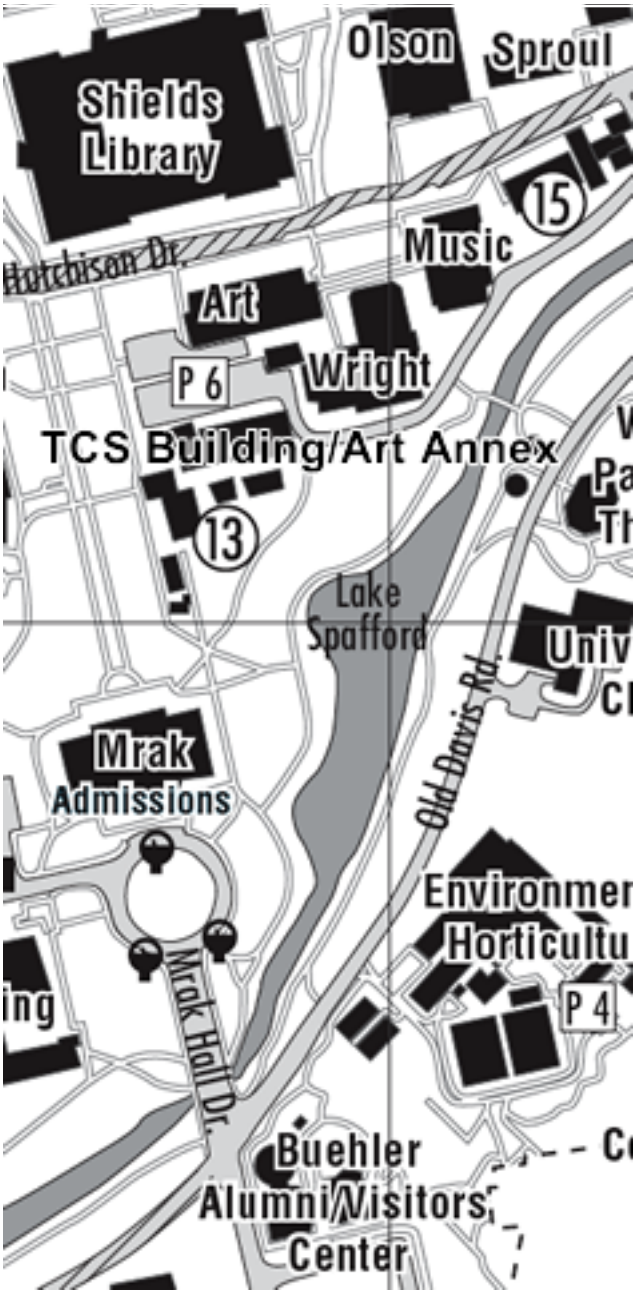
# Computers and Writing 2009



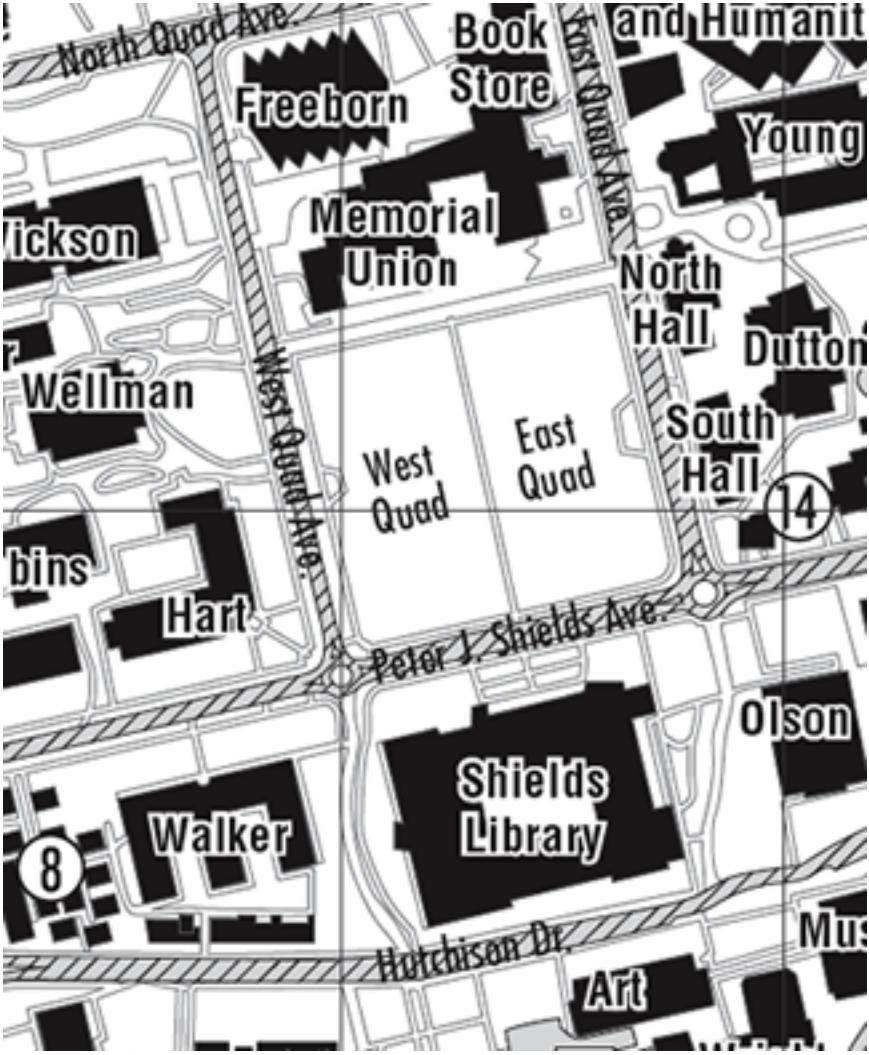
Ubiquitous and Sustainable Computing
@ School @ Work @ Play

UC DAVIS
UNIVERSITY OF CALIFORNIA

**Thursday events will be held in the Technocultural Studies (TCS)/Art Annex Building, Olson Hall, Hutchinson Hall, and the Buehler Alumni Center.**



**Friday, Saturday, and Sunday events will be held in Wellman Hall, Olson Hall, Freeborn, and the Memorial Union.**



## TABLE OF CONTENTS

**Campus Maps**
**Welcome and Conference Overview**
**Planning Committee**

**Thursday 6/18 at a Glance** **14**
Registration in Technocultural Studies / Art Annex
Workshops
Opening Reception, Registration, and
@GetInfo in the Alumni Center

**Friday 6/19 at a Glance** **20**
Registration in Wellman Lounge
Exhibitors' and Publishers' Displays in Wellman Lounge
Town Hall I: Ubiquitous Computing 21
Session A 22
Keynote: Ecotones and Crossroads: 29
Re-imagining the Spaces of Learning in an In-between Time
Barbara Ganley, Centers for Community Digital Exploration
Lunch in Freeborn 29
Session B 30
Session C 37
Session D 45
Banquet in Freeborn 53

**Saturday 6/20 at a Glance** **54**
Registration in Wellman Lounge
Exhibitors' and Publishers' Displays in Wellman Lounge
Town Hall II: Sustainable Computing in Freeborn 56
Session E 57
Keynote: The Social Web: 66
Writing in the Era of Digital Reproduction
Bill Cope, University of Illinois, Urbana-Champaign
Lunch in Segundo 66
Session F 67
Session G 75
Town Hall III: @ School, Work, and Play 80
Digital Art and Narratives Exhibit/Reception 81
Bowling in the Memorial Union Bowling Alley (Basement) 81
Dinner on Your Own 81

**Sunday 6/21 at a Glance** **82**
Session H 83
Session I 89
Break and Pick Up Boxed Lunch 96
Town Hall IV: Ubiquitous and Sustainable Computing @ School, Work, and Play 96
7Cs meeting/info session 96
Bike Tour of Davis Bike Loop
Dinner at Bistro 33 in Downtown Davis
Continuing Education Credit and Verification of Attendance Forms

## Welcome and Conference Overview

Welcome to the University of California, Davis. We are delighted to be hosting Computers and Writing 2009. Our goal with this conference is to transcend traditional boundaries: among school, work, and play; among academic disciplines; between k-12 and higher education; between online and offline; and among organizers, attendees, and presenters. The conference theme aims to bridge what can sometimes be divergent contexts for inquiry, and our diverse collection of organizers and sponsors will foster interdisciplinary conversations. Critical to our vision for Computers and Writing 2009 is a sustainable perspective on lifelong computing and communication, which we achieve partly by integrating k-12 teachers as conference participants. (Attending teachers may also take advantage of professional development credit through University Extension). By making k-12 as well as postsecondary education an integral part of the conference, UC Davis is challenging conference participants not only to think about ubiquitous and sustainable computing in their own classrooms or workplaces, but within broader social and cultural dynamics across our life spans and across learning institutions. A key component in developing these connections between k-12 and post-secondary faculty is our work with the National Writing Project's "Digital Is" Technology Program.

As another kind of border crossing, Computers and Writing 2009 is the culmination of a year-long series of conferences hosted by the University of California about technology and writing. The series opened on Oct. 9, 2008 with "Performance: Reading, Writing, Technology" hosted by Departments of Theatre and Dance, Technocultural Studies and Cultural Studies, and the Davis Humanities Institute. The second event in the series was "The Future of Writing" at UC Irvine on November 6th and 7th, 2008. In February, 2009, UC Davis, UC Irvine, UC Santa Barbara, USC, the New Media Consortium, Sacramento State, and San Jose State hosted Computers and Writing 2009 Online not as a fully separate event, but as a "prequel" to the onsite conference. Related themes and strands are carrying over from one venue to the next. C&W 2009 Online included asynchronous sessions supported through Sakai, and synchronous sessions in Adobe Connect and SecondLife.

For the onsite conference, we will continue to bridge online and offline by approaching the technical support aspect of the conference in the same spirit as the conference theme: via sustainable and ubiquitous technologies. In addition to the usual post-conference knowledge production formats, such as Kairos's conference issue and a special issue of the print journal *Writing on the Edge*, Computers and Writing 2009 at UC Davis will offer attendees a unique experience in participatory Web 2.0 computing. During and after the 3 1/2 conference days on campus, participants can download podcasts and video streams of town hall and keynote sessions (via iTunes U), contribute to a conference photostream on flickr.com, create emergent knowledge taxonomies by tagging (#cwdavis09) comments about sessions in twitter (with a twitter board set up in the publishers' display area), and use their laptops and campus wireless technology to join in liveblogging the conference. In this way, attendees will not only experience ubiquitous computing during the conference itself, but the community-created online resources generated by these activities will also serve to sustain social and intellectual energy long after the physical conference has passed.

**Computer and Internet Access.** Wi-fi access is available through Moobile Net in Wellman, Freeborn, and the Memorial Union (MU). You will need to input a username/password to access the network. Input user name "cw09" and password "sustainable" (removing quotes, case sensitive).

**Parking.** Visitors driving from off-campus may park in Visitor Parking. For Thursday workshops, the nearest Visitor Parking is Lot 5. For Thursday's Opening Reception, the nearest Visitor Parking is in the Parking Garage by the Mondavi Center. For the conference sessions on Friday, Saturday, and Sunday, attendees should use the North Parking Structure. A visitor parking permit is required on weekdays, and may be purchased from vending machines in the visitor parking lots.

A conference the size of Computers and Writing requires many forms of support. Many individuals and organizations at the University of California, Davis and elsewhere have contributed to make this conference possible. The Planning Committee wishes

to take this space to acknowledge them. For institutional funding support, we are grateful to the University Writing Program, the School of Education, the National Writing Project, and the Davis Humanities Institute. Publishers and software firms that provided sponsorships include Bedford Books/St. Martin's Press, Cengage, Fountainhead Press, W.W. Norton, Pearson, and Sciworth.

Cathy Gabor (San Jose State) was the point of contact for publishers and software firms, and Dan Melzer (Sacramento State) organized the conference volunteers. Alison Byrum was an immense help with the logistics of conference planning; Paul Verwey's help enabled us to podcast the Town Halls and many of the sessions. My personal thanks go out to the four of them.

The conference would not have happened without student and faculty volunteers; they include:

Ann Shadden, Rebecca Henning, Aparna Sinha, Ann Jacobsen, Heather Watson Perez, Rocky Edwards, Patrick Maio, Chris Rose, Dan Melzer, Jeff Magnun, Duane Leonard, Amy Stornaiuolo, Alison Dailey, Manpreet Devi, Randeep Hothi, Anne Temblador, Mary Lourdes Silva, Henny Kim, Samantha Krag, Rose Ann Osmanian, John Leih, Judith Friscia, Josue Arredondo, Denise Pica, Diana Hines, Carolyn Pickrel, Ann Wilson, Leslie Bailey, Jamila Moore-Pewu, Zeynep Erdil, Peter Huk, David Lacy, Roxann Schmidt, Nicole Connell, Agnes Stark, Allison Himelright, Leahna Barton, Steve Inness, Jacob Settelmeyer, Evelyn Welborn, and Beth Pearsall.

Sincerely,
Carl Whithaus
C&W09 Conferenc Chair

Associate Professor
University Writing Program
University of California, Davis
361 Voorhies Hall
Davis, CA 95616

530 754-6903
cwwhithaus@ucdavis.edu

## Planning Committee

UC Davis's C&W 09 Planning Committee draws on the talents of faculty from multiple colleges, departments and programs; because cross campus collaboration is encouraged at UC Davis, the committee also includes members from Sacramento State, San Jose State, UC Irvine, UC Santa Barbara and the Unversity of Southern California. Along with the graduate students in the Writing, Rhetoric, and Composition Studies PhD program and our Conference Event and Visitors Services staff, the support of these faculty has contribute greatly to the conference:

**Jonathan Alexander** is a Professor of English at the University of California, Irvine, where he also serves as Campus Writing Director. Jonathan's work focuses primarily on the use of emerging communications technologies in the teaching of writing and in shifting conceptions of what writing, composing, and authoring mean. Jonathan also works at the intersection of the fields of writing studies and sexuality studies, where he explores what it means to "compose queerly" as well as what theories of sexuality, particularly queer theory, have to teach us about literacy and literate practice in pluralistic democracies. His books include *Literacy, Sexuality, Pedagogy* (Utah State UP), *Digital Youth: Emerging Literacies on the World Wide Web* (Hampton), the co-authored book *Argument Now, a Brief Rhetoric* (Longman), and the co-edited collection *Role Play: Distance Learning and the Teaching of Writing* (Hampton).

**Steven Athanases** is an Associate Professor in the School of Education and the Chair for the Graduate Group in Education at UC Davis. His research areas include educational equity; English language arts education; gay and lesbian issues in education; minority/ underrepresented students; multicultural literature and literacy; and secondary education. Steve started his career as a high school English teacher in the Chicago area, filling students' minds with the tales of John Steinbeck, Harper Lee and Langston Hughes for over 10 years. His work continues to explore teaching diverse youth in urban, public schools, and "broadening English language arts curricula to better engage kids on the academic margins."

**Jesse Drew** is an Associate Professor and Director of Technocultural Studies at UC Davis. His work as a media artist and writer seeks to challenge the complacent relationship between the public and new technologies. His media work has been exhibited widely at such venues as the San Francisco Film Arts Festival, the ZKM in Germany, the World Wide Video Festival (Amsterdam), Incident (Brussels), Taos Talking Pictures, Dallas Film and Video Festival, the Mill Valley Film and Video Festival, Yerba Buena Center for the Arts, the American Indian Film and Video Festival, as well as international broadcast and cablecast outlets. In his teaching, he explores the many new ways that documentary work has evolved, examining forms such as the personal essay film, found-footage/appropriation work, non-linear, multi-media forms, spoken word, storytelling, oral histories and other examples of documentary expression. He has been involved in independent film/video production for two decades.

**Cynthia Carter Ching** is an Associate Professor in the School of Education at UC Davis. Her research focuses on learners' use of technology in educational settings to create powerful and personally meaningful applications, artifacts, and self-representations. She is currently editing a book in the Cambridge "Learning in Doing" series entitled *Technology, Learning, and Identity: Research on the Development and Exploration of Selves in a Digital World*. In 2007 she was awarded the American Educational Research Association's Jan Hawkins Memorial Award for Early Career Contributions to Humanistic Research with Learning Technologies. She has taken leadership roles in planning and organizing the 2004 International Conference on the Learning Sciences (ICLS), the 2005 Annual Meeting of the American Educational Research Association (AERA), and the 2007 Conference on Computer Supported Collaborative Learning (CSCL).

**Kory Lawson Ching** is an Assistant Professor at San Francisco State University. His research interests include response to student writing, sociocultural approaches to literacy, and qualitative methodology. In 2005, he coordinated the state-wide English Articulation Conference in Monticello, Illinois.

**Cathy Gabor** is an Assistant Professor of Rhetoric and Composition at California State University, San Jose. She served as a faculty fellow for the Teaching using Technology (TuT) Institute at CSU, Sacramento,

and she is currently a Faculty Fellow for the Carnegie Foundation/ California Campus Compact Program on Service-Learning for Political Engagement. Her teaching and research interests include writing processes in electronic environments, service-learning and K-12/college collaborative literacies.

**Elizabeth (Liz) Gibson** is IET's Director of Academic Technology Services at UC Davis.

**Betsy Gilliland** is a PhD student in the Writing, Rhetoric, and Composition Studies desiganted emphasis at UC Davis. She holds an MA in Teaching English to Speakers of Other Languages and has taught English composition and language courses at universities in Uzbekistan and California. Her research interests include adolescent literacies and the linguistic preparation for higher education of English learners in California high schools. She has served on conference planning committees for California TESOL in 2004, 2006, and 2008. She also teaches for the University Extension.

**Lynette Hunter** is Professor of the History of Rhetoric and Performance in the Department of Theatre and Dance. Having been formative in the development of the International Society for the History of Rhetoric in the UK since the late 1970s, she has recently focused on the intersection of rhetoric and performance in new democratic rhetorics developed by communities new to liberal social contract democracy. She established the first humanities computing courses at university level in the UK in the mid-1980s, and created database structures and hypertexts based on feminist topics before writing 'Critiques of Knowing' in 1999. Her current research includes an interest in performance art and digital technology.

**Virginia Kuhn** is Associate Director of the Institute for Multimedia Literacy and an Assistant Research Professor at the University of Southern California. Kuhn's research interests include digital rhetoric, visual literacy and critical multiculturalism. Her work can be found in online journals such as *Kairos*, *ebr* (electronic book review) and *Academic Commons*, as well as in print.

**Karen J. Lunsford** is an Associate Professor in the Writing Program at the University of California, Santa Barbara. She has been actively involved in the Computers & Writing conference since 2001--presenting

papers, judging contests, and reviewing conference proposals. Her research interests involve analyzing distributed publication systems and developing open-source course management systems.

**Andy Jones** is Director of the Faculty-Mentoring-Faculty Program in the Teaching Resources Center (TRC) and a Lecturer for the UC Davis University Writing Program at UC Davis. He has won university-wide awards for his outstanding teaching; he hosts a weekly radio program on WDVS on Technology and Poetry; and he has been a long-time champion of teaching writing in computer labs.

**Leslie Madsen-Brooks** is coordinator for faculty and TA programs within the Teaching Resources Center (TRC) on campus. She holds a Ph.D. in cultural studies and an M.A. in writing, and has taught writing, literature, American studies, and museum studies, as well as the UC Davis Seminar on College Teaching. In addition to helping faculty improve their teaching of undergraduates, she is interested in the ways that web 2.0 technologies can be used to forge more meaningful collaborations among the university, K-12 schools, museums, and other community and archival institutions. Prior to joining the TRC, she served the campus by consulting with faculty on how to best integrate pedagogy and technology.

**Dan Melzer** is the University Reading and Writing Coordinator and a Rhetoric and Composition faculty member in the English Department at California State University, Sacramento. He has published articles in *Kairos*, *Currents in Electronic Literacy*, Language and Learning across the Disciplines, and *The WAC Journal*. He was Co-chair of the 2007 Northern California Writing Centers Association Conference.

**Praba Pilar** is a PhD student at UC Davis in Performance Studies with an emphasis on Practice as Research. Her research focuses on aspects of technology that generate new forms of economic, environmental, and sexual exploitation and erasure that have explicit political, class, gender, and racial dimensions. She has raised these questions through performances, installations and artworks that present counternarratives to the overarching rhetoric about the beneficence of biotechnology, information technology, and nanotechnology. Her collaborative and solo work has been featured at multiple museums around the world, performance festivals, universities, conferences, galleries and public

streets. She has been written about in numerous publications, and honored with multiple awards, including the Creative Capital and the Creative Work Fund.

**John Stenzel** is a Lecturer in the University Writing Program. His work includes studies of technical writing and authentic audiences; he frequently teaches Writing in Engineering and Business and Technical Writing. His first Computers and Writing Conference was C&W #3 at UCLA.

**Chris Thaiss** is Clark Kerr Presidential Chair and Director of the University Writing Program at the University of California at Davis. Active in the development of cross-curricular writing in colleges and universities since 1978, Chris coordinates the International Network of WAC Programs (INWAC) and works with teachers in the elementary, middle, and high schools through sites of the National Writing Project. He has authored or co-authored eight books and edited three others; he serves on the editorial boards of *Across the Disciplines*, *Inventio*, and *Writing on the Edge*.

**Carl Whithaus**, Conference Chair, is an Associate Professor in the University Writing Program at the University of California at Davis. His research interests include the impact of IT on literacy practices, writing assessment, and professional writing in the sciences. Long ago in a galaxy far away, his dissertation won the Hugh Burns Award; his books include *Teaching and Evaluating Writing in the Age of Computers and High-stakes Testing* (Erlbaum 2005) and *Writing Across Distances and Disciplines* (Erlbaum/Taylor&Francis 2008). A long-time attendee of Computers & Writing, Carl is delighted to have the opportunity to host C&W 09.

## Thursday at a Glance

**TCS Building (Art Annex)**
**Olson Computer Labs**
**Hutchison Computer Labs**
**Alumni Center**

**8:00-5:00 Registration**
**Technocultural Studies (TCS) Building/Art Annex**

**9:00-12:00 Half-day Workshops**
**TCS Building/Art Annex**

**9:00-4:00 Graduate Research Network (GRN)**
**TCS Building/Art Annex**

**12:00-1:30 Lunch in the TCS Building/Art Annex**

**1:30-4:30 Half-day Workshops**
**TCS Building/Art Annex, Olson, and Hutchison Computer Labs**

**5:00-8:00 Opening Reception, Registration, and @GetInfo**
**Buehler Alumni Center**

## Graduate Research Network (GRN)
## TCS Building (Art Annex) 107

**Janice Walker, Georgia Southern University**

The GRN consists of roundtable discussions, grouping those with similar interests with discussion leaders who facilitate conversations and offer suggestions for developing your projects and determining suitable venues for publication. 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.

## Using Online Essays for Ubiquitous and Sustainable Assessment and More
## The Consortium for Research and Evaluation of Writing (CREW)
## TCS Building (Art Annex) 112

**Les Perelman, Massachusetts Institute of Technology**
**Suzanne Lane, Massachusetts Institute of Technology**
**Marlene Miner, University of Cincinnati**
**Andreas Karatsolis, Albany College of Pharmacy and Carnegie Mellon, Qatar**
**Sandra Jamieson, Drew University**

This workshop will focus on various ways online essays can be used for several kinds of student assessments, collecting student writing portfolios and furthering instructor training and development.

## Composing Digital Scholarship: A Workshop for Authors
## TCS Building (Art Annex) 103

**Cheryl Ball, Editor,** *Kairos,* **Illinois State University**
**Douglas Eyman, Senior Editor,** *Kairos,* **George Mason University**

This half-day workshop will guide and encourage authors interested in composing digital scholarship for online journals. Editors will discuss authoring processes from the beginning of research projects to the publication stage, including visualizing your design to add value to your research project, storyboarding/prototyping, creating sustainable and accessible designs, querying editors, finding local resources, submitting webtexts, and revising in-progress work.

**9:00-12:00 Worshops**

**VoiceThread - An Introduction to Visual Podcasting**
**Area 3 Writing Project (A3WP) Workshop 1 (Morning)**
**TCS Building (Art Annex) the Sound Lab**

**Gail Desler, Elk Grove Unified School District**

In this hands-on session, participants will explore VoiceThread, a free, web-based digital-storytelling application that allows users to share their stories through audio, images, videos or text. We will examine the many ways teachers and students are using this Kindergarten-Adult technology as a storytelling tool, a deep thinking tool, a research tool, an expository communication tool, and even an assessment tool.

**Break**
**10:30-10:45**
**TCS Building (Art Annex) 107**

## Morning Workshops Continue 10:45-12:00

**Graduate Research Network (GRN)**
**TCS Building (Art Annex) 107**

**Using Online Essays for Ubiquitous and Sustainable Assessment and More**
**The Consortium for Research and Evaluation of Writing (CREW)**
**TCS Building (Art Annex) 112**

**Composing Digital Scholarship: A Workshop for Authors**
**TCS Building (Art Annex) 103**

**A3WP Workshop**
**TCS Building (Art Annex) the Sound Lab**

**Graduate Research Network (GRN)**
**TCS Building (Art Annex) 107**

**Using Online Essays for Ubiquitous and Sustainable Assessment and More**
**The Consortium for Research and Evaluation of Writing (CREW)**
**TCS Building (Art Annex) 112**

**Best Practices for Online Writing Instruction**
**Olson 1**

**Geoffrey Middlebrook, University of Southern California**
**Keith Gibson, Utah State University**
**Web Newbold, Ball State University**
**Vicki Martineau, National University**
**Sharon Henriksen, IUPUI**
**Rich Rice, Texas Tech**

The CCCC Committee on Best Practices for Online Writing Instruction will bring together those currently involved (or with an eye toward getting involved) in online education. We have two goals for this workshop: 1) a demonstration of current approaches to online education; 2) a conversation about determining best practice for online writing instruction.

**Adobe Presenter: Moving Towards Seamless and Sustainable Online Instruction**
**Hutchison 73**

**Teryl Sands, Arizona State University**
**Rob Morales, Arizona State University**

The purpose of this workshop is to present Adobe Presenter as a means of moving towards seamless and sustainable online instruction. Students may feel distanced from their instructor in an online course. The use of audio can make an online course present as more interactive for students. Adobe Presenter provides instructors with the ability to give audio lectures over PowerPoint slides.

**1:30-4:30 Workshops**

**A3WP Workshop 2: Open Time, Teachers and Teaching Consultants Conversations**
**TCS Building (Art Annex) the Sound Lab**

**Break**
**2:45-3:00**
**TCS Building (Art Annex) 107**

## Afternoon Workshops 3:00-4:30

**Graduate Research Network (GRN)**
**TCS Building (Art Annex) 107**

**Using Online Essays for Ubiquitous and Sustainable Assessment and More**
**The Consortium for Research and Evaluation of Writing (CREW)**
**TCS Building (Art Annex) 112**

**Best Practices for Online Writing Instruction**
**Olson 1**

**Adobe Presenter: Moving Towards Seamless and Sustainable Online Instruction**
**Hutchison 73**

**A3WP Workshop 2: Beyond the Box: Crafting Meaningful Curriculum For Our Multi-Modal World**
**TCS Building (Art Annex) the Sound Lab**

**Bee Foster, Area 3 Writing Project**

To succeed in today's world requires the ability to navigate a wider variety of media. Newspapers, books, magazines, and other kinds of "traditional" text, are no longer the primary means our students use to interact with the world around them. Using the California Writing Project's new definition of "text" and "text-sets" participants will be given the opportunity to explore ways non-traditional text fit the reading and writing process.

## Friday at a Glance

**Wellman**
**Olson**
**Freeborn**

**8:00-5:00 Registration in the Wellman Lounge**

**8:00-5:00 Exhibitors' and Publishers' Displays**
**Wellman Lounge**

**8:00-9:15 Town Hall I: Ubiquitous Computing**
**Freeborn Hall**

**9:15-9:30 Break: Coffee and Bagels Sponsored by Cengage**

**9:30-10:45 Session A (Wellman and Olson)**

**10:45-11:00 Break**

**11:00-12:15 Keynote**
**Ecotones and Crossroads: Re-imagining the Spaces of Learning in an In-between Time**
**Barbara Ganley, Centers for Community Digital Exploration**
**Freeborn Hall**

**12:15-1:15 Lunch in Freeborn**

**1:15-2:30 Session B (Wellman and Olson)**

**2:30-2:45 Break**

**2:45-4:00 Session C (Wellman and Olson)**

**4:15-4:30 Break**

**4:30-5:45 Session D (Wellman and Olson)**

**6:00-9:00 Banquet in Freeborn**
**(6-7 social hr., 7-8 dinner, 8-9 awards)**

## 8:00-9:15 Town Hall I: Ubiquitous Computing
## Freeborn Hall

**Jonathan Alexander, University of California, Irvine**
**Nick Carbone, Bedford Books / St. Martin's Press**
**Cynthia Carter Ching, University of California, Davis**
**Michael Day, Northern Illinois University**
**Gail Hawisher, University of Illinois, Urbana-Champaigne**
**Will Hochman, Southern Connecticut State University**

## 9:30-10:45 Session A

## A1. Publics, Intellectuals, and the Digital Humanities
**Wellman 6**
**Chair. Geoffrey Middlebrook, University of Southern California**

### The Essay and the Web: Student Writers as Public Intellectuals
**Daren Allison Young, University of Oklahoma**

In theorizing the rise and ubiquity of Internet writing spaces in our students' wired lives, many have commented already that netizens appropriate roles previously considered the domain of professional journalists. For the most part, though, those engaged in public discourse of this typearen't supplanting the reporting mode of the mass media. I argue that an understanding of Web rhetoric as a remediation twice removed of the essay work of public intellectuals can help us bridge the gap in ways that will enable us to help our students take fuller advantage of the opportunities the Internet seems to offer them.

### Three Case Studies on the Emergence of Collaboration and Expertise in the Digital Humanities
**Jentery Sayers, University of Washington, Seattle**

Mobilizing a theoretical approach to the digital humanities through three cases studies in academic collaboration, this talk attends to how researchers might sustain the trajectories of their work across projects, courses and classrooms, with an emphasis on how digital technologies function toward new understandings of expertise. The case studies include my participation in three collaborations, in the following roles: as an instructor in the 2008 Summer Institute in the Arts & Humanities (on "Media and the Senses"), a participant in the HASTAC Scholars Program, and a University of Washington Huckabay Teaching Fellow.

### Finding "Little Democracies" Online: Improving Student Writing Through Engagement with New Publics
**Heather Fester, Lincoln University**

This speaker will explore new digital civic spaces that have emerged for student writing following the "death" of an identifiable public sphere. These spaces have been referred to as "little democracies" (Hart-Davidson, Zappen, and Halloran) and "vernacular voices" (Hauser, Vernacular Voices). This speaker will address theoretical concerns related to this shift and address three pedagogies that engage students with shifting publics.

## A2. When the Mobile Medium is the Message: From Marshall McLuhan to Nicholas Carr

**Wellman 2**

**Chair. Janice Walker, Georgia Southern University**

### "Who You Callin' Stupid?" Web 2.0 and the Question of Relevance in English Studies

**Kristine Blair, Bowling Green State University**

In his article "Is Google Making Us Stupid? What the Internet is Doing to Our Brains" (2008) Nicholas Carr concedes that the current skepticism against the Internet in fostering intelligence as opposed to stupidity is not all that different from Socrates' concerns about writing in Plato's Phaedrus. I argue it is the responsibility of both rhetoric and composition and English studies specialists to better prepare future faculty to be technologically multiliterate (Selber, 2004) in both their teaching and their research. I support Debra Journet's (2007) view that this is a necessary move for all English faculty.

### The True Function of the Computer is to Orchestrate Galactic Environments: McLuhan's Vision for a Sustainable Global Village

**Kevin Brooks, North Dakota State University**

Despite the many and varied uses of computers in the classroom, the computers and writing community, only on rare occasions, aspires to use computers to what Marshall McLuhan saw as their full potential. He boldly claimed in War and Peace in the Global Village that "[The computer's] true function is to program and orchestrate terrestrial and galactic environments and energies in a harmonious way" (89). This presentation will explore the possibility that McLuhan might have been right.

### Attack of the Killer Blackberries

**Cynthia L. Jeney, Missouri Western State University**

Each generation has its obnoxious mobile technology. This study rounds up data on trends in usage of mobile communication technologies, analyzing behavioral trends concerning these devices and their uses both by students and faculty.

## 9:30-10:45 Session A

## A3. When Textual Technologies Transform Writing
**Olson 21**
**Chair. Mike Edwards, United States Military Academy**

### A Rippling Ecology: Effects of CMS Introduction on an Established Writing System
**Jacob E. McCarthy, Michigan State University**

With computer-mediation of writing practices increasingly pervasive, this presentation explores the changes introduction of a Content Management System can effect within an established writing system. Informed by activity theory and the genre ecology metaphor, this presentation illustrates the complexity of group writing systems and the pitfalls attendant to migrating operationalized practices to a new digital venue.

### Looking a Gift Horse in the Mouth: Alternative Approaches to Learning Management Systems
**Quinn Warnick, Iowa State University**

In an attempt to bridge the gap between academic writing and nonacademic writing, compositionists have generated a stream of new proposals for using Web 2.0 technologies in the writing classroom. These efforts to channel students' enthusiasm for electronic communication into successful academic writing often carry with them an either/or proposition: use the university's approved LMS or go it alone. In this presentation, I will explore the benefits and drawbacks of each approach, then propose several solutions for effectively using nonacademic technologies in academic settings.

### Starting with Bad PowerPoint: Slideware Instruction and the New Media Composition Course
**Fred Johnson, Whitworth University**

The proliferation of appalling PowerPoint presentations is surely one of the great downsides to the spread of information technology on campus, a boon to neither teaching nor learning. In light of that (and in defense of PowerPoint), this presentation explores the teaching of slideware (a.k.a. "PowerPoint") composition as an effective starting point for instruction in and theorization of all sorts of new media production.

## A4. Blogs
**Olson 27**
**Chair. Keith Gibson, Utah State University**

### The Rhetoric of Mommy Blogs: Resistance, Reinvention and Reification of Motherhood Roles
**Erin Duffy Pastore, Old Dominion University**

One recent development in defining "motherhood" is the phenomenon of Mommy Blogs. Mommy blogs are texts which serve several purposes simultaneously-- personal journals, community building conversations, and ideological statements. I explore how motherhood is being defined/ contested on Mommy blogs, how the possibilities of blogging affect that definition, and what implications there are for the negotiation of gender roles online.

### Indians in Not-So-Unexpected Places: Writing Indianness into the Blogosphere
**Angela M. Haas, Illinois State University**

We rarely see American Indians (NDNs) portrayed as technosavvy, as sports or comic book heroes, or in films actually portraying contemporary NDNs. From posting scholarly essays, creative work, photos, recipes, music, tribal histories, and gatherings to networking with NDNs and allies, sharing native language preservation resources, advocating political and activist agendas, and much more, NDNs are increasingly writing Indianness into the blogosphere in a variety of ways—all of which have real consequences for indigenous cultural and digital sustainability.

### blog (blôg) – v. to blur, to synthesize, to disrupt, to sustain?
**Sonya Hale, Sacramento State University**
**Katie Miller, Sacramento State University**

Blogging has become a common tool for leaving the context of the university. But does blogging really do what we intend? This paper seeks to answer this question, while exploring the intimate relationship that exists between composition and computing, examining both the importance and difficulties of using web-based technologies in the classroom. We present two semester-long blogging projects in which students use public blogs as both writing spaces and sites for academic research.

**9:30-10:45 Session A**

## A5. Visual Rhetorics, Digital Videos, and Composition Pedagogies

**Wellman 106**

**Chair. Les Perelman, MIT**

### Playing with Data: Information Visualization and Composition Studies

**Madeleine Sorapure, UC Santa Barbara**

With the democratization of data sources on the Web and with the development of free, online visualization tools, the field of information visualization—or infovis—is being opened to diverse users and uses. For writing teachers, infovis applications provide compelling entry points into Web 2.0, as students can create their own visualizations and then analyze the insights gained through seeing information represented visually.

### Jack Black and Mos Def Meet ....My Classroom

**Jill Morris, Wayne State University**

For the past two terms, I have started my class with a video project based upon the Jack Black and Mos Def movie "Be Kind Rewind." In the movie, the two actors recreate movies "on the fly" using minimal props and scripting, yet their "sweded" movies become popular and more people from the community want to become involved in the movie making process. This presentation will discuss the project, display some brief example clips, and challenge the idea that video comes after writing in composition classrooms.

## A6. The Impact of Ubiquitous (or not so ubiquitous) Computing on Faculty and Students

**Wellman 126**

**Chair. Andrea Murphy, Old Dominion University**

### Technologizing Pedagogy: How FY Writing Curriculum is Created by Electrons

**Will Hochman, Southern Connecticut State University**

The core argument (with help from Henry Jenkins) is that analyzing the convergences of technology and pedagogy in classrooms is key to understanding curricular assumptions and practices in FY writing. Research for the presentation comes from a eight year case study of a faculty transitions to using computers in a state university with a 4/4 load teaching load.

### Computers, Tools, and Instruments: Academic Dependence on Machine Terminology and Its Effect on Student Perceptions of the Computer Classroom

**Sarah Spring, Texas A&M University**

While the field of composition desires to view the computer classroom in a variety of positive ways (community, space, place), a survey of the scholarship reveals a deeply rooted dependency on tool and machine metaphors. This dependency indicates that, despite our intention to move away from what critics have dismissed as a simplistic instrumental mindset, we may be unable to escape the terminology that accompanies it.

### Ubiquitous Computing and The Perils of Early Adoption

**Jim Kalmbach, Illinois State University**

In 1985, Illinois State University opened a group of nine computer classrooms, becoming one of the first Universities to embrace ubiquitous computing by teaching all of its first year writing courses in computer-supported classrooms. Twenty-four years later, we continue to use this facility to teach our first year students. In this paper, I will tell the story of this process and describe the solutions we developed.

## A7. Tea Before Technology: Developing and Sustaining Informal Teacher Networks

**Wellman 1**

**Chair. Jason Palmeri, Miami University**

**Aurora Matzke, Miami University**
**Jason Palmeri, Miami University**
**Bre Garrett, Miami University**

When scholars discuss the sustainability of digital writing programs, we often focus on the crucial issues of infrastructure, funding, curriculum development, and teacher training (Selfe; DeVoss, Cushman, and Grabill). Although we recognize the importance of these concerns, we also think it necessary to explore how informal teaching communities can be developed and sustained around concerns of digital pedagogy. To this end, this interactive conversation will focus on the following questions: how can we sustain a network of teachers who gather, share, and reflect upon knowledge about digital pedagogy? What kinds of spaces (f2f and online) can we design to facilitate bottom-up, rhizomatic networks? How can we make conversations among teachers personally and pedagogically rewarding (removing the sense of dread at yet another "meeting," "training session," or "required reflection")? And, how can we assess the contribution these informal teacher networks make to pedagogical practices? (We will serve a selection of organic teas and refreshments; we encourage participants to bring their own mugs.)

## 11:00-12:15 Keynote: Ecotones and Crossroads: Re-imagining the Spaces of Learning in an In-between Time

**Barbara Ganley, Centers for Community Digital Exploration**

**Freeborn Hall**

Barbara Ganley is Founder and Director of the new national organization, Centers for Community Digital Learning, Barbara Ganley has spent her career exploring integrated learning across formal and informal contexts. For nineteen years as a lecturer in the Writing Program and English Department at Middlebury College, and director of Middlebury's Project for Integrated Expression, Barbara taught innovative courses in creative writing, composition, arts writing, and Irish literature and film. An active implementer of new media and Web 2.0 practices within writing classrooms since 2001, her research interests include the multimedia essay as a means of academic and vernacular discourse and social software as a vehicle for personal expression, community-building, and connected learning. Since 2004 she has kept a professional blog to explore the pedagogical, philosophical and theoretical underpinnings to the emergent learning outcomes in her uses of digital and communication technologies in the classroom and out in the world. You can find her blogging at bgblogging.wordpress.com.

**Barbara Ganley's talk is sponsored by the National Writing Project and the Davis Humanities Institute.**

**Following Barbara Ganley's talk, lunch will be served in the dinning area of Freeborn Hall.**

## 1:15-2:30 Session B

## B1. Changing What Happens in Writing Classes
**Wellman 6**
**Chair. Nick Carbone, Bedford/St. Martin's Press**

### Website Usability Methods in Composition Classes
**Shreelina Ghosh, Michigan State University**

My experience as a graduate assistant at the Michigan State University Usability & Accessibility Center has greatly impacted my philosophy and method of teaching writing. In my presentation I will talk about the ways in which method of addressing audience, purpose and situation in a writing class can be an extension of usability evaluation protocols.

### Chasing the Dangling (Technology) Carrot: Teaching With Technology When Instructors are the "Novices"
**Natalie Szymanski, Florida State University**

In 1994, Gail Hawisher et al. worried "that we may spend our lives trying to stay up with new technologies as they emerge, a task that may distract us from more important matters" ("A History" 283-284). This raises an interesting question: what to do? Here, I begin to answer this question by thinking about the ways instructors can simultaneously cope with the ubiquitous presence of computers and this Digital Divide 2.0 in the computer-aided composition classroom.

### Augmented Reality: Uses for Classroom Learning, Writing Instruction and Technical Communication
**James K. Ford, University of California, Santa Barbara**

Augmented Reality (AR) is a technology that overlays virtual images on the real world, thus making a user's environment a dynamic interface of information. This presentation will detail augmented reality technology, its potentials for writing instruction, and its likely impact on technical communication.

## B2. "The Hurrier I Go, the Behinder I Get": Teachers, Technology, and Tension for National Writing Project Participants

**Wellman 2**
**Roundtable**
**Chair. Kathy Albertson Georgia Southern University**

**Jennifer Smith, Screven County Elementary**
**Jessica Middleton, Statesboro High School**
**Alicia Howe, Georgia Southern University**
**Kathy Albertson, Georgia Southern University**

Each national writing project site has the mission of meeting the literacy needs of teachers in its service area with incorporating writing-to-learn activities in all content areas; the Georgia Southern Writing Project in rural southeast Georgia is no different. Although we help teachers implement writing for all grade levels, we also try to incorporate technology with writing in a variety of ways throughout the year as we promote sustained professional development with like-minded teachers from kindergarten through the college, but with varying degrees of success for a multitude of reasons. From newsletters to literacy workshops to leadership opportunities, we listen to teachers and help them achieve their goals for the classroom through our federally funded program.

This session will discuss issues that a fifth grade, ninth grade, and two first-year composition faculty members experience as they promote the teachers-teaching-teachers model of professional development for national writing project teachers. From too much technology to never enough or the right kind, each presenter explains what "sustainable computing" involves in their unique contexts.

## 1:15-2:30 Session B

## B3. Prewriting, Revision, and Teacher Commentary in Computer-Mediated Composition

**Olson 21**

**Chair. Christopher Dean, University of California, Santa Barbara**

### Sustainability in Prewriting Discussion: Face-to-face or CMC?

**Hedy McGarrell, Brock University**

The effects of two types of small-group communication, synchronous computer-mediated "(CMC) and face-to-face (F2F), on the quantity and quality of adult ESL learners' verbal output were compared. The quantity and quality of interaction was significantly higher during face-to-face sessions compared to computer-mediated sessions. In addition, the majority of learners preferred the F2F communication. These results differ from previous studies and raise questions about the impact of increased availability of these technologies on CMC for classroom use.

### Seeing the Structure: A Qualitative Study of how Mind Mapping Technologies Affect Student Writing

**Lauren Mitchell Nahas, University of Texas at Austin**

Mind mapping technologies show great potential benefits for the writing process because they take advantage of the close relationship between the visual and the verbal. As instructors, it is difficult to confirm the efficacy of these new technologies. This presentation will discuss the findings of a qualitative research study on the use of mind mapping technologies in a second-year composition course.

### Moving Beyond YouTube: Remediating Teaching

**Nathan Jahnke, Texas Tech University**

Working from a Texas Higher Education Coordinating Board course redesign grant, we built an online video system much like YouTube, but our system is able to display only the most relevant sections of a larger video. We tagged these "chunks" of videos supplied by our partner in the grant, the LeCroy TeleLearning Center at Dallas County Community College District, and helped teachers tailor them to students' individual writing needs by means of both Web streaming and iPod delivery. After the success of our initial pilot, we modified the open source course management system Moodle to accept not only written feedback on student work, but also our video "chunks."

## B4. Sustaining Peace: Incorporating Digital Media to Promote Democratic Action

**Olson 27**

**Chair. Nancy Barron, Northern Arizona University**

### Digital Rhetoric of Peace: Digitizing an Abstract Concept for Tangible Solutions

**Nancy G. Barron, Northern Arizona University**

Speaker 1 discusses how the integration of media in teaching and student work makes the abstract rhetoric of "peace" imaginable. Her challenges are teaching the rhetoric and meaning of peace during wartime in a politically conservative border state. She shows how some of the pedagogical challenges were alleviated through online research presentations, and by digital guests who Skyped into the classroom. She concludes with student work and possibilities for teaching the content of the course with new media.

### Documentary to Social Action: Curriculum Changes and the WPA's Challenges

**Sibylle Gruber, Northern Arizona Univesity**

Speaker 2 examines her decision as WPA to include student digital work in the first-year curriculum. The graduate student, under her guidance, designed and developed a 50-minute documentary specifically aimed at her program's first-year writing students. The decision prompted unanticipated jealousies, loads of technical problems, as well as inexperienced documentarians, the project began to develop mysterious needs and potential pitfalls. Speaker 2 will address the exceptional final product, successful student reception, and its place in the current curriculum. She will provide clips from the documentary as well as a handout on organizational tips for faculty interested in managing a project for their own curriculums.

## 1:15-2:30 Session B

## B5. Sustainable Writing Programs in the Age of Ubiquitous Technology

**Wellman 106**

**Chair. Hugh Burns, Texas Womans University**

### The Administrator as Technorhetorician: Sustainable Technological Ecologies in Academic Programs

**Michael Day, Northern Illinois University**

In this presentation, I consider the role of the technologically knowledgeable administrator as a decision-maker at the intersection of complex systems of relationships among stakeholders in a university setting. These complex systems include the technological infrastructure, the faculty development support system, and issues such as governance, assessment, and pedagogy.

### Ubiquitous Computing and Worker Burnout in Post-secondary Composition Instructors

**Flurije Salihu, Arizona State University**

I argue that our continued use of Blackboard, e-mail, virtual classrooms, blogs, Facebook, etc. in teaching our composition classes has led to the lack of an “offstage” area for us as instructors. Because we constantly communicate with our students outside of the classroom and our office hours using this omnipresent technology, we must always be ready to assume the public face of our teaching self, so that we have no space that is completely performance free

## B6. Metaphoric Space, Cyberspace, and Work Space
**Wellman 126**
**Chair. Mikhail Gershovich Barch College, CUNY**

### Hacking Spaces: Place as Interface
**Douglass Walls, Michigan State University**
**Scott Schopieray, Michigan State University**
**Danielle Nicole DeVoss, Michigan State University**

We situate this analysis of instructional spaces on issues these spaces pose—issues of restricted movement, impaired ability to collaborate, sensory disruption, limited leadership ability, and functional/material constraints. We attempt to return to the roots of hacking and to situate hacking as a particular tool for negotiating and, at times, disrupting the assumptions built under, within, and across instructional spaces.

### Writing-a-go-go: Ubiquitous Computing and the Thirdspace of Workplace Writing
**Tina Bacci, University of Rhode Island**

Ubiquitous computer and microcomputer technology in the workplace have expanded, and in some cases demolished, the office walls. The traditional binary of work writing and home writing is complicated with a third, elusive category of on-thego writing. This article uses the space and place work of Nedra Reynolds as a starting point to investigate how the intangible and transitory nature of “on-the-go” affects workplace writing.

### The Examined Life—Cyberspace Style: The Construction of Space in the #philosophy IRC Undernet Community
**Kennie Rose, University of Louisville**

This study examines the rhetoric of #philosophy, a chat room that operates through the Internet Relay Chat (IRC) protocol on the Undernetnetwork. #philosophy’s mission statement describes it as “a reliable place . . . for civil philosophical conversation.” Using an ethnographic approach, I gathered hours worth of chat transcripts and material from the channel’s website; then, I analyzed this data through the lens of speech act and cultural rhetorical theory.

## 1:15-2:30 Session B

## B7. Classroom 2.0: Teaching, Learning, and Theorizing Adobe Breeze

**Olson 1**

**Chair. Jason Helms Clemson University**

### New Media Scholars, Old Media Students

**Justin Hodgson, Clemson University**

### Augmented Pedagogy

**Jason Helms, Clemson University**

### Ethics in a Mediated Classroom

**Amanda Booher, Clemson University**

Adobe Connect uses webinar modalities for communication and interaction. Features including chat space, video conferencing, and collective notepads open new spaces for students to engage learning environments. As graduate students at Clemson University, we began using Breeze Meeting to augment our classroom experience. As a supplementary function during seminars, we formed collective notes using both the shared note and chat pods. This practice developed multilayered analysis of course material, completing and complimenting our individual knowing. This bridged Gregory L. Ulmer's layers of personal, expert and popular discourses, creating a unique experience that, we realized, needed further exploration.

This presentation will examine the uses of Adobe Connect in three significant ways. Justin Hodgson will focus on using Breeze as an integral part of the graduate student seminar; Jason Helms will focus on Breeze as a means of augmenting student learning in the composition classroom; Amanda K. Booher will focus on the ethical considerations of mediating classroom interactions through Breeze.

## C1. VOCAT: Developing and Implementing an Open-Source Oral Communication Teaching and Assessment Tool

**Wellman 6**

**Chair. Mikhail Gershovich, Bernard L. Schwartz Communication Institute, Baruch College**

**Brian Householder, Bernard L. Schwartz Communication Institute, Baruch College**

**Zach Davis, Cast Iron Coding**

**Mikhail Gershovich, Bernard L. Schwartz Communication Institute, Baruch College**

Efforts to integrate open-source tools into the curriculum at Baruch College by the Bernard L. Schwartz Communication Institute reflect the belief that instructional technology should be innovative, should foreground teaching and learning, and should have measurable, scalable and sustainable curricular impact at the College and beyond. This panel will focus on the development, implementation and pedagogical implications of one such open-source initiative developed by the Institute, the Video Oral Communication Assessment Tool (VOCAT).

Developed in recognition of the principle that video recordings of oral presentations can be remarkably effective pedagogical tools for aiding students to become confident, proficient public speakers, Baruch's VOCAT, will soon be integrated across the undergraduate curriculum and cocurriculum. VOCAT enables students to review videos of their oral presentations and to respond to instructor feedback. It likewise aggregates presentations and instructor feedback for each user and offers an informative picture of a student's progress over the course of a given term or even an entire academic career. Built on the open source TYPO3 CMS, VOCAT is a highly flexible, extensible and scalable web application that will be used at once as a teaching tool and as a data collection tool for summative assessments of oral communication.

## 2:45-4:00 Session C

## C2. Archives and "digital antiquity"
**Wellman 2**
**Chair. Michael McGinnis, Wayne State University**

### Kairotic Ecologies: Work, Networks, and the Productivity of Wasted Time
**Antonio Ceraso, DePaul University**

The paper builds a methodological model that seeks to track "productivity" across the work/non-work divide through what I call "kairotic ecologies." This methodological shift can help composition teachers better understand the way "wasted time" produces moments of connection.

### Viva Whenever: Suspended and Expanded Bodies in Time
**Kim Lacey, Wayne State University**

This talk argues that our increased use of information storages devices such as hardrives and PDA's, and our discursive involvement in online networks such as blogs and social software leads to an overall experience of time and of self as "suspended."

### Blue Clouds, Green Futures: Virtuality, Artificiality, and Sustainability Online and on "Earth"
**Jeff Pruchnic, Wayne State University**

The presentation considers the relationship between sustainability within computing systems and that other sustainability that we have been hearing so much about lately: the maintenance of environmental structures. Working through writings on "artificial" and "natural" ecologies, this presentation moves beyond our normal leveraging of computing systems to aid in environmental conservation.

### ASCII to ASCII, DOS to DOS: Notes Toward a Digital Antiquity
**Michael McGinnis, Wayne State University**

Although Peter Lunenfeld has argued that "nothing ages faster and becomes inaccessible quicker than electronic media", the idea of the archive problematizes that notion and prompts us to ask what is left behind in the forward rush of technological innovation. This paper argues for the idea of a "digital antiquity" as one way to theorize what becomes of the artifacts of the digital past.

## C3. Generation e: Teaching Teachers to Navigate the e-Environment

**Wellman 1**
**Roundtable**
**Chair. Elizabeth A. Monske, Northern Michigan University**

**Sarah Johnson, Northern Michigan University**
**Elena Shaw, Northern Michigan University**
**Roseanna Larrin, Northern Michigan University**
**Jenna Dennings, Northern Michigan University**
**Samantha Hilton, Northern Michigan University**
**Brenda Bancroft, Northern Michigan University**

This roundtable discussion explores the evolving digital classroom. As grad students in Generation e (a mix of “Digital Natives” and “Digital Immigrants”), we discuss what technological resources bring to English studies and the necessary transition many instructors require in order to feel comfortable in this space.

## 2:45-4:00 Session C

## C4. Bodies in Motion

### Olson 27

**Chair. Derek Van Ittersum, Kent State University**

### Motion as Mind

**Cory Holding, University of Illinois at Urbana Champaign**

Holding argues for the connection between movement and rhetorical invention by way of trends in contemporary gesture studies-—namely, that movement facilitates thoughts (McNeill, Beattie) and that gestures take their form from objects in the world (Lebaron & Streeck). Holding underscores the co-constitution and mutual effects of writing technologies and inventional practice.

### Writing in Pain, part I

**Derek Van Ittersum, Kent State University**

Van Ittersum argues the physical pains contemporary writers often ignore exist within a dense sociohistoric network of writers, keyboards, physical movements, habits, and furniture. Van Ittersum traces the network to replace the current tech-oriented goals of speed and accuracy with more sustainable, rhetorical ends.

### Writing in Pain, part II

**Kim Hensley Owens, University of Rhode Island**

Hensley Owens argues teaching bodily awareness can reduce writers' physical risks. Describing the (perhaps forgotten) somatic elements of historical handwriting and typewriting instruction, Hensley Owens suggests that contemporary writers suffer in part because writing instruction lacks a somatic element.

## C5. Textbook 2.0: Open Source Textbooks and Multimodal Composition Programs

**Wellman 106**

**Chair. Bonnie Kyburz, Utah Valley State University**

### Fast, Free, and On the 'Net: The Story of a Self-Published Textbook

**Steve Krause, Eastern Michigan University**

Krause will discus why he ultimately made his textbook project available electronically for free. The review process and corporate demands of the textbook industry makes it difficult for small, niche-focused projects in the marketplace. However, electronic self-publishing represents a viable alternative.

### How College Textbook Publishers Will Thrive in Ubiquity. Or Die Trying.

**Nick Carbone, Bedford/St. Martin's**

Carbone will discuss open source texts/learning resources from the industry's perspective. Revenues have decreased because of used book sales while publishers spend more on online tools instructors and students expect for free. Ironically, open and modified source publishing models might relieve both of these pressures and present new opportunities.

### Planning for Sustainability in Multimodal First-Year Composition Programs

**Michele Ninacs, Buffalo State College**

I conducted a study of Miami University of Ohio in order to examine their process of consensus building in support of a first-year multimodal composition program. I found that issues of sustainability were integral to the development of the program. This presentation will examine the findings from my research, and will address issues of sustainability of multimodal composition curriculums in first-year composition programs.

## 2:45-4:00 Session C

## C6. How We Modify Technologies and Materials to Meet Students' Needs

**Wellman 126**

**Chair. Scott Warnock, Drexel University**

### Making Word Processors Process Words

**Michael Piotrowski, Institute of Computational Linguistics, University of Zurich, Switzerland**
**Cerstin Mahlow, Institute of Computational Linguistics, University of Zurich, Switzerland**

There are checkers for spelling, grammar and style. But these tools put writers in a very passive position and are more suitable for post-writing than editing and revising. We suggest the development of language-aware text editing tools, that simplify certain frequent, yet complex editing operations by defining them on the level of linguistic units, putting the writer in control. We are working on a pilot implementation for German where these operations are seamlessly integrated with the standard functions of an existing open-source editor.

### Student Perceptions of Instructor-Produced Video Materials in Online Writing Courses

**Judith Szerdahelyi, Western Kentucky University**

The educational value of integrating multimedia into online teaching and its positive impact on learning outcomes has been well documented in distance learning literature. While instructors rarely challenge the benefits of incorporating video into online courses, it is important to examine whether the students' actual experience overlaps with the instructor's expectations.

### Sentenceworks: Sentence-Level Writing Tutoring

**Max Lytvyn, Sciworth**

Sentenceworks is an automated writing tutor for students of all levels. A web-based solution, Sentenceworks works one-on-one with students to develop sentence-level writing skills and reinforce proper citation habits.

## C7. Teaching sustainable online research practices across the curriculum: The Q6C Solution

**Olson 1**

**Chair. Sarah Read, University of Washington**

**Sarah Read, University of Washington**
**Kate Deibel, University of Washington**
**Tim Wright, University of Washington**

This session will present an ongoing collaboration between instructors from three disciplines, History, English and Computer Science, to develop an instructional tool applicable across the curriculum for teaching sustainable online research practices. The Q6C Solution (Question, Categorize, Characterize Authorship, Contextualize, Corroborate, Critique Rhetorically, Conclude) is a heuristic for designing assignments and class activities that increase student investment by maintaining authenticity, scaffold the research process, and move students to the metacognitive level to ensure the transfer of practices across domains. Panelists will present the Q6C Solution, report on data collected from classroom applications of the model, and seek partnerships across the university to continue deploying and refining this process in real learning environments.

**2:45-4:00 Session C**

## C8. Portal(s) and Empire: The Spaces of Ubiquitous Gaming

**Olson 21**

**Chair. John Walter, Creighton University**

**Wendi A. Jewell, University of Oklahoma**
**Scott Reed, University of Georgia**

The panel will open with a traditional analysis of the 2007 videogame Portal using Hardt and Negri's Empire to examine the ways in which this game participates in major cultural issues, namely the role of the worker in a global society. As a narrative the game clearly displays the logic of empire; furthermore, as a cultural object, the game participates in the socio-cultural reification of these ideas. Yet, the "meaning" of the game exceeds a textual reading.

The panel discusses how gamers make active, critical, and creative responses to their play (and, possibly, through their play). While this specific game suggests a space in which composition students might explore principles of commodification in other elements of media and play, we suggest an approach to gaming media that always exceeds the pedagogical scene and that turns any game whatsoever into a critical interface.

## D1. ubiquitous mobile devices, novels, and fangirls
**Wellman 6**
**Chair. Cheryl Ball, Illinois State University**

### Japanese Mobile Phone Novels: Impact of Ubiquitous Mobile Computers among Youth in Japan
**Yukiko Nishimura, Toyo Gakuen University, Japan**

This paper explores the impact of cell phones as ubiquitous computer on Japanese adolescents' literary practices involving novels crafted and read on the mobile phone. These novels can be similar to blogs, or "novelog", which "mixes reality with fiction".

### Considering Mobile Search Practices and Composing Online Visual Rhetoric Texts
**Lei Lani Michel, Louisiana State University - Baton Rouge**

This paper will discuss the differences between composing and searching in a fixed space with a desktop or laptop compared to the relative flexibility (and, of course, restraints) of working on mobile devices.

### Bringing Smexy Back: AMVs, Transgressive Sexuality, and Fangirl Identity
**Elizabeth Birmingham, North Dakota State University**

"Fansgirls" create alternative and sometimes subversive communities through sharing borrowed and remixed materials. This paper considers a borrowing and remixing: the anime music video (AMV), which combines (American) popular music with reedited clips from (Japanese) anime series.

### The Faster We Go, the Things We Carry: Considering Literacy in the Age of Speed
**Lynn C. Lewis, University of Oklahoma**

Speed as cultural dominant infuses literacy. Literate acts in the 21st century are more highly valorized when achieved more quickly. I will analyze the demands of American testing culture and institutional and curricular responses to those demands in order to suggest some possible consequences of uninterrogated speed literacy.

**4:30-5:45 Session D**

## D2. Sound

### Olson 21

**Chair. Cynthia Carter Ching, University of California, Davis**

### Dimension(s) of Sound

**Michael Salvo, Purdue University**

We live in meatspace in three dimensions; sound online is most often presented as stereo, and even high-end surround-sound is often understood as an opportunity to add depth to movie and game effects. Interestingly, even in worlds that do not exist, we interpret the effectiveness of their representation by the trueness of their sound; how well the sound produced meets our expectations based on sound in the physical world. This presentation explores sound in the third and fourth (time) dimensions as worlding (Rickert & Salvo), seeking to articulate a number of rhetorical dimensions of sound for the community of computers and writing.

### Academic Audio: It's Not the Same as Reading

**William Burdette, The University of Texas at Austin**

This paper discusses historical intersections of audio and writing; analyzes some rhetoric surrounding audiobooks; examines tools for (and barriers to) producing and disseminating audio content; and enumerates the imperatives for producing audio. If sustainable means lifelong, then we must consider the stages of life when listening trumps reading. If ubiquitous means everywhere, we can't ignore listening-only places (like the car). People with disabilities affecting learning, vision, and muscles all benefit from audio content.

## D3. Creating Digital and Multimodal Scholarship
**Wellman 1**
**Matt Oliver, Old Dominion University**

### Cultural Materialist Critique and Digital Scholarship
**Ryan Trauman, University of Louisville**

This presentation explores ways in which the intellectual value of digital composition scholarship might be investigated within cultural materialist strategies focusing specifically on hardware and software necessary for academic work. This presentation sketches out the interdependence of three distinct material conditions of contemporary writing practices: interface design, data storage, and disciplinary notions of intellectual value.

### Tweet Research: Aggregating and Disseminating Organizational Knowledge Work through Twitter
**Brian J. McNely, University of Texas at El Paso**

As a scholar in Rhetoric, Writing Studies, and Knowledge Work, I have come to see Twitter as currently the most effective and agile research technology I have at my disposal, with tremendous potential for both knowledge management and transfer. A social media application at the forefront of ubiquitous computing, Twitter has helped redefine ambient findability, mobile connectedness, and emotive and locational awareness.

### The Ubiquitous Road: Horton and Freire's "Spoken Book"
**Patrick W. Berry, University of Illinois**

In 1987, Paulo Freire collaborated with radical adult educator Myles Horton on what would become We Make the Road by Walking (1990). This "spoken book" attempts to capture the two men in conversation on issues related to literacy and social justice. In making the transition from spoken word to written text, the educators were supported by multiple media (audio, video, and textual transcripts) and by a host of editors and reviewers. My presentation explores the multimodal dimensions of the text's production and the processes involved that led to its creation.

## D4. Developing Sustainable Pedagogies and Overcoming Digital Divides

**Olson 27**

**Chair. Cathy Gabor, San Jose State University**

### Bridging the Digital Divide: Confronting Assumptions and Realities of Central Valley College Students in First-Year Composition

**Matthew Moberly, California State University, Stanislaus**

The Pew Foundation's Internet & American Life Project presents data on teens' internet use, and from these studies, painted a picture of critically literate computer/technology users. However, as a Teaching Associate at CSU, Stanislaus, I have found these assumptions of teens' familiarity with technology ring largely untrue with the student population of California's Central Valley. A high percentage of our undergraduates are first-generation students, many of whom lack access to and critical experience with technology.

### Crafting Narratives of (Un)Sustainability from the History of CIWIC/DMAC

**Genevieve Critel, Ohio State University**

How we can negotiate the current technological moment and anticipate needs for the future. My presentation addresses this question by looking to the past: I have collected narratives from former participants of the Computers in Writing Intensive Classrooms/Digital Media and Composition workshop that Cindy Selfe has run with others since 1986. These narratives provide insight into moments of (un)sustainability in the research, teaching, and service of members of our community as influenced/initiated by CIWIC/DMAC.

### Ensuring Information Literacy and Sustainable Learning across Socioeconomic Backgrounds

**Suanna H. Davis, Lone Star College: Kingwood**

Many of our students are digital natives. Because of this, we search for new contact zones in emergent technology. But if we presuppose that our students are already computer savvy because of their age or texting ability, we are doing some of them a disservice.

## D5. Sustainable Blogging: Problems and Promises for School, Work, and Play

**Wellman 106**

**Chair. Gian Pagnucci, Indiana University of Pennsylvania**

### Endings: The Problem of Sustained Blogging

**Steve Krause, Eastern Michigan University**

This panelist will discuss research on why people abandon blogging and what factors seems to motivate successful bloggers .

### Process-Blogging: A Sustainable Foray into Collaborative Writing

**Sabatino Mangini, Indiana University of Pennsylvania**
**Jessica Schreyer, University of Dubuque**

These co-panelists will discuss the nature of co-blogging and how the blogging process can become integral and sustained within a collaborative writing project.

### Keeping a Blog as Chair: Sustaining Public Discourse in a Private Job

**Gian Pagnucci, Indiana University of Pennsylvania**

This panelist will explore how an English department chair uses a blog to further the goals of university service while at the same time addressing questions of privacy, workload, and disclosure.

## 4:30-5:45 Session D

## D6. Rhetoric within Postsecondary Institutional Spaces

**Wellman 126**
**Chair. TBA**

### About Face 2.0: Tools for Mapping Our Institutional Presence

**Danielle Nicole DeVoss, Michigan State University**
**Aimee Knight, Michigan State University**
**Martine Courant Rife, Michigan State University**
**Phill Alexander, Michigan State University**
**Les Loncharich, Michigan State University**

At Computers & Writing 2008, we presented on digital institutional space, and argued that the web sites of technical and professional writing programs are important institutional spaces that serve as interfaces to particular values, beliefs, and practices. In About Face 2.0, we pick up where we left off, and move from analysis into action. We define what we mean by institutional space and extend models of institutional critique into digital space. We draw on user-experience design, human-computer interaction, web development, and graphic art to present a set of strategies for how we can best put into practice what we preach and teach.

### Networking New Media: Explorations of New Media Writing Across The Disciplines

**Morgan T Reitmeyer, Purdue University**

This multimedia presentation will explore the current scholarship concerning new media approaches to writing occurring in both WAC and other fields, argue for a more concerted effort from composition to network with the rest of the university when we talk about new media, as well as propose future research.

## D7. Assessing Technology Objectives in First-Year Writing Courses

**Wellman 1**

**Chair. Mike Palmquist, Colorado State University**

**Natalie Schonfeld, UC Irvine**
**Liz Losh, UC Irvine**
**Lynda Haas, UC Irvine**
**Jonathan Alexander, UC Irvine**

Last year, UCI's Network and Academic Computing Department conducted a university-wide survey of student perceptions and use of technology. The results illustrate that our students are cyborgs, in the Harawayian sense: 99% report having their own computers; 90% maintain a social networking account which they check between once and six times a day; and 88% believe the use of technology in their classes improves their ability to learn. Based on these findings regarding our student population and on UCI's status as a research university, we included a technology plank in the objectives of our lower-division writing courses. Use of technology is ubiquitous in our pedagogy, from our choice of class management systems to assignments such as blogs, class wikis, online library tutorials, and multi-modal writing projects.

This year, the Dean of Undergraduate Education (DUE), in collaboration with the Composition Program, Humanities Core Course (HCC), and the Campus Writing Coordinator (CWC), instituted a detailed assessment project for lower-division writing which includes a survey of students' perceptions and a formal evaluation of sample student writing, including multi-modal writing. This panel will present preliminary results from the project, with particular emphasis on what we have learned about the success of our technology objectives.

## 4:30-5:45 Session D

### D8. Blurring Boundaries: Revisioning Existing Literacies for Teaching Technologies

**Wellman 2**

**Chair. Jen Almjeld, New Mexico State University**

This panel discusses ways such ubiquitous computing practices impact, impede, and forward institutional and personal learning.

#### The Devil We Know: Recasting Personal Technologies in the Classroom

**Jen Almjeld, New Mexico State University**

Almjeld's case study approach to a graduate multimedia theory and production course explores ways students negotiate new academic meanings and uses for existing personal technology skills.

#### Situated Technologies: Exploring Shifting Roles in Personal, Institutional Education

**Meg McGuire, New Mexico State University**

McGuire discusses shifts in roles utilizing technology at work (as teacher), at school (as student) and at play (as personal blogger) and how these roles cross boundaries, especially in a collaborative environment.

#### Transferable Technologies: Moving Beyond a Skill-Centered Approach

**Jennifer Bracken, New Mexico State University**

Bracken discusses teaching with a commonly used course management software in order to help students identify transferable concepts rather than teaching students discrete, decontextualized technological skills.

#### From Classmates to Collaborators: Wikis in the Technical Writing Classroom

**Marc Scott, New Mexico State University**

Scott describes a scenario for using Wiki technology as a tool for collaborative writing in general education courses.

## Computers and Writing Awards Banquet in Freeborn Hall

### Reception 6:00-7:00pm

### Dinner 7:00-8:00pm
**Dinner is sponsored by the UC Davis School of Education.**

### Awards 8:00-9:00pm
***Computers and Composition* Awards.**
*Computers and Composition* will present three awards: (1) the Hugh Burns Award for best dissertation in computers and composition studies, (2) the Ellen Nold Award for the best article, and (3) the Distinguished Book Award.

**Technology Innovator Award.**
The award recognizes a continuing contribution to computer technology in composition studies, including scholarly work in language, composition, rhetoric, and pedagogy. The reciptient of the Technology Innovator Award has made groundbreaking or foundation contribution to the field.

***Kairos/Lore* Computers and Writing Awards for TAs and Adjuncts.**
*Kairos* and *Lore* are based on: Service, Teaching, and Scholarship. TAs and adjuncts are professionals who work in these areas, but face institutional constraints that often undervalue--or flat don't recognize--the work they do.

***Kairos* Best Webtext Award.**
*Kairos* will recognize outstanding webtexts authored in 2008-2009 with its annual awards program.

***Kairos* Best Blog Award.**
*Kairos* will be offering an award for Best Academic Blog. The award will consider the following criteria: the blog must be at least six months old from date of submission; it must be updated regularly; it must actively engage other academic blogs; in other words, the blogger must be a public intellectual; and it must deal with the kind of issues addressed in Kairos and other journals in rhetoric and composition studies.

**Saturday At A Glance**
**Wellman**
**Olson**
**Memorial Union**

**8:00-5:00 Registration in Wellman Lounge**

**9:00-5:00 Exhibitors' and Publishers' Displays**
**Wellman Lounge**

**8:30-9:30 Town Hall II: Sustainable Computing**
**Freeborn**

**9:30-9:45 Break**

**9:45-11:00 Session E (Wellman and Olson)**

**11:00-11:15 Break**

**11:15-12:30 Keynote**
**The Social Web: Writing in the Era**
**of Digital Reproduction**
**Bill Cope, University of Illinois, Urbana-Champaign**
**Freeborn Hall**

**12:30-2:00 Lunch in Segundo**

**2:00-3:15 Session F (Wellman and Olson)**

**3:15-3:30 Break**

**3:30-5:00 Session G (Wellman and Olson)**

**5:00-5:15 Break**

**5:15-6:30 Town Hall III: @ School, @ Work, @ Play**
**Freeborn**

**6:30-8:30 Digital Art and Narratives Exhibit/Reception**
**Art and King Lounges (2nd Floor Memorial Union)**
**Sponsored by Bedford Books/St. Martin's Press**

The Qi Project
Nanette Wylde, California State University, Chico

Custom Orthotics Change My Life
Richard Holeton, Stanford University

Dimension(s) of Sound
Michael Salvo, Purdue University

The Elocuter: I must remind you we live in DADA times
Shannon McMullen, Purdue University
Fabian Winkler, Purdue University

Viewmaster
Jonathan Alexander, University of California, Irvine
Jacqueline Rhodes, CSU, San Bernardino

Re-Inventing Invention: A Performance in Three Acts
Bre Garrett, Miami University of Ohio
Denise Landrum, Miami University of Ohio
Jason Palmeri, Miami University of Ohio

The Church of Nano Techno Bio Cogno
Praba Pilar, University of California, Davis

**7:00-9:00 Bowling in the Memorial Union Bowling Alley (MU Basement)**

The Bowling Alley and Arcade are located in the basement of the Memorial Union. Computers and Writing has 5 lanes (and an almost unlimited number of bowling shoes!) reserved. Identify yourselves as with Computers and Writing when asking for a lane.

**Dinner on Your Own**

**9:45-11:00 Session E**

## 8:30-9:30 Town Hall II: Sustainable Computing
## Freeborn

**Danielle Nicole DeVoss, Michigan State University**
**Cathy Gabor, San Jose State University**
**Sibylle Gruber, Northern Arizona Univesity**
**Judith Kirkpatrick, Kapi`olani Community College, University of Hawaii**
**Mike Palmquist, Colorado State University**
**Praba Pilar, University of California, Davis**
**John Stenzel, University of California, Davis**

## E1. Academic Applications of Workplace Software: Adobe Connect for Tutoring, Collaborative Writing, and Advising from a Distance

**Wellman 6**

**Chair. Joyce Neff, Old Dominion University**

This panel will report on applications of Adobe Connect in academic contexts. Adobe Connect was originally designed for synchronous, two-way audio and video business conferencing through a shared interface. Panel members are studying Adobe Connect in four academic settings: televised writing courses, a writing center, a medical school with a master's in Biomedical Sciences, and a doctoral program in English. These projects share similar goals: proficiency in conferencing software; collaboration across distances; interactivity; and synchronous access. The outcomes of the trials have pedagogical implications for multiple disciplines.

### Tutoring Student Writers from a Distance

**Kevin DePew and Cynthia Pengilly, Old Dominion University**

### Facilitating Collaboration in a Distance Classroom

**Matt Oliver, Old Dominion University**

### Tutoring Distance International Students

**Andrea Murphy and Helena Russell, Old Dominion University and Eastern Virginia Medical School, Jones Institute**

### Advising PhD Students from a Distance

**Joyce Neff, Old Dominion University**

## 9:45-11:00 Session E

## E2. Blogs2
### Olson 21
**Chair. Douglas Eyman, George Mason University**

### Composition for the Unlikely: Transforming Techies into

### Writers through Blogs
**Nicole Anderson, Winona State University**

Several technology courses at Winona State University fulfill a portion of the general education writing requirements. As a computer science professor teaching these writing flag courses, I have recently added a blog as a course component. This has produced a group of students that are communicating more richly with themselves, with each other, and with me.

### "Writing on a Continuum: Blogging and the Practice of Academic Life."
**Elizabeth Davis, The University of Georgia**

If blogs are to be considered a legitimate medium for conducting serious intellectual work, questions regarding authority, credibility, and peer review must be addressed. However, blogs are under-theorized as a space for academic writing. This paper will explore some key problems facing bloggers who consider their blog writing part and parcel of their academic work,

### A Blogging Contradiction: Problematizing the Blog as a Teaching Tool in the College Writing Classroom
**Alison Witte, Indiana University-Purdue University Fort Wayne**

Using blogs as merely a course management tool interferes with using blogs as a tool for teaching students about writing. Using blogs only for this purpose detracts from their ability to create multi-authored, generative texts and creates a blogging context that students will never encounter outside the writing classroom, ill-equipping students to blog in other situations. I will suggest potential blogging assignments with which we can attempt to use blogging as an alternative type of writing and thus, more effectively teach students when blogging is a "fitting" response.

## E3. Researching Fully Online Instruction: Assessment, Pedagogy, and a Sustainable Theory of Hybrid Online Learning

**Wellman 2**

**Chair. Christopher Dean, University of California, Santa Barbara**

### No Significant Difference in Student Learning Outcomes

**Christopher Dean, University of California, Santa Barbara**

### Questions from a Not-so-tech-savvy Skeptic

**Randi Browning, University of California, Santa Barbara**

### Peer Critiques and Discussion Boards: Developing a Community

**Peter Huk, University of California, Santa Barbara**

### Moving Forward: How Teaching Online has Shaped my Approaches to Teaching Course Design

**Kathy Patterson, University of California, Santa Barbara**

There has been a great deal of literature about what it means to teach composition in online environments. The literature runs from theoretical and critical appraisals of the technology of online instruction (Selfe 1988, Clark 1996, and Atkins 2005) to "how to" articles about online pedagogical practice (Newbold 1999 and Paloff and Pratt). What has often been lacking is a look at how online courses do, or do, not match up with face-to-face courses in terms of student learning. Through our panel's assessment research of composition classes focusing on teaching research to upper division students, we plan to interrogate, in online and face-to-face classes taught by the same set of instructors, this question: what does it mean to teach and learn online in terms of sustainable pedagogy and theory—from the perspectives of teachers and students?

**9:45-11:00 Session E**

## E4. Databases and Electronic Poetry

**Wellman 7**

**Chair. Virginia Kuhn, University of Southern California**

### Database Rhapsody from the 'Singer of Tales' to 'Geek DJs'

**John Paul Walter, Creighton University**

Beginning with the medieval conception of the art of memory as a machina memorialis, as the engine of thought, I will examine a number of database technologies including oral tradition, the places and images mnemonic, 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;

### Rhymes & Reasons for an Academic Poet's Electronic Platform

**Brad Henderson, University of California, Davis**
**Andy Jones, University of California, Davis**

Web-based distribution of assignments, resources, and feedback--along with multi-media classrooms--enable Henderson and Jones to aspire toward "Education 2.0" and create a seamless inside- and outside-of-class experience for internet wired students. The good news is this: multi-media hardware and software, along with the internet, now allow computerized poetry to reach a mainstream audience in innovative, high impact, revolutionary, and immensely "popular" ways.

## E5. ePortfolios' Impacts on Students
**Olson 1**
**Chair. TBA**

### Moodle ePortfolio and FYC: Student, Instructor, Program
**Wallis May Andersen, Oakland University**

Based on two semesters of students' creating Moodle "Career e-Portfolios," for 1) an end-of-term FYC portfolio, 2) our general education assessment plan, and 3) the First Year Seminar activity of foundational technology literacy, Andersen reports on how effective Oakland University's Moodle e-Portfolio is for individual student work and for the Writing and Rhetoric program's assessment activities.

### Choices: ePortfolios in a Facebook World
**Felix Frazier, Fountainhead Press**

Frazier presents the ePortfolio solutions developed by Fountainhead Press, and he discusses how ePortfolios appeal to students and faculty working with writing.

## E6. Seeing the Computers through the Trees: Service Learning in Rural Communities

**Wellman 106**
**Roundtable**
**Chair. Elizabeth A. Monske Northern Michigan University**

**Christopher S. Harris, University of Louisiana at Monroe**
**Elizabeth A. Monske, Northern Michigan University**
**Janice Ringersma, Texas State University-San Marcos**

These roundtable presenters will engage the participants in questions like the following:

1. How can we successfully implement service learning in digital environments?

2. How can technology assist how we share experiences and foster effective reflective activities with dispersed and disconnected students?

3. In what types of service activities can these students effectively engage?

4. Can service learning in these settings truly foster global awareness and engaged citizenry?

5. How can we foster effective community partners and find the resources to support distant relationships for our students?

## E7. Ubiquitous Composing: Play and Identity in Material Worlds

**Wellman 126**

**Chair. Gail Hawisher, University of Illinois at Urbana-Champaign**

This panel underscores the materiality and ubiquity of composing with several cases of situated practice where new media composers play with identity through materiality. For each speaker, the process of composing identities—always embodied, dialogic, and ubiquitous—is made visible through play with technology.

### Magic Markers: Traversing the Material and Imaginary Body

**Hannah Bellwoar, University of Illinois at Urbana-Champaign**

Bellwoar concludes that medical charts and pictures of bodies that medical professionals "play with" to project a "healthy" self, point to the ubiquitous collaboration between human and textual bodies, not only to represent selves, but also to project future changes to those selves through material markings.

### Performing Authenticity: "Locamoting" on YouTube

**Amber Buck, University of Illinois at Urbana-Champaign**

Buck analyzes the performance of YouTube character Little Loca, whose exaggerated persona disrupts the expectations of the highly "authentic" video blog genre and calls attention to its materiality.

### Old Habits and New Media: Intermediating Text and Identity

Lauren Marshall Bowen, University of Illinois at Urbana-Champaign

Based on a study of an elder woman's use of flickr, a photo-sharing website, Bowen claims that intermediation between old and new literate practices demonstrates the fluidity of identity and the effects of materiality on literate identity.

### Re-media-ting Zemeckis's Body Beowulf

**Jenica Roberts-Stanley, University of Illinois at Urbana-Champaign**

Roberts-Stanley explores how audience identification plays into the way motion capture data is meticulously calibrated to replicate human form and movement in Zemeckis's 2007 film, Beowulf.

**9:45-11:00 Session E**

## E8. Technology-rich Environments: Second Language Writing and ePortfolios

**Olson 27**

**Chair. Dana Ferris, University of California, Davis**

### Podcasting Feedback for Second Language Writers (SLWs)

**Ben Lauren, Florida International University**

By following the format of a case study and taking an ethnographic approach, I hope to analyze the dialogue that takes place between instructor and student. This meta-analysis will give equal voice to the SLWs viewpoint in the paper. Taking the format of a teaching diary, the paper will consider data as it presents itself and will be written on a time-line as it makes connections to current research and focuses on the practical pedagogic advantages and challenges podcasting feedback to SLWs present.

### Developing MyCompLab: Integrating a Composing Space and ePortfolio

**Susan Stoudt, Pearson**

This Spring, Pearson's MyCompLab earned Finalist Honors in the 2009 Software & Information Industry Association CODiE Awards. The presenters will focus on the development of MyCompLab; they will also discuss its functionality and resources and share the many ways that instructors are using MyCompLab in the classroom. For more information see www.mycomplab.com.

## E9. "Digital Is": Building C&W and k-12 Connections

**An Open Meeting of National Writing Project, Local and State Writing Projects, UC Davis Faculty, Purdue University Faculty (Computers and Writing Hosts 2010), and 7Cs Committee Members**

**Wellman 1**

**Chair. Carl Whithaus, University of California, Davis**

**Kathy Albertson, Georgia Southern Writing Project**
**David Blakesley, Purdue University**
**Tammy Conrad-Salvo, Purdue University**
**Gail Desler, Elk Grove Unified School District/Area 3 Writing Project**
**Elyse Eidman-Aadahl, National Writing Project**
**Douglas Eyman, George Mason University (7Cs)**
**Michael Salvo, Purdue University**
**Juliet Wahleithner, University of California, Davis/California Writing Project**
**Carl Whithaus, University of California, Davis**

The purpose of this meeting is to discuss how C&W and the National Writing Project can build a longer term relationship to support the development of innovative and effective writing pedagogies in k-12 and postsecondary education. NWP has received a MacArthur Grant (see http://www.nwp.org/cs/public/print/resource/2801) to support digital media and learning. The "Digital Is" project and the potential collaboration for C&W and NWP was discussed at the 7Cs meeting in SF this year; we are continuing this discussion, and welcome attendees to join us.

## 11:15-12:30 Keynote: The Social Web: Writing in the Era of Digital Reproduction

**Bill Cope, University of Illinois, Urbana-Champaign**

**Freeborn Hall**

Bill Cope is a Research Professor in the Department of Educational Policy Studies, University of Illinois, Urbana-Champaign, USA and an Adjunct Professor in the Globalism Institute at RMIT University, Melbourne. Australia. He is also a director of Common Ground Publishing, developing new web publishing technologies. He is a former First Assistant Secretary in the Australian Department of the Prime Minister and Cabinet and Director of the Office of Multicultural Affairs. His current research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. With Mary Kalantzis, he is co-author or editor of a number of books, including Multiliteracies: Literacy Learning and the Design of Social Futures, Routledge, London, 2000 and New Learning: Elements of a Science of Education, Cambridge University Press, 2008.

**Bill Cope's keynote address is sponsored by the UC Davis University Writing Program.**

**Following Bill Cope's keynote address, lunch will be served in Segundo Dinning Commons.**

## F1. Sustaining Community Technological Literacy through Work and Play: The Digital Mirror Computer Camp for Girls

**Wellman 6**
**Roundtable**
**Chair. Kristine Blair, Bowling Green State University**

**Jen Almjeld, New Mexico State University**
**Kristine Blair, Bowling Green State University**

This roundtable presentation profiles a case study of a sustainable community technological literacy program through a three-day computer camp for twenty-five middle school girls titled “The Digital Mirror.” Consistent with calls by the American Association of University Women (Tech Savvy, 2000) to create safe, equitable instructional environments for women and girls to experiment with technologies that the larger culture has often prescribed and naturalized as male (Kearney, 2006), the camp aims to foster positive experiences with technology at an early age and to provide girl-centered spaces to foreground both the social and educational aspects of computing.

## 2:00-3:15 Session F

### F2. Collaborative Writing
### Wellman 2
**Chair. Ryan Trauman, University of Louisville**

### Collaborative Online Invention and First-Year Writing: Totus Pro Optimus?
**Florence Elizabeth Bacabac, Dixie State C of U**

This paper presentation re-examines the use of asynchronous Discussion Board as collaborative invention forum for composing research-based essays. Microanalysis and analytical coding were used to investigate the transfer of invention ideas from online transcripts to student rough drafts, and interpret teacher-student interviews.

### Reflecting in Context: Collaborative Writing on Place
**Steve Harrison, Virginia Tech**
**Joon-Suk Lee, Virginia Tech**

This paper will provide an account of the use of a new mobile, location-oriented, collaborative writing system called PlaceMark. In the context of a first-year undergraduate seminar, this software was used in conjunction with a collaborative writing activity involving learner actively noticing, identifying, and sharing their experiences of place toward the development of a shared narrative.

### Computers and Collaborative Learning: A Public Forum for Revision Strategies
**Susan Lauffer O'Hara, Georgian Court University**

This paper argues that small group revision strategies in composition courses are viable only when presented to the larger class group for validation. When students are given the opportunity to present revision strategies publicly via large computer screens such as Smart Boards, they not only have to defend their strategies, but the public forum offers them a resulting discussion of the pros and cons of their strategies.

## F3. Audiences and Surveillance: Who is Watching? Who is Reading?

**Wellman 126**

**Chair. Michael Spooner, Utah State University Press**

### The Problem of Audience Online: When You Never Know Who the Reader Will Be

**Christopher S. Wyatt, University of Minnesota**

The concept of audience is complicated by searchable, linkable and layered digital media. This paper explores student responses to questions of audience. I consider how writing pedagogies must adapt to implications of ever changing, multiples audiences.

### The Power of Surveillance and the Surveillance of Power: Ubiquitous Monitoring Practices and Technologies at the United States Military Academy

**Mike Edwards, United States Military Academy at West Point**

This presentation poses as its problem the environment of pervasive computer-enabled surveillance at the United States Military Academy at West Point. The problem is both practical, in the ubiquitous application of technologies of surveillance, and ethical, in that surveillance may inhibit the development of the risk-taking thinkers essential to the Army's mission.

### Hansel and Gretel in Cyberspace: Following Breadcrumbs in a Forest of Hypertext

**Mary Karcher, Wayne State University**

I examine the methods and processes by which readers of hypertext orient themselves. I look at the way users of the Eddie Bauer and Amazon websites use different types of breadcrumb links to navigate.

### The Digital Emergence of the Public/Private Authority

**Casey McArdle, Ball State University**

The idea that the internet is a free and open Public Sphere is an illusion. My analysis of the internet by using Jurgen Habermas' Public Sphere will help to reveal the rhetorical implications of the perceived free web and the impact of the emerging Private Authority.

**2:00-3:15 Session F**

## F4. Integrating 21st-century Literacies into 4th-grade Language Arts Classrooms

**Wellman 106**

**Chair. Carl Whithaus, University of California, Davis**

**Gail Desler, Elk Grove Unified School District**
**Jamila Peru-Moore, University of California, Davis**
**Carl Whithaus, University of California, Davis**

This panel reports on a two-year Enhancing Education Through Technology project funded by the California Department of Education. The Elk Grove Unified School District's program is designed to improve student performance in language arts through the integration of multimedia reading and writing. Staff development has included training and support on how new technologies can transform the delivery of the adopted language arts textbook (Open Court) from the traditional textbook/workbook approach to a highly participatory, interactive multimedia program that actively engages students in the learning process and requires them to problem-solve, communicate, create, and share. Preliminary project assessment data will be discussed; the data suggests that an integrated approach to professional development and technology integration increases students' traditional writing skills as well as their abilities to use digital literacy tools.

## F5. Learning@Play: What Happens When Professors Incorporate Social Networking Tools into Professional and Personal Discourse?

**Olson 27**

**Chair. Elysa Eidman-Aadahl, National Writing Project**

### Teachers@Play: Micro-blog Discourse in a Community of National Writing Project Consultants

**Jennifer Buckner, Gardner-Webb University**

This presenter will examine how a micro-blog community was shaped and identities negotiated through blog posts, multi-genre file sharing, community-designated writing events, and collaborative research, considering how a specific site's design fostered deeper connections through opportunities to see, hear, and link to text(s) of value to members.

### Students@Play: Composition Students Navigate Identity and Writing in a Social Networking Site

**Shana Woodward, Gardner-Webb University**

The implementation of a social networking site (Ning) in four first-year-composition courses (FYC) over the 2008-2009 school year created complexities within a classroom setting in regards to students' negotiations of identity (Gee) and concept development in writing (Vygotsky).

### Professional@Play: How does a Microblogging "Playground" Invite Personal/Professional Role Change?

**Todd Finley, East Carolina University**

This autoethnographic case study explores how my professional identity developed through perpetual "play" with other writing teacher/scholars. The narrative may guide future research into micro-blogging services as an aid to teacher/scholar professional development communities.

## 2:00-3:15 Session F

## F6. From High School to Second Life and Social Networks: Multiliteracies and Multimodalities

**Wellman 1**

**Chair. James Purdy, Duquesne University**

### Whose Logic? Multiple Modalities in High School Writing Practices

**Betsy Gilliland, UC Davis School of Education**

Drawing on Gunther Kress's work, this paper analyzes a small sample of the writing of multilingual high school students in two different classes in an attempt to answer this question: If young people are more in tune with the logic of visual imagery, what evidence of this logic is present in their writing? The analysis of writing samples and classroom discourse from both classes operationalizes the distinctions between the logics of the page and of the screen.

### Is Classroom Technology Still Effective? Inner-city High School Students Discuss Their Perception(s) of Classroom Technology Use.

**Ramona R. Santa Maria, Buffalo State College**

There is a great difference the way that that low-income and well off students experience classroom technology, especially when working with computers. Low-income students generally encounter technology in overcrowded lab settings where there is a lack of academic reinforcement. Consequently, these students may become frustrated with academics and disenchanted with using technology.

### The A-Z Assemblage: Web 2.0 as an Alternative Archive

**Geoffrey V. Carter, Saginaw Valley State University**

Carter explores the implications of students who choose to make their work available in these alternative archives. This presentation outlines an introductory MovieMaker project called the A-Z Assemblage, an on-line collage that uses the letters of the alphabet as a heuristic. These student generated assemblages open Web 2.0 resources for immediate and long-term feedback.

## F7. Undergrads, Grads, and Faculty: Creating a Sustainable Environment for Digital Scholarship

**Wellman 26**

**Chair. Charlie Lowe, Grand Valley State University**

This panel seeks to create an arc that connects undergraduate curricula, graduate curricula, and faculty scholarship. We argue that connecting these areas more explicitly makes sense when each group (undergraduates, graduates, faculty) is hoping to accomplish a similar goal: promoting the production of academic digital texts, specifically digital academic writing (aka digital scholarship).

### Tales From the Digital Front: The Techno/Humanist Divide

**Virginia Kuhn, University of Southern California**

### Revisioning Graduate School Education for 21st Century Composition Scholarship

**Kathie Gossett, Old Dominion University**

### Revisioning Graduate School Education for 21st Century Composition Scholarship

**Carrie A. Lamanna, Colorado State University**

### 'When We Ask Ourselves These Questions, What Will Our Answers Be?' Sustainable Teaching and Learning Through Co-directed Undergraduate and Faculty Digital Scholarship.

**Cheryl E. Ball, Illiniois State University**

**2:00-3:15 Session F**

## F8. Is it Live or is it Memorex?: Revisioning and Remediating Identities in Digital and Material Lives

**Olson 21**

**Chair. Mary Elizabeth Sullivan, Southern Illinois University-Edwardsville**

As Americans' literate practices become increasingly intertwined with technology, new opportunities for identity construction and representation become available. Not only do new media technologies facilitate the processes, they mediate and shape the constructions as well. This panel examines people's "lives on the screen" (Turkle, 1995) to consider ways that the internet is shaping identities today—both on and off the screen. Analyzing gender, linguistic, academic, racial, and scholarly constructions embedded in social practices, the panel considers the affordances and constraints of online representations, and explores the implications that our digital identities may pose in material public lives.

### A Pixel's Worth a Thousand Words: Using Second life to Construct Material Gender

**Mary Elizabeth Sullivan, Southern Illinois University-Edwardsville**

### Smackdown on Xbox Live: Analyzing the Content of Aggressive Gaming Conversation

**Al Henderson, Southern Illinois University-Edwardsville**

### "Hit any key to continue": Negotiating Technological and Literate Practices as a Returning Student

**Jane Hoyt Sanders, Southern Illinois University-Edwardsville**

### What You See is What You Don't Get? Universities' Constructions of Online Identities

**Rozina Coleman, Southern Illinois University-Edwardsville**

### Remediating the Academic: Attitude Adjustment or New Skill Set?

**Jennifer McAvoy, Southern Illinois University-Edwardsville**

## G1. Hybrid Writing Classes: Literacy, Dialogues, and Intellectual Property

**Wellman 6**

**Chair. Bob Whipple, Creighton University**

### Intellectual Property Instruction in First Year Writing Classes

**Nicole Nguyen, Michigan State University**

Nguyen discusses her findings about faculty in first year writing courses are teaching intellectual property. She provides the field with a small glimpse of the status of copyright pedagogy in order that we may address shortcomings in our curriculum.

### The Role of Dialogue and Debate in the Hybrid Classroom

**Joan Latchaw, University of Nebraska--Omaha**

This presentation discusses dialogue as a counterpart to debate. In defining classroom debate, I draw on the work of Maggie Herzog and Laura Chasin (Fostering Dialogue across Divides), who understand debate as advocating a position, citing evidence to support it, and countering opposing positions. By contrast, dialogue sets argument aside and engenders mutual understanding.

### Constructing Hybrid Courses as Information Literacy Landscapes

**Karen Lunsford, University of California, Santa Barbara**

How might educators use the perspective of “information literacy landscapes” to redesign writing assignments, course management technologies, and access to academic libraries? This presentation reports on the midpoint of a 3-year project to integrate library resources into hybrid writing courses.

### Digital Archives and Plagiarism Anxiety: An Argument for Viewing Plagiarism Detection Services as Digital Archives

**Jim Purdy, Duquesne University**

Based on a case study of the popular plagiarism detection service Turnitin, particularly its Legal Document, this presentation will contend that plagiarism detection services should be viewed as digital archives.

**3:30-5:00 Session G**

## G2. Sustaining Innovation through Online Community Review: What Writing Studies Can Learn from User/ Designer Interaction over iPhone Applications

**Wellman 2**

**Chair. Jennifer Sheppard, New Mexico State University**

### Public Feedback, Usability and the Evolution of Applications for the iPhone: How Online Review Practices Can Inform Approaches to Design and Revision in the Writing Classroom

**Jennifer Sheppard, New Mexico State University**

Sheppard examines online exchanges in which extensive interaction between users and developers has resulted in new application iterations. Findings provide insight into a more public and dialogic model of user design with implications for teaching usability, iterative design, peer review and revision.

### Not Just for Fun Anymore: How Application Developers Use Public Feedback to Re-Envision the iPhone as a Device for the Workplace

**Ryan Lang, New Mexico State University**

Lang examines how productivity applications introduced in the App Store contributed to a re-envisioning of the devices within the context of the workplace. This analysis also considers Apple's emphasis on the enterprise capability of the 3G iPhone as a result.

### Teaching and Learning Usability: Supplementing Traditional Approaches to Usability Studies through Attention to Online User Reviews

**Patti Wojahn, New Mexico State University**

Wojahn shares results from a discourse analysis and survey of online feedback on three popular online beta-version applications.

## G3. Distance Learning and Access: Who and How?

**Wellman 1**

**Chair. Jim Kalmbach, Illinois State University**

### The Challenges and Rewards of Teaching Writing via Distance Learning

**Victoria R. Burton, The World Bank**

In this paper presentation, I will outline the World bank's first distance learning course taught via Same Time and audio conference, present the pros and cons of teaching writing via this delivery mode, and end with recommendations for other educators looking to use similar delivery modes.

### Using Technology to Facilitate and Enhance the Composition Classroom Experience

**Vicki Martineau, National University**

Participants will explore the use of video-conferencing technology as a means of personalizing and expanding the communication channel between instructor and student throughout the learning process. The presenter will also explore the advantages of using blogs and supplemental online shells to enhance the experiences of their on-site students.

### Autism on Teh Interwebs: It's Everywhere, It's Everywhere!

**Melanie Yergeau, Ohio State University**

In my paper, I examine the dangers of using High Functioning Autistic/ Low Functioning Autistic binaries, as well as the popular dismissal of any autistic who both disproves of cures and can speak/write intelligibly.

**3:30-5:00 Session G**

## G4. Professional Writing
**Olson 27**
**Chair. Jeff Grabill, Michigan State University**

### Three Worlds Collide: Exploring Blogging, Fashion, and Writing in an Advanced Level Fashion Writing Course
**Elizabeth Whitehead, Marymount University; Indiana University of Pennsylvania**

In addition to the traditional journalistic assignments that are part of the curriculum of "Fashion Research and Communication," I've incorporated blogging as a way for students to improve their writing skills and to better equip them for their work in the fashion industry. This paper examines how the use of blogging benefits fashion students in multiple areas of their development as writers and contributors to their field.

### Using Game Theory and Simulation to Build Community and Teach Audience in the Online Professional Writing Classroom
**Michael Creeden, Florida International University**
**Jeff Greene, Southern Polytechnic State University**

Our presentation will report on a semester-long project conducted in Spring 2009 between students at Florida International University in Miami, FL and Southern Polytechnic State University in Marietta, GA. Using simulation methods drawn from game theory, delivering business problems derived from our prior experiences working in technology companies, students will work through the issues surrounding a partnership between two separate companies, one in Miami, the other in Marietta.

### Using Google Sites in an Undergraduate Business Communication Course
**Anish Dave, Iowa State University**

In our Internet-dominated times, teaching an undergraduate business communication course is difficult not only because of the changing ways in which the business world communicates but also because of a plethora of new technologies that are challenging the very notions of writing. My paper discusses pedagogical benefits and challenges of using Google Sites for an undergraduate business communication course.

## G5. We Play, We Write, We Wii, We Communicate: Multiple Identities and the Shaping of Digital Communicative Acts

**Wellman 106**

**Round Table**

**Chair. Morgan Gresham, University of South Florida St. Petersburg**

**Morgan Gresham, University of South Florida St. Petersburg**
**Jill McCracken, University of South Florida St. Petersburg**
**Trey Conner, University of South Florida St. Petersburg**
**Teddi Fishman, Clemson University**

In this performative and interactive conversation, each of the four speakers will provide an answer to the question: what is the future of composition as a practice, as programs, as assessments, and as a discipline.

**3:30-5:00 Session G**

## G6. Open Source, Open Access, and Commons-Based Peer Production: Creating a Sustainable University Culture

**Wellman 126**
**Roundtable**
**Chair. Charlie Lowe, Grand Valley State University**

**Scott Banville, University of Nevada, Reno**
**David Blakesley, Purdue University**
**Charlie Lowe, Grand Valley State University**

How can open source software, open access publishing, and commons-based peer production (CBPP) principles help us to create a sustainable university?

How can they positively impact the social and economic development of the university and expand the resources available that sustain university culture?

What is the role of the university in the larger community in fostering such sustainable practices?

## 5:15-6:30 Town Hall III: @ School, Work, and Play
## Freeborn

**Jeff Grabill, Michigan State University**
**Steve Krause, Eastern Michigan University**
**Virginia Kuhn, University of Southern California**
**Charlie Lowe, Grand Valley State University**
**Dan Melzer, Sacramento State University**
**Cynthia Selfe, Ohio State University**
**Kathleen Yancey, Florida State University**

## 6:30-8:30 Digital Art and Narratives Exhibit/Reception
## Art and King Lounges (2nd Floor Memorial Union)
## Sponsored by Bedford Books/St. Martin's Press

**The Qi Project**
**Nanette Wylde, California State University, Chico**

**Custom Orthotics Change My Life**
**Richard Holeton, Stanford University**

**Dimension(s) of Sound**
**Michael Salvo, Purdue University**

**The Elocuter: I must remind you we live in DADA times**
**Shannon McMullen, Purdue University**
**Fabian Winkler, Purdue University**

**Viewmaster**
**Jonathan Alexander, University of California, Irvine**
**Jacqueline Rhodes, CSU, San Bernardino**

**Re-Inventing Invention: A Performance in Three Acts**
**Bre Garrett, Miami University of Ohio**
**Denise Landrum, Miami University of Ohio**
**Jason Palmeri, Miami University of Ohio**

**The Church of Nano Techno Bio Cogno**
**Praba Pilar, University of California, Davis**

**Sunday At A Glance**
**Wellman**
**Olson**

**9:00-10:15 Session H (Wellman and Olson)**

**10:15-10:30 Break**

**10:30-11:45 Session I (Wellman and Olson)**

**11:45-12:00 Break and Pick Up Boxed Lunch**

**12:00-1:30 Town Hall IV: Ubiquitous and Sustainable Computing @ School, @ Work, @ Play**
**Wellman**

**1:30-2:30 7Cs meeting/info session for those interested in hosting future C&Ws**
**Wellman 107**

**2:30-4:30 Bike Tour of Davis Bike Loop**
**(12.5 mile greenway ride; Bike Rentals from the B&L Bikes on 3rd Street)**

**6:00 Dinner for Conference Organizers and Conference Attendees Still in Town at Bistro 33 in Downtown Davis**

## H1. Student-Centered Learning: Social Networking and CMSes

**Wellman 6**

**Chair. TBA**

### Introducing WMU's Next Top Researcher: Social Networking in an Introductory Writing Program

**Joyce R. Walker, Illinois State University**

Walker considers how digital social environments might be used to help create spaces where students and instructors can discuss with greater frankness the processes through which we gain and use writing and research skills. This presentation examines how certain attributes of social networking spaces (competition, collaboration, shared resources, purposeful knowledge-making) might be combined with attributes of the popular television genre of professional competition programs (i.e., America's Next Top Chef, Project Runway).

### Ubiquitous Computing, Content Management Systems, and The Composition of Self-Differentiation

**Stan Harrison, University of Massachusetts Dartmouth**

Students who develop websites using Content Management Systems (CMS) like Drupal and Joomla! can gain a more nuanced appreciation of the limitations and possibilities in ubiquitous computing. When each student completes building out a CMS-driven website that adapts itself after login to the student's self-identified range of situationally differentiated identities, the teacher's students will have learned that ubiquitous computing also refers to any computer user's situationally differentiated encounters with a world filled to bursting with computer interfaces.

### Teaching Students to Write for Content Management Systems

**Karen M. Kuralt, University of Arkansas at Little Rock**

To cope with the challenges presented by the CMS writing environment, students need preparation for a new, radical form of collaborative online writing. This presentation will outline the writing, design, and editing skills that students need in order to work effectively with a CMS in their future workplaces.

## H2. Effects of Ubiquitous Technology on the Sustainable Work Environment: Negotiating Different Perceptions

**Wellman 162**

**Chair. Elizabeth A. Monske, Northern Michigan University**

**Roy Buck, Northern Michigan University**
**Sarah Wangler, Northern Michigan University**
**Christina Merrill, Northern Michigan University**
**Joe Slocum, Northern Michigan University**

This roundtable discussion will focus in the perception of the validity of internet resources, negotiating the boundaries of identity, expanding writing beyond the page and negotiating expertise levels in the workplace. Ultimately, this roundtable discussion would like participants to think, respond, and examine questions that correlate to the overall sustainability of work place environments when confronted with these technological issues.

## H3. Hard Times, Tough Questions:Three Case Studies for the 21st Century

**Wellman 2**

**Chair. Kathleen Yancey, Florida State**

### Case One: Going to Class

**Natalie Szymanski, Florida State**

Students come to FSU as Facebook natives, so using Facebook as a space for informal writing makes sense. Because students already welcome it and are already familiar with the ways in (id's and passwords), writing begins immediately. But what comes next, and why?

### Case Two: How Do You Know

**Kathleen Yancey, Florida State**

What are the case studies that will help students learn a process of "source authentication"? Put differently, how do we help students identify, evaluate and use source material in a 21st century composition curriculum?

### Case Three: Who's Being Served?

**Matt Davis, Florida State**

A close examination of the one-laptop program raises important questions about how technology vendors profit from it, about what kinds of support kids get, and ultimately, about the value of technology when kids' bellies are empty.

**9:00-10:15 Session H**

## H4. Interfaces and Rhetorics in Wired Writing
**Olson 27**
**Chair. Kathie Gossett, Old Dominion University**

### Teaching with Computers and the Interface of Writing Education
**Scott Warnock, Drexel University**

Computer sustainability is partially dependent on interface. I will discuss my ideas about the writing education interface and how technology might reduce it, to the benefit of our students.

### Rhetorics of Connection: Problem-Based Pedagogy for a Wired World
**Richard Parent, University of Vermont**

I argue for approaches to composition pedagogy that challenge students to use and master existing and emerging modes of communication. I present a number of problem-based compositional tasks I use in my courses that encourage students to experiment with and refine their skills using a wide variety of textual and multimodal tools and media.

### Trying to Find the Right Pedagogical Tool for the Right Pedagogical Need
**Nick Carbone, Bedford/St. Martin's Press**

Planning and developing computer delivered pedagogical tools and/or advice about writing in an online world requires thinking through what writing online is and is becoming; what access and infrastructure instructors and students share; what pedagogies prevail; what pedagogies are changing; and what would be useful. This presentation will look at a handful of projects at Bedford/St. Martin's to see where and how this thinking is applied, where it works well and, well, where it needs more work.

## H5. Web 2.0: Propaganda, Ethics, and Egos
**Olson 21**
**Teddi Fishman, Clemson University**

### Web 2.0 & Ubiquitous Computing – An Ethical House of Cards or a Stable Base?
**Brian Ballentine, West Virginia University**

I wish to question the extent universities and instructors should be responsible for evaluating the practices of major players in the world of ubiquitous computing including companies like Google.

### Propaganda and New Media: Issues of Concern for Research Writing Pedagogy
**John Haner, UC Santa Barbara**

As the subject of propaganda is extensive and ever-evolving, this presentation will focus on a few examples strategies of propaganda implemented in the last year, including the “Third Party Technique”, and “Astroturphing.”

### Dot Me: Reading, Writing, and Teaching in the Age of Egocasting
**Rick Branscomb, Salem State College**

This talk explores the implications of egocasting: how the nature of reading (i.e., consuming media) and writing (composing media) are changing, and the influences on culture, community, and the discourse required to keep a community healthy.

## H6. Politics and Information Technologies
**Wellman 26**
**Chair. Kory Ching, San Francisco State University**

### The Rhetoric of Automodernity: Autonomy and Automation after Postmodernity
Robert Samuels, UCLA

This paper argues that we are entering a new cultural period that is defined by the paradoxical combination of technological automation and individual autonomy. In this ubiquitous social structure, instead of seeing highly mechanized systems of representation as leading to a sense of alienation, people today turn to new media technologies to locate a strong sense of self.

### Going Green: Technology Makes Environmental Action Accessible
**Meg McGuire, New Mexico State University**

This presentation examines ways websites like Tree Hugger and Planet Green and blogs like Ideal Bite have made “going green“ more accessible to a wider audience.

### Ubiquitous Media, Situated Journalists
**John Logie, University of Minnesota - Twin Cities**

This paper/presentation addresses the role of increasingly ubiquitous Internet media in the international movement toward citizen journalism. In particular, this project will draw upon my own experience as a participant/observer working with the St. Paul, Minnesota-based site, “The Uptake” (http://www.theuptake.org).

## I1. Digital Identities and Politics in Student Compositions

**Wellman 7**

**Chair. Amber Buck, University of Illinois at Urbana-Champaign**

### Blackboard, Blogger, and Facebook: Embedding Identities

**Robin Murphy, East Central University**

This presentation will discuss my use of Blackboard, Blogger, and Facebook as environments that indicate my multiple identities and identification with my students as an instructor, scholar and person.

### My Text Message Just Helped Someone in Africa: Social Justice Goes Digital

**Laurie A. Britt-Smith, University of Detroit Mercy**

This presentation discusses how the integration of digital technology affects the relationship of audience to speaker and audience to subject, and the implications of those relationships for those who produce social justice rhetoric and those who use it to teach writing.

**10:30-11:45 Session I**

## I2. Sustained Systems, Sustainable Research: A Look at Undergraduate, Project-Based Approaches to the Digital Humanities

**Wellman 6**

**Chair. Jentery Sayers, University of Washington, Seattle**

How might courses that include humanities computing engage students in long-term undergraduate research projects, and how might students mobilize digital humanities curricula through future-oriented inquiry, toward novel modes of knowledge-making, and with innovation in mind? Using these questions as a framework for this panel, four University of Washington undergraduates present their ongoing digital humanities projects. First, Jentery Sayers, an instructor of English who has worked with each panelist, introduces the panel by stressing how sustained systems of participatory learning, when augmented by new technologies and interdisciplinary methodologies, lead to sustainable research.

### Digital Texture and Textuality in New Media

**Andrew Battenburg, University of Washington, Seattle**

### A New Metaphor: Wiki-Thinking, Diagrams, and Pedagogy

**Will Damon, University of Washington, Seattle**

### Into the Eyes: A Look at Body Awareness and Visual Media Interfaces

**Nishali Nanayakkara, University of Washington, Seattle**

### New Directions for the Non-Directive: The Digital Humanities and Writing Centers

**Nichole Poinski, University of Washington, Seattle**

## I3. Under the Surface of Ubiquitous Computing: The Digital Literacy of Code

**Wellman 2**

**Chair. Kathie Gossett, Old Dominion University**

### From Orality to Textuality to Procedurality: A New History of Literacy

**Annette Vee, University of Wisconsin-Madison**

Vee proposes a history of literacy that moves from orality to textuality to procedurality, each period overlapping and never fully superceding the others. Juxtaposing the eras when people's lives were circumscribed by texts and our current landscape, where ubiquitous computing defines our lifeworlds, we can consider how code literacy will increasingly figure into our composition environments.

### Activity Theory and Open Source Literacies

**Karl Stolley, Illinois Institute of Technology**

Stolley uses activity theory to establish an applied-theoretical framework for engaging code in the writing classroom. Rather than framing code-writing as a technological feat, this framework elucidates how acts of code-writing function in service to broader rhetorical activities. Special attention is paid to open-source communities such as those surrounding Drupal, WordPress, and even Linux.

**10:30-11:45 Session I**

## I4. Sustaining Collaboration in School and Workplace Communities

**Wellman 26**

**Chair. Scott Reed, University of Georgia**

### Examining Practices of Collaborative Writing in Multimodal Spaces: Multiple Authors, Single Text Revisited

**W. Douglas Baker, Eastern Michigan University**
**Judith L. Green, University of California Santa Barbara**

What can we learn from empirical research on writers collaboratively composing a text? How might the findings inform how we approach teaching writing, especially through technologies that make collaboration easier and the collaborative nature of writing more visible? In this paper we explore data gathered through participant observation of practices over the course of a collaboratively written paper.

### Sustainable Writing Systems for Communities

**Jeff Grabill, Michigan State University**

In this paper, I take up the question of what is required to support the writing of groups engaged in complex knowledge work that is distributed across time and space. My argument is based on a set of empirical studies conducted over a number of years that take up (quite differently) issues related to understanding how groups use digital writing technologies to support their work and the related question of how to design technologies and writing work to be sustained by those groups.

### Building Trust and Productivity in Online Teams

**Karen M. Kuralt, University of Arkansas at Little Rock**

This presentation will draw on business research about virtual teams as well as scholarly research about online teaching to describe how writing teachers can help students generate trust and become productive more quickly in online groups. I will discuss the pros and cons of different leadership and workflow patterns for different kinds of collaborative writing tasks.

## I5. Sustainable and Usable @ School and in Writing Centers: Customized Online Tutoring Systems

**Wellman 106**

**Chair. Michael Salvo, Purdue University**

**Tammy Conard-Salvo, Purdue University**
**Kristen Moore, Purdue University**
**Jeffrey Bacha, Purdue University**

This panel describes the creation of a customized online tutoring system for a writing center and the process of making this system both usable and sustainable. Panelists will discuss issues of usability, development, and the potential for sharing/open-sourcing of online tutoring technologies, articulating the role of collaboration in creating a technology that draws upon the expertise of writing center specialists and a professional writing program.

## I6. Building Sustainable Digital Literacies in the English Classroom: A Qualitative Exploration into First Year Composition, Technical Writing, and Literature

**Wellman 126**

**Chair. Regina Clemens Fox, Arizona State University**

**Regina Clemens Fox, Arizona State University**
**Rosemarie Dombrowski, Arizona State University**
**Ebru Erdem, Arizona State University**

A pedagogical framework which draws on and is inclusive of a variety of media literacies provides promising opportunities for the writing classroom. As other studies have shown (Hughes 2005), the augmentation and transformation of pedagogical approaches through the use of technology and digital media should correspondingly augment and transform the learning experience (and learning outcomes) for students in writing courses.

The presenters assess student-based values of auditory and visual technologies, the combined effect of the two, and their enhancement of traditional pedagogies. They also compare technological approaches to unmediated/traditional pedagogical approaches.

## I7. A Reading (r)Evolution: Sustainable Approaches for Reading and Responding to Webtexts

**Wellman 1**

**Chair. Christy Desmet, University of Georgia**

This panel proposes to pursue that study by examining how we read and communicate about webtexts. By discussing the evolution of reading cybertexts; commenting on electronic documents; and evaluating new genres of webtexts, we address sustainable approaches to the electronic texts which have become so ubiquitous in composition classrooms today.

### Knowing where I am: The How of Webtext Reading

**Anita DeRouen, Millsaps College**

DeRouen examines the reading challenges presented by scholarly webtexts, and suggests methods for approaching those challenges in the classroom.

### When Commenting Goes Hypertextual: Strategies for Reading Dynamic Comments

**Alexis Hart, Virginia Military Institute**

Hart investigates how student reading of comments changes in an electronic environment, not just at the level of word processing but, more importantly, when the commented texts become hypertextual, with mouseovers, active links, and markup features.

**12:00-1:30 Town Hall IV**

## 11:45-12:00 Break and Pick Up Boxed Lunch
**Wellman Lounge**

## 12:00-1:30 Town Hall IV: Ubiquitous and Sustainable Computing @ School, Work, and Play
**Wellman 2**

**Cheryl Ball, Illinois State University**
**Kathie Gossett, Old Dominion University**
**Jim Kalmbach, Illinois State University**
**Liz Losh, University of California, Irvine**
**Karen Lunsford, University of California, Santa Barbara**
**Scott Reed, University of Georgia**
**Michael Salvo, Purdue University**

### 1:30-2:30 7Cs Meeting and Information Session
**Wellman 107**

This meeting is open to all C&W attendees. 7Cs committee members will be present to discuss the conference at Davis, next year's conference at Purdue, and the application process for hosting future C&Ws.

### 2:30-4:30 Bike Tour of Davis Bike Loop

Davis is one of the top-rated cities for bicycling in the world. Bike paths run throughout town. For those conference attendees staying in town on Sunday afternoon, we will take a ride on the 12.5 mile greenway that runs throughout the city. Individuals can rent bikes from the B&L Bikes on 3rd Street.

### 6:00 Dinner at Bistro 33 in Downtown Davis

In the evening, we will retire for a dinner on the patio of Bistro 33. Conference attendees and guests are welcome to join the conference organizers and volunteers.

**Continuing Education Credit and Verification of Attendance**

**Continuing Education Credit:**
Earn **Continuing Education Units (CEUs)** through UC Davis Extension by participating in the Computers and Writing 2009 Conference in Davis June 18-21. Participants must verify participation in at least 10 hours (1.0 CEU) or 20 hours (2.0 CEUs) of conference sessions and complete a required 3-5 page reflective paper after the conference. The cost is **$100 for 1 CEU or $140 for 2.0 CEUs**. Registration forms are available on the Computers and Writing 2009 Conference Web site and at the conference.

**Professional Development Verification**
Conference participants who just need official verification of attendance at a certain number of hours can receive a letter on CATESOL letterhead, specifying the number of hours spent in conference sessions. Forms for keeping track of attendance are on the next page of the conference program book.

**Steps to earn Continuing Education Credit or Professional Development Verification:**
1. As you attend conference sessions, fill out and complete the hour verification form. Ask the presenter to initial your form at each session you attend. Round to the nearest 30 minutes when recording time (i.e. a 45 minute session is 1 hour; a 90 minute session is 1.5 hours). If you picked up the program book after attending any sessions, please include a copy of the first page of your notes from any sessions for which you do not have the presenter's signature on your verification form.
2. If you are requesting a letter of Professional Development Verification, mail your hour verification form to the address below. Requests should be postmarked no later than **July 8, 2009**. Expect to receive a letter in the mail in approximately one month.
3. If you are requesting Continuing Education credit, pick up a Continuing Education Credit packet (available at the Registration table) and complete the course registration form in addition to the hour verification form. Mail both forms, payment by credit card or check (payable to *UC Regents*), and your two-to-four page paper to the address below by **July 8, 2009**. Notification of your grade will be sent in August.

* * * * * *

Please send all materials by July 8 to:
**Betsy Gilliland**
**4141 Cowell Blvd. #57**
**Davis, CA 95618**

**OR** Scan all forms as pdf files and email to bgilliland@ucdavis.edu by July 10.

**What counts for verifiable hours:**
- Town Hall and Keynote sessions
- Concurrent sessions
- Workshops
- Graduate Research Network sessions

In order to obtain a Verification of Attendance Letter or earn 1.0 or 2.0 Continuing Education Units, please fill out the following information completely. **Please Print!** Missing or illegible information will delay granting of credit.

Full Name: _____ Email: _____
Address: _____
City, State, and ZIP Code: _____
Home or cellular telephone: (___) _____ Work telephone: (___) _____
I would like to receive (check one):

_____ 1.0 CEU (10 hours verified attendance)
_____ 2.0 CEUs (20 hours verified attendance)

_____ Verification of Attendance Letter (No CEU credits).

Continuing Education Units are granted through UC Davis Extension. Pick up a Continuing Education Credit packet at registration for details on requirements and fees.

| Date | Session time | Session Title | Length (in hours) | Presenter initials* |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

* Note: If you cannot get the presenter's initials (because the session is too large, because you have to run to another session, etc.), please include either a copy of the first page of a handout from that session OR a 1-paragraph summary of the session when you send in this form. Please do not send the entire handout.

# We can help your students WRITE BETTER



College instructors estimate that 50% of high school graduates are not prepared for college-level writing*

* "What Professors and Teachers Think: A Perception Gap Over Students' Preparation." The Chronicle of Higher Education, March 10, 2006.

Writing skills are critical for academic success. Visit **Sentenceworks** table in the exhibit area to discuss how you can use the latest writing support technology to improve students' writing in your institution:

- Help students master over 80 points of grammar, punctuation, and style
- Elevate the quality of written work in all disciplines
- Prevent poor writing quality from hindering learning and assessment of knowledge
- Reach every student without over-stretching your writing center resources
- Engage even those learners who are otherwise not likely to seek tutoring or assistance

**Sentenceworks** is an automated writing tutor for students of all levels. It works one-on-one with each student to develop sentence-level writing skills and reinforce proper citation habits. Sentenceworks combines leading- edge technology with proven tutoring methods:

- Guided Revision Process™ - a proprietary framework which turns paper revision into a valuable learning experience
- Built-in comprehensive writing handbook
- Adaptive reference content designed to help students with their specific writing problems
- Engaging Web-based user interface
- Instant availability institution-wide via SaaS model

sentenceworks

info@sentenceworks.com
(800) 350-7943

www.sentenceworks.com

Learn why **over 4 million students** are now using Pearson MyLab products.



PEARSON **mycomplab**

**Integrating proven resources for writing, grammar, and research with new assessment tools, MyCompLab** offers a seamless and flexible teaching and learning environment built specifically for writers. The ***Writer's Toolkit*** in **MyCompLab**'s online composing space enables students to get the help they need without leaving their composing environment—placing tips, writing samples, grammar and editing FAQs, and more at their fingertips.

**To learn more about MyCompLab and to view a demo,**
please stop by the Pearson table or visit **www.mycomplab.com.**
To contact your local Pearson Publisher's Representative,
please visit **www.pearsonhighered.com/replocator.**

**Longman**
**Prentice Hall**
are imprints of

PEARSON

# BEDFORD/ST. MARTIN'S

you get more | bedfordstmartins.com

## Let someone else talk about why writing matters.

### VideoCentral

Bedford/St. Martin's is proud to announce *VideoCentral*, a growing collection of videos for the writing classroom produced by Peter Berkow. Visit to watch real writers talk about how and why they write: at work, in school, and to change the world.

To preview ***VideoCentral*** and take a tour, visit bedfordstmartins.com/videocentral



"Awesome! I've been wanting videos like these for years."

— *Shawnee Pleenor, Asbury College*