Table of Contents

Welcome 2
Acknowledgments..... 3
Conference at a Glance 5
General Information..... 7
Kairos Computers and Writing Special Issue 8
Awards 9
Keynote Speaker 11
Graduate Research Network..... 12
Thursday, June 16 | Workshops..... 13
Opening Reception 17
Friday, June 17 | Program 18
Keynote Address, Banquet and Awards.....42
Saturday, June 18 | Program..... 44
Sunday, June 19 | Program 67
Exhibitors.....76
Past Computers and Writing Conferences 77
Index 78

Welcome to Our Conference

On behalf of the Program in Writing and Rhetoric at Stanford University, I welcome you to Computers and Writing 2005. We are delighted that scholars from around the globe have joined us in the heart of Silicon Valley to share their research and ideas about the rapidly changing world of technology and writing. In this region particularly, advances in technology have had and continue to have a profound impact on how we communicate. This world of change is what we're here to explore.

I'd also like to present to you this year's program and its online companion and invite you to explore the diverse and exciting presentations that we will experience over these four days. Presenters will discuss a wide range of topics, from computer gaming and its potential role in the classroom to how technology expands the range of rhetorical choices in the areas of arrangement and delivery.

The conference will open with Janis Walker's Graduate Research Network, giving our graduate student colleagues the opportunity to share their research and explore new venues for publication. As in past years, we will feature Town Hall Sessions, led by Judi Kirkpatrick and John Zuern the hosts of last year's conference in Hawaii. Designed to initiate discussion and prompt debate, the Town Hall Sessions will then lead us to daily panel discussions and special features. Andrea Lunsford, who will deliver the keynote address, has chosen to address the conference theme directly in her speech "Writing, Technologies, and the Fifth Canon." Our featured presentations also address the conference theme. The "Sharing Cultures" team will show us how technology can lead to truly meaningful experiences in the classroom and how it can make writing matter. Todd Taylor's prophetic "The End of Composition" will explore changing notions of literacy resulting from changing technologies.

Again, welcome to the Computers and Writing 2005, and welcome to Stanford. We are very grateful to you for taking the time to come here from distances great and small.

Corinne Arráez -- Computers and Writing 2005 Chair

Acknowledgments

Like all projects, conferences are collaborative efforts. Many thanks to all those who contributed to this conference by attending, presenting and/or helping in its planning and execution.

From the Program in Writing and Rhetoric at Stanford, Cristina Huerta was responsible for handling all the administrative details of the conference (and there were many). Vani Kane served as the administrative manager and advisor; she managed our accounts and told us how to spend our money wisely. Marilenis Olivera developed the conference website, the technology makeup for the conference proceedings, and all of the CW2005 media projects used at the conference. Andrea Lunsford and Marvin Diogenes provided enthusiasm, advice, and support for the conference. Clyde Moneyhun and Emily Phillips and the Stanford Writing Center have provided us with the Internet Café and with our daily breakfast. Arthur Palmon has helped in organizing rooms and assisting us with other important details of the conference.

Also from the Program in Writing and Rhetoric, the Conference Committee was instrumental in organizing panels and special features. They are the folks working hard to make you feel welcome and to assist you during the conference. The committee participants are: Christine Alfano, Stacey Anderson, Bump Halbritter, Sohui Lee, John Tinker and Laura Roman.

Michael Day, Rich Rice, Cheryl Ball, Judi Kirkpatrick, and John Zuern provided an enormous amount of advice and help. Their experience has been the backbone of this conference.

Judi Kirkpatrick and John Zuern did an amazing job of putting together the Town Hall Sessions.

Cheryl Ball coordinated the Technology Innovation Awards; Cynthia Selfe coordinated the Computers and Composition Award; Doug Eyman coordinated the various Kairos awards; and Rich Rice coordinated the K-16 Participation Award.

Acknowledgments

The VPUE Academic Technology Specialist group delivered pre-conference workshops and gave much needed advice and technical support. Thanks especially to Neil Harris for all his assistance with all things hardware. Thanks to the ATS team: Dena DeBry, Galen Davis , Jeremy Sabol, Carlos Seligo, Victoria Szabo, and Lina Yamaguchi who helped plan and organize the conference.

At Stanford, we have been supported in several important ways by the Office for the Vice Provost for Undergraduate Education and Vice Provost John Bravman. Sam Steinhardt and the Stanford Center for Innovative Learning assisted us with the facilities and with technical support during the conference. Thanks to Adelaide Dawes for her assistance with administrative tasks in Wallenberg Hall. Thanks also to Justin Bryant, Dan Gilbert, Brian Luehrs, and Bob Smith, who provided technology support.

Bedford/St. Martin's has once again arranged for the printing of the conference program and this year has also underwritten the production of the Conference Proceedings on CD-ROM. We are very grateful for this continuing support.

Thursday, June 16

8:00 -12:00	Registration, Wireless Setup, Mentoring, Coffee and Pastries @ The Stanford Writing Center
9:00 - 4:00	Graduate Research Network @ Peter Wallenberg Learning Theater
9:00 - 12:00	Half-Day Morning Workshops
	Lunch @Terrace – Wallenberg Hall
9:00 - 4:00	Full-Day Workshops
1:00 - 4:00	Half-Day Afternoon Workshops
4:30 - 7:00	Opening Reception @ Dohrmann Grove – Performance by The Composition Blues Band

Friday, June 17

7:00 - 9:00	Registration, Wireless Setup, Mentoring, Coffee and Pastries @ The Stanford Writing Center
8:00 - 9:00	Town Hall Session I @ The Stanford Writing Center
9:15 - 10:30	Session A
10:45 - 12:00	Session B
12:15 - 1:15	Lunch @Terrace – Wallenberg Hall
1:30 - 2:30	Featured Session I
2:45 - 4:00	Session C
4:15 – 5:30	Session D
6:00 - 9:00	Banquet and Awards Ceremony – Keynote Speech @ Cantor Center for Visual Arts

Saturday, June 18

7:00 - 9:00	Registration, Wireless Setup, Mentoring, Coffee and Pastries @ The Stanford Writing Center
8:00 - 9:00	Town Hall Session II @ The Stanford Writing Center
9:15 - 10:30	Session E
10:45 - 12:00	Session F
12:15 - 1:15	Lunch Terrace – Wallenberg Hall
1:30 - 2:30	Featured Session II
2:45 - 4:00	Session G
4:15 – 5:30	Session H

Sunday, June 19

8:00 - 9:00	Coffee and Pastries @ The Stanford Writing Center
8:00 - 9:00	Town Hall Session III @ The Stanford Writing Center
9:15 - 10:30	Session I
10:45 - 12:30	Session J
12:30 - 2:00	CCCC Committee on Computers in Composition and Communication Planning Meeting @ Margaret Jacks Hall – Terrace Room

Wireless Access

Wireless access is available for conference attendees. Upon connecting to the internet at Stanford, you will be routed to a website for Stanford Wireless Guests. Here, you will need to use the username and password given to you upon registration.

Cyber Cafe

The Stanford Writing Center is sponsoring the ongoing Cyber Cafe. The Writing Center will be open from 9:00 am to 4:00 pm during the conference and will offer free internet access, along with free coffee and pastries. The SWC is located in Margaret Jacks Hall, Room 020.

Shuttle Service

The Stanford Marguerite provides free shuttle service from the Palo Alto Caltrain station (located next to the Palo Alto Sheraton) to the main campus.

Public Transportation

Stanford and Palo Alto are located 34 miles south of San Francisco. Caltrain is the local commuter rail service that runs between San Jose and San Francisco. The closest train station is the Downtown Palo Alto station. Stanford's free Marguerite Shuttle meets almost all trains from the Palo Alto station between 6:00 am and 7:45 pm.

Call for Webtexts

Kairos: Rhetoric, Technology, Pedagogy, an online, peer-reviewed journal (http://english.ttu.edu/kairos), invites authors to submit their work from the Computers and Writing 2005 conference, New Writing and Computer Technologies, for inclusion in the Spring 2006 CoverWeb. The editors encourage all authors who present at the C&W Onsite and Online Conferences to submit for this issue. Presentations must be revised (technologically and rhetorically) into webtexts before they are submitted (i.e., PowerPoint outlines of presentations will not be accepted). Submissions prior to the conference are encouraged.

Submission procedures:

• Include a common works cited page for single or multi-authored webtexts. Works cited pages can be submitted in APA, MLA, or another common style as long as the webtext follows the selected style throughout.

• ZIP all files and email it as an attachment to the following address: <kcoverweb@technorhetoric.net>. If your ZIP file is over 4 MB, please contact the editors in advance at the above email address to secure an alternative delivery method.

• In your email, please provide contact information for the lead/contact author. This person must be available via email during the summer months. In addition, each submission must include a 150-word abstract and up to 10 keywords provided as part of the webtext or in the email cover letter (separate attachments are acceptable).

• It is the author's responsibility to secure permissions in advance of submission for any documents used, including (but not limited to) student writing examples, in-class discussion quotes, and large amounts of images used from other sources as part of the design. Please include a note in the email cover letter acknowledging these permissions.

Submission Deadline: July 1, 2005

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 (3) the C&C Distinguished Book Award for the best book or large digital project work, and (4) the Charles Moran Award for Distinguished Contributions to the Profession.

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 2005: Lisa Gerrard, Gail Hawisher, Carolyn Handa, Charlie Moran, Cynthia Selfe, and John Slatin with the 7Cs logistical support by Cheryl Ball

Kairos Best Webtext Award

Kairos: A Journal of Rhetoric, Technology, and Pedagogy will recognize outstanding Webtexts authored in 2004-2005 with its annual awards program.

Kairos News Academic Weblog Award

As a step toward recognizing the valuable contributions that weblogs are making to our field, Kairos: A Journal of Rhetoric, Technology, and Pedagogy will be offering an award for Best Academic Weblog. The award will be given to the weblog which best meets the following criteria: the weblog must be at least six months old from the date of submission for consideration; it must be updated regularly (an average of at least once per week); it must actively engage other academic weblogs; in other words, the blogger must be a public intellectual; and it must deal with the kind of issues addressed in Kairos and other journals in rhetoric and composition studies.

The K-16 Participation Award
The NCTE Assembly on Computers in English (ACE)

The Computers and Writing Conference is a wonderful opportunity for K-16 teachers and teacher educators to gain practical theory knowledge and experience. NCTE recognized this last year by sponsoring a luncheon with Eric Crump and Traci Gardner. This year, the NCTE Assembly on Computers in English will award a stipend to one conference participant presenting in the K-16 strand. The stipend will cover pre-conference workshop(s) and registration costs for the best proposal submitted.

Andrea Lunsford. "Writing, Technologies, and the Fifth Canon"

Andrea Lunsford, Professor of English and Director of the Program in Writing and Rhetoric, joined the Stanford faculty in March, 2000. Prior to this appointment, Lunsford was Distinguished Professor of English at The Ohio State University (1986-00), where she served as Vice Chair of the Department of English, as Chair of the University Writing Board, and as Director of the Center for the Study and Teaching of Writing; and Associate Professor and Director of Writing at the University of British Columbia (1977-86). Currently also a member of the faculty of the Bread Loaf School of English, Professor Lunsford earned her B.A. and M.A. degrees from the University of Florida, and completed her Ph.D. in English at The Ohio State University (1977). Professor Lunsford's scholarly interests include contemporary rhetorical theory; women and the history of rhetoric; collaboration and collaborative writing; current cultures of writing; intellectual property and composing; style; and technologies of writing. She has written or coauthored fourteen books, including *The Everyday Writer; Essays on Classical Rhetoric and Modern Discourse; Singular Texts/Plural Authors: Perspectives on Collaborative Writing*; and *Reclaiming Rhetorica: Women in the History of Rhetoric,* as well as numerous chapters and articles. Her most recent books are *The St. Martin's Handbook, 5th ed*., and *Everything's An Argument*, and she has contributed essays and chapters to numerous volumes related to composition and rhetoric. Professor Lunsford has conducted workshops on writing and program reviews at dozens of North American universities, served as Chair of the Conference on College Composition and Communication, as Chair of the Modern Language Association Division on Writing, and as a member of the MLA Executive Council.

Graduate Research Network

Thursday, June 16
Peter Wallenberg Learning Theatre

Moderator: Janice Walker, Georgia Southern University

The Graduate Research Network is a forum for discussion of research projects and work in progress related to Computers and Writing. 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 interests and discussion leaders who will facilitate discussion and offer suggestions for developing research projects and for finding suitable venues for publication.

Careers in Computers and Writing Workshop
Moderator: Cheryl E. Ball, Utah State University

This afternoon session of the GRN will include short presentations by newly hired and senior faculty members, all of whom work in the computers-and-writing field. Presentations include discussing myths of the market; articulating your specialty in the field; reading and analyzing job ads to find your fit; preparing your print and web portfolios; organizing materials for the search; interviewing dos and don'ts; negotating offers; thinking ahead to tenure; and budgeting your time and money. The afternoon will include plenty of question and answer time as well as small-group CV workshops with top scholars in your field.

Workshop Leaders

Anthony Atkins, Northeastern University; Sharon Cogdill, St. Cloud State University; Michael Day, Northern Illinois University; Dànielle DeVoss, Michigan State University; Amy Kimme Hea, University of Arizona; Erin Karper, Niagara University; Barry Maid, Arizona State University; Heidi McKee, Univ. of Massachusetts-Amherst; Ryan Moeller, Utah State University; Cynthia Selfe, Michigan Technological University; Janice Walker, Georgia Southern University; Joyce Walker, University of South Florida.

Workshop W1

Building and Programming in MOOspace
9:00 am to Noon
Room 125

Keith Dorwick, Dept. of English, UL Lafayette
Tari Fanderclai, Bedford/St. Martin's
Judith Kilborn, St. Cloud State
Kevin Moberly, North Carolina Wesleyan College

Too many people think of a MOO space as a glorified chat tool, a space exactly analogous to Yahoo Chat or IRC, but with better logging facilities to produce transcripts of classroom discussions and other scholarly activities. The presenters in this workshop would argue, instead, that while talking is an important function, perhaps even more important is the MOO object, which allows students and teachers alike to turn a blank generic object (such as the "Generic Thing") into objects with specific and concrete descriptions and verbs (or scripts) that provide new functionality. Thus, a blank room with the generic description, "You see nothing special," can become a classroom or a stage or the House of Commons or the Forest of Arden, changes that can illuminate the reading and writing our students do; we can also use such objects to talk about ethos of the author: what objects ought not to exist in a decent, humane electronic environment?

Workshop W2

Design and Assessment of Digital Media Assignments

9:00 am to Noon
Room 123

Victoria Szabo, Stanford University
Jeremy Sabol, Stanford University

This workshop will explore the design and evaluation of digital media assignments. Using basic technology tools to chart story lines and to design media projects, participants will explore the use of media as an argumentative tool. In doing so, participants will explore the different processes

and stages involved in the development of media assignments. This workshop will explore the ways in which we can clearly articulate goals and criteria with our students and with a thorough knowledge of content driven media projects. Participants will leave the workshop with evaluation criteria that is useful not only for evaluating student projects, but that may also be used to critique existing media productions.

Workshop W3

Using Video to Teach Writing
1:30 pm to 4:30 pm
Room 125

Carlos Seligo, Stanford University

In this workshop we will review how Stanford Introductory Seminars were enhanced with video, then discuss briefly the technical and pedagogical challenges involved in this production. In this hands-on workshop we will build on assignments from our own classes and discuss how they might be enhanced with video. Because video can be both the subject of an assignment, and the actual medium of a student writing project, we will take care to distinguish between these very different applications of videos by asking, first: how should students write about video differently than they write about traditional texts? And second: what are the pedagogical goals of an assignment in which students make videos themselves, in comparison to traditional essay writing assignments? Because I have experience both as an instructor teaching a class and as a technology specialist supporting a class with video, I will address questions about production as well as pedagogy.

Workshop W4

Reading Images

1:30 pm to 4:30 pm
Room 123

Dena DeBry, Stanford University
Lina Yamaguchi, Stanford University

In this hands-on workshop, users will learn criteria for evaluating and critiquing images. Workshop participants will explore ways in which information is created, displayed, and understood. Dena DeBry and Lina Yamaguchi will discuss how to help students conceive and develop appropriate imagery based on their particular project goals. Workshop participants will explore image-editing tools commonly used by students. The workshop will include a discussion of the ways to avoid the common pitfalls experienced by students incorporating visual materials into their projects.

Participants need not have a background in visual arts.

Workshop W5

Using Drupal to Create Virtual Classroom Communities
9:00 am to 4:30 pm (Lunch: Noon to 1:30 pm)
Room 127

Charles Lowe, Purdue University
Jim Kalmbach, Department of English, Illinois State University
Tim Lindgren, Boston College
Bradley Bleck, Spokane Falls Community College
Jeff White, University of Alaska, Anchorage

If you subscribe to techrhet or attended Computers and Writing in Hawaii

last summer, you probably heard us sing the praises of Drupal. Drupal is an open source content management system that techno-rhetoricians are using to create virtual classroom communities. Drupal integrates many popular features of content management systems--weblogs, collaborative tools and discussion-based community software-- into one easy-to-use package. Drupal is particularly appealing to writing teachers, because unlike Blackboard or WebCT, it is totally customizable. Using Drupal you can build a virtual classroom that suits your pedagogy and your values. From there, you can learn to configure Drupal as a departmental website, searchable online archive, personal weblog, ejournal, and many other online site applications.

The power of Drupal is, however, its biggest problem. The great flexibility means making many choices in initial site setup in order to configure a site to meet your particular needs. And as with any open source software, finding support can be difficult. At this full-day workshop, you will learn how to install Drupal on a server, how to set up individual classes, how to customize an installation to fit your class, how to modify the site theme and install optional modules, how to configure Drupal for non-class sites, and most importantly, how to integrate Drupal into your pedagogy or other rhetorical situations.

The workshop will consist of an introduction to Drupal features, brief how-to presentations, reflections on using Drupal effectively, guided explorations of basic features, and lots of one-on-one support when creating your own Drupal sites.

We will set up a live Drupal installation for each participant to work with during the workshop. At the conclusion of the day, you will receive a backup copy of the sites that you created.

4:30 - 7:00
Dohrmann Grove

Please join us at the beautiful Dohrmann Grove garden for the opening reception. This will be a BBQ California style! Featured this evening will be the Composition Blues Band.

Opening Remarks
Corinne Arráez, Conference Chair

Welcome
Marvin Diogenes, Assistant Vice Provost for Undergraduate Education and Associate Director of the Program and Writing and Rhetoric

Performance
The Composition Blues Band

At a Glance -- All sessions will be in Building 160, Wallenberg Hall

7:00 - 9:00	Registration, Wireless Setup, Mentoring, Coffee and Pastries @ The Stanford Writing Center
8:00 - 9:00	Town Hall Session I @ The Stanford Writing Center
9:15 - 10:30	Session A
10:45 - 12:00	Session B
12:15 - 1:15	Lunch @Terrace – Wallenberg Hall
1:30 - 2:30	Featured Session I
2:45 - 4:00	Session C
4:15 – 5:30	Session D
6:00 - 9:00	Banquet and Awards Ceremony – Keynote Speech @ Cantor Center for Visual Arts

Town Hall Session I

Open Source Opens Thinking
The Stanford Writing Center
Leaders: Judi Kirkpatrick and John Zuern

Open Source operating systems and programs have become essential tools for many of us, and some of our institutions are now embracing Open Source (OS) as a means of curtailing technology vendor lock while collaborating in the OS community. Software that competes with Microsoft, WebCT, and Blackboard higher education software is coming from the mainstream of higher education, with huge IT departments working on higher ed solutions. Some of these development initiatives--Drupal is one example--have emerged from within the Computers and Writing community and directly address the needs of teachers of writing. This session encourages teachers involved in OS projects to present their views on the advantages of OS resources, of the community culture of OS content creation, and of the creation and/or modification of OS software. We invite audience responses on currently available Open Source software as well as "wish lists" for resources to be developed. Additionally, we challenge the Computers and Writing community to consider a position statement of collective principles and goals in relation to Open Source. Framing a such a statement is likely to stimulate interesting philosophical discussion, and it will help us all become more of aware of practical considerations regarding the transition to non-proprietary and more community-based computing environments. If an actual document outlining a collective Computers and Writing vision on Open Source eventually emerges from this Town Hall, it will contribute to a foundation for our individual discussions of Open Source initiatives with colleagues and administrators at our own schools and at the CCCCs via the 7Cs committee and the soon to be constructed eportfolio committee.

Participants:
Matt Barton
Darren Cambridge
Richard Doyle
Robert Cummings
Jim Kalmbach
Charles Lowe

Panel A.1

The Politics of Digital Literacy: Cases for Institutional Critique

Room 120
Moderator: Kristine Blair

Kristine Blair, Bowling Green State University
Mary Hocks, Georgia State University
Michelle Comstock, University of Colorado at Denver

This panel focuses the field's discussions of access to technology and responsibilities for literacy (e.g., Selfe, Cushman, Porter et. al.) onto community digital literacy initiatives within our institutions. Though university administrators increasingly hold English departments and writing programs responsible for assessing and improving computer competency, many teachers and students continue to experience uneven access to equipment, computer-enhanced curricula, and broader institutional incentives for doing digital research. Institutional critique, as described by Porter et. al. (CCC, June 2000), offers a rhetorical response to the persistent digital divide and other political pressures on teaching and researching digital literacy. Panelists will show how these access issues and institutional pressures have affected the development of digital literacy programs aimed at both student success and community action within three research universities, two of which serve urban, non-traditional student populations.

Panel A.2

From Kolb, to Computers in Writing, to Differentiated Classrooms: The Paths We Take in New Writing and Computer Technologies

Room 123
Moderator: Judith Kilborn

Christie Gordon, St. Cloud State University
Judith Kilborn, St. Cloud State University

Are you aware of current connections between learning styles, computers, and instruction? Are you aware of differentiated instruction in the classroom? This presentation explains the methods, pedagogy, and possible outcomes when learning style theory, computers and writing technologies, and differentiated instruction merge in the English classroom. Follow along as these concepts are presented through actual student practice in a mid-Minnesota university classroom.

Data for this presentation come from a university class, Computers, English, and Pedagogy, that employs a variety of technology: synchronous conversation, listserv, blogs, and Web. Students write formal and informal (Classroom Assessment Techniques—CATs) weekly reflections on the match or mismatch between their learning styles and the technology. In addition, research on learning styles, computers and writing, and differentiated instruction is implemented weekly via blogs, a listserv, and a MOO. Students' culminating projects integrate this research and their own learning into a plan for incorporating technology into classes they teach so it aligns with pedagogical goals and students' learning styles. The combination of Kolb's Learning Style model, computers in writing, and awareness of differentiated learning takes us all on new paths in writing and technology.

Panel A.3

1010101

Reading – Writing – Seeing – Being1010101: New Media and the Composition of Knowledge

Room 322

Moderator Joyce R. Walker

Carrie Lamanna, The University of Illinois at Urbana-Champaign
Jim Purdy, University of Illinois at Urbana-Champaign
Joyce R. Walker, University of South Florida St. Petersburg
Kathie Gossett, University of Illinois, Urbana-Champaign

As the multimodal trajectories of new media texts travel ever farther from the conventions of traditional print literacy, scholars and teachers have followed behind, developing a range of theoretical frameworks and pedagogical strategies for dealing with the transformation of our reading and writing practices. We believe that though the examination of particular elements of new media—elements such as video, sound, linked files, animation—can be critical to understanding the capabilities of new media tools, focusing too closely on each successive wave of "new" tools and technologies risks creating a narrow view of the complicated interactions of reading, writing, and being in digital space. As a result, this panel seeks to examine theories and activities that provide a more expansive look at the evolution of new media. Each of the four speakers on this panel will examine a separate trajectory of new media practices: Speaker One will examine how the composition of new media texts alters the psychological and physical strategies authors use to compose. Speaker Two will examine how the use of databases as a research tool alters the reading and writing practices of students and teachers; and Speaker Three will consider the intertwining histories of feminist theory and technology studies. Finally, Speaker Four will consider the development of a hybrid verbal/visual rhetoric and its implications for new media composition. As a whole, these four presentations reflect on the intricate relationships of theory and practice that drive our understanding of what it means to be digital.

Panel A.4

Literate Computers
Room 127
Self-Moderated Panel

Julie K. Chisholm, California Maritime Academy
"Courseware" as Currency?! Professors as "Content Deliverers"?! Is WebCT for Me?!

This presentation will assert that a deep, "triple split" in today's faculty demographic (age/level of employment/attitude toward technology) has caused a decades-wide, no man's land of ignorance and powerlessness in teaching with technology, vulnerable to exploitation by giant publishing/software conglomerates (major funders of CMSs) and for-profit schools like University of Phoenix.

Nishadi De Silva, University of Southampton, UK
Computer Support for Narrative Structures

Many narratologists in the past have identified structures that were optimal for specific genres of writing; the 31 narratemes for the Russian folktale [Propp 1928], a scheme of moves for all of Fleming's James Bond novels [Eco 1979 p.156)], a five-part pyramidal structure to a play [Freytag 1863], and many others. Meanwhile, there were also studies done into the structures of text in general and with each theory, new notations and understandings of narratives emerged [Lehnert 1981, Grosz & Sidner 1986, Grosz et al. 1995]. Among them is the Rhetorical Structure Theory (RST) [Mann & Thompson 1988].

This paper describes a software tool that combines the knowledge of both the strands of research above: finding generic structures to narratives and implementing narrative theories. The first prototype of this tool uses RST to assist the creation of coherent documents. It achieves this by encouraging authors to begin their writing process by constructing a narrative for the document and defining relationships between the segments in this narrative. This narrative could be a short piece of text outlining the "story" that the document should convey to the reader. We have even created a narrative for this proposal and drawn a possible RST tree for it.

Zach Waggoner, Arizona State University
And Max Payne Led the Way: Video Game Praxis and Technological Literacy

In this project, I reflect on student research projects in second semester composition courses. Students, many of whom are initially resistant to critical media analysis (it's just a game!), engaged in either content analysis of Playstation 2 video games or ethnographic studies of minority gamers and their attitudes toward representation of minorities in video games.

Panel A.5

Reflection, Rhetoric, and Research: Molding and Managing Multiplicities of Modern Minds and Media

Room 321

Moderator:Jack Haines

Jack Haines, Northern Illinois University
Mark Hannah, Northern Illinois University
Michael Day, Northern Illinois University
Sarah Quirk, Waubonsee Community College

This panel will solicit your thoughts as we investigate the value of reflective practices related to research, rhetoric, code switching, and self-identification/presentation across electronic and print media. How do e-media affect writing and assessment processes, and how can teachers help students integrate their multiple talents and roles as thinkers and writers?

Panel A.6

Proteus: A Technology-Enhanced Universal Design Approach to Writing Instruction

Room 125

Moderator: Stacey Anderson

Joan Bisagno, Stanford University
Jonah Willihnganz, Stanford University
Laurel Weeks, Stanford University
Shelley Haven, Stanford University
Stacey Stanfield Anderson, Stanford University

Many students with sensory, physical, and learning disabilities need specialized accommodations to access text and presentation materials, collaborate with peers, and participate in class discussion. These accommodations often consist of converting materials or instruction so that students have alternative ways to interact with information. Stanford's Office of Accessible Education, working with the Program in Writing and Rhetoric, is exploring how such alternative access modes can be incorporated into the general instructional environment to benefit not only students with disabilities but all students. Building on the principles of Universal Design for Instruction (UDI), Proteus capitalizes on current and developing technologies to create a more inclusive learning environment. As an added bonus, the approach opens intriguing pedagogical possibilities for instructors.

This session will delve into the promise and also the challenges we've encountered creating the Proteus Learning Environment. We will start by examining the basic tenets of UDI, describe the technology infrastructure behind the Proteus approach, then look at how instruction can be designed to take advantage of that approach.

Panel A.7

Preparing Educators for Online Writing Instruction: Principles and Processes

Room 323

Moderator: Christa Ehmann

Christa Ehmann, Smarthinking, Inc.

Beth Hewett, Bedford St. Martin's

Technological advancements have helped transform online writing instruction and tutoring experiences for students, tutors, and administrators. To be sure, the nature of writing instruction in some contexts has been affected by the use of the Internet, with researchers beginning to explore implications on teaching and learning. Further, Internet-based distance training enables collaboration among instructors, diverse in experience and physical location. As options for Internet-based writing instruction continue to proliferate, it is crucial to provide instructors with effective and efficient training and professional development. This discussion addresses opportunities to train online writing instructors and/or tutors online and at a distance.

We will analyze examples of student drafts and revisions. Facilitators will share training materials with participants and, through roundtable discussion, highlight successes and difficulties with online training. A review of trainee perspectives on online training will shed light on the ways in which online interactions may affect teaching style, teaching choices, and one-to-one work with students. Participants will leave the discussion with strategies for online instructor tutor training in their own institutional settings.

Panel B.1

Beyond CIWIC: Possibilities and Pedagogical Interventions One Year Later

Room 120

Moderator: Colleen A. Reilly

Chidsey Dickson, Lynchburg College
Colleen A. Reilly, University of North Carolina Wilmington
Douglas Eyman, Michigan State University
Jason T. McEntee, South Dakota State University

Our panel will examine the extent to which what we learned at CIWIC during the summer of 2004 resulted in changes in our pedagogies and course practices throughout the following year. The communal experience of attending CIWIC and participating in the intensive collaborative knowledge making that takes place there left each of us energized and inspired to return to our respective institutions and implement the new approaches, perspectives, and skills we acquired—in other words, to enact change. During our panel discussion, we will address what each of us sought to accomplish and change about our teaching and research practices as a result of attending the institute. Much of what we did was localized and incremental, taking place within our classrooms and perhaps our writing programs. For example, one speaker will discuss how she employed many of the methods that were modeled at CIWIC for prompting students to think incrementally about visual rhetoric and practice critical analysis of design. She will explain how she became even more enthusiastic about prompting students to focus on particular aspects of visual design and developed a series of mini-projects in each of her classes to create a low-consequence space for exploration and play. A second speaker will address how he used the "immersion" pedagogy enacted at CIWIC in his courses (i.e., first asking participants to engage with a mini-project requiring little to no technology and then canvas and reflect on the results before introducing them to theories and a demonstration of new software). At least one of us, however, drew on the experience to enact significant, department-wide change. This speaker will recount how he used his CIWIC experience as a springboard for designing—and ultimately implementing—a professional writing program within his English department.

Panel B.2

Writing Research in Digital Spaces: Issues, Challenges, and Possibilities

Room 123

Moderators: Heidi McKee and Danielle Nicole DeVoss

Will Banks, East Carolina University
Joshua Burnett
Sally Chandler
Michelle Eble,
Jacklyn Lopez
Michelle Sidler
Beatrice Quarshie Smith

Participants will respond to three broad questions, providing specific examples from research:
1) How have writing researchers adapted research methodologies for digital spaces? What traditional approaches have carried over into digital spaces? What new approaches have been developed?
2) How are particular writing technologies--for example, the web, online instruction spaces, OWLs, handheld devices--being researched by computers and writing scholars?
3) How have questions and issues of research ethics and institutional review changed shape in digital spaces?

Panel B.3

Bridging Textual Divides
Room 125
Self-moderated panel

Cynthia Jeney, Missouri Western State College
Pablo Picasso Turned Inside Out: Working on Graphical Design and Visual Rhetoric(s) for a Web Authoring Text Book

This presentation is the continuing saga of identifying and examining major issues, pedagogical/theoretical deliberations, and practical considerations that must go into the visual rhetoric of web writing textbooks.

Kim E. Hensley, University of Illinois Urbana-Champaign
"Look, Ma, No Hands!": Voice Recognition Software, Dictation, and Writing

Lee Honeycutt, writing in Computers and Composition in 2003, argues that scholars in composition must pay attention to emerging voice-recognition technologies, both for ourselves and for our students. My presentation begins to answer this call by critically examining composing processes with voice-recognition software, contextualizing that experience—a physical and intellectual challenge—within and against both composition

theories and historical representations of non-computerized dictation.

Judith Szerdahelyi, Western Kentucky University
Multimedia Solutions for the Online Classroom

This presentation reflects a case study based upon my experience with several multimedia e-learning programs such as Tegrity, Lectora, and Camtasia that I used to create and deploy advanced composition and technical writing courses.

Panel B.4

Hackers, Schmoozers, and Wonder: Rhetoric, Technology, and Aesthetics in New Media Spaces
Room 127
Moderator: Cheryl Ball

Cheryl E. Ball, Utah State University
Rich Rice, Texas Tech University

This panel will discuss cutting-edge movements and theories as they apply to new media such as digital art, e-portfolios, and overtly designed texts, emphasizing such texts' and theories' importance in the composition classroom.

Innovative electronic art, called demos, is being made by European sceners who, in circumventing copy protection on commercial software, began adding musical or graphical demos to the products they cracked. These demos, humble at first, inspired incredible feats of programming wonder in this contested writing space, out of which an artistic subculture developed. The movement provides us with rhetorical and technological lessons about writing space and hacker ethics. I will historicize the demoscene with clips and demos and discuss its relevance to composition and new media studies.

A next step in humanities classrooms, I argue, is to incorporate a new media pedagogy, which relies not on written-text and static-image genres as multiliteracies scholarship has done (see Cope & Kalantzis, 2000) but on texts that produce wonder in a reader. I examine new media in relation to an aesthetics of wonder (Fisher, 1998) to see how texts that require new reading strategies allow readers to apply novelty as a condition for studying such texts. Following Sirc (2004) and Wysocki (2004), I end by discuss how teachers can incorporate new media texts into their composition classrooms.

Panel B.5

Self Representation and Agency in a Web of Commercialization

Room 321

Moderator: Heidi McKee

Casey Burton, University of Massachusetts Amherst
Heidi McKee, Miami University
Julia Romberger, East Carolina University
Michael Edwards, University of Massachusetts Amherst

The Web is, as many have noted (e.g., Joyce, 1998; Killoran, 2002), an increasingly commercialized space. Dot-com sites outnumber all other domains, returning 1.8 billion pages on a Google inurl:com search; banner and pop-up ads are ubiquitous; marketers and advertisers increasingly seek to obtain information on their "target audiences."

In this panel we analyze individuals'self-representations and acts of agency within this web of commercialization. We examine how individuals' discursive practices (textual, visual, and aural) are both shaped by and shaping institutional discourses. We focus upon three areas of agency and representation, which we will discuss in more detail below: (1) the impact of required profiles on home pages, (2) the intersections of blog entries and advertising, and (3) the appropriation of marketing language by a fan fiction community.

Panel B.6

Leveling the Proverbial Playing Field: Enfranchising the Basic Writer with Technology

Room 323

Moderator: Eliot Rendleman

Eliot Rendleman, University of Nevada, Reno
Neil P. Baird, University of Nevada, Reno

Instructors who advocate using technology in the writing classroom have theorized that computer-mediated communication (CMC) might democratize the classroom, creating an environment in which the open exchange of ideas is fostered by "concealing" race, class, and gender. Although many feminists, including Donna LeCourt and other scholars in computers and composition, have recently challenged the potential of CMC to alter power relationships within society and the classroom, one area that has remained relatively unexplored is the potential for computers to alter the disenfranchised status of basic writers.

Even though the disenfranchised status of basic or developmental writers at our universities and community colleges is based upon prescribed identities of race, class, and gender, an additional way these students are marginalized is due to the overall status of the basic writing. Students placed in lower-tracks are often stigmatized, deprived of role models, and subjected to "dumbed down" materials and pedagogies, which demoralizes them, causing Peter Dow Adams to question whether "segregated basic writing classrooms are the best environment for helping basic writers develop into proficient college-level writers." In addition, discussion of basic writers and computers has been limited to the use of Internet sources in student writing, discovering patterns of error, the use of computers to recreate deficit pedagogy, and the creation of hypertext and class websites as alternatives to paper essays. Little has been said about how CMC tools such as chatrooms and discussion boards can enfranchise basic writers by creating new subject positions for them to enter into the classroom.

By implementing asynchronous communication and synchronous communication, basic writers have the potential to be enfranchised. In their panel presentation, Eliot Rendleman and Neil P. Baird will facilitate a discussion about their students' successes and challenges in a hybrid classroom that allowed multiple methods of enfranchisement for a variety of students.

Panel B.7

Criterion: Automated Scoring Technologies and the Future of Writing Instruction

Room 322

Moderator: George Pullman

George Pullman, Georgia State University
Mark Ross, Georgia State University
Michael Haynes, Georgia State University

Educational Testing Service has for the last few years been developing computer technologies for asessing student writing. This panel will explore and discuss its latest iteration, Criterion. Specifically, we will explain how the software works, both its strengths and weaknesses, its potential as a teaching tool, and its potential threat to the practice of writing instruction.

Location: Peter Wallenberg Learning Theater

Sharing Cultures: Personal Revelations, Pedagogical Realizations, Political Revolutions

Sharing Cultures Team: Presented by a cohort of teachers from both Nelson Mandela Metropolitan University-NMMU and Columbia College Chicago-CCC.

From NMMU: **Thoko Batyi, Ncedisa Mayeko, Elize Naude, John Ruiters.**

From CCC: **George Bailey, Rose Blouin, Suzanne Blum-Malley, Amy Hawkins, Brendan Riley, Stephanie Shonekan**.

Sharing Cultures is an on-line learning community created between students identified as “at risk” enrolled in basic writing classrooms at Columbia College Chicago, U.S.A. and students identified as “at risk” at the Nelson Mandela Metropolitan University, in Port Elizabeth, South Africa. The project creates two interconnected, on-line writing and learning communities throughout the course of the academic year: a cross-cultural writing, planning, theory and pedagogy sharing community between the teaching teams in both countries, and a cultural, digital, and print literacy exchange community for the students at both institutions. Sharing Cultures creates an on-line space in which students and teachers from vastly different backgrounds share diverse perspectives, experiences, and beliefs. Because the educational missions of both the Nelson Mandela Metropolitan University and Columbia College Chicago make explicit commitments to equality of educational opportunity, Sharing Cultures actively focuses on engaging disadvantaged or under-prepared students in this cultural and global studies technology-based exchange. The project purposefully includes students who traditionally not had access to, or have been actively marginalized from, both digital and international experiences.

Panel C.1

Trading Spaces: The Wireless Laptop Pilot Program at University of Alabama

Room 120
Moderator: Sydney Duncan

Elizabeth Davis, The University of Alabama
Kate Lueker, University of Alabama
Steffen Guenzel, The University of Alabama, Tuscaloosa, AL
Sydney Duncan, University of Alabama

Last year we received funding for a wireless laptop pilot of 10 sections of first-year composition. This panel will discuss all aspects of that yearlong experience, from the inception, funding, and set-up of the classroom through the ways we found our teaching transformed in this new environment. Notable in this panel is that all participants in the project are either grad students or instructors—no tenure track faculty were involved.

Panel C.2

Where Do We Go from Here? Developing Wikis for the Classroom and the Academy

Room 123
Moderator: Robert Cummings

Christy Desmet, University of Georgia
Robert Cummings, University of Georgia

The theme of this year's Computers and Writing Conference is "New Writing and Computer Technologies." The last few years have seen the advent of the wiki, one of the most important developments for writing in the electronic realm.

This presentation seeks to be a comprehensive look at the use of wikis in the classroom as well as their impact on scholarship in the academy. It assumes that the C&W audience, though certainly ahead of most audiences in understanding and appreciating wikis, is in varying stages of engaging wikis. Therefore, we intend to offer a three part presentation which is inclusive enough for those new to the concept, yet also present provocative challenges to those of us who are already building and teaching with wikis. Additionally, we'll seek to build on what has already been said about wikis and open textboooks at prior C&W's and CCCC's.

Panel C.3

Technology and Written Response
Room 125
Self-moderated panel

Stuart Moulthrop, University of Baltimore
Over the Horizon: Three Generations Look at Texts and Games

This talk summarizes interviews with participants in an intergenerational design project in which middle-school students, graduate students, and faculty developed prototype computer games for the International Children's Digital Library (www.icdlbooks.org).

Harriet Wald, Bedford/St. Martin's
Choose Your Own Adventure: Critical Approaches to Traditional and Hypertextual Arguments

This presentation will give an overview of online annotation projects, describe the evolution of the technologies involved, and also offer up for consideration some findings based on a consistent focus of these projects: to understand and to characterize the kinds of learning possible in these new settings.

Peter Clements, International University of Japan
Commenting in Cyberspace: Notes from an FYC

This presentation will explore the dynamics of interaction between online technology and written response practices in a first-year university writing course. During this course, the instructor experimented with several delivery modes for her written comments on students' drafts, including handwritten comments, comments typed directly into Word documents, and comments delivered via an online peer review space.

Panel C.4

Copy-Right Anxiety: File Distribution and Intellectual Property
Room 127
Self-moderated panel

Danielle Nicole DeVoss, Michigan State University
Post-Napster Digital Dynamics: The Star Wars Kid, Multimedia Pastiche, Ownership, and Ethics

In this presentation, I will frame my exploration with the work of James Porter, John

Logie, Lawrence Lessig, and other scholars who have explored the intersections of intellectual property and digital ethics. I will offer the case of the "Star Wars Kid" to explore, first, changing patterns and notions of "writing," and second, to interrogate some of the creative, technical, and ethical patterns at play in writing multimedia texts and distributing such texts across digital spaces like the peer-to-peer file-sharing environment of Kazaa (a peer-to-peer file-sharing space that emerged soon after the demise of Napster).

Nancy Allen, Eastern Michigan University
Opening Our Classroom Writing Sources

A relatively new approach in the software world, open sourcing, is beginning to receive attention for writing instruction, particularly in professional and business writing programs. I believe the concept behind open sourcing, i.e. making code publicly available, raises important possibilities for teaching writing that go far beyond these programs. The open source model can affect what we write as well as how we teach and evaluate writing generally.

Stephanie Vie, University of Arizona
Torrents, Trackers, and Hit-and-Runners: The Continuing Emergence of a Postmodern, Post-Napster World

This presentation will examine such questions as: How can we envision a potential new postmodern view of intellectual property in the face of p2p networks like BitTorrent? How might such a way of envisioning intellectual property—and thus plagiarism, ethics, and citation standards—affect the way we as teachers of composition view our pedagogical practices? And how might notions of community building, as evidenced by filesharing networks, impact our teaching styles, discussions of power differentials in the classroom, and beyond?

Panel C.5

The Future of Composition
Room 321
Self-moderated panel

Cheri Crenshaw, Texas Woman's University
New Environments Not for the Faint of Heart: Critical Incorporation of Computer Technology into First-Year Composition

In this presentation, I will examine how instructors can facilitate online learning and writ

ing that is self- and peer-guided, self-motivated, reflective, and productive by reviewing accounts of instructors and analysts already reflecting upon what actually happens in virtual spaces and upon how events in virtual reality affect the achievement of educational goals.

Jim Cocola, University of Virginia

What's New Is Old Again: Embodying Rhetoric in the Digital Age

What does it mean to teach "writing?" In literal terms, "writing" is an increasingly vestigial classroom practice. One may compose, which might mean many things. It may not involve "writing" at all. Does it involve text? That depends on your understanding of "text." In any case, it's clear that language and thought have long been (and are today becoming) much more than a matter of what gets inscribed, or what gets printed. Following recent advances in information technology, from the web to wireless telephony, we find our very notions of language and thought in midair.

Panel C.6

Peer Review Re-Viewed: What Eye-Tracking Technology Shows Us about Peer Review

Room 322

Moderator: Jonathan Alexander

Jonathan Alexander, University of Cincinnati

Sonya Armstrong, University of Cincinnati

Peer review is one of the most widely used and pedagogically vexed practices in first-year writing courses. Many compositionists feel that it is theoretically and pedagogically sound to have students serve as "reviewers" and "editors" for each other for a number of reasons: It potentially increases student involvement in the revision and editing processes, it may alert students to the importance of considering a "real live" audience or body of readers as they compose and revise, and it should help students see in other's writing some of the common errors or patterns present in their own composition. However, many compositionists also find that peer-review, whether scheduled as an in-class, electronically-enabled, or out-of-class activity, generally "falls flat." Specifically, students do not focus on the kinds of issues that writing instructors spend so much time discussing in class, and they tend to rely on patters of evaluation and critique from earlier educational experiences—a reliance that doesn't signal *development* of writing skills.

Our project will examine, with eye-tracking technology, what students are potentially focusing on when they examine another student's draft. Through an analysis of what kinds of "items" peer reviewers attend to, we might have a better understanding of how to structure peer-review activities, both to take advantage of what students are already attending to *and* to prompt students to consider other composing issues.

Panel C.7

Community Building through Weblogs

Room 323

Self-moderated panel

Amy Earhart, Texas A&M University
Blogging in the Distance Course: Community through Freepost and Coursepost Entries

In this paper I discuss the use of blogs in a technical writing distance education class. In the course, students are asked to contribute to a general course blog and also to author an individual blog using readily available freeware.

Marcia Hansen, University of Missouri, Columbia
Results May Vary: Good, Better & Best Assignments and Assessments for Weblogs

In my presentation, I will critically review instructors' assignments and methods of assessment pertaining to blogging. From this research, I will offer suggestions for effective assignments and for successful assessments based on actual classroom practices as reported by instructors in the field. Though results may vary, results can become more predictable with good, better, and best assignments and assessments for weblogs.

Karin Cooper, University of California Santa Barbara
Writing for the Academic Audience

If a definition of comedy is the breaking of rules, is there a use of technology in conjunction with the instruction of academic writing that bends the rules of academic communication just enough for our students to have confidence that a humorous and instinctive response is welcomed by their academic audience?
There are programs, such as Connectweb, to use within the lab for immediate feedback and a communicative style, but there is a chronic silence hovering over lab classes. I will report on moving the classroom discussion in conjunction with lab classes and the dynamics of the class and teaching style when discussion and writing become entwined. Will the final essays still resonate for the academic audience?

Panel C.8

Technology, Teaching and Culture
Room 325
Self-moderated panel

Kara VanDam, Kaplan University
Bi-dialectalism and notions of the "standard" in the online composition classroom.

The online composition classroom, geographically and ethnically diverse, allows a close study of students' attitudes towards and usage of standard and non-standard varieties of English. In this study, most students mandated an expansive use of the standard, yet student responses contained many non-standard linguistic features. That these non-standard features persisted while students discussed the importance of always using the standard suggests that studentsí subjective view of their own usage is that it meets the standard; objectively it does not. This talk will discuss the positive and negative attributes students assign to both standard and non-standard dialects, and will use these along with linguistic evidence to reveal studentsí construction of the standard. It will also question the historic and evolving treatments of the standard in the composition classroom: is the pursuit of "bi-dialectalism" valid? What is the place of the "standard" in the online composition classroom, a place where the traditional spoken/written divide does not exist and all communication is textual?

Rob Dornsife, Creighton University

Specific Goals, Specific Theories: 'Fixing' the Course of Computer Composition

This paper, "Specific Goals, Specific Theories: 'Fixing' the Course of Computer Composition," aims to take the next step and to provide a model, or set of collaged models, that is at once practically concrete and theoretically deliberate. The model will be of "what we might aspire to receive as a 'composition' from our students in ten years from now," and "what we need to do as teachers in order to 'get there.'"

Jennifer Verbiar, Towson University

TXTME L8R: A Stylistic and Rhetorical Analysis of Text Messages, Emails and Instant Messages Based on Walter Ong's Concept of Secondary Orality

I believe that our current relationship with language has moved beyond Ong's secondary orality. I intend to prove this through stylistic and rhetorical analysis of various email, text-message and Instant Message conversations, I believe as we explore this concept further, we will find that our current multimedia-driven relationship with language bridges a gap between primary and secondary orality, and is a turn backward, of sorts, where we use the literate mind to communicate text-based information interpreted as oral dialogue.

Panel D.1
Multimedia Composing
Room 120
Self-moderated panel

Melinda Turnley, New Mexico State University
Reterritorialized Flows: Critically Considering the Roles of Students in Wireless Pedagogies

I explore postmodern spatial theories as an alternative means for framing wireless pedagogical practices. I offer strategies for encouraging students to situate themselves both literally and figuratively within interpersonal networks, even as their physical locations shift. Rather than positioning students as consumers of individualized educational products, I argue that wireless pedagogies should reterritorialize classroom spaces and facilitate critical connections among technology, discourse, subjectivity, and information.

Rick Branscomb, Salem State College
Laptops in the Writing Classroom: A Preliminary Report

Last fall our president unilaterally and unexpectedly decreed that, beginning in the fall of 2005, all incoming freshmen would be required to own a laptop computer. During the initial phase-in period, faculty in all disciplines would be trained to incorporate laptops into their instruction. This presentation presents the results from this Spring, 2005, pilot project.

Windy Rachal, Nicholls State University
The Effects of Metadiscourse in Educational Hypertext: A Study of Readers' Attitudes, Cognitive Processing, and Knowledge Retention

This presentation will draw upon first-hand accounts from agency mentors, students, and instructors to examine the influence of classroom technologies on community-based writing projects.

The presentation itself will make use of these same technologies by integrating multiple forms of media, including excerpts of videotaped interviews with these mentors, students, and instructors that highlight multiple perspectives on the issue. Sample projects that illustrate the influence of technology on each stage of the writing process will also be showcased.

Panel D.2
Assessing Students' New Media Compositions
Room 123
Moderator: Madeleine Sorapure

Anthony Ellerston, Iowa State University
Krista Homicz Millar, University of Michigan
Madeleine Sorapure, University of California at Santa Barbara

Writing teachers who ask their students to take advantage of inventive means of expression with multimodal composing, media design, and production in the classroom often find themselves struggling when it comes to assessing these students' new media compositions. As Yancey (2004) notes, although more writing teachers are assigning "intertextual compositions" in which print and digital literacies overlap, "we seem decidedly discomforted when it comes time to assess." One reason may be that new media composition is still a relatively new practice in writing classrooms, and scholarship describing emerging pedagogical and evaluation practices is currently being developed (see Wysocki, Johnson-Eilola, Selfe, & Sirc 2004). Clearly, though, assessment is crucial because it connects student work to the desired outcomes of a course and enables us, as teachers and scholars, to define the broader goals that drive our use of new media in the classroom. The three presentations in this panel approach the issue of assessment from both practical and theoretical perspectives, drawing on our experience teaching new media, composing at three different institutions, and connecting that experience to ongoing discussions regarding assessment.

Panel D.3
Digital Multiculturalism
Room 125
Self-moderated panel

Janine Solberg, University of Illinois at Urbana-Champaign
"Pleasant Typewriters": Women and Technology in the Early Twentieth-Century Office

The legacy of the typewriter and the modern office are still with us—in genre, in document design, in the feminization of writing, and in the metaphors that continue to mediate the writing experiences of students and professional every day. It is important that we understand the implications of this legacy.

Lisa Gerrard, University of California Los Angeles
Revisiting Modem Butterfly, or Is Technology Still a Gendered Issue?

Early studies of women in computers and writing have noted how traditional patterns of gendered behavior play out in digital environments. This presentation will show the uneven progress women have made as technology consumers and creators, and address its implications for computers and writing.

Virginia Kuhn, University of Wisconsin, Milwaukee
Ways of Composing: Multiculturalism & 21st Century Tool Kits

This presenter describes the processes by which she employed TK3, a software program that allows average computer users to create "e-books" that include text, still images, video, sound and Web links, over several semesters, beginning in the writing classroom and moving into a class called Multicultural America.

Panel D.4

Writing Business

Texts with Speech Recognition Software: The adaptation to the Visibility of 'the Text Produced so Far'

Room 127

Moderator: Mariëlle Leijten

Luuk Van Waes, University of Antwerp
Mariëlle Leijten, University of Antwerp

In the presentation, we will answer the research question "What is the effect of errors in the 'text produced so far' on the screen on the writing strategy of novice speech recognition users?" by analyzing the writing process data of 10 writers who started using speech recognition for writing business texts. The process data was gathered during five observations sessions in which the participants were writing in their own working environment. We categorized the type of errors that occurred in writing with speech recognition on different technical and semantic dimensions and compared the repair behavior of the two writing groups. This approach will enable us to gain a better insight into the effect of the (limited) visibility of "text produced so far" when writing business texts with speech recognition software.

Panel D.5
Games
Room 321
Self-moderated panel

Darren Cambridge, George Mason University
Using Portfolios to Facilitate Lifelong Learning: Lessons from Research on eFolio Minnesota

This presentation will describe research on one initiative through which people build and use portfolios outside of the classroom, eFolio Minnesota, and will suggest ways the results can be used to guide how electronic portfolios are used in the writing classroom.

Marshall Kitchens, Oakland University
Virtual Ethnicity: Student Researchers and Video Games

In this project, I reflect on student research projects in second semester composition courses. Students, many of whom are initially resistant to critical media analysis (it's just a game!), engaged in either content analysis of Playstation 2 video games or ethnographic studies of minority gamers and their attitudes toward representation of minorities in video games.

Nora Wright, University of California, Santa Barbara
A Provisional Summer: Vectors of Influence on The Open Course (The Course That Keeps on Occuring)

This presentation makes visible often overlooked or hidden self-assigned student writing. And it makes audible the student's own commentary on this writing to indicate how, even in free time on computer networks, student writing is self-directed and peer-influenced to interpret and achieve instructor-assigned educational goals, albeit repositioned and revised by innovative and conformist genres of social connectivity.

Panel D.6
Contextualizing Digital Rhetoric
Room 323
Self-moderated panel

Alyssa O'Brien, Stanford University
Transformed Writing Texts through Student Selection in Computer Classrooms

Building on current scholarly and theoretical approaches to multimodal rhetoric, this paper explores the way in which what we call "writing" transforms within a curricular focus on oral, visual, written, digital, and multimedia rhetoric and within a classroom environment in which computers make possible a student-selected range of texts.

Bump Halbritter, Stanford University
Messages And Media: Community Writing and Multimedia Arguments

In my talk, "Messages And Media: Community Writing and Multimedia Arguments," I will discuss my experiences with community based writing. I will detail and share some of the projects my students have undertaken and outline the rewards and challenges of teaching through these projects.

Sarah Spring, Texas A&M University
Reconceptualizing the Digital Divide: Contrastive Rhetoric, Computer Classrooms, and Cultural Communities

Rather than continuing to focus on bridging the digital divide, I suggest that we reconceptualize it; seeing the computer classroom as a distinct culture gives us a set of guidelines shared by those in that environment. Once these patterns have been identified through observation and research, they become teachable; once students practice with these new skills, they become functioning members of this new cultural community rather than rhetorical tourists, prisoners, or refugees.

Banquet and Awards Ceremony

6:00 - 9:00

Cantor Cemter for Visual Arts -- Rodin Sculpture Garden

Presentation: Andrea Lunsford, Stanford University

More than fifteen years ago, Kathleen Welch argued that the long-neglected rhetorical canon of delivery was by far the most important canon for the 21st century, and the ensuing years have shown just how prophetic Welch's understanding was. Today, student writers must be able to think critically and carefully about how to deliver the knowledge they have produced, and doing so requires a redefinition of "writing," creation of new vocabulary to describe the discursive acts writers are carrying out, and a rethinking of the role performance plays in writing and writing instruction. This talk will explore these issues through a discussion of a new required writing course at Stanford, one that focuses on oral rhetoric and on delivery. Implementing this course has meant facing several key questions, including the proper balance between traditional print writing and other forms of mediated writing; the role that media production should play in the course; and how best to fulfill the mandate of the Stanford Faculty Senate to "teach writing and speaking" while allowing students an opportunity for what Eric Miraglia calls "authoring in the most compelling discursive modalities of the students' generation."

At a Glance - All sessions will be in Building 160, Wallenberg Hall

7:00 - 9:00	Registration, Wireless Setup, Mentoring, Coffee and Pastries @ The Stanford Writing Center
8:00 - 9:00	Town Hall Session II @ The Stanford Writing Center
9:15 - 10:30	Session E
10:45 - 12:00	Session F
12:15 - 1:15	Lunch @Terrace – Wallenberg Hall
1:30 - 2:30	Featured Session 2
2:45 - 4:00	Session G
4:15 – 5:30	Session H

Town Hall Session II

Composition Beyond Words
The Stanford Writing Center
Leaders: Judi Kirkpatrick and John Zuern

As emerging media transform our sense of what "writing" is (and can be), many of us in the Computers and Writing community have expanded our conceptions of rhetoric and composition to include communication via images, sound, motion, spatial relations, and a wide range of kinesthetic and corporeal engagements with the "text." This expansion into non- or extra-verbal domains has led to many exciting innovations in our teaching practices and has inspired large-scale reconfigurations of traditional disciplinary models for classes and curricula. At the same time, it has raised serious questions about the scope of the writing classroom, the validity of our conventional modalities of rhetorical analysis, the rigor of our assessment protocols, and the degree to which interdisciplinary, multimedia approaches to writing instruction can "produce" the kind of student writers our colleagues in other disciplines have come to expect.

Participants will include representatives from new programs that bridge traditional boundaries between disciplines and encourage students to explore authoring and critical reflection in/on diverse media, including games, interactive video, immersive environments, and mobile computing systems. One of our concerns is to extend the already well-established discussion on "visual rhetoric" to include various types of meaning-making that are neither strictly verbal nor pictorial. We might consider what the current emphasis on vision and the visual leaves out of account (and who it leaves out in the cold), and reflect on the particular challenges these forms of writing "beyond words" pose for accesibility and intercultural communication. The conversation may also include new reflections on how rhetoric and composition studies can build stronger relationships with disciplines such as art, architecture, theater/dance/performance, and cultural studies, to name only a few of the fields that are now in a position to enrich--and to be enriched by--the work we are doing with our students and in our own research.

Participants:

Bradley Dilger
Morgan Gresham
Cynthia Selfe
Madeleine Sorapure
Gail Hawisher
Virginia Kuhn
Stuart Moulthrop

Panel E.1

Arrangement, Delivery, and Website Use: Concerns for Gender, the Environment, and Disabled Users

120

Moderator: Heather McGovern

Heather McGovern, The Richard Stockton College of New Jersey
Jennifer Bowie, Georgia State University
Suzanne Black, Purdue University

As the web becomes an increasingly common part of our lives, our uses of the web broaden to include environmental advocacy, awareness of people with disabilitities, and gendered uses. When we examine and explore these new uses, we can find improved ways to arrange and deliver all websites, while creating websites that better utilize visuals for user action, better incorporate concerns of and designs from users with disabilities, and better respond to gender differences in web use.

The papers in this panel attempt to 1) explore arrangement and delivery concerns in various genres of websites and web uses and 2) suggest new methods of arrangement and delivery that better focus on the users: enticing them to act and responding to their gender differences.

Panel E.2

From Screen to Text: Computer Programming and Composition

123

Self-moderated panel

Amanda Stansell, University of California, Santa Barbara
"Collage Rhetoric": Juxtaposition and Audience in the Computer Classroom

Although Computer-Mediated Communication (CMC) typically refers to online writ

ing, this definition overlooks the subtler computer-mediated discourse that occurs when students in a computer classroom alternate between face-to-face communication and online writing through a local network. This in-class CMC forms a unique writing space that must be compared to, yet distinguished from, other online communication. Furthermore, instructors can highlight the particular characteristics of this writing space through assignments in which students share their writing through face-to-face discussion and then through local networks. Shifting back and forth between modes of communication emphasizes juxtaposition, rather than hierarchy. I term the writing that results "collage rhetoric," and argue that it facilitates a more flexible notion of audience and the writing process, particularly when students are asked to reflect upon their experience of shifting between communication modes.

David Menchaca, University of Arizona
Computer Use as Symbolic Inducement: How Word-Processing Programs Teach Our Students about Writing

For this presentation, I examined Microsoft Word as a case study to ask about the ways in which word-processing programs teach our students about writing, thus altering our pedagogical goals. By applying concepts of metaphor and "perceived affordances" to word-processing programs, I have found that choices made by designers about computer interface shapes our students' perceptions of what is and what is not important about writing and the writing process.

Steve Benninghoff, Eastern Michigan University
Usable, Yes. But is it Useful?: How Recent Shifts in Assessing Web Sites Show Changes in our Conception of Writing

Speaker will report on the results of a heuristic analysis of the websites of 42 technical communication programs who participated in an earlier curriculum survey. The analysis compared each site to two sets of criteria: one, which used well-established criteria for usability (Nielson, Wodtke, Rosenfeld & Morville), and the other, which focused on usefulness.

Panel E.3

New Approaches to Delivery Composition Instruction

125

Self-moderated panel

Deborah J. Kuhlmann, Galveston College
Multi-Medias, Multi-Disciplines, Multi-Voices, and Multi-Cultures: Are We Becoming Multi-Literate or Remaining Logocentric?

Multi-Medias, Multi-Disciplines, Multi-Voices, and Multi-Cultures: Are We Becoming Multi-Literate or Remaining Logo-centric?

Marjorie Ford, Stanford University
"Rock 'n' Rhetoric" Comes Alive:
Classroom with Technological Support Enhances Students' Learning

One of the premises being explored in the experimental writing courses at Stanford is that computers, the Internet, and visual media ways that students learn to write and understand the varied ways of writing in today's world. My experience in the fall quarter using the technology supported classroom and the Coursework on-line class template proved to me that this premise has validity and that teaching in a technology-supported classroom can be highly effective.

Panel E.4

Networked Pedagogies: Opensourcing the Writing Classroom

127

Moderator: Richard Doyle

Jeff Pruchnic, Pennsylvania State University
Richard Doyle, Pennsylvania State University
Trey Conner, Pennsylvania State University

Our panel engages the pedagogical possibilities of these sea-changes in networked communication, collaboration, and education, focusing specifically on the use of wikis—relatively simple open source Web presences—in the contemporary writing classroom. As pedagogical tools, wikis encourage students to not only consider but also perform the potentials of open source technologies. As writing adjuncts, they additionally allow students to produce multimedia projects, write in networked contexts, and Web publish their writings. At Penn State, a pilot program of 10 wiki-based composition classes are underway, and the department is considering a proposal that would move all required writing sections online into a massive wiki presence by Fall 2005.

All of this is taking place in the atmosphere of closure described by Brown, marked by Penn State's licensing agreement with "new" Napster, an agreement that figures students in peer-to-peer networks as consumers and potential pirates, instead of producers capable of writing together and discovering collaborative platforms for learning as they model workplace modes of reading and response through information exchange. Higher education has yet to harness the power of peer-to-peer or networked collaboration.

Panel E.5

Remediating the Rhetorical Tradition: The Role of Blogs in Graduate Education

321

Moderator: Kristine Blair

Brennan Thomas, Bowling Green State University
Justin Felix, Bowling Green State University
Richard Colby, Bowling Green State University
Rebekah Shultz Colby, Bowling Green State University
Murphy, Robin, Bowling Green State University
Tran, Thai, Bowling Green State University

This session, conducted in a roundtable format in which each person will present a five minute position statement, profiles the perceptions of a group of first-time bloggers in a graduate-level course titled "The Rhetoric of Written Discourse." In this context, the class blog changed our understanding of the role new media and communication genres could extend and remediate the rhetorical tradition. Ultimately, our blogging activities became a dominant discourse in the class, not only driving face-to-face sessions but also complicating and refashioning the classical concepts of invention, arrangement, style, delivery, and memory. As a result, the use of blogs in both formal coursework and other forms of preparing future rhetoric and writing faculty has become another professional development forum within our Ph.D. program. In our session we will solicit dialogue through the form of questions about the role of blogs in graduate education, sharing information about resources and research about establishing personal, professional, and disciplinary identities through this new genre.

Panel E.6

Databases and Collaborative Spaces for First Year Composition

322

Moderator: M Barton

Matt Barton, University of South Florida
Joe Moxley, University of South Florida
Charles Lowe, Purdue University

Using the roundtable discussion format, we will discuss how databases can be used to facilitate collaboration and understanding of public discourse in small and large university writing programs. While M.C. Morgan will showcase his use of wiki databases as authoring and training spaces for new teaching assistants at Bemidji State University. M. Barton, T. Francis, R. Meehan, and J. Moxley will showcase the use of Microsoft Sharepoint Team Services as a tool to facilitate collaboration among 80+ instructors of writing at USF—collaboration regarding the curriculum, resources, student samples, student models.

Panel F.1

New Media and Technologies of Multimedia Production

120

Self-moderated panel

Michael Carlson Kapper, Capital University
The Research Video, an Overlooked Possibility in New Media Writing

This presentation explores the possibilities of refiguring the traditional research argument in light of this particular new media possibility. When video evidence is integral to the argument, we—and more importantly our students—can now present entire argument as videos.

Ryan Moeller, Utah State University
The Political Economy of Textual Production and the Limitations of Hypertext

Political economy is a type of analysis that traces modes of production. I argue that for linear forms of argument to change, there needs to be a substantial change in the ways in which texts are produced.

Ron Balthazor, University of Georgia
Finding Patterns in Textual Corpora: Data Mining, Research, and Assessment in First-year Composition

Presenter will describe the relevance of data-mining as both a research and assessment tool from the WPA's point of view. The presentation revisits the issue of student error analysis, describing a study that reworks and reconsiders Lunsford and Connors's analysis of the twenty "major errors" for first-year composition. The paper also discusses the use of the database to explore the substance as well as the style of student work by following lines of Toulminian argument and other textual features.

Panel F.2

Rhetoric, Writing and Hypertext
123
Self-moderated panel

Christine Alfano, Stanford University
"Electronic Rhetoric in the Classroom: Hypertext, Argument, and the Student Writer"

In this paper, I will detail my own pedagogical strategies for teaching students to be authoritative practitioners of e-rhetoric. I will discuss the process by which I, first, de-familiarize the students from hypertexts by having them engage critically with hypertext fiction such as Shelley Jackson's The Patchwork Girl; then, challenge them to apply principles of what Mary Hocks calls "digital rhetoric," (audience stance, transparency, hybridity), to familiar webtexts; then, finally, ask them to devise and apply principles of electronic rhetoric themselves through working with models of academic hypertexts.

Jim Kalmbach, Illinois State University
New Ways of Writing with the Web

In my presentation, I will define the genres that have dominated our first decade of student web writing, and present the results of my search for new ways of writing on the web.

Patricia Ericsson, Washington State University
Exploring Hypertext, Multimedia Arguments (or The Argumentative Essay on the WWW)

My presentation for Computers and Writing will detail the HMA assignment, the readings and theory that underpin it, and focus on the student compositions developed in response to it. These compositions include a hypertext, multimedia argument of definition in which students use the online environment to persuade readers of the possibility of hypertext multimedia argument.

Panel F.3

New Writing Stimulates Innovative Pedagogical and Research Practices in the Computer Mediated Classroom

125

Moderator: Kathleen Ashman

Kathleen Ashman, Florida State University
Margaret E. Wright-Cleveland, Florida State University
Ormond Loomis, Florida State University
Terra Williams, Arizona State University

This presentation will use data from discussion board assignments for two sections of a pilot course titled "Images in Black and White: Race from Reconstruction to WWII." These discussion boards were limited to student and teacher participation. The assignment required both original student postings in response to teacher-generated prompts and student response to other student postings. Because of the potentially controversial nature of the class focus and literature, students had the option of posting and responding anonymously.

This presentation will examine particular student responses in an effort to answer the following questions:

• What is an example of an effective student response on the discussion board?
• How do student postings on discussion boards differ from student responses in face-to-face discussions during class?
• What evaluation criteria are evident in the student discussion board postings?
• In what ways has a discussion board assignment enhanced the learning in an interdisciplinary course taught face-to-face?

Panel F.4

Techno-Utopian Classrooms?: Exploring the Social and Pedagogical Impact of Blackboard

127

Moderator: Joan Latchaw

Elizabeth Drescher, Graduate Theological Union
Joan Latchaw, University of Nebraska at Omaha
Terry Tannacito, Frostburg State University

Many universities are subtly or directly pressuring instructors toincorporate course management software in their teaching. Because utopian claims for technology drive such

initiatives, we need to examine the social, cultural, and educational values operating within digital environments.

Panel F.5

Materializing Resistance: Digital Rhetoric as a Civic Technology

321

Moderator: David M Sheridan

Anthony Michel, California State University, Fresno
David M Sheridan, Michigan State University
James Paul Ridolfo III, Michigan State University

In recent years, rhetorical studies has been challenged to account for new forms of civic engagement facilitated by emergent technologies. Most explorations of "e-democracy" focus on the increased opportunities for textual communication that result from technologies of connectivity like the Internet. In this panel, we shift the focus to issues of materiality, asking how a writing pedagogy can prepare students to make kairotic assessments of media and semiotic modes, and the technologies of production, reproduction, and distribution associated with them. Drawing on the work of Hawisher, Selfe, DeVoss and McComiskey, we link these issues of materiality to the emergence of a multimodal public sphere in which new practices of resistance are possible.

Panel F.6

Arguments on the Web

322

Self-moderated panel

Andreas Karatsolis, Albany College of Pharmacy
Situating Sources: Annotation and Bibliographic Electronic Tools in Support of Academic Synthesis Practices

This presentation will conclude with some recommendations for the design of new electronic systems that can support rhetorical metadata, and consequently real-life academic synthesis practices.

Theresa Flynn, Pepperdine University
Learning through Storytelling: A Closer Look at the Shape, Color, and Texture of Asynchronous Discourse

In this presentation, I will discuss the findings of a study I conducted on the nature of asynchronous online learning in the context of a professional, online master's program for teachers.

Location: Peter Wallenberg Learning Theater

Presenter: Todd Taylor

The End of Composition

Todd Taylor is Associate Professor of English at the University of North Carolina at Chapel Hill, where he directs the writing program. His research and teaching focus on how our notions of literacy are changing in response to emerging technologies. Since the mid-1990s, he and his students have been committed to multimedia composition. Professor Taylor founded both JAC and CCC Online, as well as the online edition of the CCCC Bibliography of Composition and Rhetoric. He and his students are currently at work producing a variety of service-learning documentary films.

Panel G.1
Breaking the lines of a conventional argument: Hypertext
120
Self-moderated Panel

Bryan D Jennewein, Creighton University
Second Draft: Salvaging Linearity during Digital Composition

This paper seeks first to articulate how digital technology's paradigm shifts have altered our conception of the "draft" and how these alterations inform our conception of "process" and "linearity." This paper seeks second to articulate how the latest technologies like the tablet laptop might seek to recover aspects of linearity within the digital realm.

Jay L Gordon, Youngstown State University
Argumentation, Linearity, and Hypertextuality

In this presentation, I would like to examine the conceptual bases upon which we say that an argument is or is not "linear" and, in turn, to comment upon the question of whether hypertextual writing has influenced our ideas about the possible content and structure of arguments.

Laura Roman, Stanford University
Lost or Gained in Technical Translation: What are the Rules of a Multi-Media Argument?

In my talk, "Lost or Gained in Technical Translation: What are the Rules of a Multi-Media Argument?" I will explore the new author/reader dynamic of multi-media by focusing on two arguments: The hypertext version of Thomas De Quincey's Confessions of an English Opium-Eater (an author already known for breaking the lines of a conventional argument) and a recent article written in response to this new multi-media text.

Panel G.2

Literate Connections: Gaming and 21st Century Literacies

123

Moderator: Gail E. Hawisher

Cynthia L. Selfe, Michigan Tech University
Gail E. Hawisher, University of Illinois, Urbana-Champaign

James Gee, in What Video Games Can Teach Us about Learning and Literacy, notes that " the theory of learning in good video games fits better with the modern, high-tech, global world today's children and teenagers live in than do the theories (and practices) of learning they see in school" (107). He also notes that the argument in his book "is not that what people are learning when they are playing video games is always good. Rather, what they are doing when they are playing good video games is often good learning" (199). In this session, we explore Gee's claims about gaming as an environment in which individuals acquire specialized knowledge and literacies, and we explore his argument in relation to gender and violence as well. In so doing, we present the two papers that are abstracted below.

Panel G.3

Online Learning and Pedagogy of Virtual Classrooms

125

Self-moderated panel

Amanda Cash, University of Illinois, Urbana-Champaign
"Virtual" Writing: Identites and Interactions in Online Composition Classrooms

Focusing on an online composition course that uses an Internet-based discussion board as its classroom and a CD-ROM as its curriculum, this paper/multimedia presentation examines student/instructor identities and interactions through formal written exercises and informal written correspondence within "virtual" academic spaces.

Panel G.4

Topics in Pedagogy, sources, and stances

127

Self-moderated panel

Barb Duffelmeyer, Iowa State University
New TAs, Critical Composition Pedagogy, and Multiliteracies

This study examines new TAs who successfully incorporated critical composition pedagogy in their teaching of first-year composition in a multiliteracies curriculum, the decisions they made as they confronted issues in their pedagogy (assignments, student reactions, technology), and suggestions for TA development programs.

John Haner, University of California, Santa Barbara
Triangulating the Truth: A Method and Rationale for discerning what is Most Reasonable to Believe in Online Political Research

This presentation will be a practical explanation of the varieties of problems writing students confront when conducting online research on issues of politics and will explain the simple approach to web research that has worked well in my writing classes.

Norman Douglas Bradley, University of California, Santa Barbara
Addressing Informational Volatility in Computer-based Engineering Education

The highly volatile twenty first century workplace demands a response from educators charged with teaching engineers how to communicate. Our thoroughness in addressing informational volatility may ultimately determine our success at preparing engineers to communicate effectively.

Panel G.5

Teaching Visual Literacy

321

Self-moderated panel

Kevin Brooks, North Dakota State University
Scott McCloud's Big Triangle and New Media Composition

This presentation will explain McCloud's triangle, and then elaborate on how I use it to structure a class called "Visual Culture and Language." The presentation will also argue for the place of this heuristic within the field of Computers and Writing.

Lei Lani Michel, University of Washington
If the Hand Were an Eye: Image Searches and Writing

This presentation will discuss how users, to explore the "lapse" or "lacuna" in language between the textual and visual and address how writing teachers can employ these better image search strategies in a composition classroom, categorize images.

William Archibald, Millersville University-Millersville,
Teaching the power of visual media: creation, control, and the image of the protestor

In this presentation, I will present sample analyses that show students grappling with the often-unexamined power of images to persuade.

Panel G.6

Topics in Professional's Technical Writing

322

Self-moderated panel

Joe Wilferth, University of Tennessee at Chattanooga
Designing in the Dark?: Toward Informed Technical Design for the Visually Impaired

This paper highlights classroom instruction and demonstrates lessons that promote better-informed technical design. The paper concludes by highlighting various resources for teachers of professional and/or technical writing.

Leena Chakrabarti, Kansas State University
Teaching Technical Writing in a Technology Classroom: A Pedagogical Balancing Act

In my presentation, with specific example of various assignments (such as the scannable resume, technical research, emails, research of companies, oral presentation, visual aids, etc.), I will discuss the several ways in which technology and writing are compromising with each other, complementing each other and being modified by each other.

Panel G.7

Mediating Composition Instruction Through Multimodality

323

Moderator: Pamela Takayoshi

Elizabeth Feltner, Kent State University
Mary Beth Sullivan, Kent State University
Pamela Takayoshi, Kent State University
Patrick Thomas, Kent State University

Recognizing the brink of change on which composition teachers are now perched vis-à-vis the meaning and shapes of texts, these four panelists consider the challenges multimodal composition poses for composition instruction in the coming century, arguing that new media technologies not only influence writing and facilitate substantive changes in writing, they catalyze composition teachers and theorists to re-articulate the basic concerns of our profession: What is text? What is composing? How does rhetoric contribute to understanding composing processes (especially visual/verbal/audio/video composing)? What is the best way to assess new media compositions? How can multimodality encourage and connect with civic engagement? Connecting all these presentations is a shared conviction that multimodality rests on already existing pedagogical desires—our interest in multimodality as a pedagogical practice is grounded, that is, in beliefs about students and learning that we already hold as teachers: Students increasingly will be called upon to communicate and make meaning in a capitalist, digitized, global workplace; students learn and engage with their education when classes (especially literacy-based classes) connect students' academic and non-academic lives; literacy pedagogy should promote active performance in both arenas; students have power over their rhetorical effectiveness as writers when they can control the tools that mediate their communication; students need be critical technological authors and readers in educational, workplace, and students, workers, and civic arenas; students must be fluent in authoring compositions circulating in the culture at large (at home, in the academy, in the workplace, in communities) if they are to be effective communicators.

Panel G.8

Diversity in the Digital Classroom

325

Self-moderated panel

Angela M. Haas, Michigan State University
Digital Diversity: Making Online Spaces More Native to American Indians

Ultimately, via my rhetorical analysis of the Cherokee Nation site, my presentation will argue that considering the limited access that Native Americans have to the Web (and the fact that only 10% of Internet developers are people of color), it is impressive that this Nation has provided its users with so much valuable content in such an effective manner.

Carmen Kynard, Medgar Evers College of the City University of New York
"Wanted: Some Black Long Distance Writers": Online Writing Groups as Afro-Digitized Communities

This presentation examines how students of African descent perform their ethnic identities and rhetorics digitally in a freshman composition course. I begin by arguing that multiple uses of signifying frame students' public rhetorics.

Phillip Presswood, Galveston College
Language of the Individual: SCORM and the Academic Advanced Distributed Learning Initiative

How are the developments of technology changing the way we perceive the whole of standard knowledge? Is having a mandated and linear view of language and its use incongruent with the way learning will be implemented throughout the rest of the twenty first century?

Panel H.1

Training Teachers for the Digital Classroom

120

Self-moderated panel

Angela Crow, Georgia Southern University
Teaching Teachers New Writing: Understanding Learning Styles and Motivation across the Lifespan

This paper overviews the existing research in psychology on learning patterns an individual acquires and uses throughout their life. This information may help us to partially understand why some writing faculty accumulate new writing practices/literacies while others appear more unwilling/unable to study—let alone adopt—new writing practices.

Anthony T. Atkins, Northwestern State University
Assessing Teacher Technology Training: The Institution and Technology Initiatives

I argue in this presentation that university workshops treat technology as something that can simply be added to an already planned offering of student and faculty services, something that can help students and faculty locate information more quickly and more easily.

Laura McGrath, Kennesaw State University
Designer—Text—User: How Electronic Communication and the Turn to the Visual Are Changing Composition

My presentation, which supports the argument that we are doing our students a disservice if we do not address the opportunities and challenges produced by electronic and visual modes of communication, will draw upon current theories of electronic and visual literacy and examine related classroom practices.

Panel H.2

EndNote as Knowledge-Builder: the Bridge Between TAC and WAC

123

Moderator: Lesley Mary Smith

James Young, George Mason University
John O'Connor, George Mason University
Lesley Mary Smith, New Century College, George Mason University

The presenters, the principal investigators on this project, first scrutinize the pedagogical value of EndNote. Although many educators use EndNote primarily as a bibliographical tool, the software actually forms a sophisticate knowledge management and potentially, knowledge sharing, system. For example, at a very basic level, as students create their own lists of keywords to describe their readings and their writings, they need to reconceptualize complex texts and explore relationships to other texts, both those already categorized and those not yet encountered, expand their descriptive vocabularies and analyze data downloaded from online catalogues and databases.

At the same time, EndNote fosters a culture of evidence, critical not only to effective writing but also to the portfolio assessment that NCC practices. Students can classify informal and formal writings, archive and categorize their notes on class discussions, group projects and readings, develop the competencies NCC stresses as analytical categories and use Term Lists as tools to discover their own patterns of learning. EndNote thus stimulates the meta-thinking that supports thoughtful portfolio composition. At base, EndNote integrates learning and strengthens other successful NCC TAC/WAC yearlong programs such as e-portfolios, the discovery research project, website/hypertext writing and information literacy.

Panel H.3

Slaying the "Blind Giant": Two Perspectives of Computer-Assisted Revision

125

Moderator: Jeff Schonberg

Jeff Schonberg, Angelo State University
Nancy Allen, Angelo State University

Instructors in both developmental and advanced writing courses at Angelo State University have identified revision as the most problematic aspect of the writing process to teach in computer-assisted classrooms. This presentation focuses on two perceptions

of this problem by drawing from Kenneth Burke's notion of identification in A Rhetoric of Motives. Burke explains his concept of identification through a discussion of John Milton's Samson Agonistes. Burke notes that Milton identifies with Samson ["the blind giant"] who slew himself in slaying enemies of the Lord (19) because Milton was able to relate to Samson as a metaphor for Milton's frustrations with the Puritans and the English Royalists.

Panel H.4

The Portraits of Composition Research Study: How College and University Writing Gets Taught in the Early 21st Century

127

Moderator: Morgan Gresham

Morgan Gresham, Clemson University
Teddi Fishman, Clemson University

How is composition taught, at four-year schools, two-year schools, land grant schools and historically black colleges and universities and tribal colleges, and at public and private schools, and by diverse faculty? What will faculty say are the joys of teaching? What will they say are the pressures? How much technology do they use today, and for what purposes, and how much do they plan to use tomorrow? These questions have informed the Portraits of Composition Research study. A first of its kind, it includes various sources of research data: Together, they begin to paint a portrait of early 21st century composition.

Panel H.5

Good Buttons Make Good Boundaries: the Challenge of Designing an Effective Graphical-User Interface

321

Moderator: Kevin Moberly

Brent Moberly, Indiana University
Kevin Moberly, University of Louisiana at Lafayette

Using the example of Zork and the computer games that have come after it as a metaphor, our goal is not to simply describe the steps we have taken in regards to BrightMOO, but to speak to a position that we believe many scholars in technical rhetoric are familiar with: the zero-sum equation that technology creates for itself whenever the old and the new intersect, the innovative and the reticent, the interface and the user.

Panel H.6

Navigating Digital Portfolio Territory: Lessons from Driving Blind
322
Moderator: Maggie Christensen

Maggie Christensen, University of Nebraska at Omaha
Dorianne Richards, University of Nebraska at Omaha

Exploring the varied landscape of student digital portfolios, we see that they cannot serve all purposes at once. Although we observe many benefits for our first-year writing students, such as improvement of students' digital literacy, technology limitations as well as contradictory goals cause us to rethink our path. As our digital portfolio adventure progresses, we focus on students' needs, emphasizing the rhetorical value of digital portfolio construction and prioritizing student autonomy.

We view student digital portfolios as a form of argument that depicts a student's identity and self-presentation. Like any effective argument, a student's digital portfolio should be designed for a specific audience, not merely serve as an artifact container. In our presentation, we describe assignments that help students to make appropriate decisions regarding audience, content, context, and design and to avoid problem areas such as copyright issues, identity theft, and plagiarism.

Panel H.7

Opening the Digital Gates: History, Culture, and Gender in Distance Learning Courses

323

Moderator: Nancy Barron

Nancy Barron, Northern Arizona University
Sibylle Gruber, Northern Arizona University

The presenters show that distance learning courses at the graduate and undergraduate level can be constructed and taught as an intersection of multiple cultures, histories, ethnicities, and generations. The presenters used "Women's Basketball on the Navajo Nation: The Shiprock Cardinals, 1960—1980", written by Presenter 1 as an example of undermining stereotypes of Navajo history, women, and culture. Presenter 1 interjects her comments in online discussions and encourages students to think more critically about their own responses, which can continue cultural and gender stereotypes. The article and author input provide a space for traditionally marginalized and unrecognized women in higher education, and the online discussions show undergraduate and graduate students, with diverse regional, cultural, generational, political, and class backgrounds undermine notions of "faceless" and homogeneous online environments.

Panel H.8

Rhetoric and Media

325

Self-moderated Panel

Claire Lauer, University of Arizona
The Endangered Species of MOOs in Composition

In my presentation I will critique the ways in which MOOs are presented on the web to first-time users. I'll present a rhetorical analysis of several educational MOO interfaces, pointing out the ways in which these interfaces may discourage new instructors from exploring this technology.

James E. Porter, Michigan State University
Why We Should Recover Delivery for Digital Rhetoric

My point is this: Delivery is an important concept to revive for digital rhetoric -- NOT the same form of delivery as in classical oration, but a revised and expanded theory of delivery for digital discourse. What we have to do, what rhetoricians in any age have to do, is re-purpose the old categories to suit current rhetorical needs: the media we now work in, the production tools we now use, the types of audiences we now write for.

At a Glance -- All sessions will be in Building 160, Wallenberg Hall

7:00 - 9:00	Registration, Wireless Setup, Mentoring, Coffee and Pastries @ The Stanford Writing Center
8:00 - 9:00	Town Hall Session III @ The Stanford Writing Center
9:15 - 10:30	Session I
10:45 - 12:00	Session J
12:15 - 2:00	CCCC Committee on Computers in Composition and Communication Planning Meeting @ Margaret Jacks Hall – Terrace Room

Town Hall Session III

Budgets and Bricolage: Making Do with What We've Got (But Holding Out for More)

The Stanford Writing Center
Leaders: Judi Kirkpatrick and John Zuern

Access to computing resources varies greatly across the institutions in which we teach. Some of us enjoy "fully loaded" networked classrooms and multimedia development labs while others struggle to secure basic equipment, software, and connectivity. How do these material conditions shape our pedagogy, and how can we actively engage these conditions, whatever they may be, in ways that are productive for our students and our own intellectual growth? What vital "teaching moments" can arise from austerity? How can an abundance of technical resources sometimes get in the way of our teaching goals? On departmental and institutional levels, how do boom or bust budgets steer our conceptions of "mission" and our curriculum reform, and how can mission statements and curricular planning, in turn, put pressure on budgetary decisions? This Town Hall session focuses on exchanging stories and sharing (and developing) strategies for making the best of the resources available to us and, at the same time, agitating for more (and more thoughtful) institutional support for technology-intensive writing programs. Creative approaches to classroom practice, course and curriculum design, grant seeking, partnerships across campus and among institutions, and negotiations with administrators are among the topics we might address.

Participants:

Kristine Blair
Michael Day
Janice Walker

Panel I.1

Hardlines on Hardware
120
Self-moderated panel

Bob Whipple, Creighton University
Writing Teachers Must Become Academic Technology Managers

This presentation will assert that teachers need to become managers in significant ways and take significant actions in their own schools' structures; it will address obstacles to progress in this area, and will posit benefits that result form more control of teacher-run systems and collaboration with existing systems.

Derek Van Ittersum, University of Illinois at Urbana-Champaign
Five Finger Inscription: Examining the Relationships between Hardware and Software Interfaces

Anne Wysocki and Julia Jasken have recently re-emphasized the rhetorical nature of computer interfaces, calling for more critical examinations of their limitations and possibilities. Although their work centers on the visual interfaces presented on computer monitors, they recognize that "artifacts that designedly engage touch and/or hearing" (31) deserve our attention as well. In this presentation, I seek to extend their critiques to include the physical interfaces for computing—the keyboards, mice, and other devices that allow us to communicate with the computer.

Isabel Pedersen, Ryerson University
Human-eccentricity, Interactivity, and the Design of Wearable Augmented Reality Interfaces

As new technologies emerge, we need to take an active participation in media design. This paper addresses wearable computers and Augmented Reality interfaces as an emergent medium of communication ("wearable AR"). I argue that we need to strategize emergent media, like wearable AR, to desirable ends in order to better people's lives and avoid dehumanization.

Panel I.2
Style and Genre in Digital Text
123
Self-moderated panel

John Tinker, Stanford University
Style and Digital Writing: Reevaluating the Ideology of Style

This presentation addresses how our understanding of style affects our evaluation of literacy, a topic addressed in Katheryn T. Flannery's 1995 book, The Emperor's New Clothes: Literature, Literacy, and the Ideology of Style.

Keith Dorwick, The University of Louisiana at Lafayette
Wrong Reasons: Arrangement, Delivery and the Right to Publish Freelance Articles in One Newspaper's Database

As writers and editors, should we repute the argument that a newspaper is merely the sum of its parts or is the court right in arguing that a newspaper's layout so impacts its reality as a genre that it can't exist in electronic form at least using database technologies? What, exactly, is an online version of a newspaper? Classical theories of arrangement and delivery can help rhetors think through the issues raised by this case.

Richard Holeton, Stanford University
Killing Them Softly: How Much is Too Much New Media for the Digital Natives?

In a pilot course for Stanford's new writing requirement, students were asked to study their own uses of new media in the context of college residential life, using various new media tools and communication to do so. When students are already immersed in instant messaging, blogs, the Web, etc. in their daily lives, how much more can they take when these media become formalized in the context of a writing course?

Panel I.3

Topics in Multimedia

125

Self-moderated panel

Bob Samuels, University of California Los Angeles
The Rhetoric and Pedagogy of New Media: Producing Student Web Zines in Undergraduate Writing Courses

This presentation discusses my experience of having students produce a class web zine for an upper-division writing course at UCLA.

Catherine Gouge, West Virginia University
Teaching Argumentation in the Multimedia Writing Classroom

Last spring, I designed and taught a course called "Multimedia Writing" in the English Department at WVU. In my presentation, I will discuss the specific assignments I used for the course; I will show and discuss some representative student work; and I will discuss some of the challenges of evaluating their work.

Stan Harrison, University of Massachusetts, Dartmouth
The Meaning of Movement

Movement both creates meaning and impels compositionists to ask a number of questions that follow from formalist film theory. Is it true in a movie of language that the verbal subject that moves toward the dominant contrast sustains the balance of the frame, and the verbal subject that moves away from the dominant and out of the frame causes the composition to become destabilized?

Panel I.4

Technology in Interdisciplinary Studies

127

Self-moderated panel

Brian C. Ladd, St. Lawrence University
Back to the Future: Communicating with Computers and Programmers in Introductory Computer Science

This paper reports on the use of traditional writing across the curriculum (WAC) techniques (Young 1999) to help students remember both audiences when they are writing their programs. Multiple drafts and guided rewrites accompanied by self-reflective rewrite essays draw on students' experiences

Panel I.5
Virtual Environments as Social Spaces
321
Self-moderated panel

Gustav Verhulsdonck, New Mexico State University
Disciplinary Mapping of Collaborative Virtual Environments: Integrating a Multi-user Perspective in the Creation of Online Spaces

In this presentation, I want to contrast the way space is mapped in the field of CVE and how it is framed in the discussions of Haraway and others. By comparing how CVEs are generally constructed as Cartesian, knowable spaces and contrasting this view with Haraway's notion of situated knowledge and figurative spatial configurations, I want to point to ways of developing educational CVEs in which space is denaturalized and opened up for reinterpretation.

Johndan Johnson-Eilola, Clarkson University
An Apparently Chaotic Workspace: Productivity Redefined

Through student quotes/text/screen shots/feedback about every step of their on and off-task work session, Johnson-Eilola will use student voices and images to explicate the productive chaos students' digital lifeworlds. Postmodern theories of agency and architecture will be used to inform our understanding of these lifeworlds.

Lunsford, Karen, University of California, Santa Barbara
Argumentative Architectures: Building a Database for Educational Reform

In this presentation, I report on a case study of a consortium that was funded to develop a database of resources for fostering diversity in educational settings. I draw on semi-structured and text-based interviews with six key consortium members, along with rhetorical analyses of several of the project's central documents.

Panel I.6

Research in Computers and Writing
322
Moderator: Janice R. Walker

Janice R. Walker, Georgia Southern University
Sandy B. Anderson, University of Kansas

Coordinators for the C&W Graduate Research Network (GRN) and the CCCC Research Network Forum (RNF) have joined forces to propose a new book series exploring strands discussed at or growing out of these two successful forums. This panel will present information about the proposed book series, including presentations by one of the researchers proposing books for the series. Audience members will also be encouraged to discuss and submit proposals.

The book series will examine RNF and GRN's role in the emerging research in the field of composition and rhetoric—both the "hot topics" in the field and the classical research that has occurred throughout the years. We see the series emerging by research topics (e.g. the community, multimodality, graduate education in composition/rhetoric, the influence of technology in the field, researchers who made a difference in our forums and in the field, to name a few). Books in the series would be edited by both seasoned researchers and emerging scholars in the field. Our primary audience will be those interested in general composition/rhetoric studies, graduate students/faculty in the field, those teaching/studying research methodologies, and past/present/future participants of the Research Network Forum and the Graduate Research Network.

Panel I.7

New Technologies/New Literacies/New Communities: How An Interactive Course Website Has Reframed the Study of Literacy and Discourse Communities in First-Year Writing
323
Moderator: Eleanor Kutz

Christian Pulver, University of Massachusetts, Boston
Eleanor Kutz, University of Massachusetts, Boston

In this session, we would like to focus on the ways in which the technology of section-based websites (designed as a first-year writing program alternative to the university's course management system) is supporting the participation of a diverse group of learners within the academic communities of their first-year writing courses while reframing the study of literacy and discourse communities that's at the center of our curriculum.

Panel J.1
Technology and Delivery
123
Self-moderated panel

Sohui Lee, Stanford University
The Teaching of Rhetorical PowerPoint in the Classroom

I believe that our duties as instructors are not to avoid teaching in PowerPoint but rather inform our students of the problems inherent in PowerPoint by teaching them to use PowerPoint rhetorically. In learning PowerPoint as a form of rhetoric, students will avoid the various pitfalls that Tufte highlights, including "inept" organization" and "obnoxious transitions."

Corinne Arráez, Stanford University
Anxious and Electric. Digital Texts in Debate

In this presentation, I will discuss the controversy surrounding the nature of the digital text and how it impacts traditional notions of linearity in academic writing. What rhetorical choices need to be made when using hypertext as the form of delivery in order to maintain a structured argument? Will the "structure" of the argument as we know it change based upon these new forms of delivery?

Panel J.2

Integration or Afterthought? Accessibility After a Decade of the Web

125

Moderator: Bradley Dilger

Bradley Dilger, Western Illinois University
Erich Nunn, University of Virginia
Kristen Taylor, University of Virginia

Though writing and computer technologies have improved in many ways in the past decade, substantial gains for accessibility have been slow to appear. Despite the emergence of new encoding standards and the institutional weight of state and federal governments, many websites and electronic resources, in and out of the classroom, still present significant obstacles to users who rely on assistive technologies such as screen readers. A recent court case (Access Now v. Southwest) also calls advancements in accessibility awareness into question. Perhaps more importantly, as more designers and other decision makers assume interfaces based on the visual Web are "normal enough" to be familiar to anyone, they are appearing in voting booths, machines for making labels in post offices, and airports—despite extremely questionable accessibility and usability. The consequences of this persistent ignorance of accessibility needs will become more severe, as electronic interfaces become even more a part of daily life.

In this panel, to join the voices of those who seek to keep accessibility on the agenda at the Computers and Writing conference, and, more broadly speaking, for English studies, we examine three specific areas in which questions of accessibility shape theory and practice. John Slatin has pointed out that accessibility concerns are best addressed when concern with accessibility is fully integrated into our technologies and pedagogies. We embrace this integration to encourage our colleagues and students—who will be making decisions about support of accessibility for years to come—to see accessibility as central to new writing and computer technologies, not something only considered if we have time, if we are sued, or if we find ourselves frustrated by an interface design.

Many thanks to the publishers and companies that have lent their support to Computers and Writing . Their displays will be set up in the main lobby of Wallenberg Hall, where regular sessions are carried out.

The following exhibitors have confirmed their plans to attend Computers and Writing 2004:

Bedford/St.Martin's
Houghton Mifflin
McGraw Hill
Longman Publishers
W. W. Norton

Bedford/St. Martin's has once again arranged for the printing of the conference program and this year has also underwritten the production of the Conference Proceedings on CD-ROM. We are very grateful for this continuing support.

22	2006	Lubbock, Texas (Rich Rice)
21.	2005	Palo Alto, California (Corinne Arraez)
20.	2004	Honolulu, Hawai‘i (Judi Kirkpatrick, Darin Payne, and John Zuern)
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, Hawai‘i (Judi Kirkpatrick)
12.	1996	Logan, Utah (Christine Hult)
11.	1995	El Paso, Texas (Evelyn Posey)
10.	1994	Columbia, Missouri (Eric Crump)
9.	1993	Ann Arbor, Michigan (Bill Condon)
8.	1992	Indianapolis, Indiana (Helen Schwartz, Linda Hanson, Web Newbold)
7.	1991	Biloxi, Mississippi (Rae Schipke)
6.	1990	Austin, Texas (Fred Kemp, John Slatin, Wayne Butler, Locke Carter)
5.	1989	Minneapolis, Minnesota (Geoff Sirc)
4.	1986	Pittsburgh, Pennsylvania (Glynda Hull)
3.	1985	Los Angeles, California (Lisa Gerrard)
2.	1984	Minneapolis, Minnesota (Donald Ross)
1.	1982	Minneapolis, Minnesota (Lillian Bridwell-Bowles)

W = Workshops
TH = Town Hall
GRN = Graduate Student Network
KS = Keynote Speaker
SF = Special Feature Session

Alexander, Jonathan, C.6
Alfano, Christine, F.2
Allen, Nancy, C.4
Allen, Nancy, H.3
Anderson, Sandy B., I.6
Anderson, Stacey Stanfield, A.6
Archibald, William, G.5
Armstrong, Sonya, C.6
Arráez, Corinne, J.1
Ashman, Kathleen, F.3
Atkins, Anthony T, GRN, H.1
Bailley, George, SF1
Baird, Neil P., B.6
Ball, Cheryl E., GRN, B.4
Balthazor, Ron, F.1
Banks, William, B.2
Barron, Nancy, H.7
Barton, Matt, TH1, E.6
Batyi, Thoko, SF1
Benninghoff, Steve, E.2
Bisagno, Joan, A.6
Black, Suzanne, E.1
Blair, Kristine, TH3, A.1
Bleck, Bradley, W5
Blouin, Rose, SF1
Blum-Malley, Suzanne, SF1
Bowie, Jennifer, E.1
Bradley, Norman Douglas, G.4
Branscomb, Rick, D.1
Brooks, Kevin, G.5
Bu
Burton, Casey, B.5
Cambridge, Darren, TH1, D.5
Cash, Amanda, G.3
Chakrabarti, Leena, G.6
Chandler, Sally, B.2
Chisholm, Julie K., A.4
Christensen, Maggie, H.6
Clements, Peter, C.3
Cocola, Jim, C.5
Cogdill, Sharon, GRN
Colby, Richard, E.5
Comstock, Michelle, A.1
Conner, Trey, E.4
Cooper, Karin, C.7
Crenshaw, Cheri, C.5
Crow, Angela, H.1
Cummings, Robert, TH1, C.2
Davis, Elizabeth, C.1
Day, Michael, GRN, TH3, A.5
De Silva, Nishadi, D.1
DeBry, Dena, W4
Desmet, Christy, C.2
DeVoss, Danielle N, GRN, C.4
Dickson, Chidsey, B.1
Dilger, Bradley, TH2, J.2
Dornsife, Rob, C.5
Dorwick, Keith, W1, I.2
Doyle, Richard, TH1, E.4
Drescher, Elizabeth, F.4
Duffelmeyer, Barb, G.4
Duncan, Sydney, C.1
Earhart, Amy, C.7
Eble, Michelle, B.2
Edwards, Michael, B.5
Ehmann, Christa, A.7
Ellerston, Anthony, D.2
Ericsson, Patricia, F.2
Eyman, Douglas, B.1
Fanderclai, Tari, W1

Felix, Justin, E.5
Feltner, Elizabeth, G.7
Fishman, Teddi, H.4
Flynn, Theresa, F.6
Ford, Marjorie, E.3
Gerrard, Lisa, D.3
Gordon, Christie, A.2
Gordon, Jay L, G.1
Gossett,Kathie , A.3
Gouge, Catherine, I.3
Gresham, Morgan, TH2, H.4
Gruber, Sibylle, H.7
Guenzel, Steffen, C.1
Haas, Angela M., G.8
Haines, Jack, A.5
Halbritter, Bump, D.6
Haner, John, G.4
Hannah, Mark, A.5
Hansen, Marcia, C.7
Harrison, Stan, I.3
Haven, Shelley, A.6
Hawisher, Gail E., TH2, G.2
Hawkins, Amy, SF1
Haynes, Michael, B.7
Hea, Amy Kimme, GRN
Hensley, Kim E., B.3
Hewett, Beth, A.7
Hocks, Mary, A.1
Holeton, Richard, I.2
Jeney, Cynthia, B.3
Jennewein, Bryan D, G.1
Johnson-Eilola, Johndan, I.5
Kalmbach, Jim, W5, TH1, F.2
Kapper, Michael Carlson, F.1
Karatsolis, Andreas, F.6
Karper, Erin, GRN
Kilborn, Judith, W1, A.2
Kirkpatrick, Judi, TH1, TH2, TH3
Kitchens, Marshall, D.5
Kuhlmann, Deborah J., E.3
Kuhn, Virginia, D.3, TH2
Kutz, Eleanor, I.7
Kynard, Carmen, G.8
Ladd, Brian C., I.4
Lamanna, Carrie, A.3
Latchaw, Joan, F.5
Lauer, Claire, H.8
Lee, Sohui, J.1
Leijten, Mariëlle, D.4
Lindgren, Tim, W5
Loomis, Ormond, F.3
Lopez, Jacklyn, B.2
Lowe, Charles, W5, TH1-2, B.2
Lueker, Kate, C.1,
Lunsford, Andrea, KS
Lunsford, Karen, I.5
Maid, Barry, GRN
Mayeko, Ncedisa, SPF1
McEntee, Jason T., B.1
McGovern, Heather, E.1
McGrath, Laura, H.1
McKee, Heidi, GRN, B.5
Menchaca, David, E.2
Michel, Anthony, F.5
Michel, Lei Lani, G.5
Millar, Krista Homicz, D.2
Moberly, Brent, H.5
Moberly, Kevin, W1, H.5
Moeller, Ryan, GRN, F.1
Morgan, MC, E.6
Moulthrop, Stuart, TH2, C.3
Moxley, Jeff, E.6
Murphy, Robin, E.5
Naude, Elize, SF1
Nunn, Erich, J.2
O'Brien, Alyssa, D.6

O'Connor, John, H.2
Pedersen, Isabel, I.1
Porter, James E., H.8
Presswood, Phillip, G.8
Pruchnic, Jeff, E.4
Pullman, George, B.7
Pulver, Christian, I.7
Purdy, Jim, A.3
Quarshie Smith, Beatrice, B.2
Quirk, Sarah, A.5
Rachal, Windy, D.1
Ratliff, Clancy, B.2
Reilly, Colleen A., B.1
Rendleman, Eliot, B.6
Riley, Brendan, SF1
Rice, Rich, B.4
Richards, Dorianne, H.6.
Ridolfo, James Paul III, F.6
Roman, Laura, G.1
Romberger, Julia, B.5
Ross, Mark, B.7
Ruiters, John, SF2
Sabol, Jeremy, W2
Samuels, Bob, I.3
Schonberg, Jeff, H.3
Selfe, Cynthia L., GRN, TH2, G.2
Seligo, Carlos, W3
Sheridan, David M, F.6
Shonekan, Stephanie, SF1
Shultz Colby, Rebekah, E.5
Sidler, Michelle, B.2
Smith, Lesley Mary, H.2
Solberg, Janine, D.3
Sorapure, Madeleine, TH2, D.2
Spring, Sarah, D.6
Stansell, Amanda, E.2
Sullivan, Mary Beth, G.7
Szabo, Victoria, W2
Szerdahelyi, Judith, B.3
Takayoshi, Pamela, G.7
Tannacito, Terry, F.4
Taylor, Kristen, J.2
Taylor, Todd, SF2
Thai, Tran, E.5
Thomas, Brennan, E.5
Thomas, Patrick, G.7
Tinker, John, I.2
Turnley, Melinda, D.1
Van Ittersum, Derek, I.1
Van Waes, Luuk, D.4
VanDam, Kara, C.8
Verbiar, Jennifer, C.8
Verhulsdonck, Gustav, I.5
Vie, Stephanie, C.4
Waggoner, Zach, A.4
Wald, Harriet, C.3
Walker, Janice R., GRN,TH3, I.6
Walker, Joyce R, GRN, A.3
Weeks, Laurel, A.6
Whipple, Bob, I.1
White, Jeff, W5, B.2
Wilferth, Joe, G.6
Williams, Terra, F.3
Willihnganz, Jonah, A.6
Wright, Nora, D.5
Wright-Cleveland,Margaret E., F.3
Yamaguchi, Lina, W4
Young, James, H.2
Zuern, John, TH1, TH2, TH3