Computers and Writing

Open Source

2008 UGA

Open Source as Technology and Concept

May 22-25, 2008
The University of Georgia
Athens, GA

Michael Day - Hilton Garden Inn

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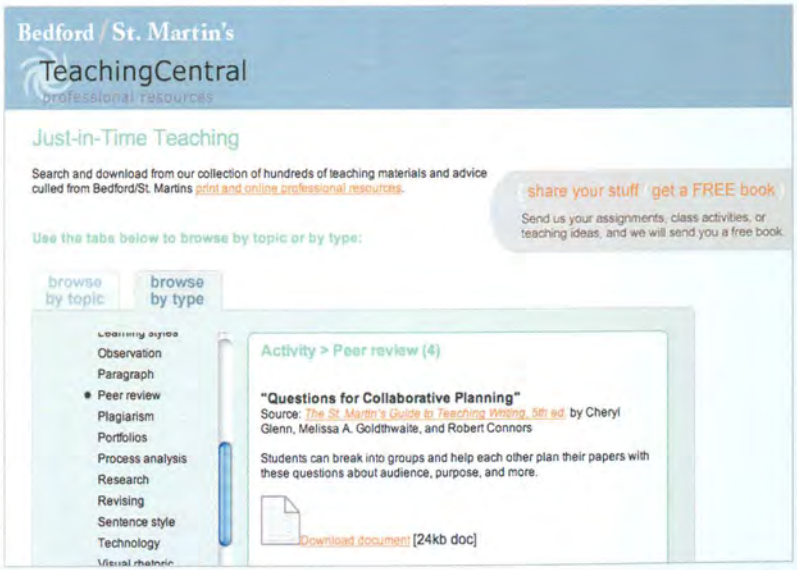
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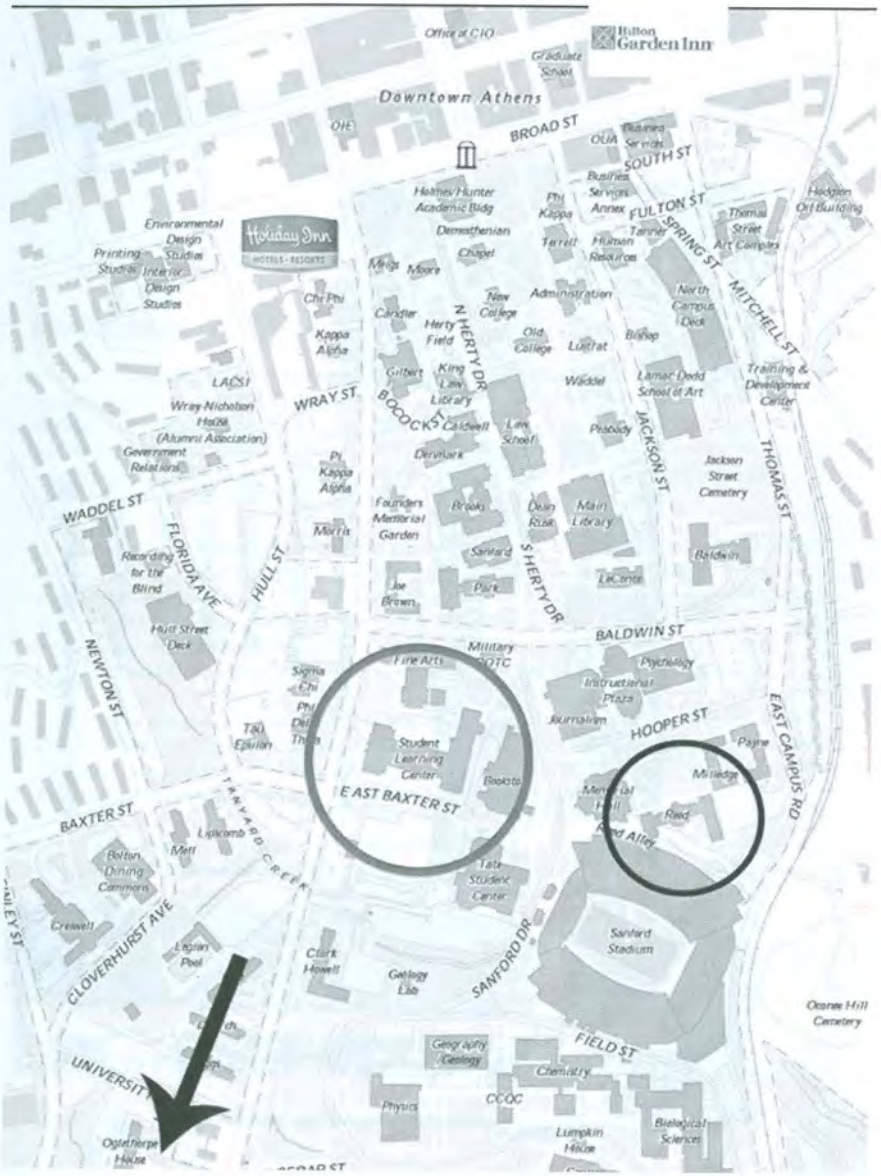
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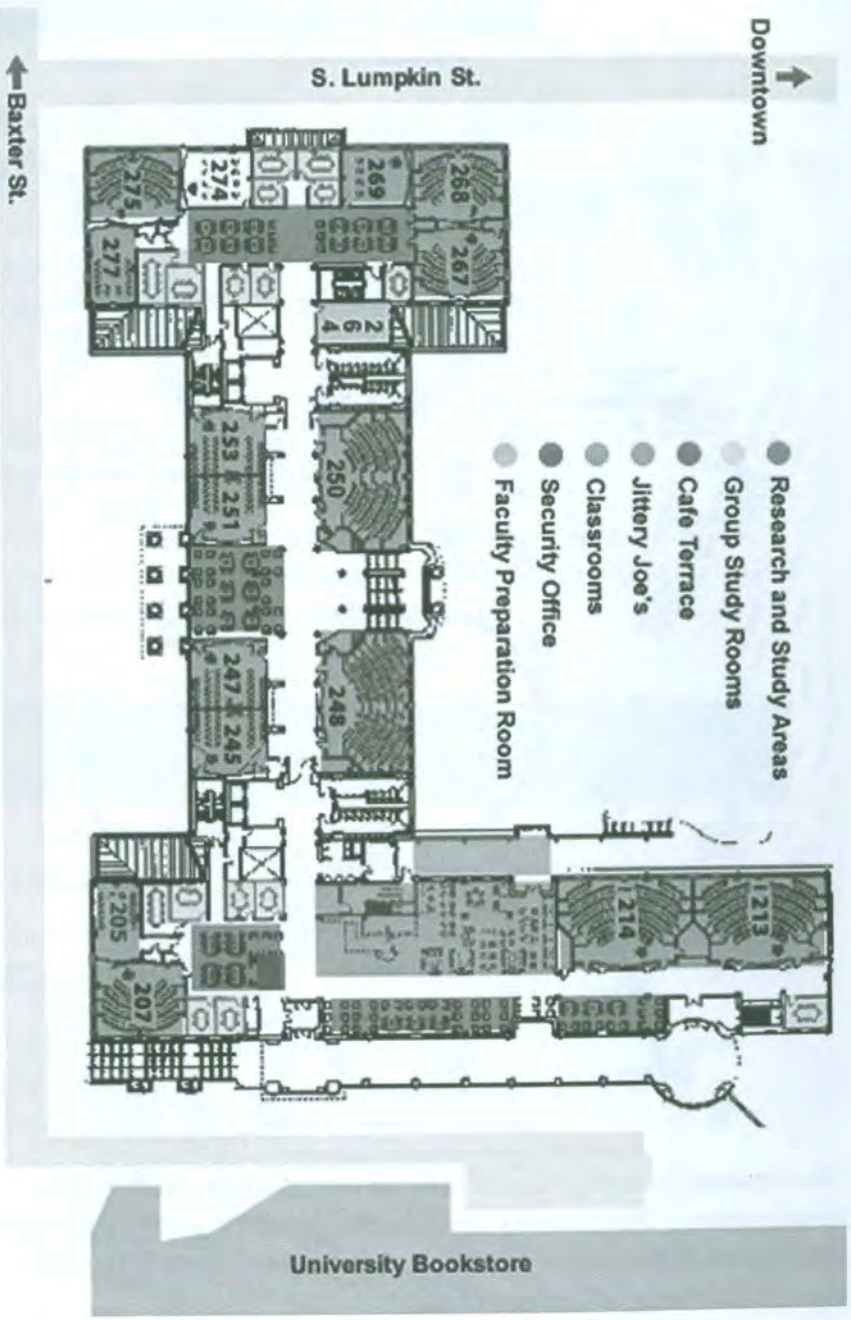
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The Student Learning Center (shown center) is the conference headquarters. Hotels (top) are indicated by respective logos. The conference dormitory is circled, and the arrow points in the direction of the Georgia Center hotel.



UGA Student Learning Center (SLC), Second Floor

The University of Georgia

Office of the President

May 22, 2008

Dear Colleagues:

As one who has long argued for the central role of writing in the curriculum, I am pleased to welcome you to the University of Georgia, Athens, and this year's meeting of Computers and Writing. I remain convinced, as I have argued before, that writing is the synthesizing exercise of an educated mind, and that our students, like those at your institutions, must leave able to write well regardless of the degrees they have earned. This conference, and your participation in it, represent a step toward that shared goal.

UGA faculty realized early on that the computer will be the tool for writing in the 21st century and occasion the incalculable effects of an all-encompassing shift in technology. Our program in first-year composition has for several years been based on our locally-developed <emma>, the open-source, web-based writing suite that manages all aspects of student writing from invention and research to portfolio assessment. Through our just launched Writing Certificate and its electronic portfolios, <emma> will begin a wider university presence.

UGA has also a vigorous Writing Intensive Program that involves annually about forty classes outside of English, three Writing Centers across campus with a fourth on the way, and a program to support faculty Writing Fellows now beginning its second year. These developments help to address the need for more writing in more classes.

Chartered by the Georgia General Assembly Jan. 27, 1785, in Savannah, The University of Georgia is America's first state-chartered university and the birthplace of the American system of public higher education. I hope you will have an opportunity to explore this beautiful campus and the surrounding area during your time in Athens.

Best wishes for a successful and rewarding meeting.

Sincerely,

Michael F. Adams

Michael F. Adams
President, University of Georgia

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The University of Georgia

Franklin College of Arts and Sciences
Department of English

Welcome from the 2008 Conference Chairs

We are delighted to welcome you to Athens and the 2008 meeting of Computers and Writing. The theme of this meeting, "open source resources," reflects our own commitment to the value of a shared, non-proprietary online writing environment that has for seven years guided development of the open-source "electronic markup and management application" or <emma>™. The theme also reflects our desire to celebrate the kinds of work that composition teachers do every day. While software developers have recently learned the value of sharing knowledge and labor, this is a lesson that writing teachers have always understood. Everything we do, from coaching students and directing peer review sessions, to training Teaching Assistants, to constructing curriculum depends on the collective efforts of many individuals. Once again, welcome, and we hope that you enjoy and profit from the conference.

Many individuals and organizations at the University of Georgia and elsewhere have contributed to make this meeting possible, and we wish to take this space to acknowledge them. For institutional funding support, we're grateful to the University of Georgia Office of the Vice-President for Instruction; the Jo Elliott and Charles Marks Jones, Jr., Academic Support Fund; the University Libraries; the Office of the Dean, Franklin College of Arts and Sciences; the Department of English; the Willson Center for Humanities and Arts; and the Center for Teaching and Learning.

Almost all of the larger <emma>™ community has assisted in one way or another to prepare this event.

Thanks also to our terrific volunteers from the University of Georgia (Departments of English, Language and Literature Education, Instructional Technology & The Center for Teaching and Learning), Virginia Military Institute, Columbus State University, and Kennesaw State University, who helped make Computers and Writing 2008 happen:

Michelle Ballif, Ron Balthazor, Beth Beggs, Bob Cummings, Christy Desmet, Anita DeRouen, Alexis Hart, Nelson Hilton, Sharon McCoy, Laura McGrath, Mike Moran, Deborah Miller, Scott Reed, Myra Blackmon, Brandy Ball Blake, Danielle Barrios, Jane Barroso, Emily Bateman, Tom Beggs, Jenn Blair, Lisa Bolding, Joy Bracewell, Lauren Chambers, Maria Chappell, Sherry Clouser, Aghigh Ebrahimi, Michial Farmer, Angela Green, Rui Hu. Bess Jones, Allison Lenhardt, Matt Lewis, Yen Ting Liu, Jill Parrott, Erin Presley, Sara Steger, Wesley Venus, Laura Weaver, Robin Wharton, and the faculty and staff of Grady College.

Sincerely,



Christy Desmet, CW2008 Chair



Ron Balthazor, CW2008 co-Chair



Nelson Hilton, CW2008 co-Chair

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Jim Slatin: In Remembrance

Dr. John Slatin, Computers and Writing pioneer and founding director of University of Texas, Austin's Computer Writing and Research Lab, passed away in March after a long battle with leukemia. Internationally known as a leader in web accessibility and as an advocate for people with disabilities, John was a frequent participant in the Computers and Writing Conference and won the 2002 CCCC Technology Innovator Award.

> "John was not merely an innovator; he was a visionary. And he was not a visionary who merely saw into the future, he brought the future he saw into being. And the future he brought into being was dazzling and entirely unexpected. The advent of technology into our field was poised to automate functions, to mechanize routine activities such as grading papers and giving exams. John saw it differently, that technology could become a vehicle for liberation and transformation in the humanities. It could liberate teachers and students from stale, predictable pedagogical practices, and it could transform the humanities from a musty archive into a world of dynamic and creative possibility."
>
> – Peg Syverson

PHOTOTROPISM
by Jim Slatin

Once, having eaten all my house
had held and hungry still, I went down
to sit and sweat away
at Sweetish Hill some lies I'd told myself
and couldn't leave until I'd seen
how in the tree to the left of the lot the leaves
were filling with light, swelling with light
right to bursting: I exploded
then like a bird from the branch, up,
homing, heard
your voice a singing in me
wordless as I walked. And now
I'm leaving sight behind
a while, and I'm scared
to go; but why tap out this
bittersweet slow farewell, if not
to learn in my blindfold way
the texture and the sound of
things
to see in that acre of nearly
melted asphalt and its broken bits
of glass, as in that aching sunlit
tree, appalling beauty?

Around the Conference

General Help and Directions

The Registration Desk should be every conference-goer's go-to source for help in all matters non-technical in nature. The Registration volunteers can assist with providing copies of the program, providing directions (both around the SLC and in Athens in general), local transport, and more.

Badges and Meals

Conference badges and drink tickets for the Friday evening Banquet and Reception may be picked up at the registration table on the second floor of the Student Learning Center. The badges provide admission to Thursday night's Opening Reception, Friday's catered-on-site breaks, Friday's catered-on-site box lunches, Friday evening's off-site banquet andReception at the Classic Center downtown, Saturday's catered-on-site breaks, Saturday's catered-on-site lunch buffet, and Sunday morning's catered-on-site brunch/break. Attendees should wear badges for these events and present tickets to receive complimentary drinks Friday night.

Computer and Internet Access

The UGA Student Learning center offers solid wi-fi access, as well as several walk-up computer stations you can use. You will need to input a username/password to access the network, though, so we've secured a specific account for conference goers. Input username "cw08" and password "ugacw08!" (removing quotes, case sensitive).

Moderator and Technical Support

C&W volunteers will be randomly roaming the halls of the SLC for the duration of the conference. However, the easiest and most direct way to access technical support will be to go to room 269, where our support staff will be headquartered. Here you can get assistance with local internet access, navigating and uploading documents to the conference program, and operating the recording equipment that will be used in the panel sessions.

We highly recommend that all session moderators visit room 269 before their sessions to get a brief tutorial on the equipment being used.

Parking

Visitors arriving from off-campus are advised to park in the Hull Street Parking Deck. From Broad Street, turn south down Hull Road. Turn left on Waddell St. and left again on Florida Ave. to access the deck. Parking is $2 per car per day on Thursday and Friday. (You will need to present your conference program to the parking attendant to receive the daily rate.) On Saturday and Sunday, the gates will be open, and parking will be free. Visit http://www.parking.uga.edu for more information and maps.

Local Transport

Conference guests staying at either the dormitory or the conference hotels will find the walk down to the SLC to be highly scenic and fairly painless. The walk uphill can be another story. Visitors in need of assistance (or a break from the heat) can use UGA's campus bus system to get easy access to the conference area from

downtown Athens. The Orbit route carries visitors from the Arch (North Campus, where College meets Broad – see map, page 2) to the Tate Student Center, adjacent to the SLC.

Those wishing to explore other areas of campus can consult the UGA Campus Transit System for more information (http://www.transit.uga.edu/). Visitors from off-campus can visit AthensTransit.com for bus routes throughout the greater Athens area, the majority of which will place you on campus.

Feel free also to ask the staff at the Registration Area if you need help or directions.



Thursday, May 22

At-a-Glance:

GRN	9:00-4:00
AM Workshops	9:00-12:00
PM Workshops	2:00-5:00
Opening Reception	5:30

Thursday, May 22, 9:00 AM - 4:00 PM

Graduate Research Network

Memorial Hall

Hosted by: Janice Walker, Georgia Southern University

Computers and Writing 2008 announces the ninth annual Graduate Research Network, 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. We encourage anyone interested or involved in graduate education and scholarship – students, professors, mentors, and interested others – to participate in this important event.

The GRN welcomes those pursuing work at any stage, from those just beginning to consider ideas to those whose projects are ready to pursue publication.

Thursday, May 22, 9:00 AM - 12:00 PM

AW1. Mastering GoogleDocs for the Writing Classrooms

SLC 251, Park Hall 117

Hosted by: Rick Branscomb, Salem State College

Though Google insists on claiming that GoogleDocs is still in beta, it has been around for almost three years, counting its time as "Writely" before being purchased by Google. As such, it is basically a stable Web 2.0 app, and it is gaining an increased audience among writing teachers owing to features that facilitate the composing, sharing, peer workshopping, and revision of documents. Its price (free) and its status as an attractive alternative to Microsoft Word have also gained it converts.

GoogleDocs has a useful array of features for the writer and the writing teacher, some of which are obvious and some of which are hidden. And while it's not an overly daunting task to learn it, mastery of many of its finer features can allow the teacher to more effectively use it in writing classes. This hands-on workshop, offered in a computer lab, will teach beginners and slightly more experienced GoogleDocs users the ins and outs of the application.

AW2. Get Your Twitter Out of My Ajax: Web 2.0 and Writing Pedagogy

SLC 245, Park Hall 118

Hosted by:
Kevin DePew, Old Dominion University
Doug Eyman, George Mason University
Colleen Reilly, University of North Carolina, Wilmington
Shelley Rodrigo, Mesa Community College
Julia Romberger, Old Dominion University
Joe Williams, University of Arkansas, Little Rock

The term "Web 2.0" signals a move into a new generation of web use—a generation characterized by users' capabilities to readily network with other users and, in some instances, create collaborative knowledge. While the popular media has touted Web 2.0 applications' abilities to empower individuals and promote democracy, instructors in composition and professional writing have wondered what Web 2.0's actual potential for instructional use, especially when their universities often ignore these technologies and instead support classroom management systems like Blackboard that can be pedagogically limiting.

This workshop will begin with presentations, include demonstrations, and then move into break-out sessions focusing on specific technologies. Break-out sessions will entail a discussion about how the presenter has used the technology, a brief hands-on pedagogical exercise, followed by a conversation concerning how participants might use this technology in their own work.

AW3. Creating an Instructional Computing Culture

SLC 247, Park Hall 119

Hosted by:
Bob Whipple, Creighton University
Peter England, Texas Tech University
Kathie Gossett, Old Dominion University
Stephanie Vie, Fort Lewis College

This workshop aims to reclaim, after 10 years, the dialogue begun in 1997, at the Thirteenth Computers and Writing Conference, on creating a campus-wide instructional computing culture. This half-day workshop will consist of a structured dialogue among the participants, led by workshop leaders with experience in negotiating, working with, and partnering with both academic administrators and IT division staff and administrators, on key issues important to technorhetoricians working in IT-rich environments, including, but not necessarily limited to: asking for resources, agenda decoding, educating administrators, creative "partnering," and mission-centric technology planning.

AW4. Producing Digital Scholarship for *Kairos*: Turn your C&W presentation into a webtext!

SLC 253, Park Hall 326

Hosted by:
Cheryl Ball, *Kairos* Editor
Doug Eyman, *Kairos* Senior Editor
Karl Stolley, *Kairos* Inventio Editor

This half-day workshop will serve to guide and encourage potential *Kairos* authors (and others interested in digital scholarship for other venues) by showcasing advances in the conception, development, design, and execution of scholarly digital artifacts, and by building networks of support and encouragement between the *Kairos* staff and potential authors, and among potential authors themselves. As part of a larger *Kairos* initiative to serve in a stronger mentoring and networking role for members of our field, this workshop will be structured around large-group presentations and activities, followed by break-out groups organized along lines of interest, followed by another large-group debriefing and opportunity for networking.

Break-out groups will meet around the following topics: conceptualizing digital scholarship (as distinct from print), visual layout and design, planning a design prototype, and best technology practices (based on open-source software and standards).

PW1. The <emma> document markup and management application

SLC 245, Park Hall 117

Hosted by:
Ron Bathazor, University of Georgia, Chief <emma> developer
Christy Desmet, University of Georgia
Robin Wharton, University of Georgia
Sara Steger, University of Georgia
Patrick Denker, University of Georgia

Despite the widespread implementation of learning management systems (LMSs) like Blackboard, Moodle and Sakai, these systems have tended to leave untouched the most important and most time-consuming aspects of composition pedagogy: marking up student writing and learning from teachers' feedback. <emma>™, a complete writing tool with process writing functionality and the ability to peer-review, fills that gap. Designed by composition instructors at the University of Georgia and refined through years of implementation there, <emma> has been used by instructors and students to mark up and share more than 700,000 documents to date.

<emma> is open-source software. In the workshop, we'll introduce <emma>; demonstrate its basic uses in the classroom (including its enhanced display, portfolio preparation system, course management options, and document markup abilities); make the software available to anyone interested; and briefly cover how to set up an <emma> installation at your home institution.

Thursday, May 22, 2:00 PM - 5:00 PM

PW2. SWoRD

SLC 253, Park Hall 118

Hosted by: Christian Schunn, University of Pittsburgh

Peer review is a core part of the community of practice in academic research, with web-based systems now being the dominant form of managing peer review. Peer review is also popular in English writing classes, primarily in paper format, using face-to-face conferencing, loosely structured, and somewhat chaotic. Peer review is rare in any form in most other settings in which writing happens in college classrooms.

The SWoRD project (Scaffolded Writing and Rewriting in the Discipline) brings peer review of writing into a broad cross-section of university classrooms that involve writing, using the academic research peer review practice as the beginning model, but also extending beyond it to further support writers and reviewers. SWoRD is free for use in academic settings and has been used in more than 100 courses and by over 4000 students. SWoRD can be used to supplement existing writing instruction or to enable it in courses whose size would normally preclude writing instruction.

This workshop will discuss in depth the issues involved in successfully implementing web-based peer review of writing in the classroom, detail some of the supporting research, chart student reactions, and address issues of course design and curriculum planning.

For more information, please visit: <http://www.lrdc.pitt.edu/schunn/sword/>

Thursday, May 22, 2:00 PM - 5:00 PM

PW3. Zotero

SLC 251, Park Hall 119

Hosted by: Trevor Jones, Zotero developer

In this workshop, participants will aquire first-hand experience using Zotero, an easy-to-use yet powerful research tool that helps one gather, organize, and analyze sources (citations, full texts, web pages, images, and other objects), and lets one share the results of research in a variety of ways. Participants will learn how to capture information from the web, organize and annotate that information, and ultimately integrate that information in their writing.

An extension to the popular open-source web browser Firefox, Zotero includes the best parts of older reference manager software (like EndNote)—the ability to store author, title, and publication fields and to export that information as formatted references—and the best parts of modern software and web applications (like iTunes and del.icio.us), such as the ability to interact, tag, and search in advanced ways. Zotero integrates tightly with online resources; it can sense when users are viewing a book, article, or other object on the web, and—on many major research and library sites—find and automatically save the full reference information for the item in the correct fields. Since it lives in the web browser, it can effortlessly transmit information to, and receive information from, other web services and applications; since it runs on one's personal computer, it can also communicate with software running there (such as Microsoft Word).

Thursday, May 22, 5:30 PM

Opening Reception at Tasty World Sponsored by Bedford/St. Martin's

Please join us on Thursday night at 5:30 for the official C&W Opening Reception. Our friends at Bedford/St. Martin's have supplied an open bar, and hors d'oeuvres will be served.

Tasty World is located in downtown Athens, at the intersection of Broad Street and Jackson Street, in an unmistakeable corner building. The reception will be held on the second floor, so look for the staircase on the left side of the building, as you face it. From the SLC, walk uphill on Lumpkin Street. Turn right at Broad, and walk down Broad past the famous Arch. Cross the street at the light, and there you are.



Friday, May 23

At-a-Glance:

Town Hall	8:30-9:45
Session A	10:00-11:15
Keynote: Jay Bolter	11:30-12:30
Session B	2:00-3:15
Session C	3:30-4:45
Banquet	6:00

TOWN HALL
"File Format Wars: Do They Matter?"

SLC 251

Hosted by:
Bob Cummings, Charlie Lowe, David Blakesley, Nick Carbone, Ron Balthazor, & Diane Penrod

As an answer to proprietary file formats (particularly Microsoft Word's .doc and Excel's .xls), the open source community has long sought a standard, universal, xml-based file format for office software documents. One leading contender has been the open document format or ".odf" from Open Office suite. Here the standards were developed by Sun, but implemented by the Open Office development community. The open document format received ISO certification in November of 2006. *.odf is used by applications like Open Office, Google docs, NeoOffice, and IBM's Lotus Symphony.

Meanwhile, as a counter, Microsoft has sought to create a rival universal proprietary standard. Named "Office Open XML" MS's standard is quite bloated and originally given little chance of gaining ISO acceptance. Yet, amid great controversy, it recently did just that.

There's more to the story (this background has been unfolding for several years), and we would welcome additions to help flesh that out further. So, we plan to open the 2008 Computers and Writing Conference on this very topic. Our question: Are open, universally-accessible formats important to you? If so, why? And could you not live in a world with both ooxml and .odf?

A1. Community Source: Research, Development, and Troubleshooting

SLC 245

Moderator: Letizia Guglielmo, Kennesaw State University

Devon C. Fitzgerald, Illinois State University
"Help Me Help Myself: Building Community through Troubleshooting"

One of the most obvious benefits of open source software is the community who collaborate extensively on the source code and other tools for open source projects. However, attention has only recently focused on documentation and support. As a response, a unique form of "help" is emerging from the digital communities of users. This presentation examines the rhetoric of troubleshooting across open platforms such as Wordpress and Open Office and closed platforms such as Flickr and last.fm. Additionally, I discuss how troubleshooting contributes to the collaboration among users and programmers and the implications of this level of collaboration and feedback for the field of technical writing.

Clay Fenlason, Georgia Institute of Technology
"Development Communities and the Limits of Open Source"

Reading into the "open" of open source very quickly leads to a problem misconstrued, beginning with an assumed set of unhelpful conflations: open source technologies with "copyleft" notions of authorship, the development process with its product, and "open" with "collaboration." A snarl of misappropriated notions must first be disentangled before clarity can be found. The quality of being open source has very little to say about the path of development for any given technology, so the challenge to advocates of writing programs is to find ways to participate within development communities, whether the code is open source or not.

Laura McGrath, Kennesaw State University
"Collaborative Professional Inquiry in Practice: A Study of Three New Media Research Communities"

Although significant attention has been paid to theorizing new media and to considering pedagogical approaches to teaching new media, members of the C&W community will benefit from paying more attention to the how and where of the scholarship of new media. In particular, new media research communities—projects, centers, or initiatives whose aim is to support collaborative professional inquiry—deserve our attention. Considered together and separately, these centers have much to teach us.

A2. Getting Lost in the Global Bazaar: Rethinking the Politics of User-Centeredness and Composition

SLC 247

Moderator: Gina Merys, Creighton University

Jeff Pruchnic, Wayne State University
"Post-Critical Composition; or, The Technologic of Open Source Capitalization"

Jennifer Niester, Wayne State University
"The Decolonized Interface: Ubuntu in Two Keys"

Antonio Ceraso, DePaul University
"A Rhetoric of the Multitude: The Minor Politics of 09 F9"

This panel seeks to situate open source practices and composition's relationship to them within broader cultural and economic transformations. The first presentation examines a shift away from politics and critique in computers and composition scholarship as a phenomenon the presenter calls "open source capitalism" began to take hold. The presenter calls for a return to politics, but with a twist: rather than critiquing the way capitalist logics embed themselves in technologies, composition scholars should begin investigating the way a particular logic of user-centered technology infects and transforms capacities for political action. The second presenter analyzes the concept and rhetoric of ubuntu through both its political deployment in South Africa and its technological/political implementation in Ubuntu Linux. The presenter argues that understanding the complex relationship between functional, critical, and rhetorical literacy in specific open source technologies can assist composition scholars in shaping digital literacy programs. The final presenter investigates a controversy on the user-driven web site Digg.com in order to situate the forms of political action that user-centered systems make available. We group these papers together in order to extend and provoke a disciplinary conversation about the politics of user-centered systems, a conversation that can—we hope—help ground and complicate the day-to-day work of integrating such systems into our pedagogies, our classrooms, and our institutions.

A3. Writing in the New Web: Literature, Pedagogy, and Knowledge Production

SLC 251

Moderator: Suzan Aiken, Bowling Green State University

Rik Hunter, University of Wisconsin
"Writing WoWWiki: Open Source Knowledge Production in a Fan Community and Its Implications for Writing Instruction in the 21st Century"

The fan-constructed WoWWiki is a valuable example for writing teachers and researchers because understanding the social aspects of cultural production in special-interest communities like WoWWiki becomes vital as fans' adoption of Web 2.0 technologies increasingly serve as models for education. WoWWiki demonstrates how collaborative composition extends and enhances the game-play experience by adding another layer of participation and social interaction to an already highly social experience. While not directly applicable to pedagogy, examining this writing illuminates, expands, complicates, and challenges emerging conceptualizations of new media literacy instruction.

Daniel Anderson, University of North Carolina - Chapel Hill
"Still Waiting: Will the New Web Finally Transform the Teaching of Literature?"

When computers began moving into English programs there was some promise that they would aid the teaching and study of literature. Now, the classroom activities and student compositions in many literature classes remain oddly untouched by the integration of computers into education. Yes, students converse in discussion forums, and instructors project images or play films, but most teaching still follows the "read, lecture, test, written essay" formula. This presentation will look at an array of Web 2.0-inspired options for integrating computers into literature classes in ways that benefit not only literature but all teaching.

Alex Reid, State University of New York – Cortland
"Open Access Pedagogy: Digital Composition in the Public Sphere"

The pedagogic use of blogs, wikis, and other Web 2.0 technologies has created new opportunities for learning in publicly accessible space, though that same accessibility produces problems when one considers student privacy and other factors. My presentation will investigate these questions, drawing upon my experience teaching in public, online spaces. Ultimately I will suggest that just as the web has blurred the boundaries between public and private/individual information and space, it also offers to blur the line between public discourses and sequestered, classroom communities.

A4. Beyond the Paperless Classroom: Podcasting as Part of the Revision Process

SLC 207

Moderator: Harriet Wald, Bedford/St. Martin's

Beth Beggs, University of Georgia
Billy Dupree, University of Georgia
Rhadika Patel, University of Georgia

Reading aloud is an often-suggested technique for paper revision, but the traditional classroom offers little time for this practice, and assigning students to read their work aloud outside the class provides no clear means of assessment. How do we motivate students to read aloud the essay and see the benefits of this task, so that they might try this technique on their own in the future? Tapping into the students' existing levels of comfort with podcasts, composition instructors meld recreation with revision, and student benefits include stronger essays resulting from students actually hearing the rhythm and passion of their words—usually multiple times; improved spoken delivery; and the technical skills necessary to design and produce brief podcasts. Reflecting on the experience with students from the course, we will discuss how our podcasters leave this paperless classroom with improved writing and revising skills and the ability to function in the next level of our digital world.

A5. Open Sourcing the System: Lessons from Learning Management Systems and Course Management Systems Implementation

SLC 253

Moderator: Rick Branscomb, Salem State College

Mark Norton, State University of New York - Cortland
"Sousa: Supporting Teaching and Learning in Sakai"

Sousa is a content layout and sequencing tool being developed to support creative approaches to teaching and learning. The intent is to create a powerful yet easy-to-use tool set that enables an instructor to experiment with innovative approaches to content organization. It leverages an open source approach by gathering requirements from the Sakai community, early peer review, and contributed software development. In addition to the technical aspects of the project, the presentation will describe how the Sakai community supports independent open source contributions.

Walli Andersen, Oakland University
"A Moodle e-Portfolio Space for FYC Assessment"

In 2005-06, Oakland University decided to abandon proprietary LMS in favor of Moodle; 2006-07 was our phase-in year, and this year we are using only Moodle as our online courseware. This year our director of e-Learning has created a Moodle portfolio format to facilitate assessment across the university, in view of our upcoming accreditation visit. Because Moodle is open source software, the portfolio is highly customizable. This presentation will describe our portfolio space, which will be in place by May, and discuss the theoretical and practical considerations our design addresses.

Darren Cambridge, George Mason University
"How to Critically Engage with Community Source: Lessons from Sakai and OSP"

This presentation discusses the advantages and disadvantages of community source development, a variation of open source development that has emerged in recent years from projects such as uPortal, Sakai, and the Open Source Portfolio. While the software may better reflect the needs of a broader group of potential users, the organizational overhead may lead to software guided by ease of support rather than solid thinking about teaching and learning. In addition to defining and evaluating the community source model, this presentation will offer concrete suggestions for how faculty members can influence development of community source software.

A6. Case Study: Making Space for Open Source Culture

SLC 205

Moderator: Gina Maranto, University of Miami

Trey Conner, University of South Florida
Morgan Gresham, University of South Florida
Jill McCracken, University of South Florida

Many people falling through the rift of the so-called "digital divide" already have valuable skills, technological and otherwise, but no resources for developing them into life-long learning practices in technological contexts. Our panel reports on a K-12 Linux Terminal Server Project (LTSP) technology initiative and narrates a grant-funded effort to connect the Pinellas County Public School system to open source technologies and communities. Our query considers the role of open source culture in teacher training, the development of educational computing, the university composition curricula, and in forging relationships with other public educational institutions. The primary purpose of this project is to provide an open-source alternative to existing computing technologies, create a transferable knowledge base and learning module for this alternative at our home post-secondary institution, and then duplicate the program at local secondary and elementary schools. Our investigation also yields insights into the computer literacy and multimedia practices of teachers and administrators, both on our own campus and in Pinellas County Schools, and suggests that open source culture indeed opens up a space that is necessary for participatory research in the digital culture of young people that pertains to both writing and educational computing.

Friday, May 23, 10:00 AM - 11:15 AM

A7. Open Sourcing Ourselves: Remixing and Remediating the Teaching Philosophy Statement

SLC 348

Moderator: Dirk Remley, Kent State University

Phill Alexander, Michigan State University
Matthew Cox, Michigan State University
Donnie Sackey, Michigan State University
Julie Platt, Michigan State University
Danielle Nicole DeVoss, Michigan State University

For this panel presentation, we present our work remixing and remediating our teaching philosophy statements—as digital videos, visual collages, web sites, and more. We use our remediated and multimediated statements as illustration of and a launching point for our argument: Although teaching philosophy statements are ubiquitous at a particular moment in our intellectual and professional lives, they are an undertheorized genre, and a genre that rarely rubs up against information and communication technologies in productive ways. After we share and discuss our work, we situate it by discussing the cultural and professional climate in which teaching philosophy statements exist, and conclude by sharing materials that supported our work, and by discussing conclusions and implications related to how we can better situate teaching philosophy statements in the context of critical technological literacy.

Friday, May 23, 11:30 AM - 12:30 PM



Keynote:
"Opening Writing Spaces: Inscription and Technology"
SLC 102

Willson Center-CTL Humanities Computing Lecture

Jay David Bolter is Wesley Chair in New Media and Co-Director of the Wesley Center for New Media Research and Education at the School of Literature, Communication, and Culture in the Georgia Institute of Technology, where he also directs the Writing Program (Freshman Writing and Technical Communication). With Michael Joyce and John B. Smith, he is the co-creator of the hypertext authoring environment, "Storyspace." Bolter has written two widely acclaimed books on computers, literacy, and culture: *Turing's Man* (1986), which has been translated into eight languages, and *Writing Space* (2nd. ed., 2001), which exists both in print and as a hypertext.

B1. Risk-Reward: Open Source Communities

SLC 245

Moderator: Benjamin J. Cline, Culver-Stockton College

Ryan Lang, New Mexico State University
"How Open Source Could Actuallly Close Composition: A Warning for WPA's Against Vulgar Raymondism"

Open Source Software's focus on absolute transparency and universal participation in a process of composing source code spoke immediately to compositionists. As a software development methodology, though, it has long received criticism from observers that its underlying ideology (when taken on only a cursory examination) has the dangerous potential to bring about communities steeped in technological determinism, in ideologies potentially threatening to both process and post-process writing programs.

David Yeats, Auburn University
"Ethics in the Open Source Community"

In the open source community, many advocates portray the software as a kind of freedom for users. These same advocates portray the developers as a group of civic-minded, altruistic volunteers who selflessly offer their expertise for the good of others. In this presentation, I will begin by examining the ethical concepts of freedom and altruism as they are portrayed in the open source community. Based on surveys of 126 open source developers, I explore these developers' ethical motivations, and critique assumptions of their ethical superiority.

Cynthia Jenéy, Missouri Western University
"'Selling Out' Versus 'Selling Short' in the 'Open' Market"

While the open source movement promises opportunities for collaboration among developers and educators, there may be a serious cost to education workers who sell themselves short in terms of their own efforts, time, expertise, and labor. While the philosophy of "open source" may be "grounded in values of collaboration, interaction, and respect for the user," it has become increasingly difficult to justify a call for academics "to be users, designers, critics, and philosophers of online learning systems, both open and closed"—for free. Instead, I explore avenues of "open" collaboration available to education workers, avenues that resist the assumption that "open" is synonymous with unpaid and undervalued.

B2. Interfacing with the Pod People: Podcasting, Multimodality, and Institutionality

SLC 207

Moderator: Brandy Blake, University of Georgia

Justin Tremel, University of Texas - Austin
"Recasting the Podcast as Open Source Pedagogy"

Taking into account the ongoing process of its definition, this paper explores "podcasting" as an emergent open source pedagogical technology. Generally speaking, the pedagogical uses of the podcast I explore fall into two broad categories: as an instructor-created cast for extending/enhancing classroom lecture, and as a multi-media composition assignment in which the students create their own podcasts in lieu of a more traditional paper-bound composition. Both combine elements of old, familiar genres of instruction and writing to create a new forum for teaching and learning

Janine Solberg, University of Massachusetts - Amherst
"Opening Sources of Influence: Genre, Video, and Visual Argument"

Scholars of composition and rhetoric have argued for the importance of helping students acquire digital/multimodal literacies, which, in a growing number of institutions, include video composition skills. In this presentation I will share examples of videos that students produced in response to a visual argument assignment, and discuss some of the ways existing genres informed their work. By modeling their own pieces on existing genres, the videos they produced are diverse in ways that extend well beyond subject matter.

Aimée Knight, Martine Courant Rife, Phill Alexander, Les Loncharich, Danielle Nicole DeVoss; all of Michigan State University
"About Face: Mapping Our Institutional Presence"

In this presentation, we argue that institutional space matters. Specifically, we situate the web sites of technical and professional writing programs as important institutional spaces that serve as interfaces to particular values, beliefs, and practices. We examine the ways in which websites craft identity and anchor programs and the ways in which the digital interfaces we create to represent our work do and don't mesh with our values as a field.

B3. A Web We Can Weave: Considering Open Source Technologies in Our Classrooms

SLC 247

Moderator: Judith Kilborn, St. Cloud State University

Toby Coley, Bowling Green State University
Eden Leone, Bowling Green State University
Ruijie Zhao, Bowling Green State University
Joe Erickson, Bowling Green State University
Jeremy Schneider, Bowling Green State University
Kristine Blair, Bowling Green State University

When Blackboard just doesn't cut it, what do we do? In this roundtable discussion, we will suggest that teachers of writing should consider not simply using one open source technology here or there but instead creating an interlayered web of technologies that can each facilitate specific pedagogical purposes. Toby Coley will offer some suggestions for incorporating blogs and wiki in low-stakes writing situations. Considering the prominence of Facebook, Eden Leone will articulate the concept of "play" as a motivating factor in helping students succeed in educational settings and in the use of educational tools. Assessing a pair of Web 2.0 writing interfaces, Ruijie Zhao and Joe Erickson will discuss GoogleDocs and YackPack, respectively, considering how they mobilize text production and audio feedback. Jeremy Schneider considers the possibilities inherent in open-source podcasting, and Kristine Blair will wrap up the conversation by considering how graduate curricula can respond to these possibilities.

B4. Opening Pandora's Box: The Classroom Challenges of Inviting [Open] Digital Communication

SLC 253

Moderator: Alex Reid, State University of New York - Cortland

Bonnie Orzolek, Virginia Commonwealth University
Liz Canfield, Virginia Commonwealth University
Jeffrey Nugent, Virginia Commonwealth University

Because VCU has a long-established relationship with Blackboard, the two presenters who teach have had to go "outside" the corporate interface of Blackboard and piece other technologies together in order to stretch the possibilities of teaching/writing in digital spaces. Each presenter will bring a different view to the conversation around the questions of how the "rules" of writing seem to have changed in these spaces, how online spaces diverge from face-to-face models, and how faculty resistance can be negotiated. Taken together, these three narratives will provide for the opportunity to address the complex challenges that are brought about by the intersection of pedagogy, technology, and open source perspectives.

B5. Beyond "Open" or "Closed": Software and Social Innovation for Science Writing Instructional Development

SLC 205

Moderator: Teryl Sands, Arizona State University

Kathleen Carmichael, Northwestern University
Jonathan Smith, Northwestern University
David Kelso, Northwestern University
Penny Hirsch, Northwestern University
Brian Nielsen, Northwestern University

We are now at a stage in the development of course management systems in which we are beginning to see the appearance of "feature bloat" – a proliferation of features within a CMS that can make it hard for instructors and students to understand (1) what they can do with the software and (2) how to find the functions that they actually want to use for particular learning activities. Northwestern University has been building new learning tools by choosing a third alternative: a combination of open and closed. This report describes our efforts to use this new approach to improve the writing skills of students in science and engineering. In describing our university's "middle way" between open and closed, we argue for a mixed approach that allows for much closer connection between instructional technology professionals and the faculty and students whose missions they support.

B6. Wiki-based Collaborative Writing and Active Learning

SLC 251

Moderator: Gian Pagnucci, Indiana University of Pennsylvania

William Knapp, Ferris University
Kimn Carlton-Smith, Ferris University

Using data collected from a history course, "The Turbulent Sixties," this session offers reflections on developing wiki projects in courses not typically considered writing-based. Knapp will address the challenges of using technology to engage the learner, including a consideration of two different technologies used to do so: one, a licensed software platform, and the other, a more user-friendly wiki format. Carlton-Smith will address the challenges of guiding learners through the "chaos" of wiki-collaborative writing, including the development of rubrics and guidelines for assessing learners' contribution to the collaborative process. Both will narrate the successes students demonstrated when, at the end of the course, they made a final formal presentation to invited guests from across the university.

B7. New Media Scholarship Stakeholders: Departmental, Editorial, and Authorial Issues

SLC 348

Moderator: Cheryl E. Ball, Illinios State University

Catherine C. Braun, Ohio State University at Marion
Cheryl E. Ball, Illinois State University
Virginia Kuhn, University of Southern California

Although increasing numbers of faculty are producing scholarship for online venues, the Report of the MLA Task Force on Evaluating Scholarship for Tenure and Promotion indicates that most departments claimed to have no idea how to evaluate digital scholarship. How do we read and help tenure and promotion committees read and value – and how do journals help authors revise – new media scholarship that has no print analogue? Catherine Braun will discuss results of research exploring the influence of departmental context and professional identity, particularly the looming question of tenure. Cheryl Ball will consider heuristics for addressing works that fall between print and multimedia, and how these heuristics can be of use to tenure and promotion stakeholders. Virginia Kuhn will discuss the difficulty of revising new media scholarship, the negotiation and interactions between authors and editors, in an environment where "text" works in multiple registers.

B8. Putting Open Source to Work: Real Results from Homegrown Programs

SLC 102

Moderator: Devon Fitzgerald, Illinois State University

Jason Kneip, Auburn University at Montgomery
"Fighting the Good Fight: How Academic Libraries Are Using Open Source Software to Improve Services and Combat Escalating Costs"

With the advent of the GNU General Public License for software distribution, many technologists in libraries have embraced open source software as an alternative to software licensed by vendors. I intend to show examples of how technologists in academic libraries have customized open source software applications to better meet the needs of their users. I also plan to touch on how academic libraries are enabling users to discover resources outside of the traditional library website, and to address how academic libraries have dealt with some of the important considerations involved in the adoption of open source software.

Geoffrey Sauer, Iowa State University
"Developing Open-Source Web Application API Services: A Case Study from The Eserver TC Library"

In this paper, I will present a case study with three examples of attempts to develop open source Web APIs for the EServer Technical Communication Library (http://tc.eserver.org/), a free, public website based in the Rhetoric and Professional Communication Program at Iowa State University, which indexes writings in the fields of technical, professional, and scientific communication. The paper will discuss the practical implications of open-source web application development by a management team for a large, popular website in rhetoric who are invested in, interested in, and serious about open source development for rhetorical education.

Sara Steger, Robin Wharton, Ron Balthazor, and Christy Desmet, University of Georgia

"Composition Markup and Error Tracking with <emma>"

<emma>™, a unified electronic writing environment, has been used for six years now in the University of Georgia's English department. On the one hand, <emma>™ is a learning management system that guides pedagogy in the classroom. On the other hand, which will be the focus of this study, <emma>™ continuously aggregates a large database of student documents and everything that has been marked in those documents, creating data that can be mined for research purposes and program assessment. Our project engages in a reconsideration of Lunsford and Connors's groundbreaking study of how teachers mark formal errors in compositions. This engagement with rhetoric and composition as a field of inquiry provides an ideal context for investigating (and perhaps quantifying) the degree to which writing technologies, and the new assessment models enabled by those technologies, influence the way we write and teach.

C1. Fair Use and Fair Play: Copyright and Legality Issues in the Classroom

SLC 207

Moderator: Elizabeth Davis, University of Alabama

Quinn Warnick, Iowa State University

"'Am I Going to Get Sued For This?' Fair Use and Fear in the Digital Classroom"

Copyright law—and fair use exceptions to that law—may not be high on the list of things most educators worry about, but in this presentation, I contend that the fair use statute and the institutions surrounding its application are woefully inadequate by analyzing the fair use statute, exploring pedagogical implications, and arguing that educators—particularly in computers and writing—are at an unique disadvantage in their efforts to understand and obey fair use guidelines. Finally, I suggest specific avenues of action for educators whose pedagogy embraces emerging technologies.

Elizabeth Vincelette, Old Dominion University
E. Ashley Hall, Old Dominion University

"Parody and Penalty: Online Identity, Creativity, and the Law"

YouTube embodies a digital ethic, an online environment where texts can be rewritten, sampled, remixed, graphically altered, or mashed up, but our historical moment is legally unprepared to deal with these new critical possibilities. Because of resistance within academic culture to accept non-traditional compositions as legitimate, scholars who want to embrace new composing tools face previously unimagined obstacles. Pedagogy and art will both depend on redefining the boundaries of text and copyright law.

Annette Vee, University of Wisconsin

"Open Source as a Sponsor of a New Literacy: Does Literacy Still Require Permission"

If "literacy" can indeed be an expedient and productive metaphor, and if we may use it without precluding other useful frameworks, framing computer programming as a literacy, and placing it within the history of literacy, opens up exciting and potentially fruitful areas of research in the nexus of literacy and technology. To address how a wider audience can access this literacy, I'll draw connections between open-source development and the concept of literacy "sponsors" (Brandt), a connection which opens up the question of literacy while complicating the ethos of open source in productive ways.

C2. Structuring Play, Playing with Structure: Working (with) Videogames

SLC 245

Moderator: Xiaoli Li, Clemson University

Matt Barton, St. Cloud State University
"The Role of Role-Playing Games"

"If you want to see what business leadership may look like in three to five years, look at what's happening in online games" – Byron Reeves. If CRPGs and MMORPGs have such a strong role to play in preparing the workforce, in what ways, if any, can they benefit a teacher of writing? I argue that they can help students indirectly by practicing Robert Reich's four skills for the future workplace, but also directly by giving them a chance to experiment with different roles or subject-positions that can alter the way they think about writing and representing themselves in text.

Lee Sherlock, Michigan State University
"Serious Games, Rhetoric, and Design: How Video Games Make Arguments"

One of the primary objectives of this paper is to extend recent work done on serious games and rhetoric and place it in conversation with scholarship on composing in digital environments. The paper will cover two major areas for first-year writing: rhetorical analysis and design. Through rhetorical analysis, the arguments and assumptions underpinning that game can be unpacked and critiqued, while design projects can prompt students, for example, to conceptualize a complete serious game design. Finally, the paper will consider the question of serious games as an open source product and process.

Elizabeth Losh, University of California-Irvine
"The Third Wall: Can Open Source Do Virtual Reality?"

Often when discussing open source software, teachers and institutions focus on 2D formats such as document production or web-based courseware. Instead, this paper looks at open source projects that focus on sophisticated 3D applications for creating computer generated scientific models, built environments, videogames, and virtual worlds. Arguing the importance of teaching students to create and use such environments, this paper discusses the tools available for doing so, and the politics involved in those choices.

C3. Pedagogical Openness: Ethos, Justice, and Action in the Classroom

SLC 251

Moderator: Laura Weaver, University of Georgia

Kip Strasma, Illinois Central College
"Open Source As A Critical Pedagogical Stance"

In the spaces of my own highly-dispersed teaching career, I'm increasingly aware that open source is more than hardware and software, server and policy. Rather, open source has become for me a kind of "stance"—a construction with and against the forces within and around our institutions. Considering the structure of this stance promotes the issue of "emergence" and reveals, I think, the need for critical consciousness in the construction of any writing class that incorporates digital mediation.

Gina Merys, Creighton University
"Social Justice and Digital Technology: The New Moral Imperative?"

This presentation will show how the use of digital technologies, such as blogs and audiocasts, are bridging the gap between disconnection from the world and action in the community in order to assist students in reaching beyond the classroom toward authentic awareness and action in the world, while also stimulating and renewing interest in traditional rhetorical modes and compositional goals. In utilizing digital tools, students can reach beyond concern into connection and answers. Thus, students not only engage rhetoric and writing with new enthusiasm, but also are establishing a new way to address their audiences and enter a larger community.

Letizia Guglielmo, Kennesaw State University
"Feminist Online Writing Courses: Civic Rhetoric, Community Action, and Student Success"

This presenter will illustrate that the online writing course, a virtual community in itself, requires a kind of civic action to ensure student success. Furthermore, it is through feminist teaching (in both design and delivery) that instructors may facilitate a kind of civic discourse, inviting students to become co-teachers and have meaningful interaction with course materials. This presentation will also review a semester-long study of online first-year writing courses centered upon feminist teaching and civic rhetoric to illustrate strategies for student success and improved online teaching.

C4. Searching and Seeking: Building Flexible Research Identities in Digital Environments

SLC 247

Moderator: Lynda Haas, University of California - Irvine

Joyce Walker, Western Michigan University
"From Here to There: Liminal Spaces and the Development of Research Identities"

James Purdy, Purdue University
"Attitudes, Activities, and Associations: Survey Data on How Students See Themselves as Researchers"

Suzan Aiken, Bowling Green State University
"The Right Tools or the Job-Building Flexible Research Identities in the Composition Classroom"

Our presentation argues that the proliferation of digital tools for finding and creating information requires researchers to effectively bridge the gap between academic and non-academic research activities and to use more flexible skills to navigate the wide range of sites, tools, and interactions available. This panel proposes an approach to research instruction that focuses on shaping identities rather than teaching a set of concrete skills. Joyce Walker begins by offering our definition of research identity and then moves on to explore how student research identities are constructed within the liminal spaces of introductory composition courses. Drawing on data from a survey that has been distributed to several hundred composition students at three different universities, James Purdy will discuss results from an ongoing study into student research identities and behaviors. Finally, discussing classroom teaching experiences, Suzan Aiken will present classroom activities intended to create, foster, and sustain students' flexible identities as researchers.

C5. From Open Source to Nicheware: Fostering Cross-Cultural Communication through the Virtual Exchange Program

SLC 205

Moderator: Jason Marlow, University of Texas - San Antonio

William Pullman, Georgia State University
Baotong Gu, Georgia State University
Elizabeth Lopez, Georgia State University

While open-source technologies offer great configurability, most of them seem to be designed to foster traditional classroom practices and are too cumbersome to learn and configure. We propose supporting the development of nicheware, software designed "by our community, for our community" and offer our own Virtual Exchange Program – a nicheware social networking site fostered on cross-cultural communication – as proof of this model's efficacy. We propose to describe this Virtual Exchange Program and to discuss the inner working mechanisms of the technology used in constructing the program, our overall philosophy behind building such a program, the collaborative writing (and other) activities students perform, the programmatic and curriculum design needs it fulfills, and the niche this program fills in meeting our students' needs for intellectual growth.

C6. Playing in Open Source: Digging the Dirt and Digging in the Day-to-Day Dirt

SLC 348

Moderator: Deb Morton, Texas State University

This panel (paired with G6) examines what it is like to work the environments and contexts within and surrounding open source. The TRACS team, the Sakai implementation group at Texas State University, sees themes of power, politics, change, literacy, and negotiation emerge as it delivers its third year of Sakai, and each set of panelists addresses these elements.

Michael Farris, Salwa Khan, Robert Fitzpatrick, Renee Ness, and the TRACS team
"Fights for and on the Field: Moving an Institution"

The Director of the Educational Technology Center, who led the move to open source, explains the impetus, changes, results, and goals in the switch to Sakai, particularly philosophical and political challenges and implications at programmatic and institutional levels. In doing so, the Director explains the choice to move to Sakai and identifies resulting differences in decision-making and other processes that occur while working in this open system.

Salwa Khan, Amy Boyd, Sean McMains, Jeff Snider, Fazia Rizvi, Robert Fitzpatrick, the TRACS team, plus Renee Ness, Mason Feuhrer and Nicholas Steger
"Rules and Guidelines: Playing Power, Politics, and Paradigms"

Considering that switching to open or bazaar models does not automatically open access, dissolve power differentials, or turn users into developers, the panelists analyze power within and borne out of the Sakai model. They reveal ways open source systems can re-inscribe inequities, seemingly negating the communities' purported or perceived values.

Whitten Smart, Jimmy Rico, Rori Parks Sheffield, Robert Fitzpatrick, Rene Ness, and the TRACS team
"In Play: Supporting Change and LMS Systems"

The User Support Specialists who serve as support, trainers, and liaisons for faculty using Blackboard and Sakai lead this panel on the day-to-day life of developing and supporting a Sakai LMS. This presentation focuses specifically on the ways team members see open source changing or maintaining or complicating notions of their roles, their tasks, and of ownership and authorship.

C7. Code and/as Composition: Demystifying the Hack

SLC 253

Moderator: William Burdette, University of Texas - Austin

Robin Murphy, East Central University
Kaleb Murphy, University of Oklahoma/WebGUI
"Composition-ing: Software Engineer (hA><0R) meets Writing Prof"

This presentation should appeal to both the expert and the dabbler. The first speaker will discuss his experience hacking in open source software, what contributing to the open source world means, and offer advice on how an educator can join and contribute to the open source conversation(s). The second speaker, a writing prof and hesitant open source user, will follow with some ideas on how writing pedagogy might drive the development of open source tools for novice users. These speakers, "experts" in their given fields, will hash out the ins and outs of the similar worlds of software development and computer-mediated writing pedagogy.

Karl Stolley, Illinois Institute of Technology
"What You See is What You Look At: Digital Literacies of Code-Level Development"

Although so-called "what you see is what you get" (WYSIWYG) Web authoring software is marketed and often taught as the standard for Web production, it has become a technology that shields digital producers from too many important, non-visual but nevertheless rhetorical concerns of web production: document structure, document repurposing, and information flow across multiple sites. Considering the disconnect between WYSIWYG and XML, this presentation showcases free, open-source production technologies and a variety of web-available pedagogical resources.

Joseph John Williams, University of Arkansas - Little Rock
"Ruby on Rails: Opening the Source for Non-programmers?"

By allowing easier databasing, by modelling natural language, and through its powerful object-oriented structure, Rails provides would-be writers and scholars the ability to build experimental, online writing apps without vast programming expertise, and also without lengthy development schedules. The paper will explore the philosophic and practical implications of abstracting away low-level programming, leaving conceptual work as the main task of web application development.

C8. Roundtable: Open-Source Supported Electronic Publishing in the University

SLC 102

Moderator: Cynthia Selfe, Ohio State University

Participants: Ben McCorkle, Scott L. DeWitt, Dickie Selfe, Envera Dukaj, and Doug Dangler; all of Ohio State University

The electronic publishing initiatives at our university have interested many of our colleagues in open source systems that can manage the publishing process from the submission of multimodal content to rigorous review processes, web-based publishing, and post-publication discussion. Our discussion balances a sense of the opportunities available in open source with our experiences with some of its drawbacks.

Ben will discuss the role played by the open source software GoogleDocs in the context of teaching a course in Literary Publishing. Scott will recount the challenge of facing questions about scalability and sustainability on an electronic publishing project for a first-year writing program. Dickie will discuss the human expertise that e-publishing project managers need to recruit, pay, encourage, and replace. Vera will describe her experiences in co-founding a new electronic magazine with the aid of university resources and the open source community, particularly when the open source spirit finds itself in conflict with real security issues. Because "all good writers need good readers," Doug will discuss how writing centers are accommodating undergraduate and graduate students intending to publish in electronic formats in new and emerging digital venues at his campus.

Banquet

The Computers & Writing 2008 banquet will be held at the Classic Center in Downtown Athens on the evening of May 23. Please make it a point to bring your drink coupons.

The Classic Center is located on Thomas Street in downtown Athens, across from the Hilton Garden Inn (see map, page 2).



Saturday, May 24

At-a-Glance:

Session D	8:30-9:45
Session E	10:00-11:15
Keynote: Kathleen Yancey	11:30-12:30
Session F	2:00-3:15
Session G	3:30-4:45

D1. Writing/Design: Problems and Challenges for Writing in the (Open?) Web

SLC 214

Moderator: James Kalmbach, Illinois State University

Blythe Nobleman, University of Miami
"Mi Chindōgu Es Tu Chindōgu: Problem Solving, Structural Artifact, and Open Source Design"

This presentation uses the scientific poster as a discipline-specific genre for problem solving in first-year composition for engineering students. Interfacing with the logic of open source, Bazerman's notion of language as social action, and Carter's emphasis on ways of doing rather than direct instruction, students can move beyond the "closed source" view of text.

Carl Whithaus, University of California - Davis
"Challenges for User-Centered Design When Customizing an Open Source Course Management System: Sakai to SmartSite"

This paper reports on the process of beta testing Sakai in upper-division writing courses. The paper will highlight ways in which writing instructors provided feedback to SmartSite developers about these tools, their advantages and disadvantages, and will address how the principles of user-centered design promoted by the Sakai Foundation came into conflict with the process of developing and implementing Sakai on a campus-wide scale. Considering the tensions between open source development and user-centered design helps move us beyond a simple championing of open source.

Barb Blakely, Iowa State University
"Training vs. Identity Development in a Multiliteracies Curriculum"

This presentation examines the paradoxical nature of new TAs'development as instructors, a transition complicated by 21st-century literacy demands. How do these newest members of the teaching faculty see themselves in relation to a progressive curriculum based on multiple, integrated literacies? Interviews, survey responses, and classroom observations suggest that it is primarily through becoming active members of a community of practice that TAs develop their identities as multiliteracies instructors.

D2. You, Too, Are Opensource: Digital Identity in the First Year Composition Classroom, from Theory to Practice

SLC 207

Moderator: Morgan Gresham, University of South Florida

Matt Cox, Michigan State University
Phill Alexander, Michigan State University
Julie Platt, Michigan State University

This panel looks to not only expand the theoretical understanding of digital identity in an open-source, constantly-evolving world but also to understand how students write in new, interesting, multi-modal, and rhetorically savvy ways online, utilizing their understanding of identity, audience, and occasion to do sophisticated intellectual work (and intellectual play). Matt's work looks at the theoretical approaches to practical implications of the computer-mediated classroom. The spaces computer mediated tools create are looked at as spaces that enable student expression and development. Phill's work examines the specific implications of gaming identities, specifically through the institutional issues—and work arounds—that result from utilizing Second Life and World of Warcraft (along with a host of other productivity software) in a first-year writing classroom. Julie's work looks at specific practical implications of designing and implementing a first-year writing course examining the rhetoric of digital identity and how teaching a sequence of print and new media assignments in two different spaces—a "traditional" classroom and a computer lab—complicated and enriched the connections between identity and writing.

D3. Re-computing the Classroom: Ethos, Peer Review, and Open Source

SLC 245

Moderator: D. Alexis Hart, Virginia Military Institute

Christian Schunn, University of Pittsburgh
"We Know the Pill is Good, but Some Don't Want to Swallow: Factors Underlying Student Resistance to Technological Innovations like Peer Review Systems"

While we know the many benefits of peer review, many students are resistant to the introduction of peer review methods for writing instruction. My talk reviews the practical benefits of the practice, while also examining the factors that do and do not underlie student resistance to peer review, based on interviews and in-depth surveys conducted in courses using peer review.

Michael Wojcik, Michigan State University
"Estimating Ethos: Testing Heuristics for Gauging Authority"

The authors of online texts often incorporate explicit or implicit claims about the correctness of their claims based on the identity of the author (or the author's sources), rather than on logical (logos) or emotional (pathos) arguments. With the Estimating Ethos project, our hope is to implement heuristics that provide useful and interesting guesses about the ethic standing and authority of various contributors to a body of texts.

Ruijie Zhao, Bowling Green State University
"Incorporating Open Source Technology in a Composition Class: Acceptance, Revision, and Assessment"

This presentation aims at studying how blogs, wikispace, google docs, google groups, and Youtube are used in a college composition class to help students produce better writing and to create a conducive learning environment for students. The presenter focuses on the planning, execution, and revision of the course syllabus, how that process may be influenced if different open source technologies are implemented in composition classes, and how instructors might be challenged when incorporating open source technologies into teaching.

D4. Information Wants to Be Free 2.0: Open Sourcing the Writing Classroom

SLC 247

Moderator: Jill Parrott, University of Georgia

Andrea Beaudin, Southern Connecticut State University
Lois Lake Church, Southern Connecticut State University
Will Hochman, Southern Connecticut State University

Following the Freirean tradition of using our critical consciousness to change our learning communities, we have learned how to craft pedagogy that powerfully taps open source resources that better support our students and enables them to solve more of their own literacy problems. Open source approaches allow us to teach critical questioning of traditional academic assignments and all classroom contexts. Instead of imagining class as a fixed environment to be respected, students experience the fluidity of cyberspace where they are often more comfortable expressing critical and creative thinking. Considering how Colorado State's Writing Studio structures cyberspace that is more of a compromise classroom—where class codes are mixed with personal codes that are transformed into individual and academic literacy, Andrea will evaluate the ways in which students and teachers control their learning environments more effectively. Lois will examine ways in which first-year composition students can use open source technology to engage in community outreach, by e-coaching high school students-at-risk in writing skills. Finally, Will will explore the pedagogy of the open source classroom, arguing that open source practice—laying bare the code, opening it to revision and customization, recognizing the probability of and working through bugs, and making students partners in the educational process—is essentially Freirean and revolutionary in its roots, leading to the larger question as to how technology drives pedagogy.

D5. Products of Our Environments: Evaluating Practices, Communities, and Chaos in Online Learning

SLC 251

Moderator: Mark Richardson, Georgia Southern University

Terry Smith, University of Maryland Eastern Shore
"The Practice and Values Promoted by Features of WebCT and Blackboard Course Management Systems"

Given the political reality of closed-source CMS systems, using such systems should not negatively impact our pedagogy as long as we make sure that we make choices that allow the technology to serve our pedagogy rather than the other way around. My presentation will show features of WebCT and Blackboard, discuss the practices encouraged by each, and examine the values inherent in those practices. Finally, it will make recommendations for modifications to the two CMSs that Blackboard should strongly consider in the future.

David Sutton, Irving Independent School District, Irving TX
"Online Learning: An Environment of Learning or An Environment of Chaos"

With the increasing popularity of LMS's such as Blackboard, the assumed belief is that what applies in a traditional classroom will automatically be understood and followed as the acceptable norm in an online learning environment. This presentation seeks to take a serious, yet relaxed and humorous, approach to analyzing ethical violations within online learning environments and present a common sense approach to preparing students via a crash course in proper netiquette.

Steve Benninghoff, Eastern Michigan University
"Us-ers vs. You-zers: Building Classroom Community through Wikis, and Open Source vs. Web 2.0 Culture"

Writing, and writing instruction are emblematic of a bevy of cultural conflicts between the "you-zers" who leverage the power of technology, and the "us-ers" who build connection. I propose a presentation that is a slice of such a view, first centering on classroom use of an open source wiki to develop community, among other pedagogical tactics, and then zooming out to see such activity in a broader context – a context that includes considerations of open source vs. proprietary systems, and the individual vs. the network or community.

D6. Understanding Drupal In and Out of the Classroom

SLC 213

Moderator: Karl Stolley, Illinois Institute of Technology

Charles Lowe, Grand Valley State University
"Grokking Drupal Design"

David Blakesley, Purdue University
"Michelangelo, Drupal Designer"

Daniel Royer, Grand Valley State University
"From Dreamweaver to Drupal: The Evolving Pedagogy of the Undergraduate Course in Web Writing"

For the new designer, the first experience working with Drupal can be a daunting one, because a Drupal site is a blank slate, an empty shell for hosting a website. Charlie Lowe's solution is to help the audience gain understanding of Drupal's capabilities as a design tool by having them "grok" the data abstraction layer and other information architectures at the core of its functionality. Faced with infinite possibilities for Drupal Design, David Blakesley channels the spirit of Michaelangelo, even if he might lack the ability to carve a Drupal site into a masterpiece. From a design and composition perspective, Web development with Drupal is not unlike an art of wondering. In this presentation, he imagines how design functions as invention in a space normally thought to be technical, showing the audience examples of how the block can become something more. Daniel Royer will discuss the pedagogical evolution that tracks with the technological evolution of website construction and use. Specifically, he points to his experience designing a Drupal-based website to show how Writing for the Web pedagogy can shift from earlier concerns over HTML and markup to newer concerns over course management and CSS.

D7. Our Software and Ourselves: Open Source in Training and Teaching

SLC 205

Moderator: Rochelle Rodrigo, Mesa Community College

Aaron Barlow, City University of New York
"Open Sourcing Beyond the Machine: Proprietary Walls Ain't Just Technology"

When we teachers argue for "open source" in technology, are we also willing to promote similar openness in other areas of our lives or, specifically, in our professional duties? When teaching, I control "my" classroom. Each semester, I am telling "my" students the same thing. How open is that? This paper will explore "open source" as horizontal (non-hierarchical) structure, considering just how difficult real openness is to implement and to explore its necessary limits in a "vertical" society.

John Lewis, Chief Systems Architect, Unicon, Inc.
"Adopting Open Source Enterprise Applications"

While we are all probably familiar with the term "open source" at this point, many of us don't really know the details of how this model is fundamentally different from proprietary software applications. During this session, we will discuss what open source really means, how open source licensing works, what some of the major benefits of open source software are, where open source is being used in the enterprise, what acommon myths about open source are, and strategies for adopting open source applications into your enterprise.

Michelle Sidler, Auburn University
"The Rhetoric of Technology Training: Faculty Development with Open Source and Commercial Software"

Based on findings from a number of interviews with technology trainers, and concentrating specifically on acquiring and utilizing software and hardware for writing instruction, this presentation will explore how more technologically affluent schools maintain multiple software options and how they adapt them for instruction, using them for portfolio development and online course management. Most importantly, the author argues that technology training is a complex rhetorical activity involving a strong sense of kairos, context, and audience.

D8. Gaming: Media Ecologies and "Closed" Sources

SLC 253

Moderator: Elizabeth Losh, University of California-Irvine

Scott Reed, University of Georgia
"Video/Game: What the 'Computer Game' Label Doesn't Tell Us"

Often citing that the term "video" is materially inaccurate, those who forward the broad term "computer game" could be making a significant rhetorical gaffe in pursuit of scientific accuracy. This presentation considers the history of "video game" as a term, and the significance of the visual underpinnings of game technology. Rather than attempt to define the emergent medium with one term or the other, I'll instead consider the useful multiplicity in play from opening up our own terminology to rhetorical scrutiny.

Douglas Eyman, George Mason University
"Gaming and Writing: An Ecological Framework"

The presenter offers a theoretical framework that can help situate games and gaming as both objects of critique and locations of praxis. This framework is comprised of four ecosystems of writing activity: writing in games, writing around games, writing about games, and the writing of games. It will conclude with examples of each element of this framework, accompanied by suggestions about how these texts and activities can be used in writing classes to meet specific pedagogical goals.

Wendi Jewell, University of Oklahoma
"Pushing Against Invisible Walls: Gaming as 'Closed Source' Technology"

The rhetoric of openness pervades many RPG and MMORPG websites and box covers – Blizzard's World of Warcraft grandly proclaims that "the game will never truly end." Openness has become an ideal for games-developers and scholars alike are drawn to the sense of agency that is implied. However, the changes users are able to make are ultimately little more than cosmetic differences, which in no way alter the underlying power structures of the game. This paper will use WoW as an example, to explore the limits of openness and the benefits to players in maintaining a decidedly closed system – one which uses the rhetoric of openness and the option of modding to appease users.

E1. Technological Meditations: Image, Metaphor, Practice

SLC 213

Moderator: Sara Steger, University of Georgia

Lauren Mitchell, University of Texas - Austin
"How Do We Talk about This?: Metaphorical and Conceptual Understandings of How Computers Affect Writing"

Noël C. Radley, University of Texas - Austin
"New Images for Network Pedagogy"

Katherine Feo, University of Texas - Austin
"Deconstructing the Mac"

Todd Battistelli, University of Texas - Austin
"Dousing the Flames without Extinguishing the Light: Strategies for Moderating Online Asynchronous Communication"

John Jones, University of Texas - Austin
"Open Content Creation as a Self-Sustaining System: A Study of Wikipedia's Rules and Guidelines"

As technology develops, command-line interfaces serve to widen the gap between technological functions and users. With these changes, technology fades into the background of our collective consciousness, and we are reminded how our experience with technological artifacts is mediated: through technological innovations but also through images and language, custom, and rules of behavior. By examining these metaphorical trends, we can hope to better understand the reciprocal influence of language and behavior on our interactions with technology. Lauren Mitchell analyzes the metaphors and concepts that are used to discuss computers' effects on us and our writing uses, splitting these metaphors and concepts into five categories: ecology, tool, agent, embodiment, and user-agency. Noël C. Radley examines literal images from distributed cognition, sociology of science, and technical writing, exploring how these unique "visualizations" alter our imaginations about the composition classroom. Tracking the explosion of graphic design, Katherine Feo will discuss how the profound influence of deconstruction in graphic design of the 1980s was entirely reliant on the simplicity and clarity of the GUI model. Todd Battistelli's paper will draw on contemporary rhetorical theory to demonstrate a framework for productive argument, explain how early responses to and conceptions of flaming fail to address the dual challenges, and demonstrate how more recent responses to flaming can be situated within the framework to better meet those challenges. John Jones will discuss what we can learn about the organization of online writing by examining the policies and guidelines that govern Wikipedia.

Saturday, May 24, 10:00 AM - 11:15 PM

E2. Do I Know You?: Material and Technological Means for Creating the 'Intimate Other'

SLC 207

Moderator: Kathy Albertson, Georgia Southern University

Courtney Schoolmaster, Western Michigan University
"Social and Technological Coherence in the First-Year Writing Classroom"

Stephen Grandchamp, Western Michigan University
"Intentional Audience – Unintentional Consequences: Creating the 'Intimate Other'"

Joyce Walker, Western Michigan University
"From the Classroom to the Digital 'Intimate Other'"

Open source digital technologies (especially those related to social networking sites like blogs and wikis) offer accessibility, economy, and the opportunity to open the writing classroom to more complex investigations of the author/audience relationship. However, in our investigation of author/audience relationships, this panel argues that these digital technologies are most useful as one of a range of choices shaping the identities of authors and the construction/composition of texts. Courtney Schoolmaster will talk about our interest in a combined use of digital spaces that disrupt traditional notions of text production and readership and material spaces and activities that deliberately disrupt (through visual and conceptual means) the traditional understanding of conduits of meaning. Stephen Grandchamp will discuss our experiment with two first-year writing classes held concurrently in a shared technologically enhanced room. Our experience shows clear benefits to a student's consideration of audience and ownership of texts. We further contend that the use of technology plays a significant role in facilitating such an endeavor and that its use must be expanded to disrupt conceptual space at the programmatic level. Joyce Walker will conclude by examining and discussing the contrasting results of these two classroom experiences and offering our audience the opportunity to consider how both material and digital means for creating disruptive relations between authors and readers might be integrated into writing courses at the programmatic level.

E3. "Intelligent Designs": Rhetorical and Pedagogical Stances on Teaching with Technology

SLC 245

Moderator: Walli Andersen, Oakland University

Stephen Rehberg, Georgia Institute of Technology
"Pedagogy and Open Source: Inherent or Designed?"

Open source course management, collaboration, and learning environments offer opportunities as well as barriers. Commitment to open source needs to be widely spread over an institution. The idea that we can create anything we dream given time, money, and expertise is often very attractive but after a few years of having your ideas in the waiting line, commitment can slip. The cost, commitment, and direction of freedom requires a democratic approach to ensure institutional adoption and success.

Jennifer Marlow, State University of New York – Albany
"Student Writing and Instructional Technology Software: Decisions, Perceptions, and Results"

More and more colleges and universities are purchasing proprietary software programs. My research has been geared toward illustrating the extent to which campus populations (faculty, students, and administrators) understand the procurement of instructional technology software and also measuring their perceptions of these programs' uses and effectiveness. I call into question the relationship between college campuses and corporations and analyze the political, economic, and social implications involved in the purchase (leasing) of proprietary software for use in higher education.

Judith Szerdahelyi, Western Kentucky University
"Online Students' Learning Preferences in Multimedia-Rich Writing Courses: Towards an Effective Online Course Design"

This paper will address issues in online course delivery and share the initial results of a study that examines online students' learning preferences when course materials are delivered in three different media: video, audio, and text. A combination of quantitative and qualitative research methodology will offer insight into what students identify as the best multimedia delivery methods. By recognizing which technology serves an educational goal best, online faculty can optimize their design of web-based courses.

E4. Questioning Systematic Pedagogy in Learning and Content Management Systems

SLC 247

Moderator: Lisa Gerrard, University of California - Los Angeles

Dirk Remley, Kent State University
"Can Course Management Systems Technology Standardize Writing Pedagogy?"

While many institutions use CMSs to generate a location for teacher resources, some institutions are using it to standardize course content, delivery, and pedagogy. This presentation will discuss the debate surrounding the use of CMS tools for standardizing writing pedagogy. I will also describe an experience that I had with teaching a highly standardized course through Vista. Finally, I will present implications of such standardization and recommend guidelines associated with such efforts.

Pavel Zemliansky, James Madison University
"Customize-ability of Open Source Course Management Systems and Its Positive and Negative Implications for the Learning and Teaching of Writing"

For several semesters, I have combined Drupal, Mediawiki, and Flickr to create a electronic learning system for my writing classes. I wanted to allow students to collaborate as writers and to create multimedia and multimodal texts. I also wanted to overcome the "prepackaged" view of learning promoted by Blackboard in favor of a more "connected" mode. I will discuss the challenges in creating such a "mixed-bag" system and using it with a group of beginning college writers.

Mike Creeden, Florida International University
"How Open Do We Want to Be? Using Requirements Definition to Develop Usable Pedagogies in the Course Management System"

What do you do if your campus does not have the resources, time, access, or means to use open source technologies? At Florida International University, our current challenge is to mediate between two user groups: instructors who favor best-of-breed solutions for peer-editing and grading, with the needs of students who resist using different software solutions for one class. I hope this presentation offers attendees a framework for defining a version of "open source" that works within their environment.

E5. Wikked: Evaluating Collaboration, Learning, and Rhetoric

SLC 214

Moderator: Ruijie Zhao, Bowling Green State University

Gian Pagnucci, Indiana University of Pennsylvania
"The WikiBib Project: Exploring the Nature of Teaching Collaborative Scholarship in a Wiki"

In the presentation I'll discuss how to help students learn to use wiki software, examining both teaching challenges and recommendations for working effectively in a wiki environment. The WikiBib Project is part of a larger effort to open up scholarship – to teach students how scholars might work differently in a world of new collaborative technological tools. Ultimately, the presentation will argue that wiki scholarship needs to be given a place in "real life."

Steve Krause, Eastern Michigan University
"Blogging Software Choices: A Preliminary Report on 'Blogs As Writing Spaces'"

This paper analyzes writers' motivations to write in blogs by examining both the extensive literature in English studies and in other disciplines and by conducting surveys and case study interviews with bloggers. I will focus on the choices bloggers make in software applications: open source options, free but not open source options, and fee-based resources. Is there a relationship between the "technological savvyness" self-reported by bloggers and the software they use?

Natalie Szymanski, Florida State University
"Wikis and Composition Pedagogy: Avoiding the Bandwagon"

While wikis are emerging as a popular pedagogical tool, the composition community appears to be running the risk of jumping on the wiki bandwagon without first critically examining the pedagogical implications and outcomes of using wikis. I argue that wikis, incorporated into the classrooms uncritically, can backfire in unexpected ways that undercut their pedagogical potential. Consequently, I argue that student resistance to wikis indicates the need for further research into wiki use or alternative classroom approaches—perhaps both.

E6. Portfolio and Assessment Strategies: Putting New Media to Work

SLC 251

Moderator: Carrie Lamanna, Colorado State University

Michael Neal, Florida State University
"Assessment of New Media Composition"

While multi-modal composition resonates with many in the composition field, many teachers wonder: how can we, who are largely experienced in print culture, assess new media texts? I will suggest that some communication modes might be more appropriate than others, depending on the context and the specific rhetorical situation. The evaluator's work continues to be providing robust, engaged feedback that acknowledges the rhetorical sophistication of the author's compositions.

Michael Day, Northern Illinois University
"E-Portfoliating the Writing Program: Assessing Realities, Choosing Software, Measuring Change, Spreading Reflective Process"

Our FYComp program began an electronic portfolio pilot four years ago. Around that time, we also became a member of the Inter/National Coalition for Electronic Portfolio Research and used our local project to investigate with other member schools the value of reflection in electronic portfolios to change the climate of learning and assessment. This paper will address changes in the program, our initial results, open source software, and the move from pilot to programmatic requirement.

Brittany Cottrill, Bowling Green State University
"E-Portfolio Alternatives, Blogs, and Academic Showcases"

One way that those who are writing about new media assessment have suggested we evaluate student texts is through the use of electronic portfolios. While e-portfolio systems are being used on campuses across the country, many of these programs are limited in design and delivery and are often considerably formulaic. This presentation will address these problems both from a technological standpoint and a pedagogical point and propose blogging software as an alternative for classroom e-portfolios.

E7. Computers and Composition Digital Press (CCDP): An Emerging Publishing Venue

SLC 102

Co-Chairs: Gail E. Hawisher University of Illinois, Urbana-Champaign and Cynthia L. Selfe, Ohio State University

Speakers: Heidi McKee, Miami University; Richard (Dickie) Selfe, Ohio State University; Patrick W. Berry, University of Illinois; Melanie Yergeau, Ohio State University
Respondent: Danielle DeVoss, Michigan State University

During the past year, we have been working diligently to create Computers and Composition Digital Press (CCDP), a new open-access and non-profit venture committed to publishing innovative, multimodal, ebooks and digital scholarly projects. CCDP's goal is to honor the traditional academic values of rigorous peer review and intellectual excellence but also to combine such work with a commitment to innovative digital scholarship. The digital press is an effort to take back the book from commercial publishers and to circulate the best work of digital media scholars in a timely fashion and on a global scale. Despite what we consider fairly clear-cut goals, however, we have met up with several challenges that we continue to face even as we recognize the considerable progress we have made. Cindy and Gail will open the session with an introduction to CCDP—our goals and aspirations as well as a discussion as to plans for a rigorous peer-review process; Heidi will discuss the critical feature of open-access and why nothing is perhaps ever "free" on the Internet; Dickie will turn to issues of sustainability and the diversity of roles stakeholders must play; and Patrick and Melanie will discuss the process of building a design that is simultaneously multimodal and scholarly. Danielle's response, along with audience discussion will follow. We hope the C&W Community can contribute to addressing the problems we must overcome as the press becomes a reality.



Keynote:
"Inventing the Self, Co-Inventing the University: Electronic Portfolios, New Composings, and the 21st Century University"
SLC 102

Kathleen Blake Yancey is Kellogg W. Hunt Professor of English at Florida State University, where she also directs the graduate program in Rhetoric and Composition Studies. Past President of the Council of Writing Program Administrators and Past Chair of the Conference on College Composition and Communication, she is President of the National Council of Teachers of English. She also co-directs the International Coalition on Electronic Portfolio Research, which has brought together over 45 institutions to focus on and document the learning that takes place inside and around electronic portfolios. She is the author, editor or co-editor of 10 books and more than 60 chapters and refereed articles. Her edited, co-edited, and single-authored books include *Portfolios in the Writing Classroom* (1992), *Assessing Writing across the Curriculum* (1997), *Electronic Portfolios* (2001), *Teaching Literature as Reflective Practice* (2004), and *Delivering College Composition: The Fifth Canon* (2006). Her current projects include the volume based on her CCCC Chair's Address, *Composition in a New Key: A Theory and Practice of Composition in the 21st Century.*

F1. Questioning Sources: Evaluating the Rhetorics and Ideologies of Open Source

SLC 213

Moderator: Annette Vee, University of Wisconsin

John O'Connor, University of Illinois Urbana-Champaign
"Articulation, Rearticulation, and Misarticulation: The Ever-Present Danger of Open Source Rhetoric"

The reappropriation and the misappropriation of another's text in the public sphere are too easily done where it can be found in an open source. In the case of public rhetoric this can be a dangerous thing. Using an op-ed piece as an example of how this has happened before, one can see here an opportunity with students at least to see how the rearticulation of another's argument can be easily made, and the students can hopefully become more fully informed participants in civic and digital democracy.

James Kalmbach, Illinois State University
"You've Been Hacked: Facing the Dark Side of Open Source"

The consequences of moving classes outside of university IT supported infrastructure is potentially a dangerous thing. While it can be a useful thing pedagogically, without active administrative support, using open source software like Drupal leaves one open too readily available to hackers with agendas far different from our own. This presentation describes the outcome of one example where this has happened and outlines the series of administrative mistakes made that enabled this sort of thing to happen.

Stan Harrison, University of Massachusetts-Dartmouth
"Against the Ideology of Open Source Software"

The democratic promises of the open source movement should be questioned on the grounds that, in a capitalist context, internetworked writing will inevitably be a privatized endeavor, and as ever, the problems it hopes to address, being economic, cannot be resolved by political or constitutional means. In this way it would be dangerous for teachers to charge headlong into the open source software if the ideologies of it are not fully understood.

F2. In Pursuit of the Stolen (Content) Vehicle: Books, TVs, and Assorted (Digital) Thievery

SLC 245

Moderator: Deborah Miller, University of Georgia

Bob Whipple, Creighton University
"'Collection' As Composition: A 21st Century Commonplace Book"

Robert Dornsife, Creighton University
"Is Digital the New Digital?"

Russel Wiebe, Felician College
"Alone in the Puppet Motel"

This panel tackles issues within a "digital aesthetic," focusing on the (heretofore analog) idea of the "collection"; the arrival, for example, of "high definition"; and the rules pertaining, or not, to godless plagiarism. Bob will discuss the phenomenon of "collection" as a strategy in contemporary multimediation composition process. "Collected" (or "found") media can play an important and organic part in the transitional phase of hybrid, text plus-image compositions that form the initial steps into multimediation for many composition students and teachers. Examples of "collections," as well as discussion of how and where "collection" takes its place in contemporary multimediated composition process, will be provided. Robert will examine the prejudices traditionally maintained against "digitalness" as, at least, a content vehicle, especially as regards audio, and will consider the current status of such prejudices. This paper will tackle the "differences" between analog and digital theoretically and as applied, concentrating, toward the latter, on consumer technologies such as iPods and so-called "flat screens" as examples of "digital progress." Russel will round out the panel by considering the nature of digital theft. The prohibition against "theft" is at least as old as the commandment—Thou Shalt not Steal. Koerner writes, "If you've ever booted up your laptop, scanned the area for unsecured wireless networks, and hopped onto the Internet on someone else's dime, you're a thief." This talk will explore the convergence of the authorless medieval text (the ways in which medieval authorship did not differentiate the individual from his/her spiritual duty), the anonymous Internet thief, and the student plagiarist.

F3. Meeting Half-Way: Rethinking the Ethos of Writing Instruction

SLC 247

Moderator: Barb Blakely, Iowa State University

Erin Karper, Niagara University
"Collapsing Boundaries and Changing Literate Practices in a Web Writing Course"

This presentation provides information from a case study of the emerging literate practices of students enrolled in a course that focused on Web 2.0/ the social Web. In the course, the students consumed information, conducted online conversations about course readings in a LiveJournal community, produced multimodal compositions, and finally collaborated on a wiki-based project. Like all case studies, this one cannot offer any definitive pronouncements; however, it can provide a window into a classroom site where students were consuming, producing, and reflecting on multimodal compositions and the roles in which such literate practices played and continue to play in their lives.

Marie Moeller, Illinois State University
"Six of One, Half-Dozen of Another: Schooling Care and Emotion in Open and Closed-Source Online Writing"

In considering the similarities in the problematics of closed- and open-source CMS's, this presentation complicates the split between the two, and calls for online writing educators to instead consider how we might better educate online students about language and emotion to successfully contend with the constraints of CMS's. To do so, I employ Megan Boler's Pedagogy of Discomfort as a way to provide care for our online students and instructors, asking online students to consider and discuss what it means to take courses via CMS's, and how they can thus better understand their actions, reactions, and learning online.

Casey McArdle, Ball State University
"Open Source Technology and Online Tutoring"

Online tutoring technology in Writing Centers is inadequate. I propose a variety of solutions that utilize actual online audio discussion between the tutor and student as well as video interaction. These simple additions are a matter of tapping into resources already available to the student in an attempt to duplicate the face-to-face session that occurs within the Writing Center itself.

F4. Scaffolding Discourse: Technology and Information Literacy in Auburn University's Composition II Course

SLC 251

Moderator: Jennifer Bowie, Georgia State University

Michelle Sidler, Auburn University
Wiebke Kuhn, Auburn University
Nancy Noe, Auburn University
Kevin Roozen, Auburn University

Auburn University's Composition Program is undergoing a major curricular revision to include unique pedagogical and technological components. To enhance their knowledges of argumentation, research, online discourse, and collaboration, students in Composition II will perform increasingly difficult composing and research tasks using a scaffolded approach to writing instruction. The approach intersects with instructional technology and information literacy in several ways, including the use of collaborative computer hardware, the need for rich understandings of online research, and the opportunity to critically examine digital discourse. This panel will highlight intersections by looking at several elements of classroom engagement and instructional support, including teachers' pedagogical innovations and unique University and College support systems. Specifically, speakers will overview the curriculum and its reasons for being, explain the application and usefulness for these purposes of the tablet PC, overview recent research in library studies in regard to information literacy, and overview the structure and assignments of online duscussion, as well as discuss the challenges of adopting a scaffolded approach to invite students to explore and interrogate the digital literacies currently shaping their literate lives.

F5. Panel Discussion of WebCT/Vista Proprietary Software

SLC 205

Moderator: Colleen Reilly, University of North Carolina - Wilmington

Pauline Burton, Georgia Southern University
Ellen Hendrix, Georgia Southern University
Laura Valeri, Georgia Southern University
Mark Richardson, Georgia Southern University

As many schools and state education systems have made commitments to proprietary course management systems such as WebCT and WebCT Vista, writing teachers have brought their applications such as the grade book, quiz, or chat room functions to the online composition classroom with varying levels of effectiveness. While it would usually not be possible to say definitively how effective these individual components are without also defining "effectiveness," the relative advantages and disadvantages can be weighed of WebCT specifically and generally of proprietary software like it versus open systems. From experience with WebCT and open-source software, it seems often to be the case that a teacher must balance the limitations of WebCT with the steep learning curve involved in familiarizing students with alternatives such as Joomla, Droopal, and Moodle. The freedom for customization open-source software offers is in some ways negated by their intricacies, which are frustrating to some students, while the straighforward ease of interface with WebCT is tempered by its many limitations.

F6. Opening the Dissertation "Code": Unlocking Form and Content for New Media Scholarship

SLC 253

Moderator: Janice Walker, Georgia Southern University

Kathie Gossett, Old Dominion University
Carrie A. Lamanna, Colorado State University

This presentation explores the research opportunities and challenges available to graduate students composing new media theses and dissertations. We argue that theses and dissertations need to be open source: that is, graduate students should have access to and control over "the dissertation code" so that they have the option to design the project content and its form. We will argue that the digital nature of these new media forms make visible the ways in which the traditional print-based form, the standard for humanities theses and dissertations, constrain the types of research and arguments that graduate student scholars can make. In order to open up the code, two questions must be addressed: first, what theoretical and practical training is necessary in order for graduate students to be able to make the distinction between using new media forms because they're popular and using new media forms because they are a critical aspect of the argument of their dissertation; and second, how can the print-based model that encloses graduate research be altered in order for graduate student scholars to fully participate in the critical new media work being done in the field? In essence, in order for students to make arguments in new media, we must make arguments for new media itself within the graduate curriculum.

Although guidelines recently published by both the MLA and CCCCs have begun to advocate for the legitimacy of digital scholarship for tenure and promotion, these same arguments have not been formally made regarding graduate work, thereby limiting the professionalization opportunities for new media graduate students. We will address the various levels of control exerted over thesis and dissertation forms by outside interests from the local, such as departments and dissertation committees, to the global, such as graduate colleges and the ubiquitous Proquest database. This presentation will draw on data gathered from personal experience, an analysis of various university graduate programs and survey and interview data gathered from graduate students and graduate faculty.

F7. Engaging the Open Source Community: Rhetoric, Usability, and Pedagogy (An Open Forum)

SLC 207

Moderator: Charles Lowe, Grand Valley State University

Scott Banville, Georgia Institute of Technology
Ben McCorkle, Ohio State University Marion
Jason Palmeri, Miami University of Ohio

In open forum format this informal meeting, open to all interesting scholars, will inaugurate the tentatively named Open Source Academic Advisory Consortium (OSAAC) in extension of the initiatives promoted by the Free/Libre/Open-Source Software Special Interest Group (FLOSS SIG) for the purposes of developing a community interested in the use and extension of open source software. On the agenda here are discussions of ways in which open source can be actively used in scholarship and teaching and also how the characteristics of open source—collaboration and dialogue—can be used to foster meaningful relationships between students and larger communities. The ethos of the open source community can likewise be clarified with the opportunities to have students think more generally about audience.

F8. Building Social Networking from The Inside Out: Reflections on the Development of An Open Access Instructional Writing Environment

SLC 214

Chair, Mike Palmquist, Colorado State University
Jill Salahub, Colorado State University
Lynda Haas, University of California - Irvine
Linda Adler-Kassner, Eastern Michigan University
Carolyn Handa, University of Alabama
Will Hochman, Southern Connecticut State University

A round-table discussion of the theoretical, practical, and political implications in the collaborative development of the Writing Studio, a network that offers to students an account and the opportunity to use its suite of composing tools (that include drafting tools, notes tools, bibliography tools, ePortfolios, blogs, and wikis) and which offers to instructors the opportunity to create class pages. At this stage of the process of its tremendous growth, the Writing Studio's developers are wondering how best to continue its development and refinement and are thinking of what directions in which it could be taken. Questions have included how best to expand and refine its set of instructional and composing tools, how best to allow instructors and writers from outside its home institution to use the environment, whether to create a new version of the system based on open-source software, whether to create a stand-alone version of the system that can be deployed at other institutions, and how to support the costs of continued development.

The members of this panel will address these questions by reflecting on their experiences as users and contributors to the development of the Studio. Mike Palmquist will provide a brief overview of the origins, functions, and goals of the Studio. Jill Salahub will provide a brief report of a three-year study that explored the impact of the Studio on traditional and computer-supported writing classes. Lynda Haas, Linda Adler-Kassner, Carolyn Handa, and Will Hochman will reflect on the use of the Studio at their institutions and their roles in supporting its development.

G1. Brick Walls and Hidden Costs: Reasons to Rethink Open Source

SLC 253

Moderator: Lisa Bolding, University of Georgia

Elizabeth Davis, University of Alabama
"Closed Source Course Management Systems and Software: Another Brick in the Wall or a First Step in Unlocking it Down?"

How can we ask students plagued by doubts about their own critical and technological skills to dive into the rhetorical free-for-all that is the blogosphere? I will examine the ways that building confidence in "safe" spaces like an institution-supported and authorized LMS and common software packages like Microsoft Office can be crucial for creating a writing classroom informed by the pedagogical values of interaction and collaboration that can increase students' competencies in ways that might enable them to step up and toss a couple of bricks at the wall of opacity that mystifies both knowledge and technology.

Sean Armstrong, Indiana University of Pennsylvania
"Reevaluating the Bandwagon: The Hidden Costs of Open Source Software"

A quick review of educational technology periodicals reveals a trend during the past decade: the positioning of open source software (OSS) as a cost effective alternative to proprietary software touted by commercial computer corporations.This paper raises issues which arise over the course of using new software products including training, hardware requirements, and technical support. In the long run, issues such as tech support can be more difficult and costly in terms of man hours and cost outlay. In particular, these issues are discussed in light of Moodle, a very popular classroom management program.

Brian D. Ballentine, West Virginia University
"A Cacophony of Voices: On the Importance of Including Corporate Discourses in the Open Source Bazaar"

Open source ideology often runs counter to a corporate business culture that produces revenue from licensing and aggressively protecting a variety of intellectual property. This paper does not seek to debunk the merits of open source but instead will insist that as the humanities adopt and adapt various technologies and ideologies from the open source community, that the interests, perspectives, and discourses from the corporate workplace are not ignored.

G2. "C+++": Concept, Challenges, and Collaboration in Writing Theory and Pedagogy

SLC 213

Moderator: Aaron Barlow, City University of New York

Blythe Nobleman, University of Miami
Allegra Pitera, University of Detroit Mercy
"Visual and Experiential Digital Language, Collaboration in Critical Spirit, and Conceptual Execution"

We will use collaborative student work examples that use digital media to weave writing with critique and design to illustrate and generate intersections between the humanities and sciences with art and design, using multimodal composition to reach a broader audience that extends beyond members of a given discourse community. This presentation will illustrate the weaving of both design and writing processes; the classes as well as the conceptual spirit of the pedagogy engage in synonymous tracks.

Dirk Remley, Kent State University
"Intersectional Computer-Supported Collaboration on Business Writing: Learning Through Challenged Performance"

Collaborative writing poses a challenge for many because individual writers, who may approach the writing process differently, must work with each to negotiate a single document as a group. I argue that writing instructors should use CMS tools to attempt to create this challenge, so that students become facile with using computers to interact on a collaborative project in which a document is produced, and simultaneously to gain understanding of how knowledge within a given discipline is created.

Casey Boyle, University of South Carolina
"On Beyond Collaboration: Collective Composition in the Writing Classroom"

Given the nature of composition or first-year writing programs, can Web 2.0 applications offer opportunities to collapse section boundaries, exceed semester limits, and expand authorship by creating forums in which individual students participate as individual contributors? This presentation will examine open-content possibilities (as generated through applications like wikis, Google docs, and other Internet-based document generators) and attempt to identify a process of collective composition as beyond the discrete continuum that traditional writing collaboration offers.

G3. Look at Me! How Dare You Look at Me!: Identity, Representation, and the Digital Communicative Act

SLC 245

Moderator: Maggie Christensen, University of Nebraska-Omaha

Morgan Gresham, University of South Florida
Roxanne Kirkwood, University of South Florida
Teddi Fishman, University of South Florida

Composition is the conscious bringing together of the medium and the message to meet the changing rhetorical needs of the audience; composing is the art of expecting, anticipating, and provoking response (Volosinov). As compositionists, our goal should be to offer students scenarios for communicative response—to teach the virtues of speech and silence (Glenn)—to show the multiple natures of response, and then to let the conversation continue. It's the omnipresent screen offering the invitation, it's the handwritten letter; it's the text/the IM that says bthere@4; it's the YouTube video; composition is the coding of conversation to reach multiple, diversified audiences simultaneously.

In this discussion that is like but not a roundtable, we debate notions of identity and representation as they shape the conversations of the 21st century. For how much longer can we privilege the academic essay? For how much longer can we eschew digital cultures as not English, not writing, not composing? For our "presentation" we offer a series of point-counterpoints about writing spaces, such as myspace and facebook, where privacy (or lack thereof) is the point of the space. Our voyeur culture totally feeds into our need to tell everyone/anyone about ourselves – only to become upset when our privacy is invaded. At the conclusion of our discussion, we will co-create a digital expression of the conversation using a group-chosen tool such as wiki, facebook, or Myspace.

G4. Reformatting Conversations in Open Classroom Environments

SLC 247

Moderator: Andrea Beaudin, Southern Connecticut St. University

Aurora Matzke, Miami University of Ohio
"Open Sourcing the Textbook: What We Learn When We Let Students Teach Us"

In this presentation, I will share a cross-institutional study that placed the power of creation and text inclusion in the hands of Midwestern composition students, as they created classroom materials for students of a California state school. By presenting not only how students created teaching tools and texts, but also how their understanding of course materials shifted through open-source methods, I will argue students can learn (more) key composition concepts by collaboratively creating multimodal teaching materials to be freely shared with other audiences of composition students.

Angela Miss, Belmont Abbey College
"Digital Technai and the Commodification of Knowledge in Higher Education"

To teach writing is to acknowledge that while "the good essay" may be a rare commodity, it is a commodity that can be taught. In choosing to use the term commodity in discussing "the good essay," I wish to foreground the way the pragmatics of digital composition pedagogy are deeply intertwined with notions of teaching serviceable, even, "marketable," skills. But these *technai* are also expansive: to see *technē* as it is connected to art and aesthetics is to see the way in which the digital technologies of the twenty-first century are interrelated to vital processes of knowledge-making in communities.

Erin Presley, University of Georgia
"Putting Open Source and Intellectual Property into Conversation: <emma> in First-Year Composition"

UGA's open source program <emma> gives easy access to both proprietary and student work, and thus could potentially complicate both the students' and teachers' abilities to recognize and adhere to rules that protect intellectual property. This paper will address this issue and argue that by using an open source program, such as <emma>, to facilitate student writing, instructors can more easily discuss issues of copyrights, fair use, and authorship by asking students to look "at" these works not "through" them as they write in an electronic environmen.

G5. Wielding the Wires: Developing a Community of Learning Using Software Tools

SLC 205

Moderator: Kip Strasma, Illinois Central College

James Ricci, University of South Florida
"The Paperless Classroom: Efficiency of CLAQUA in Composition"

Taylor Mitchell, University of South Florida
"Cognitive Level and Quality Writing Assessment as Virtual Learning Community"

Melinda Hollis, University of South Florida
"Meeting in Popular Spaces: Live Journal and the Collaborative Composition Classroom"

Quentin Vieregge, University of South Florida
"Whose Website is it Anyway?: Using E-Portfolio to Create a 'Community of Learning'"

In recent years, the USF First-Year Writing Program has endeavored towards a more collaborative pedagogy, towards a "community of learning," one that relies on a horizontal power structure where colleagues create and update the curriculum together. However, within a program of our size, a community of learning relies on software that culls together disparate viewpoints, and the purpose of our panel is to determine whether the function of our software matches our department's educational goals. James Ricci and Taylor Joy Mitchell examine the Cognitive Level and Quality Assessment tool, which encourages students and teachers toward a more interactive, collaborative approach to assessment and peer review. Melinda Hollis outlines, models, and discusses the classroom use of an online discussion forum, Livejournal.com, that she implements in the classroom for virtual collaboration and discussion, with an eye towards the dialogic space of the classroom. Quentin Vieregge addresses the program's continuing efforts to maintain continuity in the online curriculum since the inception of the program's E-Portfolio website, whose function is to transform our FYC program from a "community of power" to one of "learning," an ongoing endeavor for our department.

G6. Playing in Open Source: Digging the Dirt and Digging in the Day-to-Day Dirt

SLC 214

Moderator: Deb Morton, Texas State University

This panel (paired with C6) examines what it is like to work the environments and contexts within and surrounding open source. The TRACS team, the Sakai implementation group at Texas State University, sees themes of power, politics, change, literacy, and negotiation emerge as it delivers its third year of Sakai, and each set of panelists addresses these elements.

Deb Balzhiser Morton, Fazia Rizvi, Whitten Smart, and the TRACS team

"Literacies, Illiteracies, and Counter Literacies: Ways of (Not) Knowing and (Mis)Communicating in LMS Development"

Compositionists, who construct FYW as courses in literacies, may not be surprised that developers at a recent Sakai conference focused on tools while faculty could not participate until they knew learning goals. The speakers read in the process of LMS development tensions of values, disciplines, knowledges, institutional and community missions, and methodologies as differences in literacies. The team suggests ways to construct negotiated meaning and knowledges (Flowers; Dobrin), share leadership (Pearce and Conger), and facilitate organizational learning (Dierkes, Antal, Child and Nonaka).

Salwa Kahn, Amy Boyd, Sean McMains, Deb Balzhiser Morton, Michael Trice, the TRACS team, plus Mason Feuhrer and Nick Steger

"Critics, Change, Communities: Working Open Source and Collaborative Competition"

Open source LMSs see postmodern (e.g., Landow, Haraway) elements combine and materialize in unforeseen ways, distributing lines of authorship, thus changing from more familiar ways of working—intellectually and practically. Many compositionists embrace open source ideals but criticize some communities in practice. Responding to recent critiques of Sakai, The TRACS team analyzes the Sakai pedagogy community, identifying strengths and weaknesses. They discuss opportunities for putting development in the hands of educators, designing their values into Sakai, and having pedagogy drive development.

Michael Trice, Michael Farris, Mary Cauble, James Buratti, Fazia Rizvi, the TRACS team, and Mason Feuhrer

"Model and Methodology: (Digital) Social Networks in Business and Academe"

In practice, open source systems are not homogeneous, and they rely on pieces of various collaborative and economic models and methodologies. Here, the team examines the role of social networking and collaborative text programs as directed by the competing forces of business and academe. While acknowledging that the conflict might not be direct, the discussion focuses around the opposing goals when led by the two types of institutions.

Saturday, May 24, 3:30 PM - 4:45 PM

G7. ReMix, ReUse, ReWrite

SLC 207

Moderator: Michael Day, Florida State University

William Burdette, University of Texas, Austin
"FOUND: A More Commodious Language"

Marcie Ludlow, University of Texas, Austin
"IM a Writer: Identity, Process, and Epistemology within New Literacy Studies"

Ann D. David, University of Texas, Austin
"It All Counts: Issues of Writing in the College Composition Classroom and Implications for Writing in K-12 Settings"

Jasmine Mulliken, University of Texas, Austin
"Ego and IT: The Politics of Template and Identity"

The papers in this panel explore the ways in which high-tech systems like social networking platforms and instant messaging, or low-tech artifacts like found literature can be made "open," repurposed for novel, even liberatory, uses. In demonstrating how these transformations can be made, the authors help to illustrate how open source ideas can help to renovate our conceptions of self, literacy, and communication. Jasmine Mulliken's work examines how, thanks to social networking applications, defining the self has become a systematic process involving hours of checking boxes, selecting from drop-down menus, and pushing the boundaries of creativity within the parameters of text fields, and how applications like MySpace ultimately devalue the self. Ann David has studied the possibilities for K-12 education to enter into New Literacies in ways that respond to the endemic lack of computer technology in most K-12 settings. William Burdette discusses how, as intrepid finders are always searching the streets for bits of human interest, we might seek to create a similar community by having students bring found writing to class to analyze and evaluate. And Marcee Ludlow argues that we ought to consider literacy in terms of open source epistemology in order to understand how students enact identity and accept language as "open source." She reaffirms the need for students to have ownership over their own language, and demonstrates these claims by reviewing studies of instant messaging in composition.



Sunday, May 25

At-a-Glance:

Session H	9:00-10:15
Session I	11:00-12:15
7Cs	12:30-2:30

H1.Open Source Writing And/As Ideology

SLC 251

Moderator: Teryl Sands, Arizona State University

Benjamin J. Cline, Culver-Stockton College
"The Open Source Ideology as a Communication Process"

As educators using open source tools, we need to study ideologies we may be unintentionally advocating. In his seminal essay, "Ideology as a Communication Process," William R. Brown proposed a means whereby the rhetorician could examine our embedded ideologies. I use Brown's concepts to examine the rhetoric of the "Absolute Beginner Talk" forum of the "ubuntuforums.org" website. I show that, while the ideology of open source computing fills gaps that exist in closed source computing ideologies, it does so by overlooking other gaps which are unique to open source ideology.

Maggie Christensen, University of Nebraska at Omaha
"The Writing Classroom and Difference: Creating an 'Open-Source' Environment in a Closed- Source World"

This presentation explores the ways technology enables and constrains our writing classes' inquiry into identity and difference in an environment open to trial and error, process, collaborative discovery of solutions, and respect. Two specific course components that benefit from this "open-source environment" include having students develop voice by creating and producing identities, and having students improve critical literacy skills. Analysis ofchallenges in navigating these projects provides a new lens with which to interrogate technology's use when attentive to "difference."

Mitzi McFarland, University of West Georgia
"Virtual Carnivals: Student-Generated Assessment and Computer-Assisted Writing Pedagogy"

This case study explores student-centered assessment as one means of foregrounding different discourses and their effects, focusing on <emma>, an open-source writing program, as a tool in effecting a learner-centered pedagogy that places power into learners' hands. I examine dialogic pedagogy's central tenets, hoping to show how it can help in assessment and student and teacher education, sharpening the focus onto the two studies that constitute my research base. Attention to Bakhtinian theory allows me to complicate the ontological status of academic discourse in this study.

H2. "Just How Open?": Rethinking Rhetorics of Openness

SLC 253

Moderator: Noël C. Radley, University of Texas - Austin

Sherry Clouser, University of Georgia
"Selecting a New Learning Management System: UGA's Experience to Date"

Selecting a learning management system for a university community is no small task. This presentation details what matters for stakeholders, locating tools to narrow the field, running a pilot, and reporting the results are all steps in the process. UGA considered both corporate and open-source options, and by the time of the presentation will be able to share feedback from administration about what features and approaches will end up best suiting our technological and pedagogical needs.

John Maxwell, Simon Fraser University
"What Can't You Do with a Wiki: Re-evaluating the Course Management System and Learning Management System Promise"

Drawing on five years of experience using wikis in graduate and undergraduate settings, I seek to stretch our expectations of what wikis are good for. My classes began using wikis on an experimental basis—for project documentation, as a replacement for discussion fora, and for easily updated class notes. But eventually, everything became wikified: course syllabi and resources, lecture notes, commentary, student papers, peer-review, blogs, even graduate thesis writing. The question I ask is this: what do we need an LMS or a CMS for, exactly? What can't you do with a wiki?

D. Alexis Hart, Virginia Military Insititute
"Wikipedia vs. Citizendium: How 'Open' Should Open Content Be? "

By applying "open source hacker principles to content rather than code," Wikipedia founder Larry Sanger argues that multiple contributors could combine their knowledge and create a reasonably accurate online encyclopedia, though he later reversed position, citing the need for greater authority in the evaluation of online knowledge. In this presentation, I will analyze Sanger's claims and compare these two different applications of open source principles, collaborative knowledge generation, online citizenship, and "epistemic authority," and I will examine the pedagogical value of discussing these comparisons with our writing students.

H3. Broadening the Source: Strategies for Digital Composing and Editing

SLC 213

Moderator: Carl Whithaus, University of California-Davis

Anthony T. Atkins, University of North Carolina Wilmington
Colleen A. Reilly, University of North Carolina Wilmington
"Materializing Virtual Composing: Locating Models and Analogies to Aid Students to Develop Multiliteracies"

We will present our research that focuses on locating and understanding the conceptual gaps that can inhibit students from working with technologies effectively. Borrowing notions from math and science pedagogies, we explore the mental models that students employ when conceptualizing how computer technologies, including hardware, software, systems, and networks, function in order to determine the origins of the disconnect we see so often between students' seemingly sophisticated abilities to use discrete applications and their lack of the basic technoliteracy and problem solving skills that are key when creating complex multimodal compositions.

Martine C. Rife, Lansing Community College and Michigan State University
Olivia M.Courant, James Madison College and Michigan State University
"Confession, Testimony, Interview: Retrieving Tacit Knowledge in the Context of Digital Composing"

How can digital writing researchers trace the authorship of digital texts? In this presentation the speakers provide a theoretical frame for retrieving memory-based writer accounts of digital writing choices. This theoretical frame draws upon Odell, Goswami, & Herrington's "discourse based interview," but also connects such techniques to knowledge claims in legal contexts in order to show both affordances and downsides to such interviews. The speakers reenact a discourse-based interview and finish the presentation by offering practical guidelines on conducting such interviews, sample informed IRB recruitment and consent forms, and a bibliography for further inquiry.

Kyle Jensen, Illinois State University
"Getting in on the Act: Why Computers and Writing Should Pay Attention to Electronic Textual Editing"

I investigate electronic textual studies' relation to composition/rhetoric, focusing on the Internet Shakespeare Archive and the fluid-text edition of Melville's *Typee*. I examine how and why electronic archives are devoted to a limiting print-based logic, referencing Jerome McGann and John Bryant in relation to N. Katherine Hayles and Cheryl Ball. This two-part argument shows 1) how new media theory could advance electronic- textual studies theory and practice, and 2) how textual studies scholarship invite construction of non-literary textual archives that could expand interactions with writing processes.

H4. Facebook and the Death of the Subject

SLC 247

Moderator: Scott Reed, University of Georgia

Jonathan Alexander, University of California - Irvine
Jacqueline Rhodes, California State University - San Bernardino

Facebook – what is it, beyond a nifty way for students to connect, share info, keep tabs on one another? In this presentation, we explore Facebook as the site in which new subjectivities emerge; that is, we examine how social networking sites transform our sense of the "human" and the "humanly possible."

Specifically, we theorize—using the work of Judith Butler, Donna Haraway, Michel Foucault, Paul Virilio, and Sara Ahmed—that Facebook allows us to hear the last dying gasps of Enlightenment, humanistic subjectivity. In its place emerges the "Facebook subject," simultaneously distributed over a variety of "interested" networks and panoptically disciplined through a set of competitive binaries.

While critical, our presentation also reflects productively on how such shifts in subjectivity affect notions of humanistic subjectivity, agency, literacy development, and literate agency. Since all systems produce the possibility for their own critique, we explore resistance within/without Web 2.0, pointing to the need for hands-on, critical-yet-playful attention on the part of users. Our presentation is not merely theoretical but also experiential. While juxtaposing theories of postmodern identity with examples drawn directly from Facebook, we engage in "facebooking" itself—demonstrating and evoking subjectivities called forth through the program. Our ultimate assertion is that the program mediates both virtual and material interactions in ways demanding critical intervention.

H5. Adding Value from the Humanities: A Case of Collaboration with Computer Science

SLC 214

Moderator: Mialisa Moline, University of Wisconsin - River Falls

Dickie Selfe, Ohio State University
Judi Kirkpatrick, Kapolani Community College
Mialisa Moline, University of Wisconsion - River Falls

We discuss, in a round table forum, our experiences with the LIKES initiative (Living In the KnowlEdge Society) and our hopes for future opportunities in working with LIKES participants. In November of 2007, three members of the Computers and Writing community (members of this panel) met with scholars from around the country representing a diverse range of academic fields including computing science, physics, biology, environmental science, architecture, management information systems, art, music, marketing, business and English, as well as industry representatives (Google, FXPAL, Insightful, Adagio). The goal of this LIKES conference was to begin "transforming computing education for the 21st Century...[through]...collaboration..." (Fox). We saw a unique opportunity to integrate rhetorical foundations into the thinking of experts in other fields. This panel focuses retrospectively on three areas: the dilemma that computer science programs face and how they are looking to connect to others in the humanities, the power and pitfalls of working in interdisciplinary environments, and the challenges in working with a highly resistant group.

In this panel, we hope to illuminate the potential the humanities hold for effecting change in computer science by integrating rhetorical considerations into the foundation of computer science. Collaborative ventures such as the LIKES initiative offer significant opportunities to promote rhetoric to developers themselves.

H6. From Hand-press to Hand-held: Exploring the Possibilities of Literary Digital Archives

SLC 245

Moderator: Angela Green, University of Georgia

Joy Bracewell, University of Georgia
"The Walt Whitman Archive"

Digital Archives each differ based on their organizational structure, an effect of which is their emphasis on different aspects of writing. The author-based focus of the Whitman project stresses revision and authorial process because of its representation of this prolific author's manuscripts and editions of Leaves of Grass. This rigorously edited archive not only allows users to understand the multi-faceted quality of Whitman's writing through its many manifestations, but also permits them to experience its multiplicity more than print forms.

Maria Chappell, University of Georgia
"The Spenser Archive"

The composition process today is very different from its state in Renaissance England. Edmund Spenser's works like The Faerie Queene were hand-set and produced on a printing press. This method inevitably led to changes in the text that challenge notions of authorship and authorial intention. The Spenser Archive uses new technology to study and document Spenser's works, focusing in detail on the print conventions that both allowed Spenser's works to be transmitted to an audience and shaped the texts themselves.

Rebecca Vanderslice, University of Georgia
"Race and Children's Literature of the Gilded Age"

Race and Children's Literature of the Gilded Age is a newly established digital edition that, through various levels of editorial intervention, will focus on the racially inflected cultural messages captured within the body of children's literature published in the U.S. between 1865 and 1913. Because of its focus on reception, this archive will provide a resource for representing and searching these texts through a coherent interface that will allow scholars and students to investigate the influence of not only writing or "literature," but also images and perhaps even collectible objects on notions of race and childhood.

11. Racing Toward Digital Expression: Open Sourcing Ethnic Identity

SLC 207

Moderator: Aghigh Ebrahimi, University of Georgia

Donnie Johnson Sackey, Michigan State University
"From the Public Sphere to the Public Screen: De/constructing Ethnic/racial Representation in SNS as Chronotope"

Douglas M. Walls, Michigan State University
"Digital Rhetoric Jamming: Assembling Critical Social Digital Writing Projects in the Networked Classroom"

Robyn Tasaka, Michigan State University
"Talking Back: Applying bell hooks' *Art on My Mind* to Online Self-Representations of Race"

In "The Politics of the Interface," Selfe and Selfe touch on issues of ethnicity/race, asking writing teachers to consider how digital interfaces exclude users of color, yet their focus is on programs like MS Word, while we investigate social network sites (SNS). Central to our inquiry is de/constructing ethnicity/race as a culmination of performativity, political commitment, and/or visual marking in SNS. Finn Bostad, a Communication scholar, has highlighted how public space, conceived by culture, changes overtime with new SNS. Absent from Bostad's work is how racial identity is written as it moves from the public sphere to the public screen (or SNS). Sackey's work seeks to build upon Bostad's theorizing of electronic public space by theorizing racial representation as chronotope in social networking sites. Walls examines what he calls Rhetoric Jamming, based on the concept of culture jamming, where the rhetor combines two or more specific cultural rhetorics in ways that call attention to how the SNS constructs ethnicity/race. Walls explores rhetoric jamming in the purposeful disruption of identity ethnicity/race construction in popular social networking/collaborative writing tools like facebook.com and myspace.com. Tasaka's work focuses on how visual rhetoric might expand to consider representations of ethnicity/race. She builds on Nakamura's and Selfe and Selfe's work on digital images of ethnicity/race by arguing for the use of bell hooks' *Art on My Mind*, a monograph on African Americans and the visual arts, in considering visual self-representations of ethnicity/race in SNS.

12. Writing for Wikipedia in A Graduate Seminar on the History of Reading Instruction

SLC 245

Moderator: Pavel Zemliansky, James Madison University

Michelle Commeyras, University of Georgia
Amy J. Evers, University of Georgia
Lisa Lang, University of Georgia

This panel includes a professor and graduate students who wrote for Wikipedia as part of a seminar course on the History of Reading Instruction in the U.S. This experience spawned interesting discussions of the possessiveness of authoring in contrast to the democratization of knowledge, and of history-writing as a deeply individualist craft (Rosenzweig, 117). Contributing to Wikipedia is a unique way for teachers to provide their students with an authentic collaborative writing experience (Forte and Bruckman); in our presentation we will present experiences and ensuing issues within the context of the published literature on writing for Wikipedia.

13. Cross-Class Collaboration: Embracing Open-Source Technologies

SLC 247

Moderator: Genevieve Critel, Ohio State University

Carrie Cross Rodesiler, Michigan State University
Barbara A. Gerber, University of Michigan – Flint

The computer revolution has shifted the context for teaching and learning from a traditional text-based mode to a non-traditional digital landscape. This paradigm shift critically affects institutional infrastructures, faculty, and students (e.g. DeVoss, Cushman & Grabill). As seen in the work of Wysocki, Johnson-Eilola, Selfe, & Sirc, teachers are called upon to break out of their comfort zones and to challenge and enhance traditional writing practices and instruction. We answer this call by developing and implementing a writing project design that incorporates open-source technology, as well as a collaborative working environment.

For this panel presentation, we will present our work developing and implementing a cross-class, digital project design that incorporates open-source technology to foster communication between two classrooms. Specifically, we will argue that cross-class collaboration is a key infrastructural element in digital movie production in writing classrooms, and discuss our implementation of traditional (face-to-face) and nontraditional (open source) cross-class strategies. Additionally, we will share key aspects of our project design, student work, and student reflections. We conclude our presentation by offering a set of recommendations and a list of tools teachers might find helpful in developing and supporting cross-class, digital writing projects.

14. Recasting Writing: Teaching, Learning, and Support in Databases, Wikis, and Video

SLC 214

Moderator: Wesley Venus, University of Georgia

John Paul Walter, Saint Louis University & UNC-Wilmington
"Database Rhapsody from the 'Singer of Tales' to 'Geek DJ's'"

Beginning with the medieval conception of the art of memory as the engine of thought, I will examine a number of database technologies including oral tradition, the commonplace tradition, research note cards, blogs, wikis, and mashups as compositional tools. I will argue that in recognizing database technologies as compositional tools, we can recognize an important role memory continues to play in composition; that we can better understand current database compositional practices; and that we can work towards developing a theory and practice of database composition.

Jennifer Bowie, Georgia State University
"The Five Canons, Audience, and Earbuds: Adding Podcasting to the Computers and Writing Classroom"

The focus both Computers & Writing and podcasting have on audience, content, purpose, tone, text production, style, and effective communication not only means that the goals are similar, but also that podcasting is a medium that will teach these concepts to our students. I will address how the use of podcasts can build a stronger learning community while involving others from outside the classroom in the community, and how this technology helps students feel like real participants through online publication.

Mary Lourdes Silva, University of California – Santa Barbara
"Impact of Screen Capture Software and Instructional Videos on Student Revision and Student Attitudes"

Audio recordings have been used by composition instructors to provide a conversational response to student writing. An alternative method is to use a screen capture program that records the draft or assignment on the monitor while the instructor records his or her voice and actions: highlighting of paragraphs in the draft, reorganizing or editing of text, referring to the original assignment, and/or redirecting to a web page with relevant information. I am conducting a study in a writing course to determine the effectiveness of video commentary versus in-text and global comments.

15. New Media Authorship: Negotations, Collaborations, and Sources

SLC 251

Moderator: Erin Presley, University of Georgia

Danielle DeVoss and Suzanne Webb, Michigan State University
"Grand Theft Audio: Negotiating Copyright as Composers"

This presentation is a follow-up—a sequel—to a Computers & Writing Online 2008 presentation. In this sequel, we present Grand Theft Audio, a copyleftist, fair use piece that illustrates contemporary issues in multimedia production where copyright is concerned.We use Grand Theft Audio as both an illustration and a launching point to discuss the ways in which copyright trouble is inevitable in multimedia composing. The piece draws on appropriated, remixed, and reconfigured audio, video, text, and images to pose a particular argument about the affordances of media convergence and issues of negotiating copyright permissions.

Stefan Rasporich, Papanui High School, Christchurch, New Zealand
"Collaborative Stories and Computers"

As a member of Wikieducator, I have been involved with creating a promotional video for the Learning4Content project. We have used "Kaltura," an online video collaboration tool, and have had multiple users from various nations provide different content for the video. The potential for learners to work collaboratively on scripts and videos is more accessible than ever, as hardware becomes more internationally promoted (for example, the XO Laptop) and open-source software and available content grows. Whatever the project, the awareness of other cultures, languages, and stories will only help to promote global understanding and tolerance.

Kristin McCann, University of Illinois at Urbana-Champaign
"'Race and the University': Ethnography of the University+ Moodle+Ideals"

How can we expect Moodle-based sites (tailored by instructors, with embeded wikis) to change our approach to teaching sections of "Race and the University"? This inquiry will take up a "reflection on the classroom" approach and attend how Courseware Management Tools/Systems affect pedagogy and students' sense of authority in the classroom. Are students treating their interactions with Moodle more as social performance that they would if their posts referred to an instructor-only audience? Do students' decisions to archive their work relate to their sense of authority?

16. The Instability of New Media Performed in One-Minute Provocations—Roundtable

SLC 213

Moderators: James Kalmbach and Cheryl Ball, Illinois State University

Participants: Scott DeWitt, Kathie Gossett, Carrie Lamanna, Laura McGrath, Kevin Moberly, Jason Palmeri, James Purdy, Michael Salvo, Kip Strasma, and Bob Whipple

The participants in this round table discussions are all authors (or editors) in the forthcoming Hampton Press collection *Reading and Writing New Media*. One theme in the collection is the impossibility of defining New Media, which we see as a good thing because this impossibility opens opportunities for conversations about new media texts that cut across traditional English Studies boundaries. In this roundtable discussion, we propose to embody this impossibility through a series of one-minute provocations (performed digitally or live), each staking out a claim about the nature of new media and new media texts. We will then invite the audience to join us in a discussion of the implications of these provocations for reading, writing, and teaching new media.

7C's Committee Meeting

SLC 245

The CCCC Committee on Computers in Composition and Communication works on issues related to computers and writing in composition and communication, especially as they relate to teaching, access, promotion and tenure, and program administration.

NB: this meeting is tentatively scheduled to take place in the SLC, but may be moved offsite.

SLC 245

Call for Papers:
Computers and Writing 2009
University of California, Davis
June 18-21, 2009

C&W 2009 seeks papers that explore the complex social, pedagogical and institutional dynamics around ubiquitous and/or sustainable computing. Because computing technologies continue to extend their reach, we encourage proposals that explain the impact and challenges of ubiquitous and sustainable computing in different contexts: in educational settings, in workplaces, and even into (real or virtual) leisure spaces. We are especially interested in how teachers and students, workers and writers use computers and other technologies in their lives at school, at work and at play.

When Computers and Writing began, the desktop revolution was just beginning and mainframes were a not-so-distant memory. Since 1983 computers have gotten smaller and faster and more portable, and have therefore become more embedded in our lives. Computing has become ubiquitous. We find computers in more homes, in more workplaces, and in more schools, though the uses and meanings of technology can differ greatly across these contexts. Our interactions with technology have also expanded from the keyboards, mice, and screens of desktop computers to cell phones, microphones for speech to text input, PDAs that recognize handwriting, digital cameras, digital audio recorders, GPS navigators, and other ever-emerging information and communication technologies (ICTs). Today's ubiquitous computing is not quite the utopia imagined by Howard Rheingold or Mark Weiser, nor is it the dystopia predicted by Clifford Stoll or Philip K. Dick; it is a rather more interesting, nuanced, and complex world than we'd imagined.

Ubiquitous computing has produced a series of challenges for educational institutions. Sustainable computing means finding ways to meet current technological needs without sacrificing future innovation. As teachers and scholars of writing, how do we avoid the curse of technological obsolescence, even as computing rapidly evolves and expands into new corners of lived experience? How do our uses of technology move beyond short-term interventions, and contribute to sustained and sustainable learning across the life-span of our students? Finally, how do we employ these technologies ethically, given their potential impact on a local and global scale? Ultimately at stake is not just the sustainability of computing, but also how computing can help us lead more sustainable lives.

Submissions Open: Monday, April 28, 2008
Submission Deadline: Friday, September 19, 2008
Submit Proposals (250 words or less) at
<http://conferences.ucdavis.edu/cw09>

Themes for Computers and Writing 2009
Ubiquitous and Sustainable Computing
@ School, @ Work & @ Play

@ Schools: How have recent advances in information and communication technologies (ICTs) impacted the teaching of writing in elementary, middle, high school and postsecondary environments? How have ICTs been incorporated (or excluded) from writing assessment? How have first-year college composition programs changed because of new ICTs? At your institution, has first-year composition begun to include more multimodal forms of writing or has first-year composition become more focused on alphabetic literacy? How do educational institutions sustain faculty expertise to engage students in creating these contemporary compositions? What about open knowledge and academic publishing? How is the professional writing and publishing environment changed for faculty because of the ubiquitous web? To make this question concrete, we will recycle a question that has appeared on WPA-L: Do you put your academic blog on your c.v.? Computers and Writing has often focused discussion on students' use of software delivered via desktops or laptops: What other computing devices are being used in composition courses? What other devices will be used in the next five years? the next ten? How do we shape the development of these technologies?

@ Work: How have professional writing and technical communications changed because of ubiquitous computing? Are we seeing new forms of workplace literacy? If so, what are they, how do we describe them, and how do teachers prepare students for the types of writing they will be asked to do at work? Computing and communication technologies are changing the fields of bio-tech and medicine; documenting these changes and their

social and economic impact is clearly a charge for scholars of writing and technologies. What are the ethical responsibilities of computers and composition scholars in terms not only of sustainable ICTs but also in terms of the high rate of disposable IT on the natural environment? What sorts of recycling programs should be taught as part of any computer-intensive writing course? Are there new software tools that are displacing Microsoft Word in workplace settings? For instance, is Google Docs reshaping professional writing practices? Do the different interfaces of Microsoft Word, Google Docs, and Open Office matter for writing processes in professional environments? If so, can we describe these differences?

@ Play: Students' lives are often full of music and games. While Napster has died, iPods and pod-casting are rich cultural areas of inquiry. Is a playlist on an iPod a composition? Is it a reflection of identity? How does playing World of Warcraft or other multiplayer online games shape a player's sense of self? Outside of the classroom, students and faculty upload photos to flickr, play in SecondLife, and maintain Facebook profiles. These forms of composing identities and sharing aspects of our lives engender questions: Where are the boundaries between private and public spheres? What sorts of responsibilities do academic researchers have toward their research subjects and their subjects' privacy when those lives are revealed online? How do playful uses of ICTs change academic literacy practices? Does play (e.g., txtmsging) negatively impact school literacy (e.g., spelling on an in-class essay)? If so, does it matter? Do the interfaces of Wiis, PlayStations, and Xboxes suggest other ways in which we might compose texts? Do some forms of play suggest that the keyboard could go the way of pen-and-paper (not extinction but into a second-class citizenship of a sort)?

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AM Workshops 5/22, 9:00 - 12:00	
PM Workshops 5/22, 2:00 - 5:00	
Thursday Evening	
A Session 5/23, 10:00 - 11:15	
B Session 5/23, 2:00 - 3:15	
C Session 5/23, 3:30 - 4:45	
Friday Evening	
D Session 5/24, 8:30 - 9:45	
E Session 5/24, 10:00 - 11:30	
F Session 5/24, 2:00 - 3:15	
G Session 5/24, 3:30 - 4:45	
Saturday Evening	
H Session 5/25, 10:00 - 11:15	
I Session 5/25, 11:45 - 12:00	
Sunday Afternoon	

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