/index.html

Topic: TBA
When Saturday, May 24, 12:30 - 1:45 p.m.
Where: East-West Faculty Lounge (Purdue Memorial Union, 2nd level)

Mark C. Taylor
Cluett Professor of Humanities, *Williams College*
Co-founder with Herbert Allen, Global Education Network

Topic: After the Fall: Post-Bubble Reflections on Education
When: Saturday, May 24, 3:30 -4:45 p.m.
Where: Fowler Hall (1st Floor, Stewart Center)

Program Strands

This summary listing of strands only in a small way captures the diversity and scope of the topics covered on the program. These were the topical areas included in our original call for submissions, and every person who sent in a proposal self-identified the category. Naturally, some topics might be categorized differently, and some individual presentations in separate categories were joined because of scheduling needs. Some panel sessions span several categories. If you're comfortable with that ambiguity, congratulations! (Why not?) The codes refer to Session.Number, with each panel or event having a unique, sequential code identified in its header in the program to follow.

Asynchronous Learning Environments: A.1, B.2, C.1, D.1, D.2, E.1, F.1, G.2, H.1

Digital Pedagogies: A.2, A.3, A.4, A.5, B.3, B.4, B.6, C.2, C.3, C.4, D.3, D.5, E.2, E.3, E.4, F.2, F.3, F.4, G.3, G.4, G.5, H.2, H.3

Emergent Network Cultures: B.7, D.4, F.5, G.6

ESL and Technology: A.6, C.5, E.5

Hybrid Rhetorics: A.7, B.5, B.8, D.6, E.6, F.6, F.7, G.9, H.4

Queer Studies: E.7

Race, Gender, Class, Access: A.8, B.9, C.9, D.8, D.9, D.11, E.8, F.9, F.11, H.5

Spatiality and Electronic Architectures: B.10, E.9, G.8, G.12

The Wired Academy: A.9, A.10, A.11, A.12, B.11, C.10, B.1, C.12, D.10, E.11, E.12, F.12, G.10, H.6, H.7

"Other": C.7, D.8, F.8

Poster Sessions: G.7A-C

Linked Panels | Presentations: A.4 | C.2; E.10 | F.10; E.1 | G.7-C

Forums: New Teacher Preparation Forum (Thurs.), G.1

Roundtables: A.9, A.12, C.7, C.10, D.10, E.11, F.2

Special Sessions: E.10 and F.10, G.11

Program for Thursday, May 22

8:00 a.m. - 9:00 a.m.	Breakfast (Continental), Stewart 302
8:00 a.m. - 5:00 p.m.	Registration, Stewart 3rd floor
8:00 a.m. - 11:00 a.m.	Exhibit and Installation Setup, Stewart 302; Exhibits, Virtual Café, Installations, and Discovery Zone open 11:00 a.m. – 5:00 p.m.
9:00 a.m. -12:00 p.m.	Half-Day Morning Workshop, Digital Learning Collaboratory (Hicks Undergraduate Library, Lower Level)
9:00 a.m. -3:30 p.m.	Graduate Research Network , Stewart 306
9:00 a.m. - 4:00 p.m.	Full-Day Workshops (Stewart 310, Heavilon 227)
12:00 p.m. - 1:00 p.m.	Box Lunches (North Ballroom, Purdue Memorial Union)
1:00 p.m. – 4:00 p.m.	Half-Day Workshop Digital Learning Collaboratory (Hicks Undergraduate Library, Lower Level)
3:30 p.m. – 4:45 p.m.	New Teacher Preparation Forum, Stewart 306
3:45 p.m. - 5:00 p.m.	Open House at the Writing Lab/OWL (Heavilon 226)
5:30 p.m. – 8:00 p.m.	Opening Reception (North Ballroom, Purdue Memorial Union)
8:00 p.m. – ?	Pub Crawl . . . starts at the Knickerbocker

9:00 a.m. -3:30 p.m.

Graduate Research Network

Thursday, May 22, 9:00 a.m. -3:30 p.m.
Stewart 306
Coordinator: Janice 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/cw2003/grn.html

9:00 a.m. -12:00 p.m. **Half-Day Workshop H-DW.1**

Workshop on Teaching and Assessing Verbal and Visual Intersections On- and Offline

Thursday, May 22, 9:00 a.m. -12:00 p.m.
Digital Learning Collaboratory
(Hicks Undergraduate Library, Lower Level)
Limited to 35 participants

This workshop is designed for instructors who pursue the intersection of the verbal and visual in writing classes in both face-to-face and computer-mediated classrooms. Workshop participants will have the opportunity to consider various instantiations of the visual in writing studies' scholarship, evaluate the verbal and visual intersections addressed in writing textbooks, assess dynamic and static visual productions, and integrate the verbal and visual rhetorically into pedagogy. Participants will leave the workshop with sample assignments, assessment rubrics and heuristics, and guidelines for evaluating traditional and new media.

Facilitators
Kate Agena, *Purdue University*
Julia Romberger, *Purdue University*
Bridget Fahey Ruetenik, *Purdue University*
Pat Sullivan, *Purdue University*
Julie Staggers, *Purdue University*
Meredith Zoetewey, *Purdue University*

9:00 a.m. - 4:00 p.m. **Full-Day Workshop F-DW.1**

Playing to Learn: Using Computer Games in the Writing Classroom

Thursday, May 22, 9:00 a.m. - 4:00 p.m.
Stewart 310

This full-day workshop will help teachers imagine the problems and possibilities of using computer games for instructional purposes, and will help them to draft a substantial course unit in which computer games become prompts for both critical thinking and critical writing. Participants will gain hands-on experience with a variety of computer game genres (first-person shooter, role-playing, real-time strategy, simulation, massive multiplayer online, etc.) and be introduced to the emerging interdisciplinary field of computer game studies.

Ken McAllister, *University of Arizona*
David Menchaca, *University of Arizona*
Lonni Pearce, *University of Arizona*
Jeffrey Reed, *University of Arizona*
Judd Ruggill, *University of Arizona*

9:00 a.m. – 3:30 p.m. **Full-Day Workshop F-DW.2**

For Those New to Teaching with Technology
Thursday, May 22, 9:00 a.m. – 3:30 p.m.
Heavilon 227 (across from the Writing Lab/OWL)
Coordinators: Teddi Fishman and Morgan Gresham

Do you want to integrate electronic media into your courses but aren't quite sure how to get started? This free workshop explores ways that teachers can integrate communication technologies into their classes to help make them more productive, more student-centered, more collaborative, and more reflective. The morning session will begin by discussing pedagogical goals and classroom strategies that use technology to achieve them. The afternoon sessions focus on acquiring and developing the necessary skills and technical expertise to use those strategies and developing course assignments. Conference participants are encouraged to attend one or both sessions.

Facilitators
Teddi Fishman, *Clemson University*
Morgan Gresham, Clemson University
Amy Kimme Hea, *University of Arizona*
Melinda Turnley, *University of Texas at Austin*

1:00 p.m. – 4:00 p.m. **Half-Day Workshop H-DW.2**

The ABCs of Digital Publishing: Portfolios, CDs, Journals, Books

Thursday, May 22, 1:00 p.m. – 4:00 p.m.
Digital Learning Collaboratory
(Hicks Undergraduate Library)
Limited to 35 participants
Coordinator: David Blakesley

This workshop is an introduction to all of the aspects and possibilities of digital publication—from ebooks to CDs. Participants will be introduced to various technologies for publication and production and have a chance to discuss both theoretical and practical issues related to digital publication. The workshop will be held in Purdue's Learning Digital Collaboratory, which offers access to high-end machines and software for digital publication.

Facilitators
Kate Agena, *Purdue University*
Christopher Berry, *Purdue University*
David Blakesley, *Purdue University*
Jennie Blankert, *Purdue University*
Christopher Eklund, *Purdue University*
Serkan Gorkemli, *Purdue University*
Jingfang Ren, *Purdue University*
Mark Steinbach, *Purdue University*
Rita Wu, , *Purdue University*
Karl Stolley, *Purdue University*

Bob Stein, C&W 2003 Featured Speaker, will join this session.

3:30 p.m. – 4:45 p.m. **New Teacher Preparation Forum**

Teacher Training in Composition: Technology and the Teaching of Writing

Thursday, May 22, 3:30 p.m. – 4:45 p.m.
Stewart 306

Virginia Kuhn, *University of Wisconsin-Milwaukee*
Anthony Atkins, *Ball State University*
Todd Lundberg, *University of Wisconsin--Milwaukee*

We have long known that computers and technology will have an impact on the way we teach composition courses. We have debated issues such as the digital divide. We have debated which software is the best to use in composition courses. We have debated and negotiated pedagogical concerns related to teaching composition with computers. But only recently have we addressed the issue of technology training as part of teacher training in rhetoric and composition programs.

3:45 p.m. - 5:00 p.m. **Open House**

Open House at the Writing Lab,
Home of the Purdue OWL
Thursday, May 22, 3:45 p.m. - 5:00 p.m.
Heavilon Hall 226

The Purdue Writing Lab is hosting an open house for anyone involved with or interested in on-line writing labs and one-to-one instruction. Meet the people behind the Purdue OWL, have a look at our new and ongoing projects, and take the opportunity to share stories and ideas with us and each other.

Linda Bergmann, *Purdue University*
Erin Karper, *Purdue University*

Thursday, May 22

5:30 p.m. – 8:00 p.m. **Opening Reception | Dinner**

Welcome to Computers and Writing 2003!
Thursday, May 22, 5:30 p.m. – 8:00 p.m.
North Ballroom, Purdue Memorial Union

Welcoming Remarks and Announcements
David Blakesley, C&W 2003 Program Chair
Irwin Weiser, Head, Department of English, Purdue

Film Screening: Computers and Writing IN the Movies
Christopher Berry, *Purdue University*
David Blakesley, *Purdue University*

Cash Bar

Program for Friday, May 23

7:00 a.m. - 8:30 a.m.	Breakfast and Mentoring Hook-Up (Continental), Stewart 302
8:00 a.m. - 5:00 p.m.	Exhibits, Virtual Café, Installations, and Discovery Zone
8:00 a.m. - 9:15 a.m.	Town Hall 1 (Fowler Hall, Stewart 1st floor)
9:30 a.m. - 10:45 a.m.	Session A
11:00 a.m. - 12:15 p.m.	Session B
12:30 p.m. – 1:45 p.m.	Lunch (North Ballroom, Purdue Memorial Union)
	Featured Speaker: Bob Stein
2:00 p.m. – 3:15 p.m.	Session C
3:30 p.m. - 4:45 p.m.	Keynote Address, Victor J. Vitanza (Fowler Hall, Stewart Center 1st floor)
5:00 p.m. - 7:00 p.m.	Banquet and Awards, etc. (North Ballroom, Purdue Memorial Union) Videos continue until 9:00 p.m.
6:45 p.m. – 7:15 p.m.	Bus pick-up for Wolf Park Excursion
7:00 p.m. – 8:30 p.m.	Wolf Park Excursion
9:30 p.m. - 11:00 p.m.	*The Creature from the Black Lagoon* in 3D with Hypnovista (Fowler Hall, Stewart Center 1st floor)

Town Hall 1 - TH.1

No Instructor Left Behind: Helping Reluctant Faculty Keep Pace with the Burgeoning Possibilities of Computer Based Writing Instruction

Friday, May 23, 8:00 a.m. - 9:15 a.m.
Fowler Hall (1st Floor, Stewart Center)
Moderator: Ron Fortune

Michael Day, *Northern Illinois University*
Scott DeWitt, *The Ohio State University*
Ron Fortune, *Illinois State University*
Dickie Selfe, *Michigan Technological University*
Kip Strasma, *Illinois Central College*
Jennifer Swartout, *Heartland Community College*
Bob Whipple, *Creighton University*

What can we do to help instructors who are not technologically inclined to keep pace with the range of opportunities that computers offer to support teaching and learning in their courses? Most instructors out there at all levels are not as invested as the individuals attending this conference in technology and its pedagogical uses, yet the effective use of computer technology in education ultimately depends on a preponderance of instructors feeling comfortable enough with it not only to make use of it but also to be open to new uses as the hardware and software continue to develop. What steps can we take to keep the so-called "uninitiated" involved and comfortable in using existing technology and in remaining open to the possibilities that emerging technologies will make available?

Panel A.1

Digital Argumentation

Friday, May 23, 9:30 a.m. - 10:45 a.m.
Stewart 311

Margaret Barber, *University of Southern Colorado*
Playing Around with Ideas: Using Synchronous Discussion to Teach Argumentation

Synchronous discussion can be used to support the teaching of argumentation, particularly in non-confrontational modes, in ways that foster creativity, active engagement, and the imaginative thinking typical of "play" while promoting development of a sense of purpose and audience. A sense of playful freedom in composition students learning to analyze others' arguments and practicing constructing their own can help make rigorous intellectual work enjoyable and even intrinsically motivating.

Catherine Braun, *The Ohio State University*
Discovering Digital Authority

Understanding authority as a relationship negotiated among individuals through discourse, my paper attempts to answer the question "How do students perceive and negotiate authority in a threaded discussion?" By analyzing threaded discussion postings from a computer-supported first-year composition class and transcripts of interviews with students, I illustrate the myriad ways in which various readers evaluate and respond to others' discursive practices for invoking authority in a threaded discussion.

Sylvia Jones, *The Open University, U.K.*
Arguing On-Line and Off: Argument Strategies in Two Media

Academic literacy and learning, using asynchronous conference technology, are addressed in this paper. It reports on a study which investigates how students in a distance-learning course, from diverse backgrounds, construct arguments in two media. The findings indicate the difficulties the Management Diploma students experienced in moving from the argumentation practices developed in the dialogic medium of the on-line conference to the argumentation required in the assignment writing. This raises issues of how academic literacy can be addressed in distance education.

Panel A.2

Activism, Identity, and the New (In)Humanities: Dimensions of Cyborgian Experience in the Wired Writing Classroom

Friday, May 23, 9:30 a.m. - 10:45 a.m.
Stewart 314
Moderator: Karen Griggs

This panel takes a pragmatic approach to three different aspects of the wired writing classroom. Karen Jobe explores the conflicts and connections that arise in a web-based upper division humanities course in which books are optional. Ron Brooks investigates the possibility of using website construction to interrogate corporate and individual identity. Catherine Hobbs employs a critical pedagogy to bring activism to a multimedia classroom. All three speakers explore dimensions of digital pedagogy on the cutting edge of electronic rhetorical theory.

Karen Jobe, *University of Oklahoma*
3-D Activism: A Multimedia Approach for an Activist Composition Class

Ron Brooks, *University of Oklahoma*
Using Multiliteracies in Teaching Technical Writing to Engineers and Scientists

Catherine Hobbs, *University of Oklahoma*
The Humanities without Books

Panel A.3

EMMA: From Composing Markup to Marking up Compositions

Friday, May 23, 9:30 a.m. - 10:45 a.m.
Stewart 318

This panel discusses a collaborative project called the English Markup and Management Application (EMMA). Using a Learning Technologies Grant, several members of the English Department at the University of Georgia set out to design and build a Java-based XML editor to facilitate student markup of compositions. This session will follow the development of EMMA and "her" implementation in ten sections of First-year Composition as a tool for generating, revising, and responding to student essays.

Alexis Hart, *University of Georgia*
EMMA's Genealogy: Imagining Markup in Theory and Practice

Ron Balthazor, *University of Georgia*
Building EMMA: The Development of the Application

Robert Cummings, *University of Georgia*
EMMA in the Classroom: From Composing to Revision and Beyond

Christy Desmet, *University of Georgia* and
Angela Mitchell, *University of Georgia*
A Study of EMMA's First Year

Panel A.4

Online Environments for Writing 1

Friday, May 23, 9:30 a.m. - 10:45 a.m.
Stewart 310

Scott DeWitt, *The Ohio State University*
On Becoming Post-Hypertext: Writing in Timed Spaces

This paper argues that our field is being confronted with a new technology that promises to make an impression on our work similar to the way hypertext did over a decade ago. These applications require their users to write in a "timed space"—where a moving time line "strikes" programmed actions that result in something happening on the screen. This paper will address questions of interactivity, linearity, and authorship and readership.

Erin Smith, *Michigan Technological University*
Low-Stakes Composing on the High-Tech Frontier: Rhetoric, Technology, and Community at Blogger.com

This presentation examines the pedagogical value of online journals and web logs. Drawing upon Peter Elbow's discussion of the value of low-stakes writing for composition students, I argue that web log technology offers opportunities not only for low-stakes writing in a traditional sense, but for low-stakes designing and coding as well. Moreover, students are introduced to informal writing within a community that provides easy access to a range of written, visual, and technical composing expertise.

Matthew Barton, *University of South Florida*
Introducing the Wiki—A Collaborative Tool for FY Comp

My goal with this presentation is to establish the relevance of wikis in the first-year composition classroom by demonstrating my own efforts to implement them into my own first-year writing classes. Wikis offer a collaborative space unlike any other. They are simple and require little training; and many are open source properties that require no financial investment. All a student needs to create or edit a wiki is a cheap networked computer and the most basic web surfing skills. Also, wikis simplify and strengthen the compositionist's evaluative process. Finally, and most compellingly, wikis blur the boundary between author and reader and invite collaboration like no other tool.

Panel A.5

Teaching Wired Composition

Friday, May 23, 9:30 a.m. - 10:45 a.m.
Stewart 307
Moderator: Elizabeth Monske

William Archibald, *Millersville University*
Teaching Advanced Composition Online and Face-To-Face: A Comparative Analysis

As a college composition teacher with a growing interest in distance education, I present a comparative study of my online and face-to-face Advanced Composition course. I want to know what impact posting lecture notes online, online peer reviewing and grading, online discussion of course essays and student papers—among other changes I've made to the course—has had on student learning in both sections of the course.

Rick Branscomb, *Salem State College*
RTFW: Teaching Online at the Interface of the Web, Email, and Paper

A discussion of the interactions, strengths and weaknesses of webbed course materials, email, and paper in hybrid and online courses.

Nancy Patterson, *Grand Valley State University* and
Andrew Topper, *Grand Valley State University*
The Rhetoric of Reticence: Ways of Saying No to Technology Integration

The purpose of this presentation is to examine the rhetoric of teachers who decline to integrate computer technology, or who opt for limited computer integration. It will present findings in an investigation into why teachers are reticent about electronic text composing and writing feedback in their classrooms. In addition, it will look at assumptions teachers represent through their discourse about the nature of computers in relationship to text, textuality, learning, and assessment.

Panel A.6

Technologies across Cultures
Friday, May 23, 9:30 a.m. - 10:45 a.m.
Stewart 313

Joel Bloch, *The Ohio State University* and
Suzanne Panferov, *The Ohio State University*

Asynchronic Discourse in an L2 Composition Class: Expanding the Boundaries

In this paper we argue that listservs can extend the boundaries of traditional L2 writing courses in ways that counter some of the limitations of the traditional classroom. Based on an analysis of their messages, we conclude that while problems existed with how the technology was implemented, the listserv allowed the students an extra dimension of social interaction that allowed them to express their ideas in way they may not traditionally do in face-face situations.

Baotong Gu, *Georgia State University*

The Chinese Typewriter: A Social and Rhetorical Impetus for the Popularization of Comptuers as a Writing Medium in China

This presentation explores how the Chinese typewriter as an insignificant development in writing technology history in China has functioned as a significant impetus for the popularization of computers as a new writing medium. The main explanation lies in the impracticality of the design of the Chinese typewriter resulting in its great cubersomeness and its difficulty to use. Also discussed will be the rhetorical implications of cultural context on the development and use of writing technologies, especially the computer.

Kathryn Northcut, *Texas Tech University*

God 1, Darwin 0: How the Web Confounds Science

Scientific information dispersed across the World Wide Web is used by a range of rhetors for a variety of purposes; this paper investigates the use of scientific information by intelligent design advocates who benefit from savvy use of rhetorical strategies and multimodal message dispersal.

Panel A.7

Dating | Games
Friday, May 23, 9:30 a.m. - 10:45 a.m.
Stewart 213
Moderator: Corinne Arraez

Christyne Berzsenyi, *Penn State University*
Dating on the Internet: Rhetoric, Genre, and Computer-Mediated Composition

Online dating, a growing trend, involves several rhetorical genres including personal profile web text writing and reading, email exchange, and instant message exchange, before a phone call and an offline meeting occur. Rhetorical criticism reveals rhetorical features, conventions, and goals associated with college writing classes. This presentation explores the complex rhetorical and generic aspects of the composing processes of online dating communications with implications for composition, mass communications, professional writing, and computer-assisted writing instruction.

Zoevera Jackson, *Illinois State University*
Video Games and the Non-Traditional Narrative in the Composition Classroom

This presentation investigates the possibilities of using video games in composition courses in order to teach the non-traditional narrative. Students in the first-year composition course were given various assignments in which they identified and interacted with narratives in video games. By observing, analyzing, and reviewing various video games, students created narratives in order to build an interactive video game as a collaborative course project. By offering the idea of using video games as a way to give students a better understanding of narratives, teachers can continue to use the narrative in their composition courses without limiting their students' writing ability or writing creativity, while at the same time drawing on the substantial technological knowledge that students already have.

continued . . .

Cathy Leaker, *North Carolina State University*

S(t)imulating Narratives: Texting *The Sims* In Freshman Composition

This paper emerges from an experiment in a pilot laptop section of Freshman Composition in Fall, 2002. I "made" my students play Wil Wright's popular *The Sims* as a semester-long project. The primary learning objective of such an exercise was to encourage the students to "text" *The Sims*, to understand the game as cultural artifact. I also wanted to test *The Sims* in the context of a WID curriculum; I wanted to learn whether a virtual text could prepare students for reading and writing in what Sherry Turkle calls a culture of simulation, even when that simulated culture is the academy.

Panel A.8

Digital Cross-Talk
Friday, May 23, 9:30 a.m. - 10:45 a.m.
Stewart 306

Jonathan Alexander, *University of Cincinnati*
Trannyboys, Sex Radicals, and Web Activism: Reconsidering the Political Possibilities of the Web

This presentation will (1) begin to unpack the scholarly and pedagogical efficacy of using Web-based/Web-savvy activist sites, particularly those of transsexual/transgender and sex-radical activists, and will (2) discuss how students develop critical literacy skills as they both study and attempt to create their own multimedia activist-oriented Web sites.

Fenobia Dallas, *Michigan Technological University*
A Study of an Online Community: Fostering Social Relations

This study explores how an online African American community fosters community membership and cohesiveness. Focusing on the evolution of this cyberspace community, the exploration looks at the social relations formed by the individual, by the collective community, and by policies set up to maintain the community. Analyzing this online community through their electronic communication, the presentation also explores how the discourse replicates oral communication and how the community members foster and mimic physical social interactions.

Keith Dorwick, *University of Louisiana at Lafayette*
A Distant Voice: Considering the Impact of Electronic Communications on Spiritual Direction

Today people feel increasingly called to seek out what has traditionally been called spiritual direction. Increasingly, however, busy people need not travel to a nearby church, but instead may simply email their virtual directors. Such writing technologies, such as email or chat, seem fraught with several dangers that directors and directees should at least consider before rushing to jump on the technological bandwagon.

Panel A.9

WAC Online and Off: The Human Dimension

Friday, May 23, 9:30 a.m. - 10:45 a.m.
Stewart 206
Moderator: Linda Bergman

This roundtable examines how writing across the curriculum programs use computer technologies to enhance human interactions. Technologies like websites, discussion lists, and computer-assisted composition classrooms and learning stations can be highly visible and useful dimensions of a WAC program, provided that we foreground the human contact across the disciplines that generates ongoing discussion about teaching and learning.

Jane Mathison Fife, *University of Tennessee at Chattanooga*
Fostering Conversations about Writing across the Curriculum: Balancing Technological Convenience with Personal Connections

Debrah Huffman, *Purdue University*
Turning FYC Students into WAC Ambassadors: The Role of the Computer Classroom

Lu Liu, *Purdue University*
The OWL as Virtual WAC Center for ESL

This session is also linked to session B.1, which meets in Stewart 307 . . .

Panel A.10

Wiring the Writing Connections: Students and Developmental Writing at Today's University

Friday, May 23, 9:30 a.m. - 10:45 a.m.
Stewart 322

To meet the needs of the nation's most diverse student population, the University of Houston's Writing Center leads university efforts to improve student writing. Four researchers address the facility's evolution, and how, through projects in ESL instruction, writing across the curriculum, and teaching with technology, the Writing Center seeks new channels and academic partners for developmental writing, and plugs students into a pragmatic university experience.

Jenna Terry, *University of Houston*
Marjorie Chadwick, *University of Houston*
Julie Chisholm, *University of Houston*
Jennifer Wilson, *University of Houston*

Panel A.11

Dynamic Web-Writing Technologies

Friday, May 23, 9:30 a.m. - 10:45 a.m.
Stewart 320

These three papers look at different open source electronic collaborative writing tools: content management systems, blogs, and web annotation systems.

George Pullman, *Georgia State University*
Michael Haynes, *Georgia State University*
John Nerad, *Georgia State University*

Roundtable A.12

Online Pedagogies for Student and Instructional Success

Friday, May 23, 9:30 a.m. - 10:45 a.m.
Purdue Memorial Union 118

The roundtable will bring together experienced online instructors who will share lessons learned from their teaching, reading, and writing in the field of online instruction. Topics to be discussed include Online Presentations and other Synchronous Discussions, Online Introductions and Epistolary Connections, Turning Students into Self-Sustained Learners through Online Academic Interactions, and Examining Interaction and Group Projects in the Online Classroom.

Bradley Bleck, *Spokane Falls Community College*
Judith Kirkpatrick, *Kapi'olani Community College*
Susan Lang, *Texas Tech University*
Donna Reiss, *Tidewater Community College–Virginia*

Panel B.1

WAC on the Web: Disciplinarity and Identity

Friday, May 23, 11:00 a.m. - 12:15 p.m.
Stewart 307

This panel considers how Writing Across the Curriculum websites work from three perspectives:

1. an analysis of the on-line presence of WAC programs, highlighting the best online sources for communication across the curriculum;

2. an examination of WAC/WID websites for explicit and implicit claims about WAC as a discipline, considering how web presence complicates WAC programs and WAC in general.

3. a consideration of interfaces between WAC websites and the programs that use them, emphasizing negotiations between on-line resources and their potential users.

Bergmann Linda, *Purdue University*
The State of WAC's Online Dimension

Erin Karper, *Purdue University*
WAC, WID, and the WWW: Constructing (Multi)Disciplinary Identity for WAC Online

Shaun Slattery, *Rensselaer Polytechnic Institute*
Becoming Visible: WAC and the Web

This session is a continuation of Session A.9 . . .

Panel B.2

New Dimensions of the OWL: Auburn University's Electronic Consultant

Friday, May 23, 11:00 a.m. - 12:15 p.m.
Stewart 311

Four Graduate Teaching Assistant Consultants from Auburn University will offer a multi-media panel presentation that will survey OWL history, explore pedagogical foundations behind Auburn's "OWL," address theoretical ramifications behind online identity and provide a pragmatic training manual to those utilizing this technology. In addressing the technological, pedagogical, theoretical and practical aspects of Auburn's newly constructed Electronic Consultant—one of the first synchronous, web-based consulting tools to be utilized by a writing center—we hope to elicit discussion from our audience about the future of OWLs.

Cancelled Session

Nathan Meier, *Auburn University*
Sarah Bowles, *Auburn University*
Amy Locklear, *Auburn University*
Heather Vaughan, *Auburn University*

Panel B.3

Generational Pedagogies and Technologies

Friday, May 23, 11:00 a.m. - 12:15 p.m.
Stewart 313

Nancy Patterson, *Grand Valley State University*
Unlocking the Promise: Web Composing in the Middle School Classroom

This presentation will focus on the web composing processes of three middle school students and look specifically at how these students routinely negotiated the complex intellectual tasks their web-composing projects involved. Participants will see how these students progressed from simple web texts to more advanced projects. It will also highlight classroom structures that enabled novice students to, as Michael Joyce puts it, unlock the skills they needed to empower their learning and push their literacies.

Mialisa Hubbard, *Texas Tech University*
Cyberliteracy: Instantiating a New Techne in First-Year Composition Students

Cyberliteracy, a critical literacy born of new public spaces, emerges as the new techne demanded of writing students. Textual analysis of online syllabi reveals online media in action as it contributes to the fulfillment of an underlying motive implied by the composition instructor. Terms specific to online communication are readily found in these hypertexts with little or no clarification. These terms require the audience understand how to perform specific rhetorical acts within specific contexts in cyberspace.

Panel B.4

Now Just Add Transitions: Digital Videos in the Composition Classroom

Friday, May 23, 11:00 a.m. - 12:15 p.m.
Stewart 314

New media, including digital videos, bring new challenges and opportunities to the writing classroom. Timeline-based composing complicates the writing process. Sound tracks, still and moving images, voice-overs, titles and transitions provide new rhetorical materials for writers and new teaching responsibilities for instructors. Digital videos interact with and extend other new media technologies. This panel looks at these transformations through studies of digital video activities in the writing and teacher training classroom.

Patrick Cooper, *University of North Carolina at Chapel Hill*
Digital Video and Interactivity: Spaces for New Media Writing

Robin Seaton Brown, *University of North Carolina at Chapel Hill*
You Better Watch Yourself: The Quick(Time) Advantages of Videotaped Student Speeches

Daniel Anderson, *University of North Carolina*
New Media for Teaching and Writing: Digital Video in the Teacher Training Classroom

Heather Ross, *University of North Carolina Chapel Hill*
Digital Video and Written Composition: Gauging the Promise of a Low-Maintenance, High-Reward Relationship

Panel B.5

Representational Inferfaces
Friday, May 23, 11:00 a.m. - 12:15 p.m.
Stewart 318
Moderator: Byron Hawk

Patrick M. McKercher, *University of California, Santa Cruz*
Beyond *Doom*: Theory and Practice of Creating Immersive Virtual Reality Learning Environments

I will show a prototype of a 3D OWL, http://people.ucsc.edu/~pmmckerc/vc8main.html, with intelligent agents that will be developed next year as part of the UC-wide ucwrite.org site and project. Working with James Burke (Connections on PBS/Discovery), we're also building a digital library (the Knowledge Web) with an amazing GUI interface and virtual reality recreations of historical spaces. Students will be able to contribute multimedia and even VR content. See Wired: http://www.wired.com/news/culture/0,1284,52594,00.html

Jeff Rice, *University of Detroit Mercy*
Cyborgography

In this paper, I will outline what cyborgography consists of, how it is created by student writers, and how it is taught in the contemporary, electronic writing classroom.

Robert Samuels, *University of California, Los Angeles*
The Rhetorical Matrix: Writing, Media, and Computers Across the Curriculum

This paper discusses my experience using the film *The Matrix* in a writing-across the curriculum course. I argue that this film presents strong visual examples of the way the sciences, social sciences, and humanities represent the discourse of cyberspace. By looking at the psychology of virtual reality, the social construction of subjectivity, and the scientific foundations of computer technologies, I will explore the conventions of contemporary academic discourse.

Panel B.6

Technologies and Pedagogies of Response
Friday, May 23, 11:00 a.m. - 12:15 p.m.
Stewart 320

Trish Harris, *CTY, The Johns Hopkins University*
e-Situated Praxis: How Technologies of Response Determine Our Reading of Student Writing

This presentation examines common approaches to reading and responding to student writing using both traditional margin-and-terminal-comment notes and variants of that approach that incorporate digital technologies. Like our hand-written margin notes, technologies have unique flaws; this paper explores ways to identify and exploit the flaws in response technologies as a way to achieve more effective instruction—and potential writing growth—via responses to student writing.

Presentation Cancelled

Zachary Waggoner, *Arizona State University* and
Lauren Yena, *Arizona State University*
One Size Fits All? Assessing How Face-to-Face Theories Inform Online Pedagogies

Amid rising student demands and economic imperatives to move classes online, there is little time for theoretical consideration of the pedagogical choices instructors make as they develop and assess online courses. While several studies have examined online student discourse, more data is needed to provide a situated assessment of how this discourse may be unique to the online environment. This presentation examines group dynamics within two online first-year composition courses through a variety of theoretical lenses. Our goal is to assess how well tailored these face-to-face theories are to facilitating online collaboration.

Steve Whitney, *Pasadena City College*
Small Group Tutoring on a Wireless Laptop LAN

Wireless laptop LAN's facilitate small group tutoring in writing centers. Students practice computer-assisted techniques and examine web-based

writing resources. The students view one another's writing synchronously with a tutor. One writing center teaches students to use computers in the prewriting stage of the writing process. A wireless LAN using SynchronEyes software links four student laptops, a tutor laptop, a large monitor, and a printer. The project benefits students and hones the tutors' pedagogical skills.

Notes

Panel B.7

Weblogs, Blogs and More Blogging: What's All the Hype?

Friday, May 23, 11:00 a.m. - 12:15 p.m.
Stewart 206

Recognizing that the recent explosive popularity of weblogs is more than just a trend, members of this panel will define weblogs as a rhetorical genre useful in the field of Computers and Writing; explore their use in first-year composition as an alternate electronic discourse, in both the context of computer-mediated f2f and distance education classes; and examine the increasing importance of persuasion via blog as a precursor of real-world political change.

Charles Lowe, *Florida State University*
Open Source Weblog Content Management Systems: An Alternative to Blackboard

Clancy Ratliff, *University of Minnesota*
Blogging as Social Action: The Weblog as Genre

Terra Williams, *Florida State University*
Individual Student Blogs and Class-Wide Blogs: What's It Like to Teach Using Only Blogs?

Elijah Wright, *Indiana University, Bloomington*
Social Action and Grassroots: Blogs Meet Politics

Panel B.8

Rhetorical Hybridity in Digital Media: Considerations for Teaching and Research

Friday, May 23, 11:00 a.m. - 12:15 p.m.
Stewart 322

Emerging technologies are fracturing and reforming relationships between visual, textual, and media elements, creating new hybrids in theory and practice. This panel examines three instantiations of this rhetorical hybridity: how interfaces of electronic texts reshape our understandings of rhetorical appeals, how web projects highlight issues of cultural and historical context and facilitate critical understandings of the situatedness of media, and how the mutability of the web requires re-articulation of research methodologies and frameworks.

Teena Carnegie, *Oregon State University*
The Rhetoric of the Interface in New Media Composition

Amy Kimme Hea, *University of Arizona*
Riding the Wave: Exploring the Effects of WWW Technology on Computer Composition Research Practices

Melinda Turnley, *University of Texas at Austin*
Revising the Page: Some Considerations for Teaching Contextualized Web Projects

Panel B.9

Composing the Global Future: Case Studies of Participants from Abroad in Electronic Contexts

Friday, May 23, 11:00 a.m. - 12:15 p.m.
Stewart 306

Our two papers will argue that the current professional understanding of composing and its future directions may be limited not only by our reliance on the alphabetic and our lack of information about the literacies of technology, but also by our own national ethnocentricity. Our presentation will focus on case studies of people from countries other than the United States who value electronic literacy and who bring unusual and unfamiliar understandings of what it means to compose to the task of creating texts.

Gail Hawisher, *University of Illinois, Urbana-Champaign*
Learning to Compose in the Information Age: Stories from Abroad

Cynthia L. Selfe, *Michigan Technological University*
Beyond Alphabetic Literacy: Stories from Abroad

Panel B.10

Disciplinary Representations
Friday, May 23, 11:00 a.m. - 12:15 p.m.
Stewart 310

Jessie Moore Kapper, *Purdue University*
Digital Representations of Disciplinary History: Electronic Archives and Composition

Within the premise of documenting disciplinary history, the speaker will explore the potential benefits of and the theoretical and practical decisions unique to creating electronic archives related to composition studies. These digital representations of our disciplinary history could augment other venues—such as journals, edited collections, and the National Archives of Composition and Rhetoric—in our efforts to disseminate and record disciplinary knowledge.

Shirley K Rose, *Purdue University*
Scholarly Citation Practices in Online Composition Studies Journals

Focussing on citation practices in *Kairos*, the longest-standing online-only composition studies journal, citation practices in online composition journals are compared with practices in print-only journals and journals published both in print and online. The integration of citations into the discursive contexts of citing articles is examined, with special attention to iterative citation practices of quoting, paraphrasing, and summarizing. Potentials for practices of inter-textual referencing in online scholarly articles are noted and questions about the material, ethical, and rhetorical constraints on these practices are raised.

Panel B.11

Digital Identity

Friday, May 23, 11:00 a.m. - 12:15 p.m.
Purdue Memorial Union 118
Moderator: Connie Sirois

Dana Anderson, *Indiana University, Bloomington*
On the Dialectic of "Instrument" and "Personality": Constituting the Technological "Good" Student

How do our current technologies of writing instruction imply what it means to be an effective student user of these technologies? Conversely, how do our ideas of what it means to be the "good" student user of technology imply the technological instruments that we will need to achieve our pedagogical ambitions? Drawing on Kenneth Burke's "The Dialectic of Constitutions," this presentation explores how these concepts of "instrument" and "personality" are mutually constitutive—how the act of teaching writing with technology both asserts a vision of the ideal technologically literate student and proclaims the apparatuses needed to substantiate this vision.

Jeff Collins, *Carnegie Mellon University*
Crop Circles in the Text, Or: How I Learned to Stop Worrying and Love Multidimensional Statistics

Kenneth Burke told us rhetoric reconstitutes who we are: we're remade when we identify with another. As I recently analyzed a series of political pamphlets, the patterns that appeared clearly show how two methods of persuasion—paradigmatic and enthymematic—are built using linguistic cues to attempt identification. I'll show software that detects and makes these patterns tangible, and I'll suggest how we might improve the rhetorical understandings we convey in our writing classrooms.

continued . . .

Scott Jones, *Indiana University Kokomo*

New Dimensions for Media Choice Theory in the Digital Age

Current conceptions of media choice theory, such as the media richness theory and the social influence model, have two flaws which need correcting: an inability to deal with today's complex media and an incomplete conception of influences. I propose that real world rhetors examine four variables when making media choices: the rhetorical context, media richness, spatial proximity, and time.

12:30 p.m. – 1:45 p.m. **Lunch / Featured Speaker**

Bob Stein
Night Kitchen

Friday, May 23, 12:30 p.m. – 1:45 p.m.
Purdue Memorial Union, North Ballroom
Introduction: Karl Stolley

Reading and Writing in the Digital Era

For several hundred years, "reading" has usually meant absorbing text and pictures encoded on a printed page. The onset of electronic media and digital technology is changing that definition as "reading" expands to include other media and other means of distribution. "Writing," which historically has meant the expression of ideas in textual form, is undergoing a similar evolution.

These changes are certainly as significant as those engendered by the invention of moveable type. What are likely to be the social and cultural losses and gains from this transformation?

Profile

In 1996, *Wired* magazine described Bob Stein as "either the most far-out digital publishing visionary in the new world or the least effective businessman alive—or both." A year earlier, the *UTNE Reader* dubbed him the "Friedrich Engels of interactive media—a capitalist entrepreneur with leftist convictions." E-zine *The Edge* included Stein on its March 2003 roster of digerati ("the radical" digeratum), a list of cyber-elite doers, thinkers, and writers who are shaping the emerging communication revolution.

The former publisher of the Revolutionary Communist Party USA's weekly paper, *Revolutionary Worker*, Stein has come to occupy a unique position at the leading edge of the multimedia revolution. He left political work in 1980 and went to work for *The Encylopaedia Brittanica*, researching the impact of emerging digital technologies on teaching and learning. A stint as a consultant for Atari followed. In 1984, he co-founded The

Voyager Company, which launched the consumer CD-ROM revolution and that the *New York Times* called "The single best source of stimulating, innovative CD-ROM titles."

As the company's creative director, Stein led the development over 13 years of more than 300 titles in The Criterion Collection, a series of definitive films on videodisc, more than 100 CD-ROM titles, 75 titles in the Expanded Book series, and the Expanded Book Toolkit. The company began by making laserdiscs, creating 12-inch discs of film classics like *King Kong* and *Citizen Kane*. In 1989, Voyager produced what is considered to be the first consumer CD-ROM, Beethoven's *Ninth Symphony*. Under Stein's leadership, Voyager carved out a space for texts with "a clear and serious point of view" including the interactive *Hard Day's Night*; the people's history *Who Built America?* (complete with labor songs and personal narratives); a Stephen Jay Gould book on Darwin; and the electronic version of Art Spiegelman's landmark graphic novel, *Maus*. The company eventually expanded to publishing on the Web, emerging as one of the leading proponents of the book model in multimedia.

In 1996, Stein launched Night Kitchen, building on the Expanded Book Toolkit developed at Voyager. Night Kitchen developed and markets two multimedia publishing products: TK3 Author and TK3 Reader. The company aims to change the future of desktop publishing by creating new possibilities for assembling text, pictures, audio, and video into online books.

Panel C.1

The Digital Dimensions of Writing Assessment: Meaning, Purpose, and the Measurement of Learning Gains

Friday, May 23, 2:00 p.m. - 3:15 p.m.
Stewart 322

Although lively conversations about machine-scored writing assessment occur frequently, precious little scholarship about the assessment machines themselves has been presented or published. We believe that composition teachers, program administrators, and students subjected to these machines should be aware of the distorted concepts of meaning and learning that these machines employ. We contend that a better understanding of the assessment machines is a step toward uncovering the hidden dimensions of these products.

Patricia Ericsson, *Michigan Technological University*
The Dimension of Meaning: Is This Paragraph an Equation or Is It More?

Rich Haswell, *Texas A&M University, Corpus Christi*
Machine Scoring as the Added Dimension to Value-Added Assessment of Writing

Tim McGee, *Philadelphia University*
Measuring Gain in Student Writing: Teacher vs. Researcher vs. Machine

Panel C.2

Online Environments for Writing 2
Friday, May 23, 2:00 p.m. - 3:15 p.m.
Stewart 306
Moderator: William Banks

Lori Mumpower, *University of Oklahoma*
The Need for the Familiar: Teacher and Student Expectations about Online Learning

As universities begin to offer more online writing courses, additional qualitative research is needed that considers the Internet as a new learning environment. This presentation will discuss a case study conducted during the pilot semester of an online first-year composition course. The student's frustrations with technologies, management of course assignments, and collaborative experiences with other students will be discussed, as well as how this student's experiences can inform future pedagogical efforts.

Mike Palmquist, *Colorado State University*
The Writing Studio Redux: A Progress Report

In my talk, I will provide a follow-up report on work first presented at C&W 2002. That work, the development of a writing environment for students called the Writing Studio, has progressed to the point where students have access to an environment that provides instruction via video, audio, and text-based materials and supports writing within the browser through database technologies. I will provide an overview of (1) the rationale leading to the development of the Writing Studio, (2) its design and features, (3) decisions made concerning the nature and development of instructional materials used in the Studio, and (4) remaining challenges facing us in the development of the environment. I will also discuss our use of the Studio to support our composition and writing across the curriculum programs.

continued . . .

Rich Rice, *Texas Tech University*

Getting on TOPIC: Supporting DE and Hybrid Environments Using WebCam and Video

The Texas Tech Online-Print Integrated Curriculum (TOPIC) is transforming the way we teach and assess composition in our program. It also reveals possibilities for supporting courses in general that are delivered at a distance or through hybrid models.

Panel C.3

Seeking Connections
Friday, May 23, 2:00 p.m. - 3:15 p.m.
Stewart 313
Moderator: Kathryn Northcut

This panel addresses administrative, curricular, and instructional issues involved in teaching introductory-level writing courses with technology. We consider the relationship between computer-assisted writing courses and the university general education curriculum. We also discuss effective approaches to teaching introductory-level courses with technology as part of an undergraduate general education curriculum. Finally, we show connections between computer-aided first-year composition and professional writing instruction.

Shelley Aley, *James Madison University*
Creating the Nuts and Bolts for Next Year's Model: Course Deletion Affecting the Future of Computer-Assisted Writing Pedagogy

Patricia Anderson, *James Madison University*
Reconciling Technology and General Education Curricular Goals

Kirk St. Amant, *James Madison University*
Internationalizing the Writing Program: Using the Internet to Expand Professional Writing Pedagogy

Pavel Zemliansky, *James Madison University*
Computer Course, Writing Course, or Both: Integrating Technology Instruction and Writing Instruction

Panel C.4

Understanding Digital Media Composing Processes

Friday, May 23, 2:00 p.m. - 3:15 p.m.
Stewart 206

This presentation will provide an understanding of what it means to compose new media and will be based on research initiated at the New Media Computers in Writing-Intensive Classrooms Summer Institute in July 2002. The presentation will include video clips and demonstrations of new media compositions; the presentation will also focus on how we can reflect upon our own composing practices and use such reflection to infuse our approaches to teaching various media.

Danielle DeVoss, *Michigan State University*
Ellen Cushman, *Michigan State University*
Jeff Grabill, *Michigan State University*

Respondents

Scott DeWitt, *Michigan State University*
Pamela Takayoshi, *University of Louisville*
Ann Wysocki, *Michigan Technological University*

Panel C.5

Second Language Writing Pedagogies
Friday, May 23, 2:00 p.m. - 3:15 p.m.
Stewart 307

Jiaying Lin, *University of Illinois at Urbana-Champaign and*
Cathrine Berg, *University of Illinois at Urbana-Champaign*

A Comparison of ESL Peer-Response Group Talk and Subsequent Text Revision in Synchronous and Asynchronous Conferencing

The study compares mediating effects of synchronous and asynchronous conferencing on ESL peer response to determine the characteristics of talk in two different mediums and the medium's influence on students' subsequent text revision. The result showed that the different media both had an effect on students' interactions; however, they had less influence on students' revisions. Several aspects that affect the findings are discussed and pedagogical implications are covered.

Joel Bloch, *The Ohio State University*
Concordancing, Learning Objects, and the Teaching of Grammar Online

This paper discusses the marriage of two different technologies, concordancing programs and web-based learning objects, used together to teach grammar in a second language composition class. The subject of the study was the use of reporting verbs, which have significant rhetorical impact in academic writing on the way claims are presented. The paper will present the research on reporting verbs using concordancing programs and how the results affected the design of the learning objects.

Roundtable C.7

The Circus of Dr. Lao; or the Seven Faces of Online Research

Friday, May 23, 2:00 p.m. - 3:15 p.m.
Stewart 314

Just as the modality and the environment of new information technology have affected the nature of literacy, so too have they affected the nature of research. Troping on the 1964 movie, T*he Seven Faces of Dr. Lao*, this roundtable explores seven "faces" of an ethnographic project studying community building in an online first-year composition classroom. It includes the insights of the two co-directors, two undergraduate case study participants, one undergraduate research assistant, and two graduate research assistants.

Kristie Fleckenstein, *Ball State University*
The Circus: How an Unusual Experience Teaches Valuable Lessons

Krista Johnson, *Ball State University*
The Sideshow, Tent I: Fun Off Screen

Jillian Hassig, *Ball State University*
The Sideshow, Tent II: Nightmare On Screen

Debra Smolsky, *Ball State University*
The Serpent: The Troubling Intimacy of Video Research

Carmen Siering, *Ball State University*
The Snaky-Headed Medusa: The Horrors of Transcription

Kai-Sven Beckert, *Ball State University*
Apollonius the Seer: Coding as Divination

Carole Clark Papper, *Ball State University*
The Actor Playing Multiple Roles

Panel C.8

e-Racing Social Conditions: Technology and the (Dis)Appearance of Race and Ableness

Friday, May 23, 2:00 p.m. - 3:15 p.m.
Stewart 320
Moderator: Darin Payne

Using "cultures of use" as a way to visualize the simultaneously reifying and subversive nature of technology, this panel investigates how particular ideologies underlying conceptions of race and ableness have been exaggerated by the technologies in and of the writing classroom. This panel seeks to provide new ways of thinking about technology's impact on the social history of race and ableness and to solicit a provocative discussion from our audience on these ideas.

Ryan Moeller, *University of Arizona*
Ken McAllister, *University of Arizona*
Tracy Morse, *University of Arizona*
Sung Ohm, *University of Arizona*

Roundtable C.9

Selfe Confessions of Some Student Technology Consultants

Friday, May 23, 2:00 p.m. - 3:15 p.m.
Stewart 311

The cyborg existence of techno-rhetoricians is usually supported by the labor of student technical consultants (STCs) who often design and maintain the technical, human, and pedagogical environments in which we work. We are, however, largely ignorant of the sophisticated literacies, concerns, and dreams of these important members of our information ecologies. The consultants listed here (and others) will 'talk back' to the C&W community in this roundtable discussion. They will describe the literacy skills, attitudes, and approaches they bring to the consulting task; talk about their motivations and concerns, and outline their visions for our future. We learn from those who work with us or we are lost.

Megan Gilge, *Michigan Technological University*
Marjorie Hebert, *Michigan Technological University*
Matt Hodgman, *Michigan Technological University*
Dr. Richard "Dickie" Selfe, *Michigan Technological University*

Panel C.10

Re-Designing Your Program: Year Three of the Clemson Digital Portfolio Project

Friday, May 23, 2:00 p.m. - 3:15 p.m.
Purdue Memorial Union 118

Participants in the Clemson Digital Portfolio Project outline major issues that arise when digital ports "go programmatic," from three perspectives: that of the major; that of the internship; that of theory and practice around the country. More specifically, we will discuss: (1) the role of digital ports inside a traditional English major; (2) the role of digital ports in a Health Sciences internship; and (3) the role that digital portfolios may or may not play in assisting students to reflect on, represent, and communicate their own learning. Chief among our concerns, then, is defining digital portfolios as a genre located in reflective practice.

Timothy Peagler, *Clemson University*
Donna Winchell, *Clemson University*
Kathleen Yancey, *Clemson University*

Panel C.11

Tales to Create Theory from Practice
Friday, May 23, 11:00 a.m. - 12:15 p.m.
Stewart 310

Through analyzing four experiences teaching college composition in online spaces, this panel identifes and categorizes contextual features affecting student work using CMC. With Simeon Yates we find that—like written and spoken discourses—CMC is affected by the social structures and situations which surround and define it. Panelists then theorize how different teaching practices, classroom dynamics, institutional demands, and characteristics of particular online spaces can work to foster student efforts to become stronger writers.

Session Cancelled

Sally Chandler, *Wayne State University*
Collaborative Creativity: Idea Generation through Free-Talking about *Buffy the Vampire Slayer* in Online Spaces

Gwen Gorzelsky, *Wayne State University*
Connections between Classroom Community and Effective Use of Online Spaces for Peer Review

Carrie Nartker, *Wayne State University*
Negotiating Connections: How Technology Anxiety Can Encourage Student Investment

Justin Vidovic, *Wayne State University*
Four-Year and Two-Year College Tutoring Partnerships

3:30 p.m. - 4:45 p.m. **Keynote Speaker**

Victor J. Vitanza
Professor of English, *University of Texas at Arlington*
Professor of Rhetoric and Philosophy, *European Graduate School*

Friday, May 23, 3:30 p.m. - 4:45 p.m.
Fowler Hall (1st Floor, Stewart Center)
Introduction: Thomas Rickert

"Year Zero: Faciality" Redux

Victor J. Vitanza's record of achievement in our field is remarkable for many reasons, and his involvement with Computers and Writing conferences is deep and enduring.

Vitanza earned his PhD in English from Northern Illinois University in 1975, where he wrote his dissertation, "The Dialectic of Perverseness in the Major Fiction of Edgar Allan Poe." In 1980, he founded *Pre/Text: A Journal of Rhetorical Theory,* one of the major journals in our field and long noted for its adventurous style and theoretical rigor. Since that time, he has authored and edited numerous books: *Realms of Rhetoric: Phonic, Graphic, Electronic* (1991, with Michelle Ballif), *Pre/Text: The First Decade* (1993), *Writing Histories of Rhetoric* (1994), *CyberReader* (1996, 1998) *Negation, Subjectivity, and the History of Rhetoric* (1997), and *Writing for the World Wide Web, or W4* (1997). His articles, essays, and reviews have appeared in *The Writing Instructor*, *CCC*, *Pre/Text*, *Rhetoric Review*, *Rhetoric Society Quarterly*, *JAC*, and *electronic book review*. He is also the founder and moderator of the Pre/Text discussion group, one of the original and most interesting lists in our field. On many "Re/inter/view" (REINVW) occasions, the list has become a space for "wrangling in the marketplace." The numerous Web-projects that have grown out of his work with *Pre/Text* confound and inspire as they enact a radical reformulation of the meaning and possibilities for collaboration, textuality, and visual rhetoric. This Pre/Text Publishing Webwork is a tour de force, a packet of energy at the margins of postmodernity, a "whatever" in the deepest philosophical meaning of that term. Vitanza received Kairos's "Best Webtext Award" at Computers and Writing 2001.

continued . . .

His most recent work includes a book in progress for a second PhD in Media and Communication from the European Graduate School, *Chaste Rape: Sexual Violence, Canon Formation, and Rhetorical Cultures*, and his hypertext, "The Shaping Force of Electronic Texts and Journals on Our Professional Work," which accompanied his featured talk at CCCC in Denver in 2001, and has since been published online in *The Writing Instructor*.

In all of his work, Victor Vitanza invites people to pause and reflect deeply on the nature of our discourse with each other. His work is provocative. It is sometimes intentionally elusive and experimental. It always gives pause. He has also been a compassionate mentor to many people in our field for many years. They include his many terrific students at the University of Texas at Arlington (where he has taught since 1982) and people who have appreciated his work from an Internet distance.

Friday, May 23

5:00 p.m. - 7:00 p.m. **Banquet and Awards**

Friday, May 23, 5:00 p.m. - 7:00 p.m.
(Purdue Memorial Union, North Ballroom)

Computers and Writing Annual Awards Ceremony and announcements. Miscellaneous films will run after the awards are announced, until 9 p.m.

Cash Bar

Computers and Composition Awards
Gail Hawisher and *Cynthia Selfe*

Computers and Composition: An International Journal: (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 http://www.hu.mtu.edu/~candc/award.htm for previous award winners.

7Cs Announcements
Dickie Selfe, Chair of 7Cs

Technology Innovator Award
Donna Reiss, 7Cs

The CCCC Committee on Computers in Composition and Communication (7Cs) Technology Innovator Award honors outstanding teaching with computer technologies and the highest ideals of scholarship, teaching, and service. The award recognizes a continuing contribution to computer technology in composition studies, including scholarly work in language, composition, rhetoric, and pedagogy.

The recipient of the Technology Innovator Award has made a groundbreaking or foundational contribution to the field of computers and composition; demonstrates outstanding teaching with computer technologies; provides support and encouragement to the community, in particular to those who teach with computer technologies; and contributes to the scholarship and publications of the field as author and editor in print and electronic media.

Technology Innovator Award Committee 2003: Sharon Cogdill, Keith Dorwick, Donna Reiss, Cindy Selfe, Dickie Selfe, and Geoffrey Sirc.

***Kairos/Lore* Computers and Writing Awards for TAs and Adjuncts**
Doug Eyman, Tari Fanderclai, Nick Carbone

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) are pleased to announce the third annual "Kairos/Lore Computers and Writing Awards for TAs and Adjuncts." With sponsorship from Bedford/St. Martin's, we will be offering three $500 awards to TA's and Adjuncts who are presenting at the Computers and Writing Conference May 22-25, 2003, and/or the Computers and Writing Online Conference, April 20 - May 18, 2003.

These awards are based upon the three areas that guide a teacher's professional life: Service, Teaching, and Scholarship. We 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.

***Kairos* Best Webtext Award**
Doug Eyman

Kairos: A Journal of Rhetoric, Technology, and Pedagogy will recognize outstanding Webtexts authored in 2002-2003 with its annual awards program.

6:45 p.m. - 8:30 p.m **Wolf Park**

Friday, May 23, 6:45 p.m. - 8:30 p.m.
(6:45 p.m. for bus pick-up)

"Howl Night"

Wolf Park is a research and educational facility offering seminars on reproductive and interpack social behavior. It is home to several packs of gray wolves, plus foxes, bison, and a coyote. You won't want to miss Howl Night.

Wolf Park is just a fifteen-minute drive from Purdue, off of SR 43 (aka River Road). For those driving, see the directions in your conference folder for further details.

3D Movie
Friday, May 23, 9:30 p.m. - 11:00 p.m.
(Fowler Hall, 1st Floor Stewart Center)

Creature from the Black Lagoon in 3D

With Hypnovista. This one is not quite as scary as *The Blob*, but you won't want to miss the immersion experience. This reality will be more than virtual, we promise.

Program for Saturday, May 24

7:00 a.m. - 8:00 a.m.	Breakfast (Continental), Stewart 302
8:00 a.m. - 5:00 p.m.	Exhibits, Virtual Café, Installations, and Discovery Zone
8:00 a.m. - 9:15 a.m.	Session D
9:30 a.m. - 10:45 a.m.	Session E
11:00 a.m. – 12:15 p.m.	Session F
12:30 p.m. – 1:45 p.m.	Lunch (East-West Faculty Lounge, Purdue Memorial Union)
	Featured Speaker: Victoria Vesna
2:00 p.m. – 3:15 p.m.	Session G and Poster Sessions
3:30 p.m. - 4:45 p.m.	Keynote Address, Mark C. Taylor (Fowler Hall, Stewart Center 1st floor)
5:30 p.m. – ?	Picnic (Riehle Plaza, downtown Lafayette)

Panel D.1

MOO Pedagogy and Assessment

Saturday, May 24, 8:00 a.m. - 9:15 a.m

Stewart 310

Bradley Bleck, *Spokane Falls Community College*

The Efficacy of MOOing in the Classroom

The presentation examines student interaction in three first-year composition classes over the course of two quarters. Students discussed a novel to generate essay prompts and to further understand the issues addressed. One class discussed the novel in the MOO while the second class discussed it face-to-face. The third class alternated between face-to-face and MOO. Discussions were examined to determine the quality of interaction among students and their teacher depending upon the mode of communication.

Robert Koch, Jr., *Indiana University of Pennsylvania*

A Second Look at Collaboration in MOO Pedagogy

The role of collaboration in the writing process has too often been narrowed to emphasize production; however, the strength of collaboration in MOO space appears to be not with specified assigned-text production, but with collaboration inherent in discussion. The definition of collaborative writing must be re-expanded to encompass the discussion emphasized by earlier scholars, especially Bruffee. Collaborative writing activities that adhere to this reconsideration are explained to support the argument.

John Walter, *Saint Louis University*

The MOO Essay: Remediating the Essay for MOO

This presentation will explore the concept of the MOO essay as a particular genre of MOO-based writing and the issues its use raises for the FYC classroom. These issues include the nature of MOO space (chat environment vs. writing space), how MOO-based writing can fit within the mission of most composition courses, the practicality of using MOO-based writing in FYC classes, assessment of non-traditional projects, and the student essay as genre.

Panel D.2

Reflective Pedagogies: Using Technology as a Bridge

Saturday, May 24, 8:00 a.m. - 9:15 a.m.
Stewart 314

Technology can be a bridge between, from, and to: a bridge between cultures, a bridge from personal to professional writing, and a bridge to audience awareness. Four colleagues at a mid-sized public university discuss the ways they are using asynchronous learning environments to improve student writing practices and their pedagogies: from a case study of a Korean student, to first year writing students, to an exchange between ESL academic bound students and composition students.

Catherine Null, *Western Illinois University*
Jodi Cook, *Western Illinois University*
Hallie Lemon, *Western Illinois University*
Therese Trotochaud, *Western Illinois University*

Panel D.3

Issues in Professional Writing
Saturday, May 24, 8:00 a.m. - 9:15 a.m.
Stewart 318

Tracy Clark, *Purdue University*
This Is Really Interesting, But When Are We Going to Write Something? Technology, Design, and Production in Technical Writing Courses

I argue that teaching and learning constituencies must recognize, adapt to, and shape a host of often unpredictable, uneven, and inconsistent concepts and practices as practiced in the technical writing classroom and in the workplace. Through identification and analysis of rhetorical theories and workplace practices, I demonstrate that project management tasks such as research, collaboration, document design, usability, and directed and creative use of hardware and software, are vital components of rhetorically-based technical writing courses.

Tony Scott, *University of North Carolina at Charlotte*
Systemic Management, Technology, and Working in the New Terrain of Technical Communication

Negotiation of the rhetorical and ethical challenges presented by electronic mediums requires analysis of the way that electronic genres evolve and function within the complex, sometimes coercive bureaucracies students of technical writing will encounter in their working lives. This presentation will offer a framework for an advanced course in electronic communication that not only incorporates recent thinking concerning technological literacy, but also accounts for how electronic communication mediums have become important components of systemic and information management within large bureaucracies.

continued . . .

Janine Solberg, *University of Illinois at Urbana-Champaign*

Developing Critical Pedagogies for Professional Writing Classes: The Technology Connection

While a focus on technology certainly isn't the only way to rethink and remake a professional writing curriculum, this presentation will suggest that, for some programs, technology might be a kind of Trojan Horse we can use to smuggle in the kinds of issues and questions (e.g., questions about power, literacy, and social context) that many of us would argue are important, but which students and some administrators (who control budgets) might otherwise resist.

Panel D.4

The Web Goes South: Working-Class Culture on a High Speed Network

Saturday, May 24, 8:00 a.m. - 9:15 a.m.
Stewart 306

From country music stars with Flash-rich websites to NASCAR's online leader boards and chat rooms, working-class culture and its inherent stereotypes have undergone an (inter)facelift. This panel investigates working-class culture as it is (re)presented through hypermedia and as its cultural workers employ the visual rhetoric of new online genres in the (re)creation of a noticeably Southern working-class culture; panelists also reflect upon the challenges of facilitating student critical engagement with these online genres.

Jennifer Beech, *The University of Tennessee at Chattanooga*
Jane Mathison Fife, *The University of Tennessee at Chattanooga*
Kristy Starks-Winn, *The University of Tennessee at Chattanooga*
Joe Wilferth, *The University of Tennessee at Chattanooga*

Panel D.5

What, How Much, and Why? Three Theories of Evaluating Student Webzines in a Composition-Centered Classroom

Saturday, May 24, 8:00 a.m. - 9:15 a.m.
Stewart 311

Session Cancelled

This panel will consider the weight that multiple-media literacies and textual literacy in student webzines might carry in composition courses. Ormond Loomis examines an approach to evaluation that emphasizes text over graphics in order to privilege writing, while Jay Szczepanski discusses a webzine-as-portfolio method that acknowledges students' willingness to "play" with multiple media. Finally, Kate Brown considers whether stressing text over other features of the webzine adversely affects students' experimentation with non-textual literacy.

Ormond Loomis, *Florida State University*
Jay Szczepanski, *Florida State University*
Meredith Brown, *Florida State University*

Panel D.6

"To Read this Paper, Click the Play Button"

Saturday, May 24, 8:00 a.m. - 9:15 a.m.
Stewart 314
Moderator: Donna Reiss

This panel investigates theoretical implications of digital video and multimedia in the classroom. Joel English presents a case study of a graduate professional writing student composing a professional digital video text, and he uses that study to describe the epistemological features of composing with this. Daniel Anderson describes the construction of a multimedia-heavy CD ROM used for literature instruction. And Don Payne investigates student and professional digital video compositions to describe a new taxonomy of composing within cinematic terms.

Joel English, *Old Dominion University*
Epistemology, Authorial Silence, and the Digital Video Composing Process

Daniel Anderson, *University of North Carolina*
Hybrid Texts for Writing About Literature: Bridging Disciplines Through New Media

Don Payne, *Iowa State University*
The Cybercinematic Techniques of New Media

Panel D.7

Identity Politics
Saturday, May 24, 8:00 a.m. - 9:15 a.m.
Stewart 313

Steven Krause, *Eastern Michigan University*
Blogs as Collaborative Writing Tools: A Modest Experiment

While blogs are emerging as a popular tool in writing classes, they are too often being used to replace other Internet spaces—class syllabus Web sites, email discussion lists, individual journals, for example. My presentation discusses blogs as a collaboration tool, one where a group of student writers produces one "text." Specifically, I will discuss my students' experiences with collaborative blogging for a graduate course focused on cyberspace.

Kevin Moberly, *University of Louisiana at Lafayette*
Roleplaying as Ideology: The Mechanics of Reproduction and Self-perpetuation in Multi-User Dungeons.

My paper offers a corrective to the way which critics such as Diane Davis approach MUDS and MOOs. Although much can be said for the emphasis Davis places on the potential for self exploration that electronic spaces offer, I argue that like many aspects of late capitalist culture, her concern for the individual masks the ideological strategies that MUDs and MOOs employ to win the participants' consent for the project of producing and perpetuating their commodity value, their virtual reality.

Rae Schipke, *Central Connecticut State University*
Teacher Reviews, The Internet, and Free Speech: Traditional Law Need Not Apply Here

This presentation will discuss the issue of The First Amendment and the Internet in the context of a lawsuit involving student evaluations of teachers that challenged the entire notion of the internet as a forum for unfettered speech.

Panel D.8

Student Perceptions of Technological Literacy

Saturday, May 24, 8:00 a.m. - 9:15 a.m.
Stewart 320
Moderator: Cathy Leaker

Susan Kirtley, *Western Oregon University*

"Students' Views on Writing and Technology: The Computer Literacy Narrative"

This paper provides an overview of computer literacy narratives. Based on the work of Hawisher and Selfe and Irving Seidman, the narratives ask students to describe their past and present relationships with computers before analyzing their histories. The process of writing the narratives in several stages allows students to shape their own stories and increases awareness of technology. Drawing on student examples, I illustrate the positive outcomes of including such narratives in a writing course.

Lisa Rashley, *University of South Carolina Lancaster*

Online Communities and Reading Race, Class, and Gender in the Classroom

Analyzing online communities provides students in introductory writing courses a powerful means of understanding the intersections between race, class, and gender in ordinary people's daily lives. By studying dialogues in a parenting community, students can begin to understand how concerns about day care and work reflect socioeconomic status, for instance, moving rhetorical analysis out of the realm of the purely academic.

Panel D.9

Negotiating the (un)Natural Boundaries: Borderlands in Our Technoloical Lives

Saturday, May 24, 8:00 a.m. - 9:15 a.m.
Stewart 322

Although, many technological autobiographies, articles, and ethnographic studies have looked closely at the intersection of people and technology, the metaphor of border crossing has not been looked at enough. Through autobiography and ethnographic study this panel will look closely at how technological borders are negotiated. Applying Gloria Anzaldua, Jackie Jones Royster, Donna Haraway, Robert Brooks, and Paulo Freire, we explain how we find a way to accept the borders in our lives.

Fenobia Dallas, *Michigan Technological University*
Streaming Across the Technological Border

Julie Estep, *Michigan Technological University*
Fighting For Room: An Ethnography of Queer and Christian On-line Literacies

Dr. Richard "Dickie" Selfe, *Michigan Technological University*
Student Technology Workers: Border Crossings on the Identity Landscape

Marjorie Hebert, *Michigan Technological University*
A Technoholic Translates in the Borderlands

Samantha Andrus-Henry, *Michigan Technological University*
Hearing My Own Voice: A Cyborg Mestiza Crosses between the Lines

Roundtable D.10

Kairosnews: A Weblog for the Computers and Writing Community

Saturday, May 24, 8:00 a.m. - 9:15 a.m.
Stewart 206

Kairosnews: A News Site and Online Community for Discussing Rhetoric, Technology, and Pedagogy is a weblog style space to which members of the computers and writing community can contribute news stories and weblinks. Member of the staff will discuss various aspects of Kairosnews as a community resource, suggest further directions for developing the site and seek community input on issues discussed, as well as answer more general questions about site usage and configuration.

Matthew Barton, *University of South Florida*
Charles Lowe, *Florida State University*
Clancy Ratliff, *University of Minnesota*

Panel D.11

Enacting Material Practices of Critical Technological Literacy

Saturday, May 24, 8:00 a.m. - 9:15 a.m.
Purdue Memorial Union 118

As a field, computers and composition has enthusiastically built a strong literature in critical technological literacy (CTL). This panel draws attention to the importance of envisioning work which enacts CTL. Our panel focuses on this connection of our theories with material practice—particularly with communities outside our classrooms. We discuss two critical technological literacy programs we have designed and directed (with middle school students and welfare mothers), theorizing the implications for composition workers' practices and suggesting guidelines for enacting CTL in our material practices.

Pamela Takayoshi, *University of Louisville*
Enacting Material Practices of Critical Technological Literacy

Annett Powell, *University of Louisville*
Beyond Agency

Rene Prys, *University of Louisville*
Experience, Access, and Technological Literacy

Panel E.1

Writing Environments
Saturday, May 24, 9:30 a.m. -10:45 a.m.
Stewart 311

Serkan Gorkemli, *Purdue University*
"What Is in a Software?": A Writing Instructor's Experience with WebCT 3.7 in a First-Year Writing Course at Purdue

I begin by mentioning briefly my reasons for choosing WebCT (commercial course management software), its uses, and my students' reactions to it in a first-year writing course at Purdue. I include outside perspectives on WebCT and reflect on how it affects agency, learning, and knowledge production in a freshman writing course. I will end my presentation with suggestions about how to use WebCT more thoughtfully by confronting its implications on various levels.

Kevin Moberly, *University of Louisiana at Lafayette*
The Word Illuminated
(Follow-up: Poster Session G.7-C)

In this presentation, conceived as a companion piece to the poster session entitled "MOOing in Three-Dimensions: A Demonstration of the BrightMOO Interface" (Session G.7-C) I will discuss the pedagogical advantages of a graphical, three-dimensional approach to MOOing. In particular, I will describe how the BrightMOO interface emerged as a response to problems with orientation and syntax that my students most often experience when using the MOO in the classroom. I will discuss the theoretical implications of using three dimensional graphics to teach writing.

Annie Olson, *LeTourneau University*
Teaching in the Blogosphere: Weblogs in First Year Composition

This paper explores how blogs can be incorporated into first-year composition instruction. Although blogs do not easily align with traditional assignment and evaluation practices, they are fruitful texts for rhetorical analysis. Using student blogs as examples, I will discuss how blogs can be integrated into composition pedagogy and why our pedagogies should adapt to embrace the blog phenomenon. I will also discuss potential pitfalls along with successes—in and out of the classroom.

Presentation Cancelled

Panel E.2

Telebotany: Student-Based Biodiversity Information Gathering, Analysis, and Policy

Saturday, May 24, 9:30 a.m. -10:45 a.m.
Stewart 314

Telebotany is the process of using computers and telecommunications to empower both students and adult volunteers in biodiversity policy making. Using sound scientific and pedagogical principles, participant-researchers gather information about the abundance and health of plants and animals in a region. This is an exercise in citizen science, the participation of citizens in the science that will effect their lives. The students "publish" basic environmental information on the web along with their own photographs, species descriptions, and natural histories. The telebotany system gathers and redistributes information from hundreds of these citizen scientists to provide a "big picture" of the environment. Researchers are developing the computer and telecommunications network to support this learning and work.

P. Bryan Heidorn, *University of Illinois, Urbana-Champaign*
Lesley Deem, *University of Illinois, Urbana-Champaign*
Xiao Hu, *University of Illinois at Urbana-Champaign*
Shayan Hussain, *University of Illinois at Urbana-Champaign*
Mark Sullivan, *University of Illinois at Urbana-Champaign*
Karen Medina, *University of Illinois at Urbana-Champaign*

Panel E.3

What Does This Button Do?
Using Heuristics to Negotiate New Media

Saturday, May 24, 9:30 a.m. -10:45 a.m.
Stewart 322

As new media applications are being incorporated into the curricula of various writing classes, students need to learn more than how to master a given application; instead students need strategies for thinking about how they can use these technologies to affect specific audiences. In this panel the presenters will recommend heuristics for constructing subjectivity, developing interactivity, and creating design principles.

Julia Romberger, *Purdue University*
From Flesh and Blood to Bits and Bytes: Heuristics for Constructing Subjectivity

Kate Agena, *Purdue University*
Interactivity in the Rhetoric Classroom: Heuristics for Pedagogy

Kevin De Pew, *Purdue University*
Composing New Media in the Humanities: A Disciplinary Study of Design Heuristics

Panel E.4

Using New Media in the Composition Classroom

Saturday, May 24, 9:30 a.m. -10:45 a.m.
Stewart 313
Moderator: James Kalmbach

Anthony Ellertson, *Iowa State University*
Macromedia's Flash in the First Year Composition Classroom

My argument is that Flash is an individualized object of a discursive formation currently rearticulating the way modern print-based cultures view and interact with their world. My goal is to explore some of the traces informing the creation and maintenance of this discursive object, looking for implications of the affective interpellating factors playing out in Flash. Findings and implications of a qualitative research study with First-Year Composition students and professional designers will be shared.

Michael Kapper, *Purdue University*
Mixing Media: Oral, Print, and Visual Literacy (and Then Some) in Teaching with PowerPoint

This presentation details the mixed nature of MS PowerPoint as a medium and the mixed nature of the rhetoric(s) governing work produced in PowerPoint. It also examines the pitfalls faced by those learning to negotiate this medium and these rhetorics.

Angela Mitchell, *University of Georgia*
Remarkable Texts: XML, Ethos, and Student Writing Practice

While XML's usefulness in teaching basic writing skills to first-year students may not surprise college composition instructors, XML, through its emphasis on archiving and display, can also be seen to renew the significance of the long-neglected canons of memory and delivery. This presentation, which examines autobiographical essays written for a course entitled Writing for the World Wide Web (English 4830), will specifically analyze the way XML databases provide new pedagogical tools for teaching students to use ethical appeals in their writing.

Panel E.5

The Computer Network as Instrument, Medium, and Message in the Twenty-First Century ESL Classroom

Saturday, May 24, 9:30 a.m. -10:45 a.m.
Stewart 307

This panel addresses the inevitable ascendance of the computerized classroom for ESL instruction in writing and its implications for instructors and learners alike. The three panelists will address the imminent need for technology based writing skills that can only be facilitated by computer-mediated instruction, the seminal influence of the web on non-native English writers, and the improvement in an instructor's communicative style made possible by computer applications.

Andrew Marotta, *Purdue University*
Brita Banitz, *Purdue University*
Mingyan Hong, *Purdue University*

Panel E.6

Interface Paradigms
Saturday, May 24, 9:30 a.m. -10:45 a.m.
Stewart 318

Isabel Pedersen, *University of Waterloo* and
Neil Randall, *University of Waterloo*
The Need for Complex Interfaces

The simplicity paradigm in human-technology interaction design possesses one fundamental flaw that renders the paradigm both counterintuitive and counterproductive. The flaw is this: human beings are complex. Interaction designers must both allow for this complexity and, indeed, foster it, by providing interfaces modeled on the human dependence upon contextual thinking and reasoning and complex systems of multitasking. In application software, such interfaces will allow users to realize creative and practical potential, envisioning and crafting the artifacts they wish to develop.

Session Cancelled

Neil Randall, *University of Waterloo* and
Isabel Pedersen, *University of Waterloo*
The Need for Complex Interface Metaphors

This paper argues the need for greater complexity in interface metaphors in order to reflect human experience in meaningful ways. Drawing on cognitive metaphor theory from Mark Johnson and Mark Turner, along with Burkean rhetorical theory and various elements of human-computer interaction theory, this paper proposes the need for the creation of interface metaphors of significantly greater complexity—and hence humanness—than we currently possess.

Panel E.7

sexuality/technology/writing: Some Directions for Transforming Our Discipline

Saturday, May 24, 9:30 a.m. -10:45 a.m.
Stewart 320

Presenters William Banks and Jonathan Alexander will trace the history, current trajectory, and possible future directions of queer theories and sexuality studies in computer-mediated environments, using various web sites and other electronic texts as illustrations. Presenter three will respond to these trends, directions, and speculations with her own insights as a sexuality studies and C&W scholar. We anticipate lively discussion and debate from the audience.

William Banks, *Illinois State University*
Jonathan Alexander, *University of Cincinnati*
Jacqueline Rhodes, *California State University, San Bernardino*

Panel E.8

Digital Ethos

Saturday, May 24, 9:30 a.m. -10:45 a.m.
Purdue Memorial Union 118
Moderator: Scott Jones

Thomas Henry, *Michigan Technological University*
Multiethnic and Cybernetic

As an emerging population in both virtual and physical worlds, biracial individuals become situated somewhere between the crude deviations of studies of ethnicity in academia. This project explores issues of access, technological acquisition, and issues of interface in order to help academics further understand the cultural dynamics of these everyday persons neglected in technological communities.

Laura Stengrim, *University of Illinois at Urbana-Champaign* and
Derek Van Ittersum, *University of Illinois at Urbana-Champaign*
Resisting the Web: How Conventions Shape Web Authorship

The opposing discourses of professionalism and amateurism are prevalent on the web. We present four specific sites—two personal and two organizational homepages—that resist easy categorization and blur the lines between individual, group, organizational, and corporate identities. Concluding that the web, and homepages as visual texts, complicates rather than simplifies identity and writing, we find value in conceptualizing these sites, much like student writing, as resistant to dominant discourses on many levels.

Christine Tulley, *The University of Findlay*
Cybergrrls Write the Disaster: Ideologies and Introspections of 9/11/01

This presentation explores how "cybergrrls" navigate the evolving landscapes and foster self-study of their web space after 9/11/01, using Blanchot's *The Writing of the Disaster* to denote shifts in popular subject matter on discussion threads and to study the presence of silence in this web space where everyone loves to talk. Cybergrrl focuses have clearly changed and the resulting content posted on networked forums reflects both a nationalist ideology as well as critical counter-arguments against one.

Panel E.9

Digital Objects & Digital Documents in Electronic Environments

Saturday, May 24, 9:30 a.m. -10:45 a.m.
Stewart 204

This panel will explore how the production of contextualized digital objects and effective digital documents requires careful attention to both traditional and digital rhetorical considerations. Paula Rosinski will theorize the digital object within the digital library and argue for a more contextualized and user-centered representation of the object. Michael Fegan will discuss new developments in digital metadata (both national and international standards and best practices). Dean Rehberger will theorize different approaches to information architecture design in digital documents. How we contextualize digital objects and documents is crucial to how they can be used, searched, and retrieved by writers.

Paula Rosinski, *Elon University*
Rethinking the Online, Humanities Based Library—A Call for the Death of the Dewey Decimal System

Michael Fegan, *Michigan State University*
Data's Dirty Underside: Understanding Metadata and Its Importance to Computers and Writing

Can't Attend

Dean Rehberger, *Michigan State University*
Building Bytes: Digital Documents, Information Architecture, and Environment

Panel E.10

C&W Goes to the Movies: I-Movies in the Classroom and *No Dumb Questions* (Part 1)

Saturday, May 24, 9:30 a.m. -10:45 a.m.
Stewart 306

These sessions (E.10 and F.10) are designed to help teachers think through the potential of using i-movies in the writing classroom. We will look at short films produced by students at the University of North Carolina and Michigan Technological University, in addition to filmmaker Melissa Regan's award-winning i-movie *No Dumb Questions* (http://www.nodumbquestions.com). The student films were produced in a first-year seminar course on horror films, a first-year composition course, and an upper-level advanced composition for teachers course. They include a research study on horror film fans, public service announcements on issues such as obesity and addiction, and argumentative pieces about the value of standardized writing tests and non-textual communication in the writing classroom.

No Dumb Questions explores how three young sisters (6, 9, and 11) try to understand their uncle's pending sex-change operation. The film has earned a best digital film at the Shorts International Film Festival, as well as an honorable mention for best short film at Sundance Film Festival. Regan has designed educational software and currently designs interactive courses for Stanford's Graduate School of Business.

The film screenings will be followed by an open discussion period.

Erin Smith, *Michigan Technological University*
Daniel Anderson, *University of North Carolina*
Heather Ross, *University of North Carolina Chapel Hill*

To be continued in Session F.10 . . .

Roundtable E.11

Technology Bandwagons: How Does One Know What Technology Is Needed?

Saturday, May 24, 9:30 a.m. -10:45 a.m.
Stewart 310

New technology is being introduced almost daily. But technology budgets are shrinking. Time to review all of the new hardware and software is not available to the average professor. This roundtable will provide those in attendance the opportunity to share information about the hardware and software currently available and how this technology is an aid or a distraction in the classroom. Be prepared to discuss what you are currently using and why others would find this piece of hardware or software helpful.

Cynthia Walker, *Faulkner University*
Dean Kelly, *Faulkner University*

Panel E.12

Copyright, Fair Use, and Intellectual Property Issues

Saturday, May 24, 9:30 a.m. -10:45 a.m.
Stewart 206

James Porter, *Michigan State University*
Politics, E-conomics, and the Struggle to Define the Digital Audience

What kind of space is the Internet? What kind of space will it become? My presentation will overview recent legislative, legal, and lobbying battles over the control of digital space (e.g., the intellectual property disputes regarding digital "property"; update on Eldred v. Ashcroft; the post-911 chilling of digital information); and then discuss the implications of that struggle for rhetorical theory and for digital writing practices — particularly the implications for notions of audience and for the design of web-based information.

The following two presenters share a common abstract . . .

Charles Lowe, *Florida State University*
Fighting for Fair Use: Winning the Battle Could Still Lose the War

David Munger, *University of North Carolina at Charlotte*
Commontext: Building Classroom Texts through a Community Web Site and Public Licensing

Despite recent rulings freeing educators to use copyrighted material in the classroom, new legislation threatens fair use by creating technological obstacles to copying works. Educators must respond to these threats by (1) resisting new legislation and challenging recent laws, and (2) by ensuring that new works won't be affected by any future restrictions. One way to achieve the second goal is through new efforts, such as commontext.org, where teachers agree to freely share educational materials.

Panel F.1

Digital Communities
Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Stewart 307

Trish Jenkins, *University of Alaska Anchorage*
Considerations for Community-Based Learning in Online Courses

The threaded discussion lends itself to building a sense of community and a body of knowledge for writers in an online composition course. Observing a threaded discussion by lurking before participating could be valuable and encouraging for the underprepared student. My presentation will be based on the goals, the plan, and the experience of adding a community-based learning component to an online freshman composition course.

Connie Sirois, *Nicholls State University*
Teaching with Computer-Mediated Communication and Bakhtin's Answerability

Mikhail Bakhtin's concepts and theories have been useful to composition studies for two decades and, more recently, to the more specialized field of computers and writing. This presentation explores the connection between Bakhtin's concept of answerability and computer-mediated communication (CMC), discusses answerability via three early Bakhtinian works, looks at how e-mail and discussion boards can be understood in terms of answerability, and argues that Bakhtin's answerability offers a way to situate computers in the writing classroom.

Terry Tannacito, *Frostburg State University*
Collaboration, Constructivism, Community: The Power of Asynchronous Communication in an Online Writing Course

A recent outgrowth of our beliefs in collaboration and constructivism is their relationship to a new type of community: a community that exists only online. My presentation explores the communities created in the asynchronous communication forums of an online writing course. I use my students' words, in and about these communication forums, to share both how my students created their communities and how the teacher of an online class can facilitate the creation of community.

Roundtable F.2

Digital Dilemmas of Online Teaching and Learning

Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Stewart 310

In this roundtable discussion, a professor and five doctoral students discuss their experiences from a summer online course entitled "Online Learning for English Educators." Through this discussion, instructor and students explore rhetorics and realities associated from taking this eight-week course and how it applies to them personally, their coursework, their teaching, and their research.

Kristine L. Blair, *Bowling Green State University*
Are You the Teacher?

Inez Schaechterle, *Bowling Green State University*
Feeding the Flamers

Cheryl Hoy, *Bowling Green State University*
Online Course Management Tools and Their Effect on the Computer-Mediated Classroom

Amie Caroline Wolf, *Bowling Green State University*
Revising as You Go

Lanette Cadle, *Bowling Green State University*
When Things Go Wrong

Elizabeth Monske, *Bowling Green State University*
"Are You There, Students? It's Me, a Researcher"

Panel F.3

Three Dimensions in a Digital World: First-Year Writing, Writing Centers, and Faculty Development

Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Stewart 311
Moderator: Shaun Slattery

This panel considers three dimensions of teaching writing in a digital world—first-year writing classes, writing centers, and faculty development—from how we stake out territory in cyberspace and the implications this may have for Web page authoring in first-year classes, to the critical questions hypermedia and other nontraditional texts raise for writing centers, to an exploration of what "technological literacy" means in the context of faculty training and development.

Janice Walker, *Georgia Southern University*
Michael Pemberton, *Georgia Southern University*
Mark Richardson, *Georgia Southern University*

Panel F.4

The Multiple Personalities of Digitality

Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Stewart 313

Carolyn Handa, *Southern Illinois University Edwardsville*
Multidisciplinarity, Multidimensionality, and Digital Rhetoric

This presentation will examine the claim that digital rhetoric is a multidisciplinary, multidimensional field. It will argue that rhet/comp theories about digital rhetoric must be grounded in multiple theories from specializations outside the traditional purview of rhet/comp studies, specializations such as architecture, urban planning, film and cinema studies, semiotics, and cognition studies, to name a few.

Michael Moore, *Michigan Technological University*
From Paradise Lost to *Panic Room*: Typography, Space, and Visual Compositions

In this presentation, I provide a historical overview of printed title pages and frontispieces from English Renaissance books in order to set up an exploration of typography and space in digital, visual compositions. By structuring the presentation with this historical focus, I am able to discuss economic and rhetorical concepts in ways that recognize those crucial historical forces.

Sara Pace, *Texas Woman's University*
Talking on the Right Side of the Brain: Exploring Speech Recognition as an Artistic Medium

Presentation Cancelled

Speech recognition offers writers a medium in which invention and delivery are collapsed into the same canon, and orality and texutality combine to produce a visual written artifact. Using auto/ethnography, I document my own use of the technology (specifically IBM Via Voice and Dragon Naturally Speaking) over the Spring 2003 semester, and consider myself the research subject in looking at the role of speech recognition's mistakes (a heuristic) in invention, arrangement, style, memory, and delivery.

Panel F.5

Assessing Fully Wired Writing

Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Stewart 314
Moderator: Alexis Hart

Randall McClure, *Minnesota State University, Mankato* and
David Georgina, *Minnesota State University, Mankato*
Fully-Wired Composition: Now What Do We Do?

This paper presents a departmental self-study on technology at one of the most "wired" campuses in the Midwest. Specifically, this self-study focuses on the uses and effectiveness of technology in a "fully-wired" first-year composition program. The study identifies several pedagogical concerns in this current initiative, and session participants are invited to engage in the problem-solving process to foster uses of technology in this common environmental context.

Lucie Shetzer, *Bowling Green State University*
Developing an Assessment Tool for the Evaluation of an Online Course

Motivated by a significant body of research suggesting a relative dearth of empirical research and assessment measures in the growing field of online learning, this presentation addresses a gap in assessment instruments that correlate to the recognized characteristics of effective pedagogy. It is a gap that has been addressed by Ehrmann's Flashlight program, but still requires substantial attention. In an effort to narrow this gap, the assessment instrument presented in this session was created to measure recognized characteristics of effective pedagogy as they apply to online learning.

Panel F.6

Multimedia Rhetorics
Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Stewart 318
Moderator: Toni Glover

Matthew Johnson, *Indiana University, Bloomington*
A Culture in Code: Rhetorical Reality in an Online Multiverse

While Rhetoric has traditionally recognized a distinction between public and private discourse, postmodern texts—specifically those resulting from the development of new media—confuse this relationship, bringing into question the way the terms "public" and "private" are used in rhetorical theory and complicating otherwise convenient, clean borders. I will analyze massively multiplayer online games (MMOGs), texts which force us to revisit/augment notions of rhetorical reality.

Claire Lauer, *University of Arizona*
Hybrid Energy/Hybrid Texts: Analyzing, Producing, and Evaluating Media and Pop Culture in the Composition Classroom

If our goal as instructors is to teach students to become critical thinkers and to critically engage with the world through the analysis and production of text, we need to acknowledge the powerful roles media and popular culture play as texts in the lives of our students. Marshall McLuhan suggests that a powerful way to gain insight into the effects of various media is by creating situations where media collide and release "hybrid energy" that give us a momentary glance into the structures of various media. Using this metaphor, I would like to show how instructors can approach the classroom as a place where we can study and produce diverse media texts in conjunction with traditional print texts, and in doing so, can gain better insight into how both print and media texts work rhetorically in our culture.

continued . . .

Madeleine Sorapure, *University of California at Santa Barbara*
Teaching New Media: Visual and Verbal Transcoding

In The Language of New Media, Lev Manovich proposes the term "transcoding" to describe "the most substantial consequence of the computerization of media." Transcoding and related concepts developed by Manovich provide a lens through which to analyze upper-division writing courses in new media and digital rhetoric. My analysis focuses on assignments and pedagogies in these courses, particularly as they engage students in negotiating the relations between visual and verbal expression.

Panel F.7

Beyond the Screen: A 4-Dimensional Perspective on the History and Current Practices of Hybrid Rhetorics and New Media

Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Stewart 322

The concept of hybrid rhetorics has become critical to our understanding of what it means to write, and to teach writing, in the 21st century. As both teachers and scholars, we must consider how the intersections of technological tools and modes of production alter the possibilities for meaning-making. These considerations include not only the theoretical implications of rhetorical hybridity, but also the practical problems and opportunities these hybrid texts offer us as writers and teachers.

Kathie Gossett, *University of Illinois at Urbana-Champaign*
Medieval Rhetoric Re"vision"ed: A New Rhetoric for New Literacies and New Media

Carrie Lamanna, *University of Illinois at Urbana-Champaign*
Multidimensional Lives: Women, Personal Narrative, and New Media

James Purdy, *University of Illinois at Urbana-Champaign*
Teaching New Media: Designing Composition to Embrace Hybrid Rhetorics in the Digital Age

Joyce Walker, *University of Illinois at Urbana-Champaign*
Making New Media: The Production of Hybrid Texts as Lived Experience

Panel F.8

Reaching Out: Interdisciplinary Approaches to Document Analysis and Design

Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Purdue Memorial Union 118

Designing print and electronic texts is by nature an interdisciplinary process, employing strategies and knowledge from fields ranging from graphic design to composition to psychology. The participants in this panel demonstrate that investigating the usability of a particular design or codification of design principles should be similarly interdisciplinary in terms of the tools, analytical paradigms, and standards employed.

Douglas Eyman, *Kairos*
Tools for Indirect Audience Analysis

Colleen Reilly, *University of North Carolina at Wilmington*
Applying Weblog Analysis Data

Diana Ashe, *University of North Carolina at Wilmington*
Borrowing Design Concepts from Other Fields

Panel F.9

The Politics of Digital Literacy and Access

Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Stewart 320

Samantha Blackmon, *Purdue University*
Conspiracy.Theory; Or, How "Others" View Technology in the Classroom

In the computer classroom "Other" students are not only disadvantaged because of race and socio-economic status but because historically they have had little or no interaction with technology. This lack of interaction means that they are further behind their majority classmates before the course even begins. I argue for a pedagogy that takes into consideration "historical" as well as material access in the hopes of building learning environments that are equally productive for all students.

David Susman, *Salt Lake Community College*
Functional and Electronic Literacies

Despite the obvious differences between functional literacy and technological literacy, both practices share certain social and historical characteristics. Both literacies have been tied to personal improvement and economic betterment; both have been used as a measurement of American society's well being; and both literacies have traditionally been taught as discrete skills rather than as complex practices. Those shared characteristics, at once productive and troubling, have particular implications for composition instructors who use computer technology.

Gloria McMillan, *University of Arizona*
The Adjunct Writing Faculty Polling Project

The goal of the Adjunct Writing Faculty Polling Project is to design an instrument for polling two dimensions of replies that can provide foundational data for making claims about attitudes and conditions regarding adjunct faculty. A sampling of attitudes and conditions across the country will better enable adjuncts and their representatives to "push the envelope" to improve adjunct faculty working conditions and perceptions by colleagues.

Panel F.10

C&W Goes to the Movies: I-Movies in the Classroom and *No Dumb Question*s (Part 2: Discussion)

Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Stewart 306

This is a continuation of session E. 10 . . .

These sessions (E.10 and F.10) are designed to help teachers think through the potential of using i-movies in the writing classroom. We will look at short films produced by students at the University of North Carolina and Michigan Technological University, in addition to filmmaker Melissa Regan's award-winning i-movie *No Dumb Questions* (http://www.nodumbquestions.com). The student films were produced in a first-year seminar course on horror films, a first-year composition course, and an upper-level advanced composition for teachers course. They include a research study on horror film fans, public service announcements on issues such as obesity and addiction, and argumentative pieces about the value of standardized writing tests and non-textual communication in the writing classroom.

No Dumb Questions explores how three young sisters (6, 9, and 11) try to understand their uncle's pending sex-change operation. The film has earned a best digital film at the Shorts International Film Festival, as well as an honorable mention for best short film at Sundance Film Festival. Regan has designed educational software and currently designs interactive courses for Stanford's Graduate School of Business.

The film screenings will be followed by an open discussion period.

Erin Smith, *Michigan Technological University*
Daniel Anderson, *University of North Carolina*
Heather Ross, *University of North Carolina Chapel Hill*

Panel F.11

Digital Divides
Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Purdue Memorial Union 118

Allison Clark, *University of Illinois Urbana Champaign* and
Andre Brock, *Carnegie Mellon University*
The Rhetoric of Digital Equity: The Digital Divide Repackaged?

The presentation will discuss the rhetoric of the Bush and Clinton administrations in regard to the Digital Divide, by performing a discourse analysis on the NTIA reports conducted during the tenure of both administrations. The language used in other related documents, as well as the rhetoric of both administrations used concerning the digital divide will also be discussed. Finally, we will compare and contrast the digital divide rhetoric of these administrations to their digital divide policies and laws enacted to narrow the gap.

Angela Crow, *University of Kansas / Georgia Southern University*
Aging with the Queer Baby Boomers: A Literacy Narrative Gone Awry

This presentation takes place within Flash and contains two main agendas: first, an examination of the Queer Baby Boomer's impact on my literate acts and second, thoughts on how to sustain generational change. In this presentation, I argue that we should be thoughtful about the literacies we decide to accumulate as it is through the gathering of multiple literacies that we can sketch out the territory for sustainable change over the next generations, sustainable change that also includes relations of care to older queer generations. The presentation tries to use some of the various literacies I believe fundamental to our future.

Katherine Robinson, *University of Colorado--Boulder*
Accessing Northern Ireland: Online Discourse and the Nontraditional Rhetorical Situation

In Northern Ireland there are two forms of rhetorical discourse that highlight the exchange between Nationalist and Unionist communities. While

traditional rhetoric finds an outlet in the halls of politics, nontraditional rhetoric locates its voice on the streets as well as the lexias of hypertext. This presentation will focus on the ways in which and the reasons why the questions of nationalism, citizenship, and politics via technology are relevant.

Panel F.12

Valuing New Media: Design | Space | Scholarship

Saturday, May 24, 11:00 a.m. - 12:15 p.m.
Stewart 206

Presenters will discuss teaching, working, and publishing in new media fields, approaching issues from multiple angles—deciding to teach HTML or Web editors to further students' design literacies; developing professional, educational new media sites; helping non-technologically savvy colleagues value new media work; and encouraging C&W scholars to expand what is valued as new media scholarship. We hope to question and offer potential answers to the issues we struggle with as academics working in new media.

Kristin L. Arola, *Michigan Technological University*
Beyond the Code: Teaching and Learning with Web Editors

Jennifer Sheppard, *Michigan Technological University*
Straddling the Generic Divide: Composing Multimodal New Media

Michael Keller, *Virginia Commonwealth University*
We Couldn't Do It Without You, (Whatever It Is You Do): The Hidden Work of Academic Technologists

Cheryl Ball, *Michigan Technological University*
Pleasuring the Text: The Value of Aesthetics in New Media Scholarship

12:30 p.m. – 1:45 p.m. **Featured Speaker**

Victoria Vesna
Professor and Chair, Department of Design/Media Arts
University of California, Los Angeles
http://vv.arts.ucla.edu/index.html

Saturday, May 24, 12:30 p.m. – 1:45 p.m.
Purdue Memorial Union – East-West Faculty Lounge
Introduction: Jennifer Bay

Pioneering new media artist Victoria Vesna traverses the route from bodies to networks to nanosystems and back. Vesna's experimental research creatively connects networked environments to physical public spaces. She explores how communication technologies affect collective behavior, and shift perceptions of identity in relation to scientific innovation. Internationally exhibited, Vesna's work has received notice in such prominent publications as *Art in America*, *Artweek*, *Newsweek*, and the *Los Angeles Times*.

Her articles, reviews and essays have appeared recently in *Leonardo, The International Society for the Arts*, *Sciences and Technology*, *Swets & Zweilinger: Digital Creativity,* and *AI-Society: The Journal of Human-Centred and Machine Intelligence*, and she co-edited (with R. Nideffer) the special issue of A*merican Behavioral Sciences*, "Online Public Spaces: Multidisciplinary Explorations in Multiuser Environments" (OPS:MEME)."

Vesna has initiated and produced a number of projects that address issues of art, science and technology including the special issue of *Artificial Intelligence & Society's* Database Aesthetics: Issues of Organization and Category in Art'; the CD-ROM *Life in the Universe* with Steven Hawking, and a book/CD-ROM for *Terminals*, (co-edited and curated with Connie Samaras, UCI) which deals with the cultural production of death. Forthcoming is a book she is co-editing with Christiane Paul and Margot Lovejoy, entitled *Context Providers*.

Currently she is developing "Zero@Wavefuntion: nano dreams & nightmares in collaboration with a nano-scientist, Jim Gimzewski. Her most recent collaborative project, "notime" (Building a Community of

People with No Time) is part of an ongoing traveling exhibit, telematic connections: the virtual embrace. Other recent works are Bodies INCorporated, a large networked collaborative project that was installed as a solo exhibition at the San Francisco Art Institute and the ArtHouse in Dublin and Datamining Bodies, exhibited at an old mine in Dortmund, Germany.

Forum G.1

Tales From the Fifth Dimension: TAs, Contingent Faculty, and How We're Sculpting the Digital Landscape

Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 306

War of the Worlds, *The Twilight Zone*, and even today's so-called reality TV shows reflect our enduring fascination with intersections and parallels between our everyday three-dimensional world and the mysterious fifth dimension that we're told surrounds us. Our forum will examine a real-life third/fifth dimension program: the saga of contingent faculty and teaching assistants who inhabit a tentative, often invisible space within an entrenched, landmark location populated by tenure-line faculty, students, administrators, and staff. Digitized writing spaces—because they combine professional development and coalition building—offer the most promising avenue toward facilitating transit between and within these dimensions. Please join us as we discuss the C&W community's crucial role in these two worlds.*

Tracy Clark, *Purdue University*
Tarez Graban, *Purdue University*

* Workshop and guided discussion will integrate responses submitted by Michael Day of Northern Illinois University and James McDonald of University of Louisiana at Lafayette.

Panel G.2

MUDs 'n MOOs
Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 310
Moderator: Pavel Zemliansky

Brendan Riley, *University of Florida*
Michael Sansone, *University of Florida* and
Laurie Taylor, *University of Florida*
Using MUDs in MOOs to Build Collaborative Narratives

MOOspace textual environments are ideal for writing courses, as students must work within an entirely written space. In contrast, the narrative practice performed in MUDs consists of collaborative narrative play absent from classroom MOOs. The re-introduction of MUD play to academic MOOs creates a new kind of collaborative narrative work that gives students new tools for analyzing new media forms and possibly a new way to write.

Jeff White, *University of Alaska Anchorage*
Maps and Mosaics: MOOing through the Last Frontier

This session focuses on the interaction of students in an enCore MOO-based online FYC class to create a mosaic with their diverse perspectives of "Alaska" and to attempt to map their ideas in relation to others'. The discussion will address how both mapping and "mosaicking" emphasize differences in perspective—and how both can be accomplished in a MOO.

Panel G.3

Fashioning the Emperor's New Clothes: Emerging Pedagogy and Practices of Turning Wireless Laptops into Classroom Literacy Stations

Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 206

What happens when a state school (with a significant population of blue collar, first generation college learners) creates a wireless laptop lab for first-year composition as a way to teach critical, traditional and technological literacies? Does using cutting edge technology mean cutting ahead in the line or cutting teeth painfully? How does an English Department go from almost no involvement with computers and writing to a state-of-the-art laptop lab? How do two very important technological advances (smaller hardware and increased computing mobility) affect pedagogy in computerized writing classes? This panel will create an open and critical dialog about how we use wireless laptops to innovate our learning resources.

Will Hochman, *Southern Connecticut State University*
Chris Dean, *Southern Connecticut State University*
Carra Hood, *Southern Connecticut State University*
Robert McEachern, *Southern Connecticut State University*

Panel G.4

Training and Tools for Collaborative Writing: A Follow-up

Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 307

We will present results of a two-year project concerning the training and use of desktop and online collaborative tools, from macro and micro points of view. The macro perspective will be represented by a project leader, who will outline the overall results, as well as future directions. The micro perspective will be represented by an instructor, describing her experience using these technologies in her sections of a basic freshman composition course over several semesters.

Greg Hanek, *Indiana University*
Sarah Canfield Fuller, *Indiana University*

Panel G.5

Preparing Teachers of Writing for Teaching with Technology

Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 318

Jonathan Bush, *Western Michigan University*
Technology and the Preparation of Writing Teachers: Practices, Trends, and Concepts

Composition studies also encompasses the teaching of future writing teachers. In these contexts, technologies are used to translate disciplinary knowledge to prospective writing teachers—teaching these pre-service teachers critical practices in composition studies. This presentation will discuss how current writing teacher educators integrate technologies and develop guiding concepts for these context. Participants will leave with a better understanding of the writing "methods" courses and ways to effectively integrate technologies in them.

Barb Duffelmeyer, *Iowa State University*
Is This a Good Thing? New Composition TAs' Experiences of Computer Pedagogy

This presentation examines the experiences and attitudes of new and second-year teaching assistants (TAs) at a large university who are asked to teach first-year composition in the computer lab. TAs may unfortunately see teaching in the computer lab, not as an opportunity, but as an unnecessary complication of their pedagogy that undermines their confidence and authority. The development of critical computer literacy is explored through the narratives of several TAs.

Angela Crow, *University of Kansas/Georgia Southern University* and
Suellynn Duffey, *Georgia Southern University*
Aging and Faculty Training and Development

This presentation overviews research we have conducted on the interrelationships between aging and the needs, specific to writing faculty, for technology training and development. In this talk, we plan to overview

significant findings from this research, and discuss strategies for accommodating aging issues in faculty training and development. Our research has had important local implications, and has national ones as well because we were able to survey faculty from various ranks, ranging from temporary positions to full professor status. We will discuss issues and concerns our study raises for writing program administration and literacy acquisition. While we believe that older faculty can accumulate new literacies, we also realize that it is our job to advocate for older faculty in order to allow adequate time and garner appropriate support for learning new material.

Panel G.6

Borrowing and Selling Writing Technologies
Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 311

Julia Makosky, *University of South Florida*
Implications of Technology Assisted Instruction: Borrowing Paradigms from Business

With the increase of newer and faster technologies, students and institutions of higher education have developed symbiotic relationships to the technologies they require to simply exist in the educational environment. Thus, financial concerns and assessment issues surrounding technology assisted instruction are frequently discussed through discourse borrowed from the business world. Rather than participate in the demonization of commercialism, this presentation will address ways in which teachers and universities can work with business paradigms for the betterment of technology assisted education.

John Killoran, *University of Colorado at Denver*
Web Inclusions in the 'Exclusionary' Résumé

My paper reports on a survey of authors of Web résumés and an analysis of their résumés and adjoining Web pages. Initial observations reveal that, in contrast with their print precursors, Web résumés are surrounded not just with professional portfolios but with what might be characterized as personal portfolios. Such findings can illustrate how a genre engages a new technological medium and how that new medium in turn enables changes in the genre.

Poster Session G.7-A

Online Chat Sessions in Hybrid Classes: When to Hold 'Em and When to Fold 'Em

Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 302

Wendy Austin, *Edinboro University of Pennsylvania*

This presentation will describe the pros and cons of using the Chat function in an online interface such as Blackboard.com, particularly in a hybrid composition classroom, one that relies on the use of educational software along with face-to-face classroom meetings, as well as totally online classroom situations.

Poster Session G.7-B

Project in a Project
Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 302

Judith Kirkpatrick, *Kapi'olani Community College*
The Pitch, the Project in a Project, and the Playing Field

Since everything is invented, I have to look at my assumptions about any situation I find myself in and look at the choices I have to make and the choices I have the ability to make available to others. Generosity, inclusiveness, and engagement with others brings resources in what I find myself involved in.

With the people I choose to work with, students and tenants in a public housing technology center, I encourage university students to be contributors and develop relationships that will make a difference. The rewards for these relationships will be deeper and more enduring though they may not be fame, power, or money!

This poster session will chronicle and highlight what it takes to sustain a project within a project.

Poster Session G.7-C

MOOing in Three Dimensions
Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 302

Kevin Moberly, *University of Louisiana at Lafayette* and
Brent Moberly, *Indiana University*
A Demonstration of the BrightMOO Interface

In this poster session, conceived as a companion piece to the panel discussion, Session E.1, "The Word Illuminated: A Three-Dimensional Solution to Problems with Orientation and Teaching in Traditional, Text-Based MOOs," the developers of BrightMOO will demonstrate the features of the interface. With hands-on demonstrations, participants will be shown how to navigate using BrightMOO, how to create and describe objects, and how to build landscapes from image libraries. Moreover, this session will demonstrate the pedagogical applications of the BrightMOO interface.

This poster session is a follow-up to Session E.1 . . .

Panel G.8

Critiquing Technology and Pedagogy
Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 313

Evan Davis, *Hampden-Sydney College* and
Sarah Hardy, *Hampden-Sydney College*
Virtual Walking: Creative Uses of Blackboard in the Composition Classroom

As we ask our students more and more frequently to inhabit a virtual space, we would do well to investigate just what kind of space it is. In this analysis of Blackboard using de Certeau's discussion of the city, we have two aims: first, to provide a theoretical model that explains our students' experience of the dominant course management software; and second, to provide teachers with innovative ways to incorporate Blackboard into their own writing classrooms.

Elizabeth Monske, *Bowling Green State University*
Making Blackboard, Work: Going Toward Critique and into Pedagogical Choices

Blackboard and other course management tools obligate the teachers, the students, and the course itself to take on an online identity that may not be wanted, expected, or beneficial to the parties involved. This presentation will address some of the presuppositions of this tool and hopefully assist others through recommendations for pedagogical strategies that will aid in a more positive identity for teachers and students.

Panel G.9

Virtual Ecologies: Affect, Networks, and Invention

Friday, May 23, 2:00 p.m. - 3:15 p.m.
Stewart 314

While digital-hybrid rhetorics often retain traces of the familiar, they present users with a number of questions about what it means to practice rhetoric in virtual realms. This panel asks how such rhetorics function within the academy (and beyond). The four speakers look to the sites of e-lists, hypertext, small technologies, and VR-simulations in order to confront virtuality itself. How are the boundaries, genres, and intensities of rhetoric and writing changing within these new ecologies?

Byron Hawk, *George Mason University*
Inventing (via) the Virtual: Hypertext and Movement in the Writing Process

Collin Brooke, *Syracuse University*
Roving for Catalysis: E-Lists and Economies of Belonging

Jenny Edbauer, *The University of Texas at Austin*
Wake to Intensity: The Affective Life of Small Tech

Aimee Kendall, *University of Texas at Austin*
Simulation as Genre

Panel G.10

Researching Pedagogies and Writing Technologies
Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 322

Susan Miller, *Mesa Community College*
Teaching Writing at a Distance: Exploring Instructional Decisions and Learning Perceptions

Designed in response to calls for increased empirical investigation of the use of web-based technologies for writing instruction, this study compares first-year composition classes taught in web-based and face-to-face environments by the same instructor. The author examines these instructional environments on two levels, qualitatively exploring the instructional decisions that teachers make in both environments and quantitatively measuring students' and teachers' perceptions of learning in those environments. The study concludes by drawing connections between instructional decisions and perceptions of learning, building on developments in both the fields of computers and writing and distance learning.

Jason Swarts, *North Carolina State University*
A New Direction in Writing Research: Beyond the Computer as "Application"

We lack a research agenda that refuses to take existing textual technology (e.g. word processors, html editors, and computers, generally) as mediational "givens." I argue the need for such research. This presentation discusses how and why we should participate in the design and implementation of textual technologies. The research agenda that I propose will significantly impact the ways that we teach writing to students whose professional and civic lives are becoming increasingly text mediated.

Linux Workshop G.11

No Installation Required: Introduction to the Linux Desktop

Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 302

You've heard all the hype about Linux. Perhaps you have been curious to try it, but haven't installed it because you don't have the hard drive space on your computer, are afraid of damaging your system, or you'd be more comfortable with a guide to explain the various programs.

Now you can try the Linux desktop without worry. This interactive workshop will demonstrate Knoppix, a full Linux distribution for the PC with hundreds of open source applications. While Knoppix can be installed to a hard drive, it can also be run directly off the CD-ROM at no risk to the existing operating system and files on the computer.

Workshop leaders in this session will act as guides as participants run Knoppix for themselves and experiment with some of the open source applications for the first time. Many of these applications will look very familiar; with Mozilla you'll find the same friendly Netscape environment you may already be using for browsing, email, and composing hypertext. For word processing and office apps, users will be able to experiment with AbiWord, Koffice, and OpenOffice. Mac users can try out KDE's Konqueror, the web browser which is the basis of Mac OS X's Safari browser.

But the Linux desktop experience doesn't have to stop when the workshop ends. Some lucky participants will leave with a Knoppix CD so that they may continue to use Linux on their own.

So whether you are a Linux newbie, "wanna be", or even if you just want the Knoppix CD, drop by this session and join in as we explore the Linux desktop.

Samantha Blackmon, *Purdue University*
Charles Lowe, *Florida State University*
Elijah Wright, *Indiana University, Bloomington*

Panel G.12

Negotiating the Gap: Virtual Spaces and "Traditional" Pedagogies

Saturday, May 24, 2:00 p.m. - 3:15 p.m.
Stewart 320

This panel discusses issues relevant to the spaces within "traditional" and virtual classrooms. Individual presenters focus on methods of ameliorating the pedagogical interference technology generates within the computer mediated classroom, the interrelationships and negotiations that take place between instructors and students within digital spaces, and the impact and signification of silence inside virtual and traditional environments.

Christopher Berry, *Purdue University*
The Silence of This Space: Heideggerian Considerations in the Technological Modalities of the Classroom

Nancy Kerns, *Purdue University*
Facilitation, Not Domination: Keeping the Focus on Composition in the Computer Classroom

Sarah LaDow, *Purdue University*
The Pedagogical Advantages of Student-Led Conferences in Virtual Spaces

3:30 p.m. - 4:45 p.m. **Keynote Speaker**

Mark C. Taylor
Cluett Professor of Humanities, Williams College
Co-founder with Herbert Allen, Global Education Network

Saturday, May 24, 3:30 p.m. - 4:45 p.m.
Fowler Hall (1st Floor, Stewart Center)
Introduction: David Blakesley

After the Fall: Post-Bubble Reflections on Education

Mark C. Taylor's groundbreaking *The Moment of Complexity: Emerging Network Culture* (2001, University of Chicago Press) has quickly become a must-read for those working in computers and writing and critical theory. Taylor's cultural analysis blends elements of information theory, and evolutionary biology with art, architecture, philosophy, religion, and education.

Taylor earned his PhD in Religion from Harvard University in 1973 and earned a Doktorgrad in Philosophy from the University of Copenhagen in 1981.

He has edited and authored numerous books: *Vito Acconci* (2002, with Jennifer Bloomer, Frazer Ward), *Grave Matters* (2002 with Dietrich Christian Lammerts), *The Moment of Complexity: Emerging Network Culture* (2002), *Journeys to Selfhood* (2000), *About Religion: Economies of Faith in Virtual Culture* (1999), *The Picture in Question: Mark Tansey and the Ends of Representation* (1999), *Critical Terms for Religious Studies* (1998), *Hiding* (1997), *Imagologies: Media Philosophy* (1994), *Nots* (1993), *Disfiguring: Art, Architecture, Religion* (1992), *Tears* (1990), *Altarity* (1987), *Erring* (1987), *Deconstruction in Context* (1986), *Deconstructing Theology* (1982), *Unfinished...: Essays in Honor of Ray L. Hart* (1981), *Religion and the Human Image* (1976), and *Kierkegaard's Pseudonomous Authorship: A Study of Time and the Self* (1975).

His recent contributions to books include: "Skin," *The Light Construction Reader* (New York: The Montacelli Press, 2002); "Body of Work," *Stelarc*, Reaktion Books, 2001; "Cyberscapes;" *Interactive Learning: Vignettes From America's Most Wired Campuses* (Boston: Anker Publishing, 2000); "Cult@edu.com," *Adrift in the Technomatrix*, ed. David Erben (University

of Minnesota Press, 1999). His articles, reviews, and essays have appeared in *EDUCAUSE*, *Style*, *Cultural Values*, *Mass Humanities*, *Metroland*, *Chronicle of Higher Education*, the *Los Angeles Times Review of Books*, and the *New York Times*. Additional publications include *The Réal: Las Vegas, Nevada*, with José Marquez, published by Massachusetts Museum of Contemporary Art and Williams College Museum of Art, distributed by University of Chicago Press, 1997. He has been interviewed by the *New York Times Magazine* and *Chronicle of Higher Education*. His NPR interview (with José Marquez) is available online as well.

Taylor's current work includes the film in progress, *Grave Matters*, with Paul Lieberman, *Los Angeles Times*, and Dale Riehl, Riehl Productions, and the upcoming CD-ROM *Body of Work: Ed Hardy's Tattoos*, with Alexandra Smith and David Furlow. Taylor's work in *The Moment of Complexity* will be the subject of a forthcoming special issue of *JAC* edited by David Blakesley and Thomas Rickert.

Recess! from 5:00 p.m. - 6:15 p.m.

Saturday, May 24, 6:30 p.m. - ? **Picnic / Music at Riehle Plaza**
Downtown Lafayette

This evening's picnic will be held at Riehle Plaza in downtown Lafayette on the banks of the Wabash River. We have reserved the old train depot and will have access to the pedestrian bridge that crosses the river.

Walking Directions from Stewart Center: Walk down the hill heading east on State Street. Cross River Road and continue until you pass the Hilton Garden Inn on your left. Turn left on the access road just past the hotel, where you'll see just ahead to your right the pedestrian bridge that crosses the Wabash. We'll be right on the other side of the river. (Walking time from campus is approximately 15 minutes.)

Shuttles will also run from Stewart Center and Cary, beginning at 6: 15 p.m. Return shuttles will bring people back to the hotels and residence halls.

Bowling for Computers and Writing
Saturday, May 24, 10:00 p.m. - ?
Purdue Memorial Union (Bowling Alley, Lower Level)

Just *try* to overpower the *Kairos* alley cats for supremacy of the lanes.

Program for Sunday, May 25

7:30 a.m. - 9:00 a.m.	Breakfast (Continental; North Ballroom, Purdue Memorial Union)
8:00 a.m. - 12:00 p.m.	Exhibits, Virtual Café, Installations, and Discovery Zone
9:15-10:30	Session H
10:45-12:00	Town Hall II, (Fowler Hall, Stewart Center 1st floor)
11:30-12:30	Box Lunches (Stewart 306)
2:00 p.m. - ?	Party at David Blakesley's house, 816 Robinson St.

Panel H.1

Narrating the Self: Creating a Readable Online Persona

Sunday, May 25, 9:15 a.m. - 10:30 a.m.
Stewart 306

Analyzing the transcripts of the online discussions for several teachers' classes, we study the ways in which an embodied and narrated online persona is present in the strategies of good writers.

Judith Kilborn, *St. Cloud State University*
Sharon Cogdill, *St. Cloud State University*
John Walter, *Saint Louis University*

Tari Fanderclai of *Beford/St. Martin's* was unable to attend.

Panel H.2

Development, Design, and Delivery: Applying Principles of Usability Testing to Web-Based Writing Instruction

Sunday, May 25, 9:15 a.m. - 10:30 a.m.
Stewart 310

This panel will discuss usability issues related to web-based writing course design and delivery in three ways. First, the presenters will describe a method for evaluating the effectiveness and readiness of the design of online writing courses. In addition, a panelist will describe the methodology and results of an educational usability testing session, focusing on strategies for using such results in the revision of a writing course. Third, a presenter will describe the need for assessing faculty needs and knowledge before offering faculty development and technological support.

Susan Miller, *Mesa Community College*
Lisa Cahill, *Arizona State University*
Veronica Pantoja, *Arizona State University*
Shelley Rodrigo, *Mesa Community College*

Panel H.3

Copy Shop
Sunday, May 25, 9:15 a.m. - 10:30 a.m.
Stewart 314

Richard Colby, *Bowling Green State University*
Plagiarism and Computer Network Security

Current examinations of plagiarism most often deal with cheating. While learning practices to detect and deter overt plagiarism are useful, security issues arising in computer networks have created an invisible threat to academic honesty. I will explore network violations as a means of academic dishonesty. As a tech-savvy graduate teaching assistant, I will present discoveries of network security violations and virus/worm issues, demonstrating how they could be risks to university work.

Stephanie Vie, *University of Arizona*
Talking About Plagiarism Rhetorically: School Sucks.com versus Turnitin.com

Many writing instructors are unaware of just how much the World Wide Web has influenced how and why students plagiarize. They might not know about paper mill sites, such as SchoolSucks.com or anti-paper mill sites, also known as plagiarism detection sites, such as Turnitin.com. Instructors can use these sites as a valuable teaching tool by asking students to rhetorically analyze SchoolSucks.com in contrast with Turnitin.com, which can help complicate discussions of plagiarism and ethical behavior.

Yi-Huey Guo, *University of Illinois at Urbana-Champaign*
Between the Lawful and the Fraudulent: The Myth of Internet Shopping

This study analyzes the situated meaning of hypertext and the influence of network culture on reader/writer relationships from a second language user's perspective. The author adopts her own Internet shopping experience to examine how a reader negotiates with online shopping communities when language becomes a barrier to textual comprehension. Her case constructs the network community as a contact zone, where both consensus and conflicts are inextricably interwoven into postindustrial-capitalism.

Panel H.4

"Pwning" (Owning) Mutations and Truncations: Three Dimensions of Language in Digital Networks

Sunday, May 25, 9:15 a.m. - 10:30 a.m.
Stewart 318

The panel will discuss ways in which written language is often re-coded and re-inscribed in online environments, creating textual mutations that have their own audience, style, and other rhetorical features. Recent linguistic phenomena such as genetic coding, instant messaging, and L33k Speak all mutate language, morphing alphanumeric symbols into new written dialects and languages. These changes have implications for the structure of the English language and alter literacies and identities for those who use them.

Michelle Sidler, *Auburn University*
John Campbell, *Auburn University*
Frank Eastman, *Auburn University*

Panel H.5

Digital Feminism
Sunday, May 25, 9:15 a.m. - 10:30 a.m.
Stewart 311

Kristine L. Blair, *Bowling Green State University* and
Angela Haas, *Bowling Green State University*
Technologies of Liberation or Oppression? Exploring the Realities of How Technology Impacts the Feminist Identity

Understanding the possibilities and constraints of new media and emerging technologies as empowering extensions of feminist identity involves not just qualitative data collection of how and why women utilize virtual space but data representation. Consequently, our presentation will draw upon our experiences in publishing a hypertext piece that blends gender and technology theory and voices of women whose relationship to technology is ever paradoxical, testing and revising the cyberfeminist theories of virtual liberation and oppression.

Lanette Cadle, *Bowling Green State University*
GirlGeeks and the Sim Nation: Rewriting the World

In a conventional world, sometimes it's the pockets of resistance that count, especially with feminist politics and adolescent girls. The dual visual and textual nature of the interactive 3D environment in *The Sims Online* should allow for a rich interaction of forms of resistance. Interviews with longtime members of another online 3D universe, *Activeworlds,* will give both historical background and contrast to the discussion.

Morgan Gresham, *Clemson University*
Who's Really a Cyber-Feminist?

For this presentation, I look not so much at the pro-anorexia (pro-ana) sites to determine the rules of this discourse community, but more at the sites and conversations that have been created in response to pro-ana sites. Specifically, I examine two alternate sites to compare the rhetorical choices made by an individual and a group in response to pro-ana web sites.

Panel H.6

Identity and Technologies
Sunday, May 25, 9:15 a.m. - 10:30 a.m.
Stewart 322

Peter Sands, *University of Wisconsin-Milwaukee*
Being Online

Work with electronic media by junior faculty demands time and energy that has in the past been spent on more traditional pursuits related to their careers. But new professors can hybridize teaching, scholarship, and service through emerging technologies, producing new discourses that meld the traditional troika of teaching, research, and service. Preparing graduate students for this melded practice would improve their transition to the faculty and create new research and writing practices with profound implications for both the teaching and service missions of the contemporary university.

Darren Cambridge, *American Association for Higher Education*
Virtual Communities of Practice, Global and Local

Online communities of practice are an emerging venue for collaborative learning beyond the classroom. My talk will report the emerging outcomes of the EDUCAUSE NLII virtual communities of practice, concentrating on the community whose domain is electronic portfolios. I will articulate the community's intersections with pre-existing communities of practice within our discipline which discuss electronic portfolios to examine the degree to which transdisciplinary and inter-institutional communities of practice are co-constructing with more localized groups.

Katherine Frank, *University of Southern Colorado*
Problem-based Learning, Technology, and the English Literature Survey Course

This paper examines how technology may be used to integrate Problem-based Learning (PBL) into the English literature survey course. To date, PBL has been used most successfully in math and science courses, but it is

rarely used in the humanities, especially in English. This paper argues that adding the component of technology to an information-laden course like the English literature survey course helps to enforce the collaborative dimensions of the PBL classroom, to develop students' research techniques, and to generate resources that may be used both within and outside of the university setting.

Panel H.7

Ownership in Wireless Classrooms

Sunday, May 25, 9:15 a.m. - 10:30 a.m.
Stewart 313

This panel addresses issues of ownership in student-centered wireless composition classes. Two presentations concentrate on identity disclosures through personalization of the computer interface and its effects on the classroom environment: how do students react to others' customizations and does this reaction enhance or complicate collaboration? Two presentations discuss how students may or may not use technology to their advantage: how do students own online peer-review and drafting processes?

Kathyrn Wymer, *University of North Carolina, Chapel Hill*
Student-Owned Laptops and Identity Disclosure

Robin Seaton Brown, *University of North Carolina at Chapel Hill*
Student-Owned Laptops and Personalization in the Classroom Community

Julie Fann, *University of North Carolina, Chapel Hill*
"I Submitted It, but It's Not There!" Ownership of the Electronic Peer Review Process

Melissa Meeks, *University of North Carolina at Chapel Hill*
Inquiry, Rivaling, and Digital Libraries: Student Ownership of Research on the Web

Town Hall - TH.2

The Challenges and Opportunities of Ubiquitous Computing

Sunday, May 25, 10:45 a.m. - 12:00 p.m.
Fowler Hall, Stewart Center
Moderator: James Kalmbach

Daniel Anderson, *University of North Carolina*
Susan Antlitz, *Illinois State University*
David Blakesley, *Purdue University*
James Kalmbach, *Illinois State University*
Fred Kemp, *Texas Tech University*
Janice Walker, *Georgia Southern University*

When computer-supported writing classrooms began appearing in the mid- to late1980s, few students owned their own computer and as a result, these facilities often became vibrant communities of practice that shaped much of our early work in Computers and Writing. Today, however, more and more students own their own machines, and more campuses are making ownership of a computer a requirement of admission. Computers are fast becoming ubiquitous. This new environment raises many questions: What are the challenges and the opportunities if everyone has their own machine? What will happen to computer support classrooms? What new communities of practice will emerge? And in their aftermath, what will happen to Computers and Writing?

Sunday, May 25

11:30 a.m. - 12:30 p.m. **Box Lunches**
Stewart 306

Post-Conference Party
Sunday, May 25, 2:00 p.m. - ?

So let's talk about what *really* went on at Computers and Writing 2003 and start hatching plans for next year. The event is at David Blakesley's house, 816 Robinson St., West Lafayette. Anyone staying over Sunday night is invited. There's room inside and a yard, with a hiking not too far away if you're so inclined (we'll have directions for getting to Happy Hollow Park the secret way).

Walking / Driving Directions from Purdue Memorial Union: Start at Grant St. entrance. Walk north on Grant St. past Northwestern, continuing on Grant St. (~1/4 mile). Turn right on Stadium Ave. At the second stop sign that you run into on Stadium, turn left on Robinson St. (~1/4 mile). 816 Robinson St. is about 1/8 mile up, on the right, a two-story yellow house. (Walking time: 15 minutes; driving time, 5 minutes.) Free tours of the Parlor Press production facilities. Refreshments courtesy of Parlor Press.

Conference ends . . . see you in Hawai'i for C&W 2004!

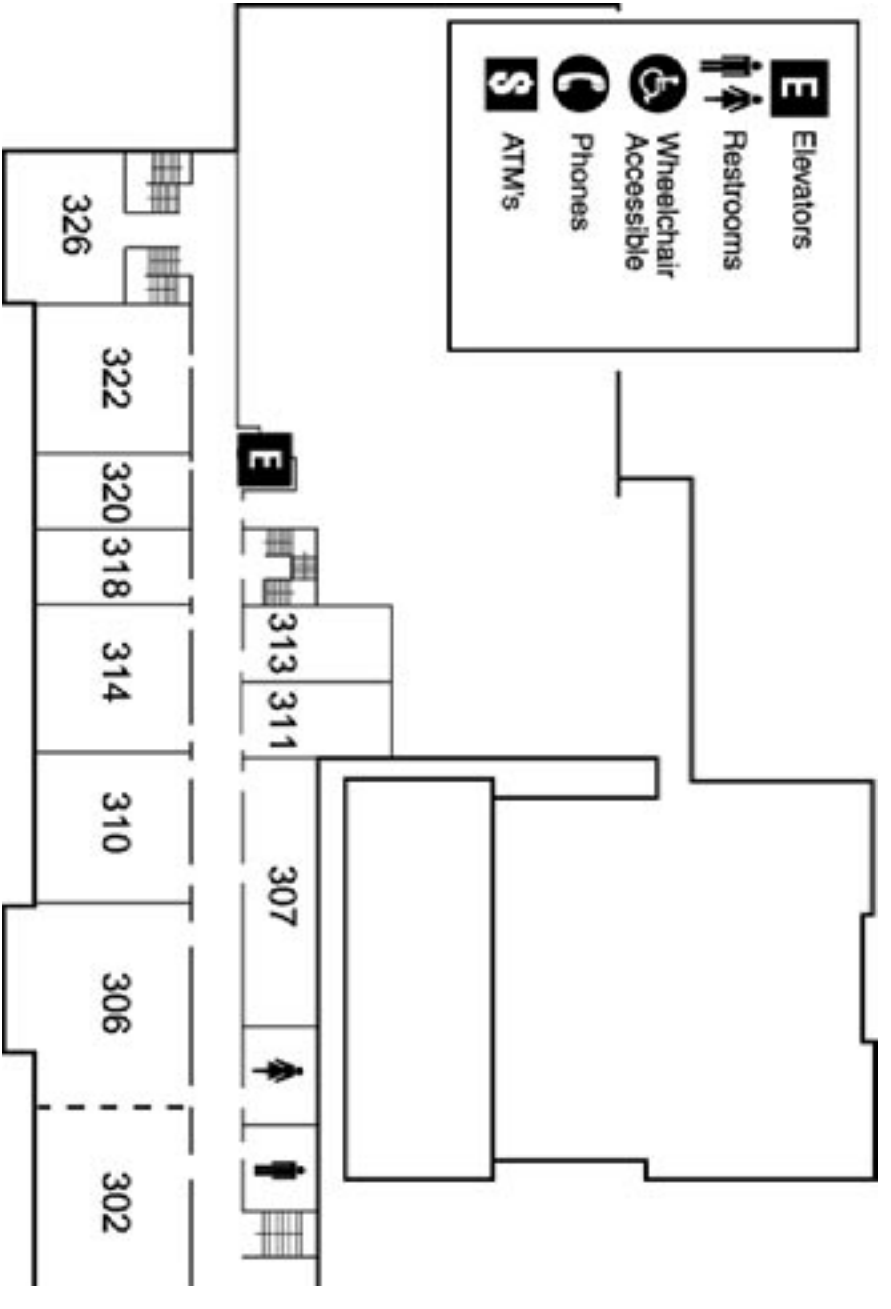
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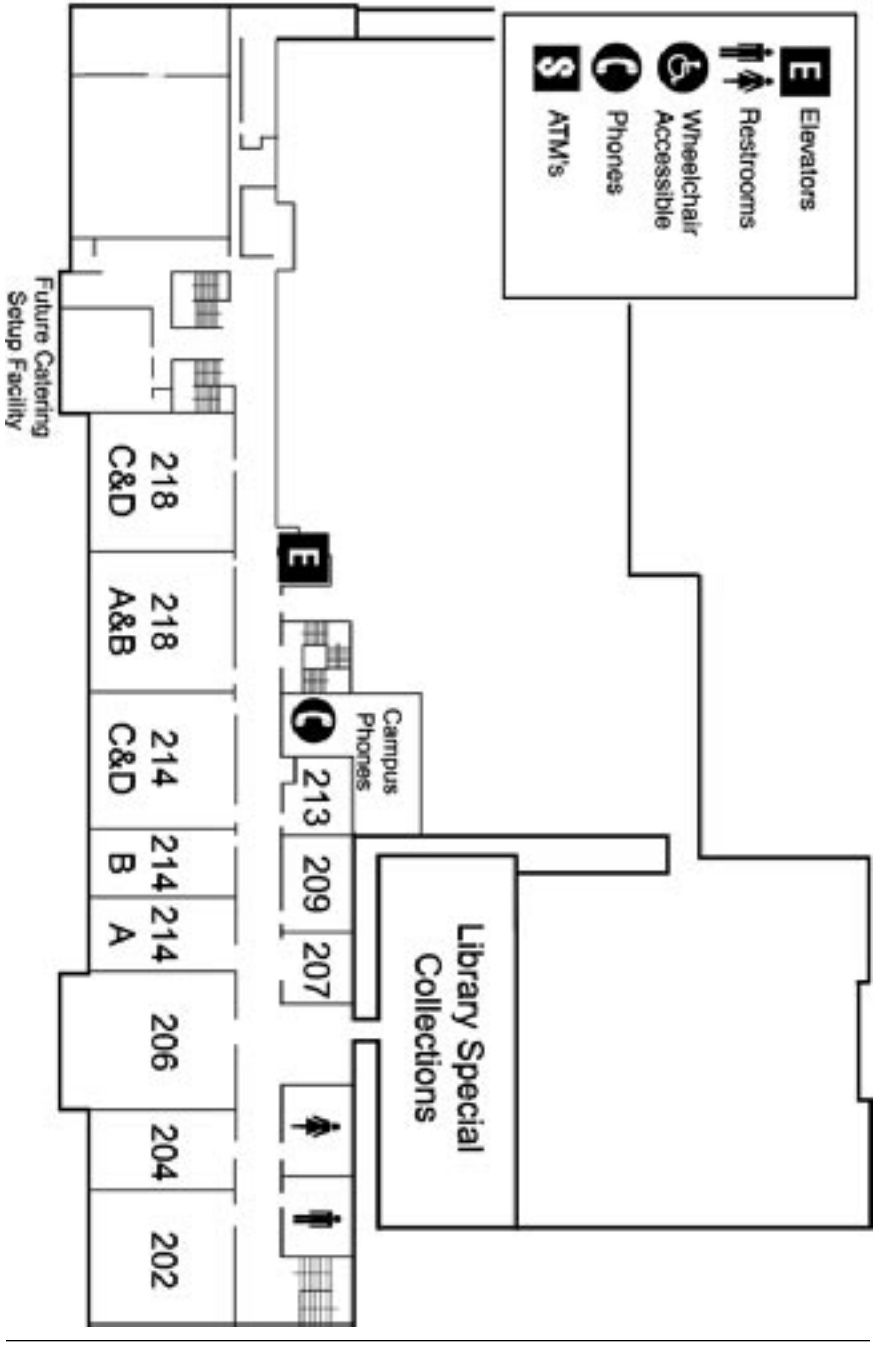
We want to thank the publishers and companies that have supported Computers and Writing and that are exhibiting at the Conference. The exhibitor displays will be hosted in Stewart 302 where you will also find the Virtual Café, Discovery Zone, Installation 1, Linux Workshop, and Poster Sessions (Session G.7). Continental breakfasts and other snacks will also be available there. The Exhibit area will be open for set-up on Thursday, May 22 at 8:00 a.m. and for browsing at 11:00 a.m. that day. The Exhibit area will also be open from 8:00 a.m. to 5:00 p.m. on Friday and Saturday, and 9:00 a.m. to 12:00 p.m. on Sunday.

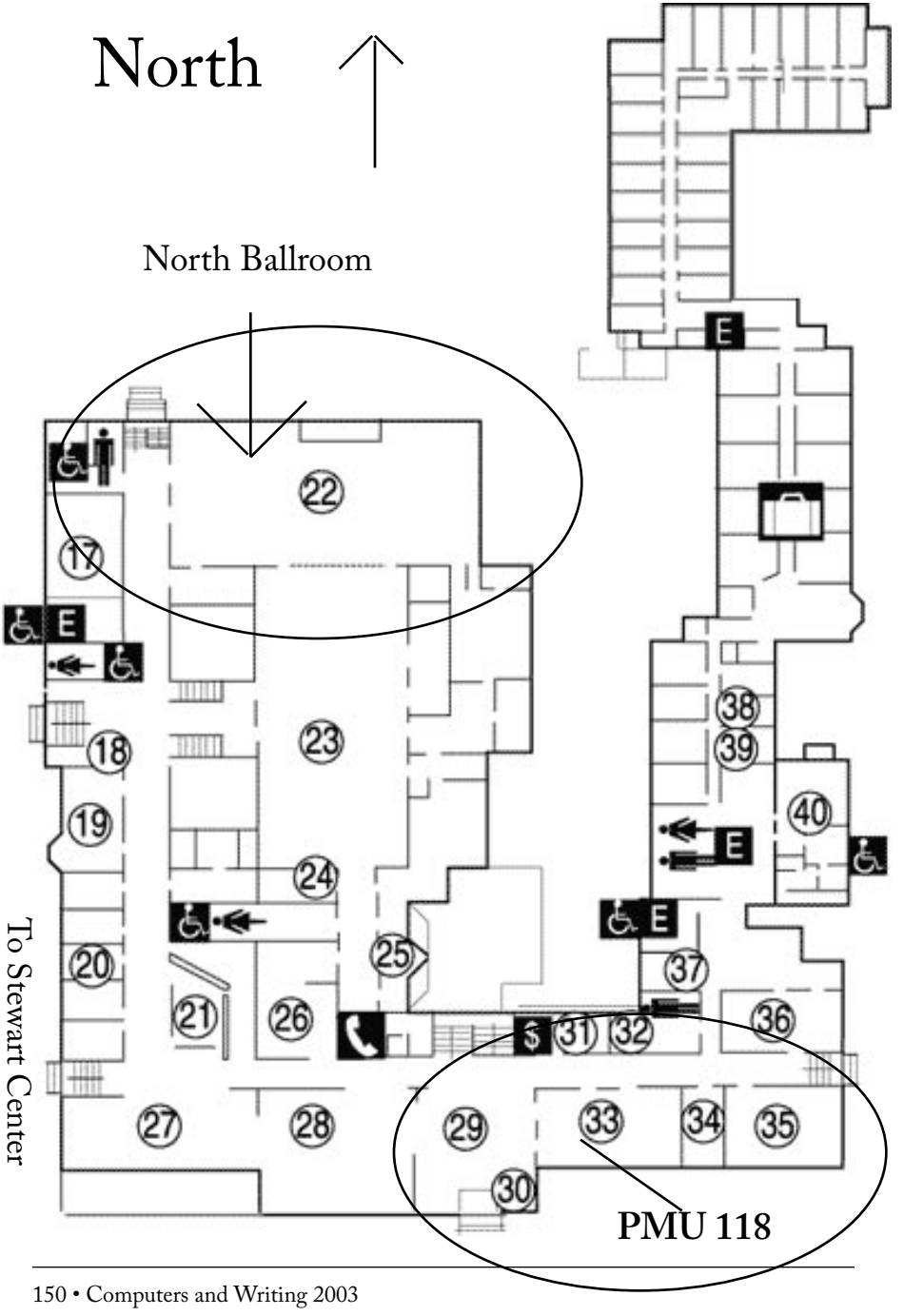
At press time, the following exhibitors plan to attend Computers and Writing 2003:

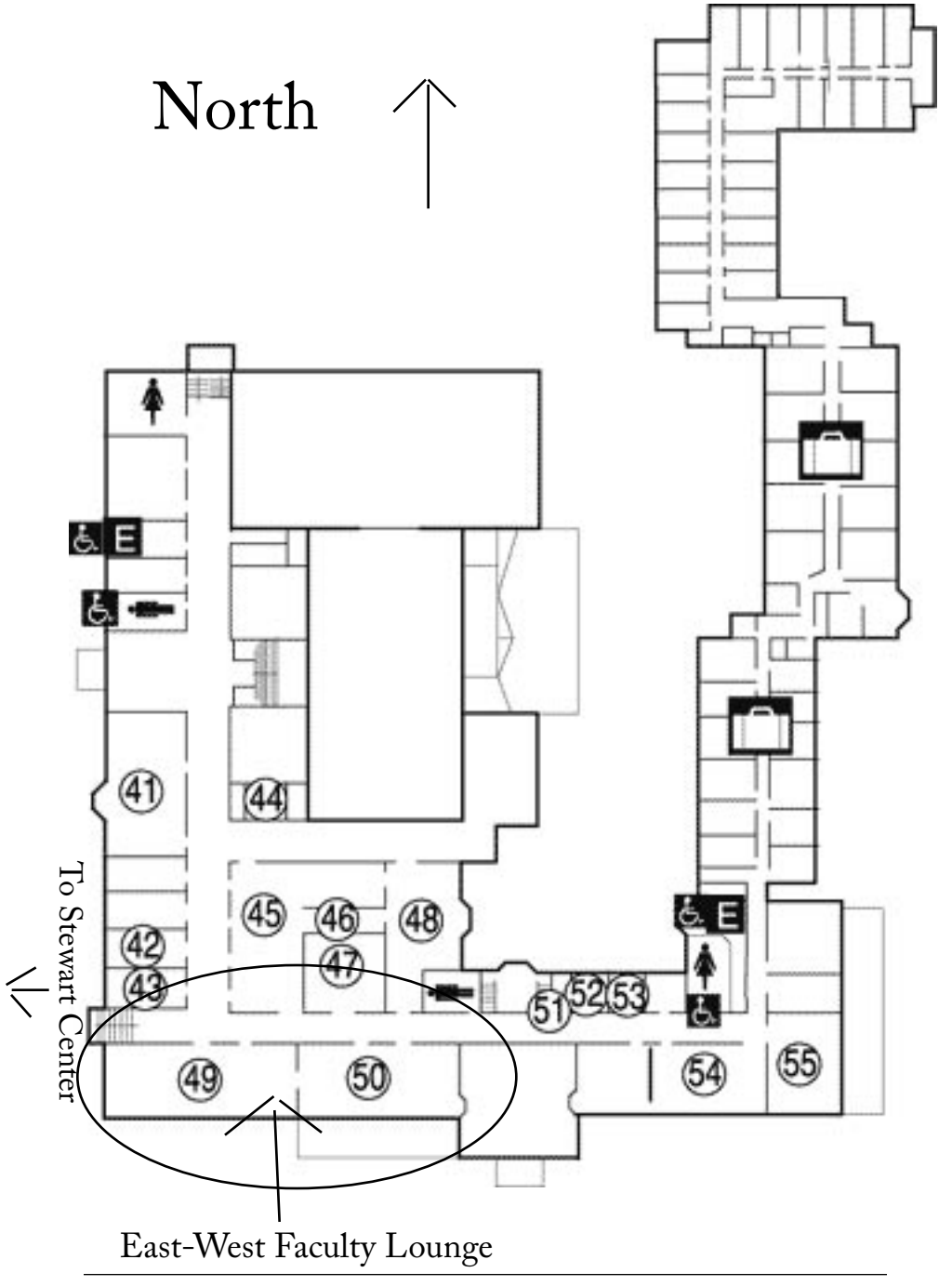
Bedford/St. Martin's
Digital Learning Collaboratory
Heinle Publishers
Ideaspace, Inc.
Krannert Application Development
Longman Publishers
Parlor Press
Purdue Professional Writing Club
Purdue Writing Lab/OWL

We would especially like to thank Bedford/St. Martin's for again undertaking printing of the conference program.


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20. 2004: Honolulu, Hawai'i (Judi Kirkpatrick, John Zuern, and Darin Payne
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)
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2. 1984: Minneapolis, Minnesota (Donald Ross)
1. 1983: Minneapolis, Minnesota (Lillian Bridwell-Bowles)

The Twentieth Computers and Writing Conference

The Conference will meet in Honolulu, Hawai'i, from June 10 to 13, 2004, hosted by the University of Hawaii Department of Language Arts at Kapi'olani Community College, and the Department of English at the University of Hawai'i at Manoa.

Conference Theme

The conference theme—Writing in Globalization: Currents, Waves, Tides—points to the immense but sometimes unrecognized impact of globalization on the cultural, social, linguistic, and institutional contexts in which we work. Many of us in the computers and writing community are incorporating perspectives on globalization into our research and teaching, trying to understand how global systems intersect with our local engagements with information technology, writing instruction, rhetoric, literary studies, distance learning initiatives, and our personal writing practices.

Our focus on the currents, waves, and tides of globalization has also been inspired by the advice offered to virtually every newcomer to Hawaii: never turn your back on the ocean. The waters of the Pacific can be a source of pleasure and excitement, but they can also pose serious dangers. In the tide of globalization, how can we negotiate the currents and ride the waves in ways that are productive for us, our students, and our communities?

With this theme, we hope to provide a challenging focus for papers, panels, roundtable discussions, keynote addresses, and informal conversations while preserving the rich diversity of presentation topics that has been a hallmark of the Computers and Writing Conference.

Conference Program

The conference will include panels, poster sessions, roundtable discussions, and town hall meetings. As in the past, the conference will partner with the Graduate Research Network, the mentoring program, and the Computers and Writing 2004 Online Conference. Attendees will also have the opportunity to visit Hawai'i-based projects and schools that are integrating writing, computing, and community service in innovative ways.

Conference Discussion

The local organizers will host a discussion list to keep prospective attendees up to date on conference developments. Visit the conference site at http://www.hawaii.edu/cw2004 for details on how to subscribe.

C&W 2004

Conference Facilities

Located on the slopes of Diamond Head Crater, University of Hawaii Kapi'olani Community College (UH KapCC) is a scenic twenty-minute walk from Waikīkī and the conference hotel, the Pacific Beach Hotel, where some large group activities will take place. Program events will be held on the UH KapCC campus, which will provide meeting rooms equipped for multimedia presentations as well as PC and Macintosh networked classrooms. High-speed Internet access will be available on campus throughout the conference. Attendees will also have access to UH KapCC multimedia labs for printing and other computing needs. UH KapCC fully complies with the Americans with Disabilities Act.

Conference Travel

The Honolulu International Airport is served by all major airlines. Taxis and shuttles from the airport into Waikiki typically cost $20-$25 each way.

Conference Accommodations

The Pacific Beach Hotel is located across the street from Waikīkī Beach near Diamond Head. For more information, visit http://www,pacificbeachhotel.com Accommodations will also be available at the Pagoda Hotel near the Ala Moana Shopping Center and, on a limited basis, at the East-West Center on the UH Mānoa campus. Check http://www.hawaii.edu/cw2004 for more information on accommodations.

Conference Call for Proposals

Due Wednesday, October 15, 2003 via the electronic submission form at http://www.hawaii.edu/cw2004

Presentation topics might include, but are not limited to:

Local Knowledges, Global Systems
Distance Learning in the Global Marketplace
Computers, Writing, and the Future of Work
Languages, Technologies, and Bodies
Teaching Writing and Literature in Postcolonial/Neocolonial/
Imperial Contexts

English and Other Languages
Alternative Rhetorics in Emerging Networks
Diversifying Hypertext/Multimedia Theory and Practice
Writing and Visual/Spatial Design
Activist Writing in the Classroom and the World
Computers and Writing Across Disciplines
Computers and Writing Across Levels of Education
Assessment in Computers and Writing
Community Action and Community Computing
Professional Issues in Computers and Writing

The deadline to submit proposals is October 15. 2003. Submissions will be accepted beginning September 8, 2003, and must be submitted through the conference web site at http://www.hawaii.edu/cw2004.

Program participants will be selected through an anonymous peer review process.

Conference Contacts

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Website: http://www.hawaii.edu/cw2004
Phone: 808.734.9331

Postal Address: Department of Language Arts • Kapi'olani Community College • 4303 Diamond Head Road Kalia 101 • Honolulu, Hawai'i 96816 USA • Attention: Kirkpatrick/cw2004

The University of Hawai'i is an equal opportunity/ affirmative action institution.

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Van Ittersum, Derek E.8
Vaughan, Heather B.2
Vesna, Victoria Featured Speaker, Saturday 1:30
Vie, Stephanie H.3
Vitanza, Victor J. Keynote Address, Friday, 3:30
Waggoner, Zachary B.6
Walker, Cynthia E.11

Walker, Janice Graduate Research Network, F.3, TH.2
Walker, Joyce F.7
Walter, John D.1, H.1
Weiser, Irwin Opening Reception
Whipple, Bob, TH.1
White, Jeff G.2
Whitney, Steve B.6
Wilferth, Joe D.4
Williams, Terra B.7
Wilson, Jennifer A.10
Winchell, Donna C.10
Wolf, Amie Caroline F.2
Wright, Elijah B.7, G.11
Wu, Rita H-DW.2
Wymer, Kathyrn H.7
Wysocki, Ann C.4
Yancey, Kathleen C.10
Yena, Lauren B.6
Zemliansky, Pavel C.3, G.2
Zoetewey, Meredith H-DW.1