

Computers & Writing 2010
"Virtual Worlds" @ Purdue

05.20-23.2010

Professional Writing
Introductory Composition



Welcome to Computers and Writing 2010!

On behalf of Purdue University, we're pleased to welcome you to the twenty-sixth Computers and Writing Conference in West Lafayette, Indiana. We hope you enjoy your time on campus and find the special events and the program exciting, provocative, and better than even 2003, the last time we hosted, when Bob Stein wowed us all and the Creature from the Black Lagoon burst from the screen, looking awfully like Karl Stolley wearing a hideous mask and shredded trash bags.

Our theme this time is "Virtual Worlds" and evolved from our desire to account for the growing presence of virtual worlds, games, and social networks in the lives of our students, our pedagogies, and our research. We also quickly recognized the possibilities for events like "Sam and Dave's Game-O-Rama" and The Deliverators. At the Game-O-Rama, which runs throughout the conference, you can compete for prizes in The Dude's Wii Bowling Contest or see if you can keep up with Bon Jovi, Kansas, or Journey in the Virtual World Rock Band Contest. The Deliverators are named in honor of Hiro Protagonist from Neal Stephenson's *Snow Crash* and modeled on the popular TED Talks. In *Snow Crash,* the deliverators who didn't get the pizzas to the customers in 30 minutes or less faced execution. In our case, we're giving our talented presenters 15 minutes, with 15 minutes to spare for Q&A . . . or else. We will be filming and later broadcasting all the Deliverator sessions, so if you miss any, don't worry. You won't want to miss this year's Town Halls, which open and close the conference on Friday and Sunday. There are more than 130 panels, workshops, roundtables, posters, and installations to keep your attention, and two outstanding featured speakers, (Hugh Burns and Eric Faden). I also want draw your attention to the Sugar-on-a-Stick workshop on Saturday morning, which kicks off a Saturday with numerous K-12 sessions and concluding with a reception in the Writing Lab for those interested in strengthening connection between Computers and Writing and the National Writing Project. Those of you sticking around until the bitter end shouldn't miss the after party at Michael and Tammy Conard-Salvos house on Sunday. There are many other special events that we hope will continue the spirit of collaboration and collegiality that makes Computers and Writing one of the best conferences in our field.

We hope you enjoy your time at Purdue and have an excellent conference.

David Blakesley and Samantha Blackmon
C&W 2010 Co-Chairs

An additional note from Sam:

I would like to take a moment to thank you all for helping us make the 26th Computers and Writing Conference one of the best yet! My gratitude is not just as a co-host for taking the time for coming to Purdue University for this wonderful lineup, but as a colleague who wants to thank you all for the smart and innovative work that you are doing in the field. The range of topics this year is astounding. We were pleased to see myriad interpretations of the virtual worlds theme. This has given us the opportunity to move beyond the usual panels, roundtables, installations, and workshops and to include Dave Blakesley's truly inspired deliverator talks.

Thanks again for participating and attending what promises to be a great 2010 Computers & Writing conference. We look forward to seeing you around the sessions as well as at all of our special themed meals and activities. Look for me at the games!

Acknowledgments

There are for more people involved with planning and carrying out a conference than most of us ever imagine. And while the conference is (almost) self-supporting financially, there are organizations and people who have helped with additional support. The Professional Writing program at Purdue has contributed more than half of its annual budget to the cause. But more important than funding has been the hard work of the graduate and undergraduate students in Rhetoric and Composition and Professional Writing here at Purdue. You will see some of them on the program and many more of them helping in various ways throughout the conference. We all appreciate your important contribution to the success of the conference. Erica Wilson, our Conference Coordinator, has spent many long hours making all of our arrangements, so we're grateful for her time and professionalism.

In all, there were more than 300 proposals reviewed, each of them at least twice, and all of them receiving written feedback from each reader, representing an enormous amount of work that we know many of you appreciated. Our reviewers deserve our thanks: Alex Reid, Alexandra Hidalgo, Amy C. Kimme Hea, Angela Haas, Charlie Lowe, Colleen Reilly, Danielle Nicole DeVoss, Douglas Eyman, Ehren Helmut Pflugfelder, Entelechy Gumbo, Erin Karper, Jenny Bay, Jim Kalmbach, Jingfang Ren, Kip Strasma, Mark Pepper, Melinda Turnley, Michael Day, Michelle Sidler, Mike Pennell, Morgan Reitmeyer, Pat Sullivan, Patrick Berry, Michael Salvo, Shelley Rodrigo, Stephanie Vie, Stuart Selber, Tammy Conard-Salvo, Tarez Samra Graban, Tim Krause, and Tracy Clark.

There are many others, too, and I'll identify member of the planning teams and others here so that you can thank them individually throughout the conference: Adam Pope, Alexandra Hidalgo, Cathy Archer, Ethan Sproat, Jennifer Bay, Jeremy Tirrell , Jessica Clements, Karen Kaiser Lee, Kristen Moore , Laurie A. Pinkert, Ehren Pflugfelder, Linda Bergmann, Terry Peterman , Linda Haynes, Mark Pepper, Morgan Reitmeyer, Richard Johnson-Sheehan, Joshua Prenosil, Shirley Rose, Tammy Conard-Salvo, Tom Sura, Pat Sullivan, and Tracy Clark. Nancy Peterson, Interim Head of the Department of English, and Irwin Weiser, Interim Dean of the College of Liberal Arts, were both were supportive at the start and throughout the planning process

We owe particular thanks to our colleagues who worked so hard to make the conference a success: Richard Johnson-Sheehan (fundraising, vendor relations), Pat Sullivan (the program), Tammy Conard-Salvo and Jenny Bay (catering, events), and Michael Salve (Town Halls). Thanks to all of you for your generosity and spirit. It's through efforts like yours that Computers and Writing carries on with grace and style.

—Sam and Dave

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Program at a Glance

Thursday, May 20

8:00 a.m. – 5:00 p.m. Registration, East Foyer, 1st Floor, Stewart Ctr
8:00 a.m. – 9:00 a.m. Continental Breakfast, Stewart 202
8:00 a.m. – 11:00 a.m. Exhibit SetupStewart 202
9:00 a.m. – 12:00 p.m. Half-day Morning Workshops
9:00 a.m. – 4:00 p.m. Full-day Workshops (incl. the GRN)
11:00 a.m. – 4:30 p.m. Exhibits Open, Stewart 202
12:00 p.m. – 1:00 p.m. Box Lunches for Workshops, Stewart 202
1:00 p.m. – 4:00 p.m. Half-day Afternoon Workshops
3:45 p.m. – 5:00 p.m. Open House at the Writing Lab, Home of the Purdue OWL (Heavilon 226)
5:30 p.m. – 8:00 p.m. Opening Reception Dauch Alumni Center
8:00 p.m.—until the cows come home Samantha's Pub Crawl (Start pub TBA)

Friday, May 21

7:30 a.m. – 9:00 a.m. Continental Breakfast, Stewart 202
7:30 a.m. – 4:00 p.m. Exhibits, Stewart 202
8:00 a.m. – 4:00 p.m. Installations / Game-O-Rama, Stewart 204
8:00 a.m. – 9:00 a.m. Town Hall 1 Fowler Hall, 1st Floor, Stewart
9:00 a.m. – 9:30 a.m. Break
Friday, May 21, 9:30 a.m.—10:45 a.m. Concurrent Session A
10:45 a.m.—11:15 a.m. Refreshments – Stewart 202
11:15 a.m.—12:30 p.m. Concurrent Session B
12:30 p.m.-1:45 p.m. Lunch with Featured Speaker, PMU-South Ballroom, Hugh Burns, "Theorycrafting the Composition Game"
2:00 p.m.—3:15 p.m. Concurrent Session C
3:15 p.m.—3:45 p.m. Refreshments – Stewart 202
3:45 p.m.—5:00 p.m. Concurrent Session D
5:30 p.m.—7:00 p.m. Banquet, Awards Ceremony – PMU-North and South Ballrooms East
7:00 p.m.- 9:15 p.m. Wolf Park – "Howl Night" (Meet buses in front of the Union Club Hotel on Grant Street by 7:10 p.m.)
9:00 p.m. Game Night – Game-O-Rama, Stewart 204

Saturday, May 22

7:30 a.m. – 9:00 a.m. Continental Breakfast – Stewart 202
7:30 a.m. – 4:00 p.m. Exhibits – Stewart 202
8:00 a.m. – 4:00 p.m. Installations / Game-O-Rama – Stewart 204
8:30 a.m. – 9:45 a.m. Concurrent Session E
9:45 a.m.-10:15 a.m. Refreshments – Stewart 202
10:15 a.m. -11:30 a.m. Concurrent Session F
11:30 a.m. – 1:00 p.m. Lunch – North Ballroom, Purdue Memorial Union, Featured Speaker Eric Faden "Writing in the 21st Century: Remix and the Video Essay"
1:00 p.m. – 2:15 p.m. Concurrent Session G
2:15 p.m. – 3:15 p.m. Poster Sessions – Stewart 204
2:15 p.m. – 3:15 p.m. Refreshments – Stewart 202
3:15—4:30 p.m. Concurrent Session H
4:45- 5:45 p.m. Featured Deliverators, Fowler Hall, 1st Floor, Stewart, Sarah Robbins, "Tweckling the Status Quo: How the Back Channel Shakes Up the Classroom and Conference Session" and Bump Halbritter, "Exploring the Constellations of the New CCC Online
4:45- 6:30 p.m. C&W/National Writing Project and Reception, Writing Lab, Heavilon 226
6:30 p.m. – 9:00 Hogroast, Dauch Alumni Center
9:30 p.m. C&W Bowling Night (Union Rack and Roll, Memorial Union, ground floor)

Sunday, May 23

7:30 a.m. -9:00 a.m. Continental Breakfast – Stewart 202
8:00 a.m. -12:00 p.m. Exhibits – Stewart 202
10:00 a.m. - 10:45 a.m. 7Cs - Open Meeting
9:15 a.m.—10:30 a.m. Concurrent Session I
10:45 a.m. – 12:00 p.m. Town Hall 2, Fowler Hall, 1st Floor, Stewart "Trajectories, Directions, Explorers, Homesteaders, and Indigenous Minds: Articulating New Configurations for Virtual Scholarship"
12:00 p.m.—12:30 p.m. Box Lunches (Pick-Up at Writing Lab, Heavilon 226
3:00 - 10:00 p.m. After-Party at Michael and Tammy Conard-Salvo's House, 1410 N. Salisbury Street West Lafayette, IN

Additional Conference Information

Meetü – Social Networking Game
All conference participants are invited to sign up for the Conference's social networking game, which is designed to help people make connections, mentor, orient, hobnob, plot, and make or catch up with friends. Sign-up in the Game-O-Rama (Stewart 204) to get your game packet and go to http://www.digitalparlor.org/meetu to create your account

Purdue Guest Accounts and Airlink Access
All conference attendees will received guest accounts on Purdue's network, which enables wireless access from laptops, netbooks, smartphones, and other wireless devices. The Guest Accounts will also enable access in Purdue labs and will work for computer stations in the presentation rooms. Directions for WiFi access are included with registration materials, but if you have trouble, let a Purdue host know so that we can help.

Parking
For those staying at the Hillenbrand residence halls or the Union Club hotel, parking is complimentary (just ask the desk for a permit). Conference attendees may also purchase a parking permit for $2.00 at registration.

Getting Around
In addition to the maps in the appendix of this program, check out the C&W Google map, which shows the locations of key events, hotels, dorms, restaurants, watering holes, and more: http://www.digitalparlor.org/cw2010/gettingaround

Program Strands

This summary listing of strands only in a small way captures the diversity and scope of the topics covered on the program. Naturally, some topics might be categorized differently, and some individual presentations in separate categories were joined because of scheduling needs. Most panel sessions span several categories. If you're comfortable with that ambiguity, congratulations! (Why not?) The codes refer to Session.Number, with each panel or event having a unique, sequential code identified in its header in the program to follow.

Digital Scholarship and Publishing: HDW-1, FDW-1, A-Roundtable, C – Deliverator, C/D - Roundtable (Parts 1 & 2), D - Mini-Workshop, D5.1, E9, F5, G – Roundtable, G8, H-JUMP, H4, Featured Deliverator (Sat., Halbritter), I6, Town Hall 2

Games and Gaming: A4.1, B-Roundtable, B2, B2.1, B7, C - Mini-Workshop 2, D - Mini-Workshop, D4.1, D6, E3, E4.1, F4.1, F4.2, G1.1, G2.2, G4, G4.1, G8.1, H2.1, H4, H4.1, I4.1

Global and/or ESL Issues: A3, C3, D2.1, D5.1, D8, F3, I-Roundtable, I5

Institutional Issues: Town Hall 1, A2.1, B7, D5.1, Sugar-on-a-Stick Workshop (Sat. morn.), F5.1, G2, G2.1, G2.2, H2, H2.1, I4.1

K-12, K-12-College Connections: A2.1, D7.1, Sugar-on-a-Stick Workshop (Sat. morning), G2, G2.1, G2.2, G3, G6, H – Deliverator, H2, H3.1, H8.1, I - Mini-Workshop 2, I2

New Media: A2, A4.1, B2, B6.2, C - Mini-Workshop, C6, C6.1, C8, D5, D6, D7, D7.1, E –Roundtable, E –Roundtable, E2, F1.1, G4, H4, H4.1, H6, H8, I4.1, I8

New Technologies / Deploying Technologies: HDW-2, HDW-3, A-Deliverator, A1, A1.1, A5.1, B – Deliverator, B - Mini-Workshop, B6.2, C1, C1.1, D – Deliverator, D1, D2, D2.2, D3, D5, E - Software Demonstration, E - Mini-Workshop, E1, E1.1, E2.1, E5, F4.1, F6, G - Mini-Workshop, G2.2, G3, Featured Deliverator (Sat., Robbins), I - Mini-Workshop 1, I - Mini-Workshop 2

Pedagogy: HDW-4, A-Roundtable, A2, A5.1, A6, B - Mini-Workshop, C/D - Roundtable (Parts 1 & 2), D2, D3, F1, F2, F5.1, F8, G8.1, H – Deliverator, H3.1, I - Mini-Workshop, I2

Race, Gender, Class, Accessibility: HDW-4, A7, A7.1, B7, C3, C5, D5.1, E7, F4.1, F6, F8, G1.1, G4, I5

Research and Methodology: A1.1, A3, A5, B – Deliverator, B6.1, B6.2, C7, D9, E1.1, E2.1, E3, E4, E6, F2, H2.1

Social Networks / Web 2.0: HDW-2, HDW-3, A6, A8, B2, B8, C - Roundtable (Part 1), C4, C7, C8, D4, E4.1, E8, E9, F – Deliverator, F-Roundtable, F1, F3, F5.1, F7, G - Mini-Workshop, G1, G3, G6, G7, H – Deliverator, H1, I - Mini-Workshop 2, I2, I4, I6, I8

Social/Political Issues: A1, B8, B8.1, C - Mini-Workshop, C3, C9, D8, E6, F7, F8, F8.1, I5

Virtual Worlds / Spaces: FDW-2, A-Mini-Workshop, A2.1, B4, B4.1, B6, C4, C4.1, C8, D1, D2.1, D4.1, E2.2, E3, E4, E6, E7, F4, G1.1, G4, G6, G8.1, H4, H4.1, H6

Visual and Multimodal Composition: A1.1, A4.1, B2, B5, C – Deliverator, C6.1, C9, D2.2, D7, E2.1, F1.1, G1, G1.1, G8, H – Roundtable, H-JUMP

Writing Centers: A-Mini-Workshop, B3, B8.1, D7.1, E5, H3, H8.1, I4.1

Thursday, May 20

Vendor Exhibits, Installations, Sam and Dave's Game-O-Rama, and the Virtual Cafe run throughout the conference in the Exhibit Area, Stewart 202. Exhibits open today at 11 a.m. and run until 4:30 p.m.

8:00 a.m. – 5:00 p.m. Registration
East Foyer, Stewart Center (First Floor)

8:00 a.m. – 9:00 a.m. Continental Breakfast
Stewart Center 202

8:00 a.m. – 11:00 a.m. Exhibit Setup
Stewart Center 202

9:00 a.m. – 12:00 p.m. Half-day Morning Workshops

HDW-1: Composing Digital Scholarship: A Workshop for Authors
Stanley Coulter 277 (PC Lab; 9 a.m. - Noon)
Coordinators: Cheryl Ball, Illinois State University; Douglas Eyman, George Mason University; and Madeleine Sorapure, University of California Santa Barbara.

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. Although the workshop's primary emphasis will be on webtext-sized digital scholarship (for journals like *Kairos*), authors interested in larger projects such as online collections and digital books will also benefit from this workshop. The editors in attendance can also speak to individual authors' needs regarding the teaching and evaluating of digital scholarship.

HDW-2: Twitter from the Ground Up
Stewart Center 214A (9 a.m. - Noon)
Coordinators: Bill Wolff, Rowan University; Rachael Sullivan, University of Texas at Dallas; Julie Meloni, Washington State University; and Karl Stolley, Illinois Institute of Technology

This workshop is for people who are interested in creating Twitter assignments for the graduate and/or undergraduate classroom. Workshop participants will learn about Twitter grammars, about various kinds of tweets, and about third-party applications that enhance Twitter's functionality. To do this, participants will break into small groups to learn how to use an application and then will complete a short presentation to the larger group on the application. Participants will then be introduced to and discuss several Twitter assignments that have already been used in a classroom setting. We will discuss what makes for an effective assignment, as well as how to introduce Twitter to students, how to assess student work, and many of the side benefits of using Twitter in the classroom. These benefits range from continuing in-class conversations outside of the classroom to increased access to students to the possibility of the authors students are reading engaging in the discussion. Participants will come away from the workshop with their own Twitter assignment. They will also be encouraged to tweet the conference using the #cw2010 hashtag.

9:00 a.m. – 4:00 p.m. Full-day Workshops

Graduate Research Network
Stewart Center 206 (9 a.m.–4 p.m., with a break for lunch)

The Graduate Research Network (GRN) is a full-day pre-conference workshop. The morning session consists of round-table discussions, where those with similar interests join discussion leaders who facilitate conversations and offer suggestions. We welcome those pursuing work at any stage, from those just beginning to consider ideas to those whose projects are ready to pursue publication. The afternoon session includes an always energizing, fun, and informative jobs workshop, useful for anyone in our field at any stage of their career.

Executive Committee: Kristin L. Arola, Washington State University; Cheryl Ball, Illinois State University (Workshop Coordinator); Patrick W. Berry, University of Illinois at Urbana-Champaign; Michael Day, Northern Illinois University; Devon C. Fitzgerald, Millikin University; Traci Gardner, tengrrl.com; Risa Gorelick-Ollum, Ramapo College (RNF Liaison); Angela M. Haas, Illinois State University (GRN Co-Coordinator); Alexandra Hidalgo, Purdue University (C&W Liaison); Amy C. Kimme Hea, University of Arizona; Suzanne Blum Malley, Columbia College Chicago (Ride2CW Coordinator); Rebecca Rickly, Texas Tech University; Jentery Sayers, University of Washington; Janice R. Walker, Georgia Southern University (GRN Coordinator)

FDW-1: The Future of the Book

Heavilon Hall 227 (9 A.M.–4 P.M., with break for lunch)

Coordinators: David Blakesley and Patricia Sullivan (Purdue and Parlor Press), with Special Guests, including Shirley K Rose (Arizona State), Charles Watkinson (Purdue University Press), Charlie Lowe (Grand Valley State), Terra Williams (Ringling College of Art and Design), and Craig Hulst (Grand Valley State)

In 2003, the participants in the digital publishing workshop at Computers and Writing produced *Digital Publishing F5|Refreshed* (Parlor Press, 2003), one of the first multimedia ebooks ever cataloged in the *MLA International Bibliography*. To top that, this workshop will engage participants in the ongoing consideration of the future of the book, both culturally and in Computers and Writing, culminating with the publication of the first book published in the Writing Spaces series, edited by Charles Lowe and Pavel Zemliansky. The morning session will focus on the future of the book, with guest speakers, small group discussion, and exploration of new types of books and readers. The afternoon session will focus on the production of the Writing Spaces book,with participants playing key roles as editors and designers. Special guests, including press representatives and others active in articulating the future of the book will be on hand throughout the day.

FDW-2: Second Life for Teachers and Writers

Beering Hall 3292 (Serious Games Lab; 9 a.m.– 4 p.m., with a break for lunch)

Coordinators: Morgan Reitmeyer, Katherine Tanski, and Joshua Prenosil, Purdue University

Professional writing, first-year composition, and rhetoric instructors have begun to recognize Second Life as a tool for engaging writers in the challenges of digital writing and digital identity formation for industries, organizations, and individuals. This presentation aims to introduce instructors new to Second Life, showing them how to work, write, and teaching in a virtual world, as well as its applications in composition, technical writing, business writing, multimedia, and distance education courses.

Workshop participants with will acquire basic in-world literacy by making an avatar learning how to navigate in SL, and watching and practicing basic building techniques. The session will spend the first hour teaching users to alter and personalize their avatars as presenters model pedagogy on the rhetoric of avatar appearance. In the next half hour participants will take a virtual Second Life tour, beginning and ending at the Purdue Island sandbox. Participants will be given the chance to learn how to create cloth-

ing, objects, and buildings. Participants will also experience a Second Life writing activity and receive a collection of resources and curricular materials collected by the presenters (including a Second Life goodie bag). Finally, the presenters will engage participants in a discussion of the advantages of Second Life as a teaching and learning space for writing and collaboration, as well as the challenges of access and assessment.

11:00 a.m. – 4:30 p.m. Exhibits Open

Stewart Center 202

12:00 p.m. – 1:00 p.m. Box Lunches for Workshop Participants

Stewart Center 202

1:00 p.m. – 4:00 p.m. Half-day Afternoon Workshops

HDW-3: Twitter to Infinity and Beyond
Stewart Center 214A (1 p.m. – 4 p.m.)
Coordinators: Karl Stolley, Illinois Institute of Technology; Julie Meloni, Washington State University; Rachael Sullivan, University of Texas at Dallas; and Bill Wolff, Rowan University

This workshop introduces hands-on work with the Twitter API. Regardless of skill level, participants will learn to develop unique mashups, visualizations, and other novel Twitter applications. Focus will be on plugins for existing systems (Drupal, WordPress) participants already use, as well as the steps to building fully customized Twitter applications.

This workshop is aimed at people who are looking to utilize RSS feeds and the Twitter API to develop their own unique mashups, visualizations, and other novel Twitter applications. Participants will learn about the basics of Twitter feeds, and how Twitter can do much of the work of selecting and organizing Tweets before they are pulled into a custom application. To do this, participants will also learn how to access the API, and a few common languages for doing so (primarily JavaScript and PHP). Using well-commented, basic examples, even people new to writing code will be supported to explore Twitter API access (additional supporting materials will also be made available to participants for use beyond the workshop). The workshop will then break into groups of people who use Drupal, WordPress, MediaWiki, or other Web/CMS software, and explore plugins that are available for accessing the Twitter API on their system of choice.

HDW-4: Remixing (Techno)Feminist Pedagogies in Virtual, Multimodal Spaces

Stewart Center 214C (1 p.m. – 4 p.m.)

Coordinators: Suzan Aiken, Emily Beard, Kristine Blair, Brittany Cottrill, Erin Dietel-McLaughlin, Christine Garbett, Lee Nickoson-Massey, Krista Petrosino, Bowling Green State University; Christine Tulley, University of Findlay

The goal of this half-day workshop is to remix both feminist and technofeminist theory and specific digital pedagogical practices in an era of Web 2.0, helping participants develop multimodal assignments and select digital tools within a feminist pedagogical framework in order to level the playing field for our students within virtual classroom and community contexts. Workshop facilitators will thus foster a broadened definition of technological literacy acquisition that is consistent with a move away from purely functional literacy to address critical and rhetorical literacies, including an understanding of how 21st-century multimodal composing processes can help to transform cultural norms about difference and traditional expectations of who is and is not technologically literate.

Through mini-presentations, small-group work and reporting, and online communication forums, our interactive half-day workshop will address the following questions:

- In what ways can digital writing and communication tools enable specific technofeminist pedagogical practices, including establishing multiple points of access for students and teachers; fostering collaboration and mentoring; and valuing difference?
- What makes such pedagogical practices both feminist and technofeminist?
- What tools help deploy and sustain these practices: blogs, microblogs, other social networking applications?
- What multimodal composing genres (e.g., literacy biographies) help to privilege a multiplicity of voices?
- How do we assess the effectiveness of our approach on students' comfort with, attitudes toward, and progress in developing digital identities?
- How and why should we communicate the philosophies behind our pedagogies to students, colleagues, and larger academic and external communities?

3:45 p.m. – 5:00 p.m. Open House at the Writing Lab, Home of the Purdue OWL (Heavilon 226)

Homemade cookies and lemonade, prepared by Julie Blakesley and sponsored by Parlor Press.

5:30 p.m. – 8:00 p.m. Opening Reception

Dauch Alumni Center

Corner of Grant and Wood Streets, one block south of the Union

Opening Remarks at 6:30 p.m. by David Blakesley and Samantha Blackmon. Welcome by Irwin Weiser, Interim Dean, College of Liberal Arts, and Professor of English, Purdue

Hors d'oeuvres, cash bar.

8:00 p.m.—until the cows come home

Samantha's Pub Crawl (Start pub TBA)

Sponsored by WPA-GO (WPA-Graduate Student Organization)

Friday, May 21

7:30 a.m. – 8:30 a.m. Continental Breakfast
Stewart Center 202

7:30 a.m. – 4:00 p.m. Exhibits
Stewart Center 202

8:00 a.m. – 4:00 p.m. Installations / Game-O-Rama
Stewart Center 204

Graduate Student Electronic and Time-Based Art
Fabian Winkler, Purdue University

Galatea's Golem
Mara Battiste, Purdue University
Black and white video

Galatea's Golem revisits and revises two distinct historical allegories at the origin of robotic art: the tale of Pygmalion, a sculptor who fell in love with Galatea, the statue he had carved and the story of the Golem, an animated anthropomorphic being created entirely from inanimate matter. Historically, masculine perspective has heavily dominated both robotics and the precursory folklore and mythology that came before. This film is meant to bring into question what innovative roles women can play in the contemporary and upcoming beliefs and practices of this hybrid field of art, industry, and culture.

Once Again
Micah Bowers, Purdue University
Black and white video

Passion is an intoxicating progression, overtaking one little by little until the fog of gratification disappears. What then remains is guilt and an irrepressible urge to cleanse. Such is the overriding theme of Once Again, a video short with a loosely defined narrative that depicts an ordinary fellow's gradual slip into a dark self-obsession. This video can also be read as an allegory of the contemporary blurring of identities developed at the interface of the virtual and the real.

Virtual Duets
Aaron Nemec, Purdue University
Color video montage

Imagine how many people at this very moment around the world are singing their favorite pop song. Many of them are singing the exact same song, in front of a bathroom mirror or in a living room and not infrequently in front of a video camera. Through relatively new public video-sharing technology like YouTube, these disparate voices can be gathered together. Artist Aaron Nemec has sifted through dozens of homemade videos and hours of singing to craft Virtual Duets, which provides a humorous look at pop culture in the digital age.

The Gender Project: Short Documentaries on the Gender Experience
Casey Miles, Michigan State University
Installation

The Gender Project is a web-based collection of gender stories—unique life experiences of gender told in short documentaries.

What Happens? (Blue Yellow Red Blue)
Will Burdette, The University of Texas at Austin
Poster Session and/or Installation

What happens when you crowdsource art, homogenize it using digital filters, make it into a movie trilogy, and score it with a trumpet and an automelodica?

MOOing in Three Dimensions: A Demonstration of the BrightMOO Interface
Kevin Moberly, Old Dominion University
Brent Moberly, University of Indiana at Bloomington
Poster Session and/or Installation

This poster session seeks to showcase the possibilities of BrightMOO, an attempt to remediate traditional text-based MOOs through the type of graphical interfaces used in contemporary computer games. This session hopes to inspire a larger conversation about the rhetorical strategies that intersect in BrightMOO and similar forms of New Media.

8:00 a.m. – 9:00 a.m. Town Hall 1
Fowler Hall, Stewart Center First Floor

Seeking Tenure and Promotion in Virtual Worlds: Articulating the Contemporary Context of New Media Scholarship
Carl Whithaus, University of California at Davis
Cheryl Ball, Illinois State University

Joyce Walker, Illinois State University
David Blakesley, Purdue University
Samantha Blackmon, Purdue University
Jim Kalmbach, Illinois State University
Moderator: Michael J. Salvo, Purdue University

Following the online workshop for evaluating digital scholarship, Town Hall 1 focuses on tenure and promotion issues in Computers and Writing by briefly describing findings revealed during the workshop. It offers a fresh view of how we are recognizing, valuing, and evaluating "born-digital" scholarship, as well as articulating challenges that remain and new unforeseen opportunities and obstacles.

As the first Town Hall and conference kickoff, there will be lots to say, including introduction and welcome. These issues of tenure & promotion, of professionalization and institutional negotiation, offer an opportunity to reflect on previous cases while updating the concerns of new faculty and graduate students who research and teach in virtual worlds. Everyone is invited to participate in the discussion.

9:00 a.m. – 9:30 a.m. Refreshments
Stewart 202

Friday, May 21, 9:30 a.m.—10:45 a.m.
Concurrent Session A

A - Deliverator
Fowler Hall, Stewart Center, First Floor

You Gotta Get Git: Fearless Digital Revision and Distributed Collaboration
Karl Stolley, Illinois Institute of Technology

Introduce worry-free revision and distributed collaboration to your digital projects with git, an open source distributed content versioning system. Perform simple or wildly experimental revisions on websites, WordPress templates, and more without renaming or moving files. Let git transform dull, yellowing projects into wiki-like powerhouses with that latest-stable-version shine, and see new worlds of collaboration open through GitHub or your own git server!

A - Roundtable
Stewart 206
Chair: Christine Fitzpatrick, IUPUI

Tag and Release: Technosocial Ecologies for Student Publication
Daniel Anderson, Taylor Beckham, Erin Branch, Matt Boulette, Jill Dwiggins, and Ashley Hall, University of North Carolina

The *PIT Journal* is an undergraduate publication at the University of North Carolina. Writing and literature courses develop assignments in coordination with the journal, creating authentic review and revision opportunities. The work on the journal illuminates questions concerning the writing and publishing processes, collaboration and group dynamics, pedagogy, social networking tools, and conceptions of knowledge.

A - Mini-Workshop
Heavilon 227

Tutoring in a Virtual World
Holly Ryan and Vicki Russell, Duke University

Virtual writing centers provide writers with additional tutoring access points. They offer a kind of co-presence and collaboration that highlights student writing in ways that face-to-face and etutoring sessions do not. This mini-session will showcase how Duke University has used a virtual center and discuss the implications of virtual tutoring.

A1 - Panel
Stewart 214A

Wikiality in an Age of Truthiness: Composing Literacies for a Colbert-ed Nation
Julie Staggers, University of Nevada, Las Vegas

This paper situates satirist Stephen Colbert's concepts of "truthiness" and "wikiality" within the healthcare debate of 2009, examines the role of Web 2.0 media in the circulation of "truthy" discourse, and offers heuristics for teachers who want to foster critical information and technology literacy in students.

Inventing Abundance: Exploring Virtuality through Versionable Composing.
Casey Boyle, University of South Carolina

This presentation will argue that new sites of composition—wikis, google docs, zoho—reinvigorate abundance and generative rhetoric exercises for composition instruction and rhetorical invention. These activities, informed through Bergson's understanding of the virtual, also help to articulate the

nature of most online composition expressions as generative, permutative, and accumulative.

Teaching Wikipedia as a Mirrored Technology
Colleen A. Reilly, University of North Carolina Wilmington

This presentation advocates harnessing the pedagogical power of Wikipedia through teaching students to approach it as a mirrored technology, multi-layered and complex, and to make self-reflexive contributions to it with an awareness that they are both participating in a complex discourse community and developing technological expertise.

A1.1 - Panel

Stewart 214B
Chair: Rocky Colavito, Butler University

Seeing Writing: Interactive Text Visualizations in Pedagogy and Research
Madeleine Sorapure, University of California Santa Barbara

New applications offer a range of ways to literally see writing—to visualize digitized text. In examining the usefulness of these tools, we need to consider the implications of seeing text first as data, then as image, and finally as material that invites interaction of a type other than reading.

"Can You Taste This Project, Please?": Synesthesia in Multimodal Composing
Maggie Christensen, University of Nebraska at Omaha

This presentation highlights work in the field of sensory and perception studies, especially synesthesia, as it relates to students' new literacies. As we continue to theorize the visual, affective, and other non-discursive elements of composing, my goal is to consider the promise and application of this work in assisting students as they compose multi-modally.

Unfit for Print: Composition as Sound Writing
William Burdette, The University of Texas at Austin

It began like writing, as inscription. Thus, audio recording shares an often unacknowledged history with composition. A parallel inscription methodology, audio recording can teach the discipline how to expand beyond print.

A2 - Panel

Krannert G002

Lazy Writing: Techné, New Media, Wiki, and Google
In *Lazy Virtues,* Robert Cummings calls for the assimilation of "commons-based peer production" (CBPP)—allowing students to contribute to online

projects that have real purposes and audiences, and which enable students to develop "epistemological awareness" of discourse conventions. This panel explores the possibilities/perils of integrating CBPP into composition assignments.

Laziness and the Technê of New Media
Eric Mason, Nova Southeastern University

A Sticky Wiki: When Things Don't Go Well in Writing Classrooms—Is It Laziness?
Claire Lutkewitte, Nova Southeastern University

Google Will Make Your Students Lazy
Kip Strasma, Nova Southeastern University

A2.1- Panel
Stewart 214C

Virtual Worlds in Writing Placement: Online Resources for First-Year Composition in Two University Contexts

This panel will explore how online interfaces can create "virtual worlds" which assist the goals of Directed-Self Placement in two different types of post-secondary institutions: a large research university, and an urban, access-oriented public university.

Virtually-Informed Self Placement
Anne Ruggles Gere, University of Michigan

Linking Assessment and Instruction
Timothy P. Green, University of Michigan

Virtual Self-Placement on a Shoestring
Christie Toth, University of Michigan

A3 - Panel
Stewart 214D

Mediating Non-Native English Discourse: International Uses of Digital Technology

This panel will report three cases studies of digital technology employed by international writers. In each case, the technologies mediate discourse by

non-native English speakers, both enhancing and complicating attempts to reach the dominant English-speaking culture.

"Give Me Your Email Address—Please": A View of L2 Composing Online
Rachel Reed, Auburn University

What's the Word for "Tweet" in Farsi?: The Binding Historical Medium of Twitter from Iran to America
Trisha Cambell, Auburn University

SciFinder and the Common Language of Chemistry
Michelle Sidler, Auburn University

A4 - Panel

Stewart 218A

Chair: Karen Kaiser Lee, Purdue University

Multi-Authored Realities: Exploring Receptions and Depictions of Game Worlds

This panel looks at how the concept of a virtual world is represented in gaming realities as well as in popular cultural depictions of gaming situations. The speakers look to address how narrative works in and about gaming worlds.

Phill Alexander, Michigan State University
Dom Ashby, Miami University
Kevin Rutherford, Miami University

A4.1 - Panel

Stewart 218B
Chair: Derek Mueller, Eastern Michigan University

World of Comp-Craft: Composing in and through Gamespace

This panel will explore the variety of opportunities for introducing gaming to the composition classroom, not as a text for analysis but as a tool with dynamic possibilities. We hope to begin to carve out a pedagogical niche for gaming, and show that the activities we construct with games—playing them, writing about them, writing through them—offer clear advantages that wouldn't otherwise be available. Furthermore, each presentation will present not only theoretical frameworks, but also specific and pragmatic assignment examples.

Dramatizing the Database: Machinima in the Composition Classroom
Wendi Jewell, North Carolina State University

Portals, Procedures, and Portfolios
Scott Reed, University of Georgia

Composing a Community: How Player Populations Construct Games
Kevin Brock, North Carolina State University

A5 - Panel
Stewart 218C

Difficulties of Studying Digital Writing

This panel draws from a study of communication in a large online museum blog, Science Buzz. Our panel will explore how to study digital writing through the example of this project. Our panel will consist of both presentations and workshop-like interactions with the audience. In our presentations, we will detail the theoretical grounding of the study and pay particular attention to how to study writing in detail (with precise attention to language use) yet rhetorically (with attention to issues like identity). In our interactive moments, we will provide the audience with data and analytical tools and ask the audience to think together with us about how to study digital writing such as this.

Jeff Grabill, Michigan State University
Stacey Pigg, Michigan State University
Bill Hart-Davidson, Michigan State University

A5.1 - Panel
Krannert G010

Chair: Teddi Fishman, Clemson University

Re-Writing "Underlife," the Internet, and Classroom Technologies
Josh Mehler, Florida State University

In his 1987 essay, "Underlife and Writing Instruction," Robert Brooke defines "underlife" as behaviors that "undercut the roles expected of participants in a situation." Although a valuable concept, "underlife" needs to be updated to account for contemporary uses of technology in undergraduate composition classrooms.

Fresh Text: A New Perspective on Text Messaging in the Composition Classroom
Kathy Rowley, California State University, Stanislaus

While most professors perceive non-negotiable communication boundaries between their space and their students' space, ignoring the opportunities afforded by utilizing text messaging in instruction hinders progress in the composition classroom. Text messaging creates avenues of positive power-play as students invite professors into their "space," a new area of student/instructor empowerment.

Pirates Forming Publics: The Vernacular Rhetoric of Digital Remix Video
Erin Dietel-McLaughlin, Bowling Green State University

This presentation will explore the extent to which composing strategies common to digital remix video may aid in the formation of democratic publics. I will argue that such remix strategies help citizens construct texts that can be important sites of opposition, dissent, identification, and community-formation within digital publics.

A6 - Panel
Stewart 218D

Discourse, Rhetoric & Identity @Virtual Worlds (Part I)

Because writing classrooms are arenas to practice and teach applied rhetoric, practitioners have been examining digital writing technologies' possibilities for the production and reception of discourse. This panel focuses on the strategies individuals use to shape their identities, as well as the pedagogies instructors adopt to teach identity composition.

Witnessing the Future: Preservice English Teachers' Praxis Driven Videos
Erin Pastore, Old Dominion University

The Facebook Foundation: Pedagogical Implications for Faculty's Social-Networking Practices
Kevin Eric DePew, Old Dominion University

Screennames and Front: Understanding Identity in Online Contexts
Katie Retzinger, Old Dominion University

Emoticons as Elocution: Bringing Elocution to the Digital World
Chelsea Swick, Old Dominion University

A7 - Panel
Krannert G012
Chair: Jennifer Bowie, Georgia State University

Searching for Place: Marginalization, Practice, and Theory in Web Design

This panel proposes to explore the theory and practice of cyberfeminism through an analysis of hypertextual representations of women of color, the possibilities and pitfalls of identity construction and community building on blogs, and the new directions cyberfeminist theory and practice might take considering the application of a differential consciousness.

Black Female Images in the Web Design of American Hospitals
Dionne Blasingame, Georgia State University

Blogging Fiercely: Chinese Women Using the Web
Jin Zhao, Georgia State University

Metaphor, Technology, and Reality: Differential Consciousness as Productive Cyberfeminist Metaphor
Oriana Gatta, Georgia State University

A7.1 - Panel
Krannert G018

Race, Rhetoric & Technology: Case Studies of Decolonial Theory, Methodology & Pedaogogy

This panel describes and theorizes the intellectual work that shaped and transpired in Race, Rhetoric, & Technology, an Illinois State University graduate course that studied the everyday technological theories and practices of specific, culturally-situated communities and the intersectionality of those practices with ethnicity, nationality, class, gender, sexuality, (dis)ability, and religion.

Angela Haas, Illinois State University
Erin Frost, Illinois State University
Jonathan Myers, Illinois State University

A8 - Panel
Krannert G020

The Circulation of Writing Identities in Techno-Publics

In this panel discussion, the presenters explore the nature of techno-publics, digital spaces, and circulation. While the publics they consider vary—from social networking sites, to classroom management pages, to those created by

the distribution of student publications—these presenters work in conjunction to better understand the effects such settings have on literacy practices.

Linh Dich, University of Massachusetts Amherst
Leslie Bradshaw, University of Massachusetts Amherst
Denise Paster, University of Massachusetts Amherst

10:45 a.m.—11:15 a.m. Break

11:15 a.m.—12:30 p.m. Concurrent Session B

B - Deliverator

Fowler Hall, Stewart Center, First Floor

Digital Mapping in Computers and Writing Research
Jeremy Tirrell, University of North Carolina, Wilmington

This Deliverator talk profiles an ongoing research project built with Google Earth that visually associates data from fourteen years of online Rhetoric and Composition publications with corresponding physical locations to address how we in Computers and Writing might use geospatial technologies to make our scholarship newly location-aware.

B - Roundtable

Stewart 206

Press "Start": Critical Reflections on the Development and Deployment of a Large-Scale Alternate Reality Game (ARG)
Amy C. Kimme Hea, Josh Zimmerman, and Sara Howe, University of Arizona

In our roundtable discussion, we three computer composition teachers will present and engage attendees in a discussion of issues related to the development and deployment of an original large-scale alternative reality game—"The Institute"—constructed as part of a 300+ lecture honors course on memory. Our three presentations will offer reflections on the theoretical and practical concerns related to the potentials and constraints of ARGs as an integral part of university education.

B - Mini-Workshop
Heavilon 227

The Impact of Emerging Literacies on Instant Messaging and Supplemental Writing Instruction
Andrew J. Roback, DePaul University

In my mini-workshop, participants will briefly simulate a writing center tutorial conducted through a web-based instant messaging (IM) application in order to gain an understanding of the complexities of the literacy that has emerged from this media and how that literacy expands and reshapes writing instruction.

B - Mini-Workshop
Stanley Coulter 277

Teaching Students How to Effectively Use Facebook and YouTube to Prepare for Business Writing
Lynn Ludwig, St. Cloud State University; and Alexandra Layne, Purdue University

Using a two-pronged approach, this mini-workshop provides a new spin on business writing pedagogy. We will provide instructors ways to harness the rhetorical situation of writing on Facebook. Additionally, participants will learn techniques for using iMovie and YouTube to help students acquire skills for creating appropriate, useful Internet content.

B2 - Panel
Stewart 214C

Virtual Immersion(s): Video Diaries, Bibliographic Games and the Next Wave of Participatory Culture

This panel examines specific programs and practices on the cutting edge of Web 2.0 and aims to push the limits of current articulations of participatory culture. Doing so will open up new possibilities for writing theories and practices that rely on cloud computing and are therefore more accessible and sustainable. We argue that it is no longer sufficient to simply create content in writing classes to upload to social networking sites; rather, we must engage with sites that require full immersion and participation from the start.

The Tactical Tube: Resituating Participatory Video
Joshua Hilst, Clemson University

Mix and Mash: Shedding the Tube, Streaming Participatory Video
Sarah J. Arroyo, California State University Long Beach,

The Mask of Zotero 2.0: All About BiblioBouts, the Citation Game
Geoffrey V. Carter, Saginaw Valley State University

B2.1 - Panel

Krannert G010

Transfer Into, Outside, and Beyond the FYC Classroom

This panel discusses learning transfer in digital environments. In particular, the presenters examine how FYC students draw on their experiences from online communities, how World of Warcraft players transfer skills from popular culture into the game, and how multimodal assignments might encourage the transfer of rhetorical skills into future courses.

Kennie Rose, University of Louisville
Robert Terry, University of Louisville
Alicia Brazeau, University of Louisville

B3 - Panel

Stewart214D

Tutoring in Online Spaces: Adapting Adobe Acrobat Connect Pro for Use in the Writing Center

This research reflects a comprehensive consideration of the process by which Adobe Acrobat Connect Pro desktop sharing software was piloted, implemented, and evaluated for use as an online writing tutorial device. The research exposes possibilities for enhanced instructional approaches that are potentially useful beyond the writing center and on broader scales.

Kevin Eric Depew, Sam Evans, Mathieu Reynolds, and Dawn Skinner, Old Dominion University

B4 - Panel

Stewart 214A

Second Life as an Experiential Learning Opportunity

All students at Purdue University Calumet are now required to gain experiential learning credits, giving them practical experience in their disciplines with faculty and community mentors. This presentation will showcase how

faculty are turning to Second Life as an opportunity to build collaboration and communication skills through experiential learning.

Anastasia Trekles, Purdue University Calumet
Sherrie Kristin, Purdue University Calumet
Michael A. Roller, Purdue University Calumet
Kim Nankivell, Purdue University Calumet
Ge Jin, Purdue University Calumet
Mark Mabrito, Purdue University Calumet

B4.1 - Panel

Stewart 214B
Chair: Morgan Reitmeyer, Purdue University

Virtually Real: How Fallacies Are Constructed, Believed, and Spread on, through, and beyond the Web
John O'Connor, University of Illinois at Urbana-Champaign

I will investigate how misconceptions occur and migrate across media via politically focused blogs and sites. I hope to gain insight into how the web recreates and reshapes existing literate practices as well as how it presents new possibilities for political and other discourse

Avatars as Metaphors: Using Second Life to Provide New Perspectives on Voice.
Sharon Henriksen, IUPUI School of Liberal Arts

Understanding and knowing how to manipulate "voice" is critical to effective writing. This presentation describes the use of Second Life avatars as metaphors for the process of creating a written "voice." Rich multimedia content is interwoven into the narrative about the online course, the writing assignment, and student responses.

Mirrors, Masks and Other Metaphors: Constructing Avatars in Second Life
Julia Jasken, McDaniel College (with guest appearances by avatars Maegan Petrovic and Cha Python)

Practitioners interested in the pedagogical uses of Second Life may be concerned with the potentially problematic subjectivities students must negotiate in constructing (and communicating through) avatars. This multimedia presentation challenges previous theories of online identity construction and comments on the complex nature of identity formation.

B.5 - Panel
Krannert G002

A Heuristic of Digital Delivery: Embodied Theory, Classroom Practice

This panel proposes a theory of digital delivery rooted in embodiment, presents an application of digital delivery as a heuristic for multimodal composing, and investigates the results from classroom inquiry. It addresses what happens pedagogically when we explicitly teach delivery as connected to both the body and to invention.

Chanon Adsanatham, Miami University
Bre Garrett, Miami University
Aurora Matzke, Miami University

B6 - Panel
Stewart 218D

Discourse, Rhetoric & Power @VirtualWorlds (Part II)

Rhetors understand genre as a means of crafting appropriate responses to recurring rhetorical situations based upon shared conventions. This panel examines three new media sites where generic conventions are actively negotiated and can provide insight into social construction of power and formation of identity and authority in discourse communities.

Show & Tell: Answering Ball's Appeal to Show not Tell
Julia Romberger, Old Dominion University

The Terministic Signature: Non-linear Movement and Power Navigation in Crisis Discussion Forums
E. Ashley Hall, University of North Carolina at Chapel Hill

Memoria and Authority: Social Memory Web 2.0 Style
Jennifer Ware, North Carolina State University

B6.1 - Panel
Stewart 218A
Chair: Shirley K Rose, Arizona State University

Finding Virtue among Scattered Leaves: How Digital Archiving Can Aid in Preserving and Understanding Fragmented Manuscripts
Greta Smith, Miami University

The digital archiving of medieval manuscripts not only helps to preserve the texts for future generations, but also allows for study of the manuscripts to go on in spaces outside of the archives, such as in the classroom, or in institutions that are physically disparate from the actual manuscript.

The Three Gifts of Digital Archives
James P. Purdy, Duquesne University

This presentation will revisit Wells' "three precious gifts" of archives to explore how they manifest themselves in digital archives and then advance three gifts of digital archives—integration, accessibility, and customization—to consider ways in which digital archives reflect and respond to possibilities for interaction and creation in virtual worlds.

Unbooks, Papernets, Extribuli, Versions: New Texts For Digital Discourses
Finn Brunton, New York University

I will be presenting a family of new technologies and practices developing around the concept of the "unbook," a permanently unfinished and mutating print-on-demand text, and the "papernet," systems for moving between pages and screens, and the prospects and problems they raise for us as scholars and teachers.

B6.2 - Panel

Stewart 218B
Chair: Janice R. Walker, Georgia Southern University

What do you think?: Interactivity and the Rhetoric of Proposed Brain-Machine Interfaces
Isabel Pedersen, Ryerson University

This paper explores the concept of interactivity and real-virtual integration by looking at the rhetoric surrounding proposed Brain-machine interfaces [BMI]. Part of a larger study concerning emerging wearable and mobile interfaces, it explores the rhetoric surrounding this future practice as it is thrust on the public. Kenneth Burke, Mark Andrejevic, and others serve as the theoretical foundation.

Identity in an Augmented Reality
Justin Young, Claremont McKenna College

My presentation will investigate the possible rhetorics of "augmented reality" and explore the ways that this new relationship between virtual reality

and the physical world could both perpetuate hegemony and offer means of resistance.

Mapping Real and Virtual Worlds: The New Media Writer as Cartographer
Christopher Schmidt, University of Michigan

In teaching a new media writing class, I discovered Google Maps to be an effective tool to teach students visual rhetoric and issues of audience and purpose. Mapping also offers a heuristic for considering the ways technologies like GPS and the Internet influence our changing sense of place and space.

B7 - Panel
Krannert G018

(Virtual)Indians(Real)Implications

Using American Indian rhetorics as an entry point, this panel argues against a separation of the virtual from the real. The speakers examine interfaces, gaming, and composing technologies to explore how Native users exert their agency against interfaces/institutions that might otherwise obscure them.

The Interface and The Indian
Kristin Arola, Washington State University

Write Me into a Corner and I'll Write Myself Out: Native Identity and Genre Constraints in World of Warcraft
Phill Alexander, Michigan State University

The Absolutely True & Virtual Diary of a Part-Time Indian: The Part Where She Teaches Literature via Decolonial Digital and Visual Rhetorics Pedagogy
Angela Haas, Illinois State University

B8 - Panel
Krannert G012

Re/Composing Communities: Technological Disruption in Shifting Publics

As digital communication technologies have developed, so too has the nature of digital communities, presenting shifting conceptions of individual and communal agency. This panel asks: how have emerging technologies altered conceptions of agency, and how do these intersections define the shifting goals and agencies of the digital communities we examine?

Finding Somewhere, Some Way to Stand: Locating Transnational Counterpublics in Times of Social Unrest
Rachael Shapiro, Syracuse University

Digital Rights Management and School Lunch: How Civil Disobedience was Turned into a Pointless Prank
Brian Bailie, Syracuse University

Disturbances in the Force: Vandalism and Readerly Agency in Wikipedia
Krista Kennedy, Syracuse University

The Anonymous Ethos: Identity in PostSecret
Dawn M. Armfield, University of Minnesota

B8.1 - Panel
Stewart 218C

Chair: Mark Hannah, Purdue University

It's Not Just Piracy, Porn, Pedophilia, or Power; Or, How the Internet Saved My Family
Marc C. Santos, University of South Florida

My presentation opposes public and academic critiques of the Internet by offering a personal anecdote of how, from the bottom-up, the Internet saved my daughter's life: initially playing a pivotal role in the diagnosis of her cancer and later connecting my wife and I to vital and human support networks.

Healing as (we)blog in a "Show Tits" or "GTFO" World
Catherine Shuler, Purdue University

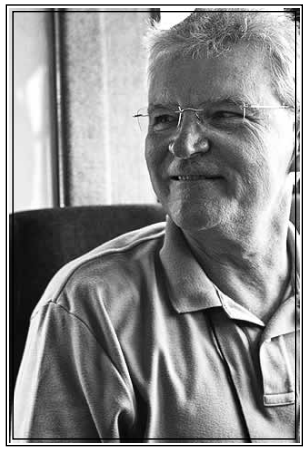
This presentation addresses past attacks on feminist blogs and how those attacks reflect the dangers in cyberspace, particularly for those who use blogging as a way to heal after traumatic events.

What We Talk About When We Talk About Talking: Ethos and Argumentation in a Virtual Community
Quinn Warnick, Iowa State University

The anonymous/pseudonymous nature of virtual communities calls for a re-examination of the classical rhetorical concept of ethos. This presentation shares the findings of a virtual ethnography of MetaFilter.com, a community weblog, to illustrate strategies by which digital rhetors establish their identities and shape the collective ethos of their virtual communities.

12:30 p.m.-1:45 p.m. Lunch with Featured Speaker, PMU-South Ballroom

Hugh Burns, Texas Woman's University "Theorycrafting the Composition Game"



Theorycrafting—a strategy that exists only in theory and never is actually practiced—often marked the design of computer-assisted instruction in composition then and often marks the design of computer-based curriculum in composition now. Hugh Burns reflects on his professional career as a "theorycrafting pioneer" in the computers and writing community. He begins his reflection in the mid-1970s when computer-assisted instruction was in its infancy. Burns recounts his close encounters with both human and artificial intelligence inside and outside of the writing classroom. His call for interdisciplinary research that assimilates cognitive models of rhetorical performances provides common ground for discussions between game designers, composition practitioners, and writing researchers. He argues for more "what-if" discussions that transform hypothetical instructional situations into actual pedagogical practices. Design choices always have learning outcomes, for better or for worse. Therefore, theorycrafting, while admittedly nerdy and often algorithmic, provides a perspective for acquiring, representing, and searching the finite (yes, finite) dimensions of this digitally-mediated composition game.

Biography: Hugh Burns, Professor of English and Rhetoric, at Texas Woman's University, teaches undergraduate and graduate courses in computers and writing, history of rhetoric, bibliography and research methods, presidential rhetoric, professional writing, literary nonfiction, world literature, and educational technology. Since 1990, the Hugh Burns Dissertation Award has been given annually to the best dissertation in the field of computers and composition. He is a co-founder of The Daedalus Group, serving as Chairman of the Board from 1988 through 2002. Burns is a retired Lieutenant Colonel of the United States Air Force, serving from 1969 to 1989. Major assignments included Associate Professor of English at the Air Force Academy and Chief of Intelligent Systems at the Human Systems Center. He was awarded the Air Force's Donald B. Haines Award for "developing intelligent computer-based policy analysis tools." From 1987 to 1993, he taught

graduate courses in software design in the humanities and in education at The University of Texas at Austin. From 1993 to 1998, he was the Director of Educational Technology at Smith College, designing and delivering some of the first distance learning humanities courses via the World Wide Web. He arrived at Texas Woman's University in 1998 and served as Chair of the Department of English, Speech, and Foreign Languages through 2004. In 2000, with Dene Grigar and John Barber, he co-chaired the 16th Computers & Writing Conference in Fort Worth, Texas. In 2002, he served as a Fulbright Senior Specialist in the Kingdom of Saudi Arabia, designing partnerships and implementing programs for gifted Saudi high school students. In Spring 2009, he conducted research as a Visiting Professor of Digital Media and Composition at The Ohio State University. In 2009, he was also recognized as the TWU Honors Faculty Member of the Year for his contributions to global learning.

2:00 p.m.—3:15 p.m. Concurrent Session C

C - Deliverator

Fowler Hall, Stewart Center, First Floor

Building "Virtual" Bridges Between Traditional Scholarship and Digital/ Multimedia Scholarship

Justin Hodgson, The University of Texas at Austin

Combining the critical thought opened by traditional, text-based compositions with the *play, multiplicities,* and *choice* more common to digital, "virtual," immersive environments, we radically alter how we envision (and encounter) scholarship. This talk will focus on the affordances of this shift, offering a dualistic approach for bridging the print-culture/multimedia-culture scholarly divide.

C - Mini-Workshop

Heavilon 227

New Media for Non-Profits: Extending the Reach of Technology into the Real World

Charlotte Boulay and Christine Modey, University of Michigan

New media provide powerful tools for non-profits to tell their stories, promote their missions, and document their achievements. This mini-workshop introduces participants to a service learning course using new media writing

for non-profit organizations and to a number of useful resources for teaching and responding to new media writing.

C - Mini-Workshop 2

Beering (BRNG) 3292 - Serious Games Lab

MORPGs as Rhetorical Ecologies

This presentation focuses on INK, a multiplayer online role-playing game (MORPG) being developed at Michigan State University to support writing and literacy. Presenters examine this project from the perspective of rhetorical pedagogy and theory, information architecture and iterative design, and research methodology.

David Sheridan, Michigan State University
Michael McLeod, Michigan State University
William Hart-Davidson, Michigan State University

C - Roundtable (Part 1)

Hicks Undergraduate Library Book Stall – B848 (down 2 flights)

Composition in the Freeware Age: Assessing the Impact and Value of the Web 2.0 Movement in the Teaching of Writing
Michael Day, Northern Illinois University
Randall McClure, Georgia Southern University
Chris Gerben, University of Michigan
Erin Dietel-McLaughlin, Bowling Green State University
Brian Ballentine, West Virginia University
Erin Karper, Niagara University
John Benson, Northern Illinois University
Christine Tulley, Findlay University

The editors and authors of a double (online and print) special issue *of Computers and Composition* propose a double roundtable session, hopefully in consecutive timeslots, to give each author a chance to raise important issues and questions about the ways in which composition teachers can take advantage of Web 2.0 technologies while maintaining a critical stance. In the first half of the roundtable session, the editors will give a brief overview, then the authors will give five minute overviews of their articles, concluding by raising an important question or two. In the second half, the authors and editors will engage in a panel discussion with attendees.

C1 - Panel

Krannert G002

Assessing ePortfolios with XML and emma

This panel considers what happens when emerging writing technologies meet print-based assessment criteria. It considers how electronic assessment can be added seamlessly to regular grading of ePortfolios; it also explores how this assessment piece both bridges the gap between digital writing and print-based criteria, but also highlights points of incompatibility.

Background
Christy Desmet, University of Georgia

Technology
Ron Balthazor and Sara Steger, University of Georgia

Findings
Christy Desmet, Deborah Miller, and Wesley Venus, University of Georgia

C1.1 - Panel

Stewart 214A
Chair: Karl Stolley, Illinois Institute of Technology

Emerging Genres in Tweets
Carl Whithaus, University of California Davis

Twitter's under 140-character rule is a strict limitation on form; however, differences between tweet types can be identified and analyzed. This presentation will consider how genre theories (based on Halliday's and Bakhtin's work) can be used to analyze tweets, twitter client software, and user interactions.

Hyperactive Hyper-Techs: Assessing Digital Texts
Michael Neal, Florida State University

Though a mashup of student-authored blogs, wikis, ePortfolios, digital videos, and Vuvox and Prezi pages, this presentation demonstrates the insufficiency of traditional assessments to respond to and evaluate new media texts. I also show how we can assess high-tech compositions in ways that are rhetorically-informed and reader-based.

"So we, like, tweet where?": The Use of Twitter in the Composition Classroom
Rory Lee, Florida State University

This presenter examines the use of Twitter through the lens of the deicity of technology. Toward that end, he articulates how he incorporates Twitter into his classroom to accomplish three specific goals.

C3 - Panel
Krannert G010

Invisible Spaces: How Blogging Changed the Political Landscape of Malaysian Politics
Elliot Knowles, Kent State University

In contrast to physical spaces of political resistance, blogging (and other internet technologies) create an invisible space for the politically disenfranchised to create a base for themselves. By exploring the radical political change in Malaysia after the March 2008 elections, I suggest that political agency is only key strokes away.

Digital Literacy, Ownership, and Legitimacy: How Controversy about the National Museum of the American Indian is Informing the Design of the Augusta Community Portfolio
Darren Cambridge, George Mason University

The Augusta Community Portfolio represents literacy activities in Augusta, Arkansas. We use the metaphor of a museum to introduce it. Like in the National Museum of the American Indian, community members curate exhibits. Controversies about the NMAI parallel ethical decisions about the design of the Augusta portfolio and eportfolios generally.

Bringing the Virtual to the World: The Consensus-Based Process to Allow Domain Names with Non-Latin Characters
Lisa McGrady, Palm Beach Atlantic University

This presentation examines the collaborative process that enabled the launch in "Internationalized Domain Names," domain names made up entirely of non-Latin characters such as Chinese or Greek. The process required stakeholders with multiple interests to overcome technical problems and reach consensus. As such, it is a model of successful collaboration.

C4 - Panel
Stewart 214B

Designing our Virtual, Networked, Web 3.0 Lives

This panel investigates the ways in which human beings design and perform their identities in an increasingly virtual networked world, from a spatial-temporal standpoint, as well as from the seemingly less tangible ways in which emergent technologies impact issues of identity, collaboration, aesthetics and politics.

Get a Third Life: The Virtual is the Real
Virginia Kuhn, University of Southern California

Considering Infrastructures in Virtual Worlds
Vicki Callahan, University of Southern California

Asynchronous Real-Time: The Temporality of Networked Aesthetics
Holly Willis, University of Southern California

C4.1 - Panel
Stewart 214C

Going Virtual: Composing Identities in Virtual Worlds

Our panel addresses identity formation in virtual worlds from multiple perspectives. Panelists will explore the complexities of forming and representing identities in online environments, specifically addressing doctoral program representations on websites, teacher representations in student feedback, professional representations in Web portfolios, and Deaf peoples' identities in digital environments.

Webbing Rhetoric and Composition: An Empirical Examination of Our Virtual Presence
Joe Erickson, Bowling Green State University

The Virtual Teacher: Talking Ourselves into Student Writing with Digital Tools
Emily J. Beard, Bowling Green State University

Composing Myself: Crafting an Academic Identity in a Virtual World
Eden Leone, Bowling Green State University

Digital Environments Offering New Space for Deaf Identities
Christine Garbett, Bowling Green State University

C5 - Panel

Stewart 214D

Chair: Krista Bryson, Marshall University, The Ohio State University

'In My Language': Recomposing (dis)Ability through Composition
Amanda K. Booher, Texas Tech University

This presentation explores how people traditionally considered "disabled" are "abled" by alternate modes and media for discourse. It queries how new digital technologies en-able communications of difference, creating agency and spaces for voices of people who, through problematic social norms, are often not allowed such power and expression.

The Use of Virtual Worlds Among People with Disabilities
Kel Smith—Principal, Anikto LLC

Learn about how people with disabilities rely on virtual environments to form communities and share their experiences, as well as the technologies available that help them access these new forms of engagement.

Virtually Different: Online Writing Courses and Students with Autism
Christopher Scott Wyatt, University of Minnesota

My dissertation research explored ways to better accommodate students with autism spectrum disorders within our writing courses meeting in virtual classrooms. The research finds that some exciting technologies can be exclusionary for students with special needs.

C.6 - Panel

Stewart 218A

Reimagining Box Logic and Open-Source Pedagogy in Order to Access New Media Literacies

Working with Sirc's "Box Logic" and Taylor and Riley's "Open Source and Academia," this panel provides examples of the ways that box logic and open-source pedagogy can be layered and re-layered, arranged and re-arranged, in order to end up outside the box when it comes to the teaching of writing.

Thinking Outside the Textbox
Corrine Calice, University of Illinois, Chicago

Your Arm's Too Short to Box the Apocalypse
Ames Hawkins, Columbia College Chicago

Open-Sourcing the TextBook/Box
Suzanne Blum Malley, Columbia College Chicago

C6.1 - Panel

Stewart 218B
Chair: Lorna Gonzalez, University of California, Santa Barbara

Brecht and Hollywood Can Only Kind of, Sort of Be Married: Achieving the Alienation Effect in the Digital Age
Tristan Abbott, Purdue University

This presentation delineates the construction of what Lev Manovich calls the "reality effect" of old media in the new media age, stressing the illusory interactivity evoked through old media's remediation of internet aesthetics.

Fan-Made Videos and New Media Literacies
Tisha Turk, University of Minnesota Morris

Vidding, in which media fans edit footage from television shows or films in order to interpret, celebrate, or critique the original source, constitutes a distinctive form of new media composing and a valuable site for studying 21st century literacy acquisition.

Shared Economies: Exploring an Enthusiast Frame for Writing Studies
Tim Lockridge, Virginia Tech

This talk argues that the writing occurring in many online communities warrants a new critical vocabulary. Using the work of online fan communities as an example, I will argue for an "enthusiast-centered" understanding of electronic scholarship and pedagogy as a counterpoint to the privileged commercial/professional model.

C7 - Panel

Stewart 218C
Chair: Lise Mae Schlosser, Northern Illinois University

OMG! What Happened to My Ethos?: What Passes for Evidence and Credibility in the Digital Age and How We (and Our Students) Can Use It
J. Rocky Colavito, Butler University

Considers and analyzes what happens to evidence, ethos, and persona in public discourse on discussion threads, with considerations of potential teaching and research applications.

From Third Person Writer to First Person Speaker: Facebook, Real-Time, and the Refocus of Ethos In/With the Composition Student
Emily Legg, Purdue University

Recent changes in Facebook real-time updates allow students to establish their ethos in writing by refocusing on the importance of style and delivery which turns writers into performers. Exploiting the inherent knowledge users gain from this, composition teachers can create classroom curriculum with multimodal assignments that makes this knowledge explicit.

"Now What?" Negotiating the Methodological Challenges of Digital Research
Caroline Dadas, University of Miami

This presentation explores the challenges that have arisen during a dissertation project involving interviews of participants on social networking sites. The nature of this research has surfaced two methodological situations that are unique to digital research: developing trust with potential participants and negotiating tensions between our online and professional identities.

C8 - Panel

Stewart 218D

New (Media) Publics: Virtual/Communal Spaces, Counterpublics, and New Media Literacies

This panel utilizes scholarship on new media literacies and public rhetoric to argue for new conceptions of counterpublics that can account for connections, remediations, and trangressions between virtual and geophysical spaces.

Dance that Subversive Dance, Avatar!: Indian Classical Dance in Second Life as Counterpublic Practice
Shreelina Ghosh, Michigan State University

Web 2.0 Goes Local: How Geophysical Activity Impacts Deliberative Online Spaces
Jessica Rivait, Michigan State University

Can New Media Literacies Help Build Local Public Infrastructures?: Opening Multimedia Writing to Community Partnerships
Guiseppe Getto, Michigan State University

Virtual Contact Zones: Using Zine Literacy to Foreground Difference and Relationship
Katie Livingston, Michigan State University

C9 - Panel

Krannert G012
Chair: Mary Lourdes Silva, University of California, Santa Barbara

Designing and Using Minimalist Manuals in Tech Comm and FYC
Ehren Helmut Pflugfelder, Purdue University

We encounter many more quickly produced, web-based minimalist documentation scenarios in and out of the classroom. Technical communication and FYC courses can aid students in finding effective ways to develop and understand minimalist user documentation, the ubiquitous FAQ page, and crowdsourced networks of support.

Productive Usability: Fostering Civic Engagement in Online Spaces
Michele Simmons, Miami University
Meredith W. Zoetewey, University of South Florida

How do we design more useful websites for citizen action? This presentation defines productive usability as a new usability approach that focuses on the epistemic potential of digital spaces. The presenters map productive usability onto broader philosophies of usability to demonstrate the compatibility of their approach with established methods.

Composing Information Space: Writers' Need for Information Management Techniques
Shaun Slattery, DePaul University

Provides strategies and techniques for managing long-term information gathering as a practice of rhetorical invention gleaned from the literatures of information science and personal information management.

3:15 p.m.—3:45 p.m. Refreshments – Stewart 202

3:45 p.m.—5:00 p.m. Concurrent Session D

D - Deliverator

Fowler Hall, Stewart Center, First Floor

Using Emerging Technologies in the Classroom; An Entrepreneur's Approach
Hank Feeser, Purdue University

Innovators and entrepreneurs lever new technologies to solve all kinds of pedagogical (and other) challenges in the classroom. We view emergent technologies as opportunities for teaching and learning for both us and our students. Not waiting for the host university to provide emergent and disruptive communication technologies, virtual spaces, etc., is central to an entrepreneurial approach. This session will explore the cusp of such technology application including what works,doesn't, and why.

D - Mini-Workshop

Stewart 214A

Digital Game Meets Scholarly Article: Reflections on Building a New Kind of Mashup

Joseph J. Williams, David Fisher, and Bradley Sims, University of Arkansas at Little Rock

This panel examines the process of building a particular type of mashup—scholarly article as digital game. The panelists spent over eight months developing the hybrid game/article, and now discuss key challenges in the process, including transforming a scholarly article's content into game assets, and using the finished game as a writing tool.

D - Roundtable (Part 2)

Hicks Undergraduate Library Book Stall – B848 (down 2 flights)

Composition 2.0. Teaching and Learning Writing in an Age of Freeware, Webware, and Data-Driven Applications

Michael Day, Northern Illinois University
Randall McClure, Georgia Southern University
Kristin Arola, Washington State University
Matt Barton, Saint Cloud State University
Gina Maranto, University of Miami
James Purdy, Duquesne University
Madeleine Sorapure, University of California, Santa Barbara

The editors and authors of a double (online and print) special issue *of Computers and Composition* propose a double roundtable session. allowing a chance for each author to raise important issues and questions about the ways in which composition teachers can take advantage of Web 2.0 technologies while maintaining a critical stance. In the first half of the roundtable session, the editors will give a brief overview, then the authors will give five minute overviews of their articles, concluding by raising an important question or

two. In the second half, the authors and editors will engage in a panel discussion with attendees.

D1 - Panel

Stewart 214B

Many Hands Make Write Work: New Technologies and Collaborative Writing

This panel discusses the relationship between online communication literacies and the construction of new knowledge in virtual teams. The use of online collaboration space, *Etherpad,* will be demonstrated as well as the results of an ethnographic study of the online interchanges of virtual teams working on a classroom design project.

Relationship Between Online Communication Literacy and Knowledge Building in Virtual Teams: A Case Study
Maureen Murphy, Dakota State University

Facilitating Media-Rich Collaborative Note Taking in Virtual Teams
John Nelson, Dakota State University

"Curating" as a Web-Based Research Literacy in ENGL 101
Nancy Moose, Dakota State University

D2 - Panel

Stewart 214C

Hybridity in an Independent Writing Program: Balancing Experimentation, Administration, and Implementation

Panelists will reflect on an independent writing program's move towards a hybrid course environment for its first-year writing courses. In particular, the presentation explores the impact such a transition has on various aspects of student learning.

Assessing Complications: Challenges for Students and Teachers in the Hybrid Writing Course Environment
Jeremiah Dyehouse, University of Rhode Island

Administering Curricular Reform: Learning Outcomes in a Hybrid Course Environment
Michael Pennell, University of Rhode Island

Social Media Citizens and the Hybrid Writing Course Environment
Joannah Portman Daley, University of Rhode Island

D2.1 - Panel

Stewart 214D
Chair: Ryan Weber, Penn State Altoona

Virtual Worlds, Virtual Villages, Virtual Markets: Rethinking Writing Instruction, New Media, and Consumer Culture
James Ray Watkins, Art Institute of Pittsburgh, Online

Drawing on Nisha Sha's useful discussion of the Global Village and the Global Market, I argue that a critical approach to new communication technologies begins with a discussion of globalization and the internet. Sha's analysis suggest a critique of consumer society with particular relevance to contemporary composition instruction.

The Mirror and the Window: Toggling Between Virtual Style and Real Substance
Elizabeth Davis, University of Georgia

This talk argues that tools like Twitter and Facebook and blogs can help writing students look "at" their work in progress by calling attention to it in a virtual space, allowing for on-going reflection on works in progress while cultivating a deeper appreciation of style in the attention economy.

Ensuring Digital Literacy: Pedagogical Refinements to Existing Computer Activities
Suanna H. Davis, Lone Star College, Houston Baptist University

Pedagogical refinements in the form of teaching the discourse practices of email composition and the recursive power of turnitin.com, encouraging participatory authority in website evaluation and Internet writing, and demystifying the cultural narratives inherent in digital literacy will increase students' ability to successfully engage with the Internet.

D2.2 - Panel

Stewart 218A

Integrating Multimodality across the Writing Curriculum: From First-Year Composition to Graduate Program in Composition Studies

This panel showcases multiple approaches for integrating multimodal composition at various levels of the English/writing studies curriculum.

The Benefits and Drawbacks of a Blackboard Based E-Portfolio Exchange in First-Year Composition
Christine Tulley, The University of Findlay

Enriching the Invention Process through Multimodal Composition
Christine Denecker, The University of Findlay

"Virtually" Preparing Future Faculty: Toward Multimodality Across the Graduate Curriculum
Kristine Blair, Bowling Green State University

D3 -Discussion
Krannert G010

A Believer and a Skeptic Talk: Using Technology to Compose

We're two instructors who, tired of grading essays, have tried all kinds of techno-infused assignments in our classes. We'll tell you about all of them, discuss particular successes, challenges, and complete failures, and give you inspiration to try some in your classes.

KC Culver, and Zach Hickman, University of Miami

D4 - Panel
Stewart 218B

The Brand New Sameness of Online Interaction: Agencies, Subjectivities, and the Unrealized Promises of Fluid Identity

Online interaction has often been heralded for its potential to expand the boundaries of the self. Many scholars have agreed that online communities were supposed to challenge subjects to better articulate themselves. This panel problematizes these often uncritical or overly-celebratory notions of how the web constructs agencies and subjectivities.

Mark Pepper, Jeremy Cushman, Enrique Reynoso, and Jen Talbot, Purdue University

D4.1 -Panel
Stewart 218C

Chair: Scott Reed, University of Georgia

The Electracy of Second Life: Thinking through the Virtual Peace Garden
Kevin Brooks, North Dakota State University

Drawing primarily on the scholarship of Greg Ulmer, I am thinking through Second Life via the development of a plot called "The Virtual Peace Garden" (VPG) in which I design or collect buildings, objects, and activities that memorialize abject losses but also promote peace and social action.

i c wut u did thar: Identity in the World of Warcraft Forums
Adam Pope, Purdue University

In this presentation, I will look at the way that identity shapes composition within the forums of the popular MMO *World of Warcraft.* I hope to show how the filter of gaming places identity as one of the most dominant sites of argumentation in the *WoW* forums.

Transmedia Narratives as Civic Participation in World of Warcraft
Neil P. Baird, Western Illinois University

This presentation examines the impact fan comics, player made videos such as "Do You Want to Date My Avatar?" by The Guild, and Gragnarth's famous forum post "So You're Off to BT/Hyjal (A Guide for Bads) on game design and production in Blizzard's World of Warcraft.

D5 - Panel
Krannert G002

Tinkering with Rhetorical Expertise: Reappraising Functional Literacy

This panel responds to efforts in the field to rearticulate functional literacy by turning to the trope of tinkering. Rather than imagining tinkering as mending an imperfect text, we instead seek to reframe tinkering to focus on the experimental or clever solutions to technological and rhetorical questions.

Representing Techne
Derek Van Ittersum, Kent State University

Chance Planning
Jentery Sayers, University of Washington

Geek to Write
Kory Ching, San Francisco State University

Hacking Kairotic Code
Annette Vee, University of Wisconsin-Madison

D5.1 - Panel

Krannert G012
Chair: Nathan Phillips, Vanderbilt University

Crafting Power: Writing and the Online D.I.Y. Movement
Antonia Massa-MacLeod, University of Wisconsin Madison

This paper examines the online marketplace Etsy and the modes of communication created by women involved in the D.I.Y. movement, and argues that the internet may provide new avenues for understanding contemporary theories of woman's writing.

Virtual (Re)Production: Rhetorics of Reproductive Technology and Their Mediation in China and the U.S.
Erin Frost, Illinois State University

Through the lens of Michel de Certeau's production theories, I will examine the relationship between how institutions prescribe technologies and how individuals appropriate technologies based on cultural influences. Specifically, I will explore how Chinese women poach reproductive technologies—especially as related to the one-child policy—as compared to Western women.

Anything You Can Do, I Can Do Differently: A Feminist Perspective on Students' Attitudes Towards Technology and Writing
Jeanne L. Bohannon, Georgia State University
Chuck Bohannon, Cass High School, Bartow County, Georgia

Using qualitative methodology, a feminist lens, and an affective attitudinal instrument, this study analyzed teens' attitudes towards composition and technology integration. We discovered how young women felt about texting and writing; what constituted writing to them; and when, how, and if they use computers to write.

D6 - Panel
Stewart 218D

Can We Spell "New Media" without ME? Non-Subjective Approaches to Technology

What might be gained if we could suspend not only our attitudes toward the subjective and the social (at least as they are traditionally conceived) as we examine new media? This panel examines new media first as objects, as networks, and as systems, to invent new approaches to social media, citation networks, and games.

The Game Outside the Game
Collin Brooke, Syracuse University

Citations in Action
Douglas Eyman, George Mason University

13 Ways of Looking at an Object
Aimée Knight, Saint Joseph's University

D7 - Panel
Krannert G018

A Bakhtinian Mix Tape: Authoring Selves in "New" Dialogic Spaces

This panel uses Bakhtin's theory of dialogism to examine the nature of identity construction within specific new media contexts. Through different case studies on new media authorship, we argue that the ever-changing, heteroglossic genres of Web 2.0 present a unique opportunity to witness the messy, ongoing processes of self authorship.

Dialogic Identities: Authoring Self Across New Media Spaces
Amber Buck, University of Illinois at Urbana-Champaign

Eldergeeks: Contrasting Practices of Digital Literacy and Learning for Aging Adults
Lauren Marshall Bowen, University of Illinois at Urbana-Champaign

Sonic Rhetorics: Aural Identities and the Heteroglossia of Sound
Jonathan Stone, University of Illinois at Urbana-Champaign

D7.1 - Panel

Krannert G020

Chair: Patricia Webb Boyd, Arizona State University

The WAC and the WID of New Media Writing
Naomi Silver, University of Michigan

This paper will elaborate a theoretical rationale for viewing new media writing through the lenses of WAC and WID, and the particular roles that writing centers may play in this vision.

Rethinking the Virtual Writing Center: How Purdue's OWLMail Seeks to Better Serve Online Writers
Cristyn Elder, Purdue University

Purdue's OWLMail serves thousands of online writers every year. This presentation reports on the demographic information collected about OWLMail users and the type of information they request. The implications of these results for not only Purdue's Writing Lab but for other writing centers as well will be discussed.

Using Social Networking to Create Community among Women in Domestic Violence Shelters
Billie Hara, Texas A&M University, Corpus Christi

Residents in two domestic violence shelters used Twitter and Blogs to communicate with one another during a four-month period. This paper examines the logistical issues of using social networking tools, the writing the women created, and the ways in which women were changed throughout the study. Briefly, I will discuss the problems associated with this use of social networking tools.

D8 - Panel

Krannert G016

Chair: Michelle Sidler, Auburn University

Click Here to Save the World: The Role of Electronic Communication in Environmentalism and Activism

How can we help students use Web 2.0 environments to increase knowledge, shape worldviews, and support action on specific problems? This panel outlines how "Science 2.0" networks, hazard reporting mechanisms, and Face-

book groups inform environmentalist attitudes and behaviors and invites discussion of applications for research and activism in other areas.

Science 2.0 and the Future of our Planet: Undergraduates, the Environment, and Data Acquisition
Derek Ross, Auburn University

The Role of Anonymity in Online Instructions for Reporting Hazards
Susan Youngblood, Auburn University

Beyond Slacktivism: Increasing the Rhetorical and Civic Impact of Activist Groups on Social Networking Sites
Jennifer Campbell, University of Denver

D9 - Panel

Krannert G007
Chair: Jeremy Tirrell, University of North Carolina, Wilmington

Aggregate Integration Analysis: Environmental Scanning, Futuring, and The Future of Research
David Bailey, Georgia Southern University

Aggregate Integration analysis is my reinterpretation of two separate processes known as environmental scanning and futurology. These two processes have held mystical and poor reputations, but the advent of RSS and cloud computing could integrate the two into a powerful new form of research and thought.

Intellectual Property and the Cultures of Bittorrent Communities
Jennifer Sano, Michigan State University

This presentation examines the intellectual property debate in relation to peer-to-peer networks and the music industry, in terms of technics, culture, memory, and temporality. I also include small-scale ethnographic analysis of a small, private bittorrent community as a site for understanding intellectual property through this framework.

Bitter COFEE: Negotiating the Limits of Copyleft Discourse in Digital Pirate Counterpublics
Justin Lewis, Syracuse University

This presentation will demonstrate how piracy communities are appropriating many of the principles of neoliberal market logic to challenge the progressive narrowing of the digital public sphere. While advocating for a "copyleft"

approach to knowledge, this presentation demonstrates why the ethics of digital technology—as they exist today—must be challenged.

5:30 p.m.—7:00 p.m. Banquet, Awards
PMU-North and South Ballrooms East

Computers and Writing Annual Awards Ceremony and announcements.

CCCC Committee on Computers in Composition and Communication Technology Innovator Award
Kairos Awards
Computers and Composition Awards

7:00 p.m.- 9:15 p.m. Wolf Park – "Howl Night"
(Buses pick-up at 7:10 p.m. in front of the Union Hotel on Grant Street)

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

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

9:00 p.m. Game Night – Game-O-Rama, Stewart 204

Saturday, May 22

7:30 a.m. – 8:30 a.m. Continental Breakfast
Stewart Center 202

7:30 a.m. – 4:00 p.m. Exhibits
Stewart Center 202

8:00 a.m. – 4:00 p.m. Installations / Game-O-Rama
Stewart Center 204

Workshop - 8:30 a.m. -11:30 a.m
Stewart 214A

Sugar-on-a-Stick: Networked Writing Instruction and Outreach for the K-12 Classroom (Free, but registration required)
Coordinators: Tammy Conard-Salvo, Purdue University; Rich Rice, Texas Tech University (at an Internet distance); John Tierney, Educational Outreach, Sugar Labs; Walter Bender, Executive Director and Founder, Sugar Labs; and Gerald Ardito. Pace University and Pierre Van Cortlandt Middle School (at an Internet distance)
Continuing Education Credits Available

This mini-workshop allows participants to learn about using the new Sugar-on-a-Stick software as an inexpensive alternative to networked writing instruction in K-12 classrooms and how universities can create partnerships with K-12 institutions using the technology.

Since the XO laptop and its Sugar OS were introduced to the American public in 2007, computers and composition specialists have experimented with this technology most often reserved for developing countries. The XO laptop is unique in that it was designed for use by K-12 students in developing countries where access to electricity and the internet is unreliable. The mesh network technology inherent in the XO laptop allows students to participate in networked activities without an internet connection; the proximity of two or more XO laptops establishes a network where students can collaborate on writing, reading, and science assignments.

More recently, Sugar Labs has introduced Sugar-on-a-Stick, making the Sugar platform and mesh networking technology more widely available to anyone able to download the software. Access to this technology has the potential to shape K-12 education in the United States, particularly as organiza-

tions such as the National Writing Project and the MacArthur Foundation seek ways of supporting digital media and learning through initiatives such as "Digital Is":http://www.nwp.org/cs/public/print/resource/2801. Sugar-on-a-Stick can potentially offer urban, rural, and financially and technologically challenged schools a low-cost solution for networked writing instruction and provide opportunities for students to complete writing activities in various subject areas.

In addition, universities have looked to technology such as the XO laptop and the Sugar platform to form connections with community organizations and K-12 schools. For example, Rich Rice and graduate and undergraduate students at Texas Tech University have used Sugar with the Lubbock Science Spectrum. They have developed an interactive exhibit promoting digital literacy called iPlay: http://richrice.com/5365/iplay-short.mov. And Gerald Ardito, graduate student at Pace University, is completing a doctoral thesis on Sugar while using the XO and Sugar-on-a-Stick with 5th grade students in his middle school.

Participants in this mini-workshop will learn about the XO laptop and the Sugar platform, how K-12 institutions are using the technology, and how universities are collaborating with K-12 institutions. If circumstances permit, participants will be able to test out Sugar-on-a-Stick using several laptops that will be available during the workshop, and they will receive instructions for installing and using the software. Finally, participants will be given a chance to brainstorm how they would use the Sugar software in their own classrooms and at their own institutions.

While anyone attending the mini-workshop will learn strategies for using Sugar in their classrooms, and post-secondary instructors will find the discussion useful for outreach, workshop facilitators expect to target local K-12 educators to encourage their participation.

8:30 a.m.—9:45 a.m. Concurrent Session E

E - Software Demonstration

Stewart 214B

In the Hotseat: Classroom Engagement in the Age of Social Media
Kyle Bowen, Purdue University

Hotseat, a mobile learning application developed at Purdue University, enables students to engage in classroom discussion using Twitter, Facebook, or mobile device. Learn how this tool was implemented by a wide variety of courses to overcome the obstacle of student participation in large lecture

classrooms. Hotseat presents a departure from the traditional lecture model in its focus on students and empowering them to connect with the instructor and each other in a familiar informal environment. By using Hotseat, instructors take the role of both facilitator and guide.

Writer's Workbench - Better Writers through Instructional Computer Feedback
Greg Oij, Writers Workbench

Writer's Workbench provides immediate, accurate, instructional feedback directly to writers as they write and revise in Microsoft® Word. Writer's Workbench supports writers, students, teachers, publishers, and administrators as they strive to improve writing skills.

E -Roundtable
Stewart 214C

What Is Digital Rhetoric, Anyway? Reports from the Field
Michael Day, Scott Stalcup, Suzanne Blum Malley, Lise Mae Schlosser, Alison Lukowski, and Chris Blankenship, Northern Illinois University

In the first part of this roundtable session, members of a Rhetoric of Digital Composition graduate seminar will provide multiple perspectives on digital rhetoric through ten-minute presentations on topics that survey the field instead of agreeing on a single definition of Digital Rhetoric. In the second part, they will open the floor up to audience participation to generate discussion of the strengths and weaknesses of our current conceptions of and approaches to Digital Rhetoric.

E - Mini-Workshop
Stanley Coulter 277

Using Etherpad for Collaborating over Distances
Karen M. Kuralt, University of Arkansas at Little Rock

This mini-workshop will show participants how Etherpad, a free web-based application, can be used to facilitate synchronous online meetings for writing teams. Participants will learn to use Etherpad for taking minutes, conducting peer review sessions, and collaborative drafting.

E1- Panel

Krannert G002

Challenging Familiar Technologies through Prezi, NING, and Twitter

We explore three emerging technologies (Prezi, NING, and Twitter) that open new and remediated writing spaces that not only change how students compose, but also how they view themselves as writers. More than tools, emerging interfaces can challenge traditional uses of now-familiar technologies by complicating and redefining perspectives on how they can operate within alternative spaces.

From PowerPoint to Prezi: A New Cognitive Style for Composition
Brent Simoneaux, Miami University

InteractNING: Crossing Classroom Boundaries Through Social Networking
Rachel Seiler and Alyssa Straight, Miami University

A "View from Nowhere": Twittering about Universal Design in the Composition Classroom
Ashley Watson, Miami University

E1.1 - Panel

Stewart 218A
Chair: Eric Mason, Nova Southeastern University

De-Coding Research in Computers and Writing: The State of Research from 2003–2008
Jennifer Bowie and Heather McGovern, Georgia Southern University

In this presentation, we share our analysis of empirical research in Computers and Writing from 2003–2008. We address the need for a strong body, introduce a coding scheme, and present findings from our application of this coding scheme to articles from 2003 to 2008 in four computers and writing journals.

Online Writing Review and Web 2.0—Exploring Alternative Models
Christine Fitzpatrick, Indiana University – Purdue University Indianapolis

This session expands upon the author's earlier examination of the efficacy of online peer review of writing and evaluates findings and recommendations in light of new and emerging technologies, such as blogs, wikis, and other social media. Alternative models for electronic writing review will be explored and analyzed.

Introducing EvA: A Taxonomy-Based Approach to Evaluating Student Writing
Bart Welling and Arturo Sanchez-Ruiz, University of North Florida

After discussing the major advantages and drawbacks of currently available "automated essay scoring" applications and such proprietary systems as Pearson's MyCompLab, we propose a taxonomy-based approach to the computer-assisted evaluation of student writing. This approach, called EvA ("Evaluation Assistant"), aims to help restore dialogue to the student writing process.

E2 - Panel
Krannert G010

Inviting Transfer: Exploring New Media Composition

New media composition opens a space to invite transfer—how students take up strategies for composition and apply them to different contexts. This panel examines a multi-modal research project, a revision essay, and a reflective final course assignment, addressing how each explicitly invites transfer.

Joanna Want, University of Michigan
Crystal VanKooten, University of Michigan
Danielle Lillge, University of Michigan

E2.1 - Panel
Krannert G012

Using Emerging Technologies to Teach Research: The Library/English Department Video Collaboration at Boise State University
Chair: Jeanne Bohannon, Georgia State University

To improve students' information literacy, we linked 20 sections of composition to 20 sections of a librarian-taught course on research. We created over 40 information literacy tutorials that help teach students multiple research strategies. In this video presentation, we describe the collaboration and the benefits to the students.

Thomas Peele, Melissa Keith, and Sara Seely, Boise State University

E2.2 - Panel
Krannert G007

Chair: Teddi Fishman, Clemson University

The Tyranny of Virtual Worlds: Balancing the March of Technology and Best Practices
Lynn Jettpace, Indiana University – Purdue University Indianapolis

This presentation looks at the types of compromises and balance required of educators as technology simultaneously expands and limits their choices about how to do their jobs most effectively by focusing on the University Writing Center at IUPUI as it moves toward offering online scheduling and online tutoring for students.

Confessions of a Blogagogue: Rethinking Cultural Studies, Technology, and Composition
Marcy Leasum Orwig, Iowa State University

Today, a renewed interest in cultural studies is linked to technology. My article will extend this conversation by using cultural studies to rethink the blogosphere. I focus on student bloggers and how they are transformed into users while also discussing that "democratic" technology can still reinforce hegemonic perspectives.

Beyond the Margins of Student Papers: Virtual Worlds as a Space for Reflection Response
Jennifer O'Malley, Florida State University

By connecting the theory of teacher response posited by Brian Huot to the model of reflection advocated by Kathleen Yancey, I look at reflection outside the walls of the writing classroom and explore how new digital applications can support the dialogic exchange of multiple perspectives.

E3 - Panel
Stewart 218C

Research In-World: A Co-Exploration of Ethical and Methodological Issues in Researching MMOGs and Virtual Worlds

Part 1 of this session is a collaborative presentation of case-based, rhetorical heuristics for ethical decision-making drawn from interviews with researchers around the globe. Part II will be an in-depth discussion among presenters and participants about a variety of ethical issues, including (1) ethos and building gamer-researcher credibility (including considerations for avatar creation and time spent in-world), (2) the negotiation of multiple gaming roles and researcher roles, (3) informed consent and factors such as

public-private for determining if if consent is needed, and (4) multimedia representation and identification, particularly with video-screen capture, logging of VOIP, etc.

James E. Porter, Miami University
Heidi A. McKee, Miami University

E4 - Panel

Stewart 218D

Libraries and Second Life: New Endeavors in a Virtual Environment

The Purdue University Libraries were one of the 3 original partners to acquire the Purdue University Second Life Island. The panelists will present details on the initial projects including; information literacy assignments, creation of virtual displays of special collections, and introducing Second Life to departments across campus.

Hal Kirkwood, George Bergstrom, Monica Kirkwood, and Victoria Thomas, Purdue University

E4.1 - Panel

Stewart 214D
Chair: Joyce Walker, Illinois State University

Writing Games: The Playful Rhetoric of World-Building
Richard Parent, University of Vermont

Because functioning within a virtual world is qualitatively different than constructing a virtual world and requires different skills, knowledge, and expertise, I present a pedagogical approach to rhetorically understanding, and to the devilishly complex cognitive and compositional task of constructing, virtual worlds.

Secrets, Snakes and Timelords: The Pedagogy of Spreadable Media
Mary Karcher

Internet memes capture the attention and creativity of virtual community dwellers. If we could establish criteria for these memes, we would have a powerful tool for engaging our students in creative, rhetorically effective compositions. I combine the theories of Henry Jenkins and Joyce Walker to outline pedagogy of spreadable media.

E5 - Panel

Heavilon 227

The Usability of Content Management Systems: Expanding the Concept of Users and Sustainable Knowledge Work

This panel presents three users' perspectives on the lifecycle, application, and usability of two content management systems that support a large, established OWL. The panel explains theories framing research and presents data through discussion and Camtasia videos. The panel will appeal to attendees interested in rhetorical theory and technology.

Allen Brizee, Elizabeth Angeli, Jeff Bacha, and Patricia Sullivan, Purdue University

E6 - Panel

Krannert G016

Chair: Sergio Figueiredo, Clemson University

Digital Community Story Telling: Complex "Spaces" and "Places" (de Certeau)

Dickie Selfe, The Ohio State University

Michel de Certeau suggests an interesting relationship between strategic and tactical actions. He also distinguishes between places (named, gridded, entombed) and spaces (experiential, changing, ephemeral). These theoretical concepts and others can be used to better understand the complex online and in-real-life spaces created in a digital community story-telling project.

Promoting "Connective Work' in Online Spaces: Childhood Obesity and Public Policy

Mark Hannah, Purdue University

This presentation examines online public policy documents concerning childhood obesity. Specifically, the presenter will review web documents used to promote Jamie Oliver's "Food Revolution" in America as a way to encourage "connective work" in the classroom. This presentation will appeal to attendees interested in public policy and technical communication.

What Happened to My Information? Initial Research Findings on Ethics and Digital Media in the Classroom

Toby F. Coley, Bowling Green State University

This presentation will explore initial results and tentative conclusions based on initial research findings collected during fall 2009 regarding ethics and digital media in the writing classroom. This pedagogically focused study sought to understand how instructors approached ethical concerns related to using digital media in the classroom.

E7 - Panel
Krannert G018

Virtual Wor(1)ds: Evolving Identity Constructions, Evolving Digital Literacies

This panel evaluates affordances and constraints of digital literacy according to an evolving understanding of identity. Maintaining that language is a crucial component of digital identities, the panel explores literate practices of three facets of online culture to identify the ways digital identities are constructed/complicated in these spaces.

Composing Gender: The Construction of Female Gender Variance in Blogs
Bettina Ramon, Texas State University

From L33t to L4m3rz: Digital Domains and Evolving Stereotypes
Courtney Werner, Kent State University

Crafting Identity: Ethos in 140 Characters
Lindsay Steiner, Kent State University

E8 - Panel
Krannert G020

The Impact of Technologies on Writing Practices and Community Collaboration

This panel examines the way technologies and writing practices influence how various communities interact and collaborate with one another. We present three different case studies of various technologies, i.e., Joomla! (CMS), Twitter, and Facebook, and the influences they have on community interaction and collaboration.

Huiling Ding and Carly Finseth, Clemson University

E9 - Panel

Stewart 218B

Chair: Jennifer Campbell, University of Denver

"They Share But They're Not Aware": How Digitally Proficient Is the "Information Generation?"

Erin Karper, Niagara University

This presentation draws on classroom-based research, digital literacy narratives, and rhetorical theory to challenge and complicate beliefs related to digital proficiency and literacy among the current generation of college students, arguing that they are both much less digitally proficient and much more aware of audience than is commonly believed.

The Content Strategist: Modern Media Professional

Colleen Jones, Content Science

2009 marked the emergence of content strategy as a field of practice and the content strategist as the modern-day media practitioner. This session will provide a nuanced industry view of the content strategist role, with an eye toward inspiring academic leaders to contribute to the practice and academic programs to prepare students for content strategy careers.

Digital Texts and Contexts: How Constructing Electronic Career Portfolios Can Positively Impact the Professional Development of Undergraduate Professional Writing Majors

Teresa Henning, Southwest Minnesota State University

This presentation discusses the ways electronic, career portfolios positively impacted the professional development of undergraduate professional writing majors and their teacher as this new genre invited them to rediscover key workplace writing principles such as the importance of infrastructure and context (DeVoss, Cushman and Grabill, *CCC*, 2005); orality (Van Woerkum, *Journal of Technical Writing and Communication*, 2007); and collaboration and interaction (Lowry, Curtis, and Lowry, *Journal of Business Communications*, 2004; Porter, *Computers & Composition*, 2009).

9:45 a.m.-10:15 a.m. Refreshments – Stewart 202

10:15 a.m. -11:30 a.m. Concurrent Session F

F - Deliverator

Fowler Hall, Stewart Center, First Floor

From the Technopoetic to the Technosocial, or Where Next, Now That Computers and Writing Has Taken over the World?
Daniel Anderson, University of North Carolina

Surveying the experience of fifteen years of teaching and writing with the Web, I recall efforts to articulate a technopoetics, an approach to Web writing that recognizes its rhetorical, conceptual, and emotional dimensions. I then consider more recent Web communities as I discuss a technosocial understanding of online writing. Throughout, I consider how the computers and writing community has sustained the development of these approaches through an ethos characterized by gifting, mentoring, and creativity.

F - Roundtable

Stewart 214B

The Place of Community: Composing Identities in Digital Spaces

Morgan Gresham, University of South Florida St. Petersburg
Teddi Fishman, Clemson University
Jill McCracken, University of South Florida St. Petersburg
Trey Conner, University of South Florida St. Petersburg
Roxanne Kirkwood, Marshall University
Krista Bryson, Marshall University

In this roundtable discussion, speakers will each make brief statements about the relationship between space, community, and identity. They will then present examples and analysis of their own identity sites that include pro-ana, sex workers, eportfolios (students/teachers), feminism, course wiki as "game engine," and student organizations; and then engage the audience in a conversation that addresses the following questions: What does it mean to compose a feminist digital workspace? What does it mean to have authentic identity in the digital world? Is it possible? What does are the effects of promoting and enacting dissipative and transformative itineraries through composing practices in digital media?

F1 - Panel

Krannert G002

Something Old, Something New: Meeting the Challenges of Traditional and New Approaches to Blogging

Despite the increasing popularity of blogs in both first-year and advanced composition classrooms, harnessing the benefits from blogging still remains problematic. In this panel, three instructors from the University of South Florida discuss their challenges and successes with traditional and new approaches to blogging.

[Re]Discovering Their Voices: Blogging as a Gateway to Academic Discourse
Kendra Gayle Lee, University of South Florida

Sound Off with Style: Teaching Students with Op-Ed Column Blogging
Quentin Vieregge, University of South Florida

Blogging in the Composition Classroom: Social Spaces
Erin Trauth, University of South Florida

F1.1 - Panel

Stewart 214C

Chair: Ryan Trauman, University of Louisville

One Piece at a Time: A Web Design Pedagogy of the Gradual Growth
Lars Soderlund, Purdue University

This presentation offers a new take on direct instruction of web design technologies. The presenter recounts the lessons of a project where students built personal websites gradually, making weekly changes and updates throughout the semester. The community of learners that resulted offers lessons in the sustainable instruction of web design.

Lights, Camera, Compose: Digital Video Compositions and Writing Studies
Scott Kowalewski, Virginia Tech

This presentation examines how digital video compositions should be situated in writing studies. The speaker argues that digital video compositions be taught rhetorically, focusing on social implications over narrative style. This approach emphasizes multimodality, multimedia convergence, and twenty-first century literacies inherent in digital video compositions.

From Consumers to Produsers: Using Virtual Worlds to Reposition Composition Teachers as Content Producers
Tom Skeen, Arizona State University

This presentation considers how composition teachers can function less as consumers of virtual content and more as *produsers* (Bruns, 2008)—users who participate collectively in content production—as we actively shape content (and context) in virtual worlds.

F2 - Panel

Stewart 214D
Chair: Carl Whithaus, University of California, Davis

The Shared Bibliography: Crowdsourcing the Documented Research Project
David Niedergeses, Iowa State University

In 2009, citation management packages Endnote and Zotero emerged into the realm of social software, offering cloud computing and shared libraries. This new form of social software has several implications for teaching research and documentation in the college composition course. This presentation examines these implications.

Research 2.0: Reconfiguring the Research Paper Assignment
Karen Kaiser Lee, Purdue University

This discusses reconstructing the research paper assignment, bringing it current with recent rhetorical theory and taking advantage of technology and Web 2.0 applications. Research 2.0 is a form of rhetorical inquiry that emphasizes methodological inquiry and primary research and uses the Internet to create an "interpretive community" for students' work.

Shifting from I-Search to iSearch 2.0: Research and Writing for Web 2.0
Nathan Phillips, Vanderbilt University

This presentation considers theoretical shifts from the traditional way that school-assigned research and writing are taught and performed to I-Search as Macrorie (1988) envisioned it to iSearch 2.0. iSearch 2.0 is a process for teaching and doing school-assigned research that takes advantage of Web 2.0 technologies and culture.

F3 - Panel

Krannert G016
Chair: Huiling Ding, Clemson University

Tweet-SL: Microblogging, Social Networking and ESL Writing
Brent Warnken, Humboldt State University

ESL writing mediated by social media—the possibilities and limitations we can expect when students are asked to tweet in English.

What Are Virtual Intercultural Communications About: Discourse Analysis of ESL Student Discussion Forums
Jingwen Zhang, Clemson University

The practices of intercultural communication in an online virtual environment have created underexplored new trends and challenges. To enrich this research areas and related, this paper examines the discourses in the Dave's ESL Cafe's Student Discussion Forums to explore and describe the salient aspects and patterns in online intercultural communication.

The Virtual-Mediated Process Writing in the ESL Composition Classroom
Shuozhao Hou and Mingyan Hong, Zayed University
Using qualitative research methodology, this presentation demonstrates how the virtual-mediated process writing empowers the second language writers, focusing on two aspects: instructors' design of writing tasks and writers' implementation of multimodal in the process writing. A framework for designing the process writing tasks will be proposed afterwards.

F4 - Panel

Beering (BRNG) 3292 - Serious Games Lab
Chair: Morgan Reitmeyer, Purdue University

Perceptions of Students and Faculty Regarding the Implementation of Second Life 3D Virtual Technology into a Traditional Large Lecture Format Class

The proposed session will explore the process, procedures, and issues associated with the implementation of Second Life to over 500 students in a 2 month time frame. Additionally survey results that extensively explore how students perceived the experience and what they learned from the experience will be discussed.

Scott Homan, Amy Warneka, and Darrel Sandall, Purdue University

F4.1 - Panel

Stewart 218B

Scribblenauts: Invention and Discovery in a Game Discourse Community
Adam Strantz, Purdue University

In the game Scribblenauts players use, learn, and adapt their words to the world around them in order to solve puzzles, effectively paralleling the learning process of language acquisition in composition. As such, the game showcases the possibilities of using natural learning processes to teach through video games.

The Language of Video Games
Danielle LaVaque-Manty, University of Michigan

This presentation will discuss what I have learned from teaching a course in which students analyze video games from a rhetorical perspective, create and workshop games of their own, and account for the rhetorical choices they make in creating their games.

Defining Our Place: A Feminist Critique of Superhero Mythology in X-Men Characters and Their Relationship to Fan Avatars.
Katherine Aho, Michigan Tech

This presentation addresses the design and usage of specific X-Men characters. I examine mythologies surrounding the characters' formation in relation to frameworks of Foucault and Lanham. I also consider how these characters influence the creation of fan avatars with Heromachine 2.5 and how these avatars give agency in "virtual worlds."

F4.2 - Panel
Stewart 218C

Games & Writing: An Ecology of Literate Activity

This panel begins with a review of a four-part ecological framework for situating the rhetorical production within and surrounding digital games. The next section focuses on writing around and about games. Finally, we will examine two games developed around the digital literacy practice of "backchanneling."

Rik Hunter, University of Wisconsin
Doug Eyman, George Mason University
Alice Robison, Arizona State University

F5 - Panel
Stewart 218D

Value and Labor, Virtual and Real: Four Perspectives from the Production Cycle of Kairos*: A Journal of Rhetoric, Technology, and Pedagogy*

Presenters associated with the journal Kairos discuss how we define digital scholarship, how collaboration between senior and junior scholars functions in producing that scholarship, how we assess that scholarship, and how those factors of production and assessment take on specific and diverse forms of value.

Cheryl Ball, Illinois State University
Shawn Neely, United States Military Academy
Alexis Hart, Virginia Military Institute
Mike Edwards, United States Military Academy

F5.1 - Panel
Krannert G010

Blogs to the People: The Growing Importance of Blogging to WAC and the Case of Blogs@Baruch

This panel will address an aspect of blogging's increasing centrality to the WAC landscape at Baruch College, CUNY and will connect the project to broader WAC/WID-related issues, concerns, and challenges. The presenters will address the implications of professional development efforts around the project, the uses of instructional technology to promote WAC goals, and using blogs to create a community of writers and to gradually change the institutional culture to embrace blogging as a means of encouraging critical thinking and reflection.

Mikhail Gershovich, Baruch College, CUNY
Lucas S. Waltzer, Baruch College, CUNY

F6 - Panel
Krannert G012

Chair: Suzanne Blum Malley, Columbia College Chicago

Access Denied!: Developing Sustainable Access and Infrastructure in Digital Writing Environments
Douglas Walls, Michigan State University

I make a case in this presentation for theorizing a more complex yet sustainable understanding of the issue of access. I begin by reviewing the literature on technology and access. I then present a writing assignment sequence that encourages and supports building specific moments for instructor agency,

intervention, and sustainable "hacking" in digital writing environments grounded in the rhetorical notion of infrastructure.

Moderation or Presentation? Using Twitter Backchannel for More Effective Conference Engagement
Vincent Rhodes, Old Dominion University

Ubiquitous Wi-Fi access via portable computers and mobile devices has given rise to Twitter conference revolts. One casualty: the "sage on the stage" presentation model. C&W 2009 digital backchannel participants witnessed this during the #cw09happening. Analyzing this keynote address via Actor-Network Theory reveals critical considerations for better engaging audience members.

Boring Information
Michael Wojcik, Michigan State University

Most of what we do with computers is boring—which has interesting consequences for computers and writing as a field. I look at how and why computing is boring, even when it shouldn't be, and offer some suggestions for when and how we might make it less boring.

F7 - Panel

Krannert G018
Chair: Naomi Silver, University of Michigan

Community Embodied, Community Imagined: Performing and Enacting Communication Online
Sergey Rybas, Capital University

The paper discuses the performances of online communication in a single online composition class, emphasizing the idea of community as an embodied experience and mapping ways in which the physical, the rhetorical, and the imagined communities intersect and contradict each other while performed and enacted online.

Myth of Access: Meaningful Access to Technology and the Two-Year Composition Classroom
Deborah Kuzawa, The Ohio State University

Using narratives from the Digital Archive of Literacy Narratives, the project examines student and instructor experiences of technology in the composition classroom. It is concerned with the extent to which a relatively high

level of technological literacy and sustained use of digital technologies are required for successful completion of composition.

F8 - Panel

Krannert G020

Access and Accessibility: Transforming Composition Instruction
This panel explores access issues from different angles including accessing tools and techniques; neurodiversity and access; and access and the global community.

Remixing Writing Classrooms: Accessing Tools and Techniques
Suzanne Webb, Michigan State University

People Not Puzzles: Autism, Neurodiversity, and Digital Activism
Melanie Yergeau, The Ohio State University

No Signal: Global Access Issues and the Local Classroom
Lorelei Blackburn, Michigan State University

F8.1 - Panel

Stewart 218A
Chair: Amanda K. Booher, Texas Tech University

Special Interest Groups, Digital Activism, and International Trade Policy
Joseph A. Dawson, East Carolina University

This presentation focuses on how SIGs use language and hypertext to affect international trade public policy. Utilizing data from a CDA of blog posts of the National Association for Manufacturing and the US Chamber, this article focuses on three different dimensions: awareness to promote advocacy, mobilization to form community, and action/reaction to implement social change.

The Distributed Wisdom of Students
Nathaniel Rivers, Georgetown University

This presentation describes how empowering students to aggregate their distributed knowledge and expertise can create unique challenges and opportunities for teachers. It follows James Surowiecki, author of *The Wisdom of Crowds*, who argues—discussing group decision-making—"there is no evidence in these studies that certain people outperform the group" (5).

Making Writing Public: Introductory Composition at Purdue 2009 Showcase
Alexandra Hidalgo, Purdue University

Students in Purdue University's composition classes are not only taught to write papers but to think rhetorically in all kinds of media, from websites to video to podcasts. The showcase is a yearly event in which they present their work. This 20-minute documentary focuses on the testimony of 13 graduate and undergraduate presenters about their experience in the showcase.

11:30 a.m.—1:00 p.m. Lunch–Featured Speaker

North Ballroom, Purdue Memorial Union

Eric Faden
Bucknell University
Writing in the 21st Century: Remix and the Video Essay

Introduction: Virginia Kuhn, University of Southern California



Eric Faden is an Associate Professor of English and Film/Media Studies at Bucknell University. His research focuses on early cinema and digital film technologies. In addition, Professor Faden also creates film, video, and multimedia scholarship. His work—called "media stylos" (referencing Alexandre Astruc's, "La Camera Stylo")—imagines how scholarly research might appear as visual media.

1:00 p.m.—2:15 p.m. Concurrent Session G

G - Roundtable

Stewart 214A

Chair: Shirley K Rose, Arizona State University

Online Publishing and Malleable Texts: When Do Digital Texts Become "Permanent"?
Michael Pemberton, Georgia Southern University
Janice Walker, Georgia Southern University
Kathleen Blake Yancey, Florida State University
Nick Carbone, Bedford/St. Martin's

Though digital media enable authors and editors to make ongoing revisions and updates to published texts, to what extent should this be permitted? This roundtable discussion will invite audience members to consider how online publication practices are beginning to change our traditional understandings of what constitutes a stable text.

G - Mini-Workshop

Heavilon 227

But I don't know HTML from Hotmail: Finding and Using Free (and "Easy") Web-Based Composition Tools Without Knowing How to Code
Juliette M. Ludeker, Purdue University

This hands-on workshop—specifically for the tech-nervous among us—will example and demonstrate a short selection of free tools available online for users to create web-based new media that can be used for web design (Weebly, Wix), game design (Scratch), and blogging (Wordpress, Blogger).

G - Mini-Workshop

Beering (BRNG) 3292 - Serious Games Lab
Chair: Morgan Reitmeyer, Purdue University

Composing in Second Life: Documenting Virtual Life through Virtual Media
Phylis Johnson, Southern Illinois University, Carbondale; Lowe Runo, University of South Florida

An overview of how digital storytelling can provide student writing opportunities evolving from interactions among players within virtual environments. Writers here can test stories and characters, and explore concepts of diversity through gender, race and ethnicity avatar representations Sample writing activities will be highlighted through machinima (digital filmmaking), with an emphasis on how to construct a culturally rich storyline. Game platforms: Second Life, Blue Mars.

G1 - Panel

Stewart 214B

Live in 3, 2, 1 . . . Efforts to Build Community via Podcasting and Videocasting

This panel explores using podcasting and videocasting to build stronger communities at universities. The session examines the nature of generating public discourse by having faculty, students, and IT staff publish to the web

using Jing, Youtube, and Wordpress. The panelists will explore issues surrounding "live" community building efforts.

Can You See the Words Coming Out of My Mouth? Critical Online Video Instructional Design
Steven T. Benninghoff, Eastern Michigan University

Project ICast: Developing a University Podcasting Culture
Gian S. Pagnucci, Indiana University of Pennsylvania
Kenneth Sherwood, Indiana University of Pennsylvania

YouTube Teaching: Simple Video in Online Writing Classes
Steven D. Krause, Eastern Michigan University

G1.1 - Panel

Krannert G002
Chair: Ames Hawkins, Columbia College Chicago

The Role of Second Life in the Late Capitalist Writing Course
Dirk Remley, Kent State University

Those attending this presentation will hear about applications that provide students opportunities to critique Second Life-related technologies in situated writing contexts and about students' perceptions of the value of SL in coursework relative to the debate about the inclusion of New Media such as SL in writing pedagogy (Scott, 2006).

Online Writing as a Site of Negotiation: Game Design Cultures, Avatarial Bodies, and Sexual Literacies
Lee Sherlock, Michigan State University

An investigation into how discursive exchanges in online video gaming cultures shape the identities of players, fans, consumers, and other participants as well as the production and maintenance of popular cultural narrative franchises. I focus particularly on ideologies and rhetorics of gender, sexuality, femininity, and masculinity.

Focusing on F/OSS in Composition Teacher Training
Lanette Cadle, Missouri State University

In this time of limited budgets, some may not see multimodality in composition courses as a vital literacy issue, citing cost and past practice. This presentation highlights ways English Education courses can stress the open source approach to multimodal assignments with classroom teachers and thus avoid backtracking literacy.

G.2 - Panel
Stewart 214C

Pedagogy as Portal: Exploiting Curricular Common Ground in Techno-Anxious Institutional Environments

In this panel, we will discuss the challenges and successes our composition program has experienced in integrating technology into our curriculum given our position in an English department that has otherwise been cautious about such developments.

Christopher Basgier, Carter Neal, and Miranda Yaggi, Indiana University

G2.1 - Roundtable
Stewart 214D

From Jedis to Padawans: Introducing Faculty, New and Old, to Teaching with Technology

While many campuses have technology initiatives, many faculty are unsure of how to most effectively use technology in the classroom. This roundtable will discuss effective ways to introduce, train, and mentor faculty so they can effectively employ electronic learning.

Christopher S. Harris, California State University, Los Angeles
Gene Eller, University of Louisiana Monroe
Elizabeth A. Monske, Northern Michigan University
Tom Gillespie, Northern Michigan University
Matthew Smock, Northern Michigan University

G2.2 - Panel
Stewart 218A
Chair: Jennifer Haigh, Humboldt State University

The Story of "Digital Storytelling": Developing a No-Budget Course in Emerging Writing Technologies
Fred Johnson, Whitworth University

This presentation looks at the first two years of Whitworth University's "Digital Storytelling" course, outlining the course content (visual rhetoric, film, comics, digital production), looking at how the course fits in at Whitworth (a small liberal arts school), and highlighting exemplary student work.

Lo-Fi Gaming and Literacy: How Principles of Improvisation Can Inform Teaching and Learning
Melinda Turnley, DePaul University

As we explore connections between gaming and literacy, I suggest that we consider a range of game types as rich models for learning. This presentation considers how the lo-fi gaming of improvisational theater, through its emphasis on collaborative, situated interaction, can help us engage various rhetorical contexts, including classroom settings and online environments.

The Present and Future of Automated Tool Use in Composition
Rebecca O'Connell, Iowa State University

There is a world of new applications, that students could be using to compose their writing. This presentation will focus on applications and web-based composition tools currently being offered.

G3 - Panel

Stewart 218B
Chair: Shelley Rodrigo, Mesa Community College

Networked Composing: Mashing the Gap Between Home and Academic Literacies

Digital spaces allow composition teachers to bridge academic and nonacademic literacy practices that occur in a variety of discourse communities. This panel explores how networked composing impacts students' academic literacies. In particular, we discuss the ways students can leverage their digital literacies to acquire fluency in diverse discourse communities.

Twitterives: Tweeting toward Multimodal Narratives that Connect Digital and Non-Digital Literacies
Sabatino Mangini, Rowan University

Social Networking as Literacy Sponsor for Second Language Learners
Laura Reynolds, Indiana University of Pennsylvania

Evolving Literacies and Discourse Conventions in Online Social Spaces
Jessica Schreyer, University of Dubuque

G4 - Panel

Stewart 218C

Points of Connection in Various Worlds: Gaming, Writing, Assessing

Concerned with the points at which gaming, writing, and assessing connect, these panelists explore teaching with new media (in and out of the classroom), learning through new media (literacy growth through gaming), and creating and implementing assessment measures for students, teachers, and administrators regarding new media and literacy.

Gaming and Writing: Children's Communicative Practices Via Nintendo DS
Michael Rifenburg, University of Oklahoma

Gaming as a Woman: Gender Difference Issues in Video Games and Learning
Kristen Miller, Auburn University

Don't be Scared, We're Still Teaching Texts: How Do We Assess New Media Learning?
E. D. Woodworth, Auburn University, Montgomery

G4.1 - Panel

Stewart 218D
Chair: Karla Lyles, North Carolina State University

Gaming as Trope: Introducing the Aleatory to Procedural Rhetoric
Sergio Figueiredo, Clemson University

This presentation will address Ian Bogost's concept of "procedural rhetoric" with Alexander Galloway's discussion of 'protocol' in digital environments as it relates to videogames. Rather than 'reading' games as procedural (*topoi*), I will suggest a way of 'reading' them as conceptual starting places (*tropes*) for writing in digital environments.

Gaming Work
Tim Laquintano, University of Wisconsin-Madison

This paper examines the way in which professional online poker players bring "academic literacies" to Web 2.0 to teach and learn complex poker strategy.

The Visual Discourse of U.S. Military Video Games
Caroline S. Brooks, East Carolina University

Video games are a powerful ideological tool, capable of inculcating values, ideals and belief systems into their players. My presentation analyzes the manner in which new technologies, such as U.S. Military video games, advance ideological missives within the visually emphasized, simulated worlds of video game play.

G6 - Panel

Krannert G010

Chair: Amy C. Kimme Hea, University of Arizona

Telling Stories about Our (Online) Selves: Exploring Online Identity on the DALN

Katherine DeLuca, The Ohio State University

My presentation investigates literacy narratives submitted by first-year students at OSU to the DALN. I explore how students conceptualize the relationship between their everyday identity and their online identities. Ultimately, I use these narratives to argue for a writing pedagogy that teaches critical engagement with these sites.

Students in their Natural Habitat: Coffeehouse Writers Using Technology to Coordinate Space and Identity

Stacey Pigg, Michigan State University

This presentation reports on the activities and practices of a group of students writing with technologies in an independent coffeehouse. I reflect on how this writing activity is situated in students' everyday lives and helps define the coffeehouse space.

"Who Drops Dunn?" Numeracy and Literacy in Fantasy Sports

Jeff Kirchoff, Bowling Green State University

This presentation explores how numeracy can affect the literate practices and literacy of an individual; specifically, drawing on empirical case studies, I examine the role numeracy plays in the literate practices of online fantasy sports participants.

G7 - Panel

Krannert G012

Chair: Karen Kaiser Lee, Purdue University

Social Media and Collaboration: Blurring the Role of the Audience

Erin Cartaya, Creighton University

Collaborative spaces on the Internet are changing the role of the rhetorical audience from the recipients of didacticism to a more integrated "socially" mediated one. Tools such as Google Wave and several social network sites emphasize the integration of real-time information retrieval in composition.

Curation as a Metaphor for Promoting Critical Thinking in Virtual Social Spaces
Daniel J. Weinstein, Dakota State University

Curation, the critical selection and justification of objects for acquisition and exhibit, can serve as a useful metaphor for many kinds of intellectual work. In this presentation, a Drop.io "drop" is used to show how the work of museum curators may serve as a model for knowledge development.

G8 - Panel
Krannert G018

Craft as Composition: An Examination of the Digital DIY Movement

Significant implications for composition are emerging from digital DIY sites particularly in how they inspire and challenge us to reconsider the ways we model and approach writing forms. Through video and discussion we explore these implications as we reflect how our participation within these communities has altered our pedagogy.

Devon Fitzgerald, Millikin University
Sandy Anderson, Kansas State University

G8.1 - Panel
Krannert G020
Chair: Alice Robison Daer, Arizona State University

Textual Economies within BoardGameGeek
Mark Crane, Utah Valley University

This presentation explores the nature of self-sponsored writing and the textual economies that encourage it within an online site for players of 2nd generation boardgames, "Boardgamegeek." The site sports an internal currency known as "GeekGold," which allows users to measure the relative value of contributed documents, such as revised instructions, player aids, and translations.

At School/Play: Building Virtual Spaces that Inspire Creativity
Russell Carpenter, Eastern Kentucky University

This presentation offers knowledge from many conversations on developing virtual space in Second Life that embodies the goals of the physical space of the Noel Studio, which is under construction at Eastern Kentucky Uni-

versity. I highlight a sandbox theory appropriate for developing students' communication practices through 21st century literacy practices.

2:15 p.m.–3:15 p.m. Refreshments - Stewart 202

Poster Sessions

Stewart 204

Learn about Writing Spaces, an Open Textbook Project
Craig Hulst, Charles Lowe, and Keith Rhodes, Grand Valley State University

Writing Spaces: Readings on Writing (writingspaces.org) is a new open textbook series containing peer-reviewed collections of essays, all available for download under a Creative Commons license. We invite teachers interested in using our texts and prospective authors to stop by and talk with our editors and editorial board members during this information session.

Creating Academic Identities: How Students Can Construct Online Identities for the Classroom
Sarah R. Brown, DePaul University

This poster session will examine how students can practice critical awareness of the ways that they can transfer their knowledge of their online identities into professional settings. By analyzing both language use online and sites for identity creation, instructors can guide students to the creation of an identity fitting to their professional lives.

From Social Media to Social Strategy in the Freshman Year
Karen Bishop Morris, Purdue University Calumet

As we grapple with ways to teach critical thinking/reading/writing skills, or undergird research strategies, how can we ensure that social media is integrated responsibly across the first-year writing program? This poster/installation presents a strategy that capitalizes on the diverse and variable nature of SNS that is consistent with the goals of freshman composition.

Players as Puppets: Understanding First-Person View, Photorealism and Embodiment in America's Army 3
Aliyah Hakima, University of Alabama

An examination of AA3's method of rhetorically influencing players, through a look at the US Army's intention for the game, the visual elements of gamespace, specifically first-person view and photorealism, as well as a player's identity.

Digital Media Assessment Criteria for Tenure and Promotion Purposes
Cheryl Ball, Illinois State University

I will be presenting, in a poster-style session, the outcomes from a proposed 3-week workshop at C&W Online on creating criteria for evaluating digital scholarship using Dynamic Criteria Mapping (Broad, 2003). The poster session will invite input/feedback before distributing the outcomes document to the 7Cs, for hopeful adoption by the CCCC.

Blogging the Trial of Galileo
David L. Morgan, Eugene Lang College, The New School

A report on the use of in-character and out-of-character blogging by students taking part in a role-playing simulation of the trial of Galileo published by the "Reacting to the Past" consortium.

Forget Androids—Let's Give Aibo a Bone
Jill Morris, Baker College of Allen Park and Wayne State University

As a way of rethinking embodiment in new media, I propose using Sony Aibos (programmable robotic dogs) to allow students to create 3-D presentations that speak and move for themselves. The presentation will include a demonstration of Aibo dancing and presenting, and the SKIT software used to program him.

The Paperless Grader
Melody Pugh, University of Michigan

Many writing instructors are looking for ways to transition to paperless methods of evaluation and response to student compositions. This poster session will investigate the pedagogical impact of conventional paperless response strategies and will explore Web 2.0 technologies (such as A.nnotate.com) that might facilitate more effective implementation of instructor feedback.

Perceptions of Students and Faculty Regarding the Implementation of Second Life 3D Virtual Technology into a Traditional Large Lecture Format Class
Scott Homan, Amy Warneka, Darrel Sandall, Purdue University

The proposed session will explore the process, procedures, and issues associated with the implementation of Second Life to over 500 students in a 2 month time frame. Additionally survey results that extensively explore how students perceived the experience and what they learned from the experience will be discussed.

3:15—4:30 p.m. Concurrent Session H

H - Deliverator
Fowler Hall, Stewart Center, First Floor

When Understanding Hypertext Isn't Enough: Thoughts on Writing in the Age of Web 2.0
Bill Wolff, Rowan University

Web 2.0 applications complicate traditional understandings of how users interact with the Web by requiring a sophisticated, reflective, elastic, semiotic, eco-spatial, evolving information literacy. This talk will consider how an evolving information literacy challenges our understanding of writing and the potential impact it could have on teaching writing.

H - Roundtable
Stewart 214B

Click, Curate, Celebrate: A Multimodal Investigation of The National Gallery of Writing
Natalie Szymanski, Florida State University
Katie Bridgman, Florida State University
Matt Davis, Florida State University

This interactive panel will explore The National Gallery of Writing through three distinct but overlapping perspectives, working to explore notions of genre and media, participation, and group self-organization through the lens of communities of discourse. In the spirit of the The Gallery, the panel will present their observations multimodally.

H - The Journal for Undergraduate Multimedia Projects (TheJUMP)
Stewart 214A

Making TheJUMP: The Beginnings of a New Journal
Justin Hodgson, University of Texas at Austin

This discussion will introduce *The Journal for Undergraduate Multimedia Projects* (TheJUMP) and some of its editorial members, and lay out its current and future directives. In addition to a discussion with Q&A touchstones ranging from submission suggestions to the logistics of developing/maintaining an e-journal to possible new or upcoming themed issues, we would also

like to view/engage/listen-to selected published projects and open a conversation about the critical, rhetorical, epistemological, pedagogical value of those productions.

H1 - Panel

Stewart 214C

Close Encounters of the Collaborative Kind: How Social Media Enable Intimate Learning

Countering claims as to the potentially dehumanizing effects of instructional technology, we investigate methods that privilege "humanware" over software and hardware. During this roundtable, we present strategies for and analyze the benefits and drawbacks of virtual socialization in writing classes and FY learning. Audience interaction (twitter or talk) is a must!

Social Computing, Teaching, or Just Love and Respect?
Will Hochman, Southern Connecticut State University
Lois Lake Church, Southern Connecticut State University

Making the (Power) Point: Using Presentation Software for Collective Response
Judy D'Ammasso Tarbox, Southern Connecticut State University

Crossing Closed Borders; How Facebook Becomes An International Teaching Passport
Carol Arnold, American University of Beirut

What's an Adjunct To Do? "Phoning In" Student Conferencing
Andrea Beaudin, Southern Connecticut State University

H2 - Panel

Stewart 214D

Virtual Mentorship

Our work inquires into virtual mentorship by positioning its theory, history, and practice in relationship to digital, networked writing platforms. Self-sponsored online writing practices and the informal circuits of influence they make possible, we contend, invite us to reimagine commonplace approaches to mentorship.

Ryan Trauman, University of Louisville

Derek Mueller, Eastern Michigan University
Brian McNely, Ball State University
Steve Krause, Eastern Michigan University

H2.1 - Panel

Stewart 218A

A Whole New World: TA Training, Technology and First Year Composition

This panel will report on specific tensions that arise in a graduate program in which graduate students in specialties other than rhetoric and composition are required to teach a technology rich first year curriculum. The panelists, three first-year graduate teaching assistants and their mentor, will discuss what happens when students enter what they perceive as a 'virtual' world of teaching with various technologies. They will expose tensions, discuss successes and failures, and suggest potential approaches for dealing with the conflicts that arise.

Sarah Cooper, Christina Saidy, Stella Setka, and Sam Wager, Purdue University

H2.2 - Panel

Krannert G002
Chair: Ruffin Bailey, North Carolina State University

Can I Google That? The Online Navigational Strategies and Rhetorical Moves of Composition Students During the Research Process
Mary Lourdes Silva, University of California, Santa Barbara

Students are expected to navigate hypermedia environments to synthesize, analyze, and evaluate various texts. What is not clear are the cognitive strategies that inform students' navigational practices. From a study of three research-writing courses at UCSB, I present results on the research processes and writing development of 40 college students.

Literacy 2.0: Inquiry as Literacy
Caroline J. McKenzie, Purdue University

Past definitions of literacy have tended to privilege facts over values, reifying a fact/value binary. I argue that web 2.0 technology fractures this binary in a useful way. Reading web 2.0 technologies through a post-process lens

can expose unexamined assumptions that delegitimize inquiry as a valuable approach to literacy.

Using Role-Playing Games for Audience Analysis
Taryn Sauer, Illinois Institute of Technology

This presentation shows why role-playing video games can and should be used for audience analysis exercises in graduate-level technical communication courses. After creating audience profiles for their respective user scenarios, students would make multimedia documentation for gameplay or tasks in online communities and receive and reflect upon real user feedback.

H3 - Panel

Stewart 218B

Creating a "Neutral" Space: Piloting a Synchronous Online Writing Tutorial Service

In this interactive panel, we will discuss our synchronous online writing tutorial pilot, or SyncOWL, which incorporates easy-to-use web applications that help students and tutors connect via text-chat, audio, and/or video. We will examine excerpts from recorded SyncOWL sessions, and discuss tutor training and synchronous tutoring best practices.

Carrie Luke, University of Michigan
Lindsay Nieman, University of Michigan
Nicole Premo, University of Michigan
Amy Fingerle, University of Michigan

H3.1 - Panel

Stewart 218D
Chair: Alison A. Lukowski, Northern Illinois University

Outer Space: Changing the Performance Landscape of First-Year Composition Writing
Celestine Davis, East Carolina University

Based on current research, my paper investigates what aspects of online spaces and instruction work to give all students authority; as well as what encourages them to create more text, and what enables them write more effectively to meet the goals of a first-year writing composition class.

Too Much, Too Fast, Two Tabs: Pedagogical Problems in Digital Research and Composition
Susan Ryan, University of South Carolina--Columbia

This paper will assimilate issues of online research and digital composition. How does integrating research and writing in the same digital space transform methods of scholarship? For students to produce articulate and cohesive scholarship, what pedagogical adjustments in method should be made to confront the conveniences of technology?

Virtue-less Home: Online Compositions from Prison
Patrick W. Berry, University of Illinois at Urbana-Champaign

This presentation considers digital composing practices in a men's medium-high security prison, where computers are few and writers have practically no access to the Internet. In what ways might incarcerated connect with virtual spaces?

H4 - Panel
Stewart 218C

From Comic Books to Web Design to Online Gaming: Explorations in Virtuality, Enactment, and Emergence

This panel explores pedagogical opportunities in virtuality, enactment, emergence, and praxis through the lenses of comic books, online gaming, and plain old web pages (POWs). In their own way, each of these presentations is an argument for understanding how explorations of new genres can loop back into deeper understands of what we do and why we are doing it.

Emergent Game Play as Active Composition
Jonathan Myers, Illinois State University

Secret Origins 101: Teaching Multimodal Composition with Comic Books
Alan Williams, Illinois State University

Creating Virtual Worlds to Help Students Reconceptualize Writing
Bruce Erickson, University of Illinois at Urbana-Champaign

The Agonies of Virtuality: What, If Anything, Should English Majors Know About Web Design These Days?
Jim Kalmbach, Illinois State University

H4.1 - Panel

Krannert G010

Chair: Steve Krause, Eastern Michigan University

Looking for Group: Social Constructionist Theory In World of Warcraft
Cody Reimer, Saint Cloud State University

In the persistent worlds of MMORPGs where quests and dungeons encourage and often force players to collaborate to achieve shared goals, researchers can study social constructionist theory. The presenter will argue that by analyzing the collaboration between players slaying dragons, pedagogues can better understand the collaboration between students learning composition.

Answering the Call of Duty: Video Games as Virtual Spaces
Bobby James Kuechenmeister, Bowling Green State University

If we approach an online gaming experience with virtual spaces through a rhetorical lens, then we find relationships between gaming and multimodal composition that benefit our college classrooms. In this presentation, I will show how specific gaming literacy practices happening within Call of Duty 4 relate with writing process pedagogy.

Participatory Authorship: Renegotiating Authority, Ownership, and Responsibility in Response to New Media Technologies
Andrea K. Murphy, Old Dominion University

Drawing on the work of scholars such as Jenkins and Levy, I argue that new media is driving a redefinition of authorship and ownership that accounts for the process and product. Participatory authorship recognizes collaboration, ownership and responsibility of large groups of individuals.

H6 - Panel

Krannert G012

Chair: Quinn Warnick, Iowa State University

20,000 Years of Virtual Composition
Alex Reid, University at Buffalo

The future of scholarly research lies in outside legacy practices constrained not simply by print but by historically related theories of authorship and intellectual work. The shift into digital media networks allows us to reimagine scholarship in the deeper communal context of 20,000+ years of virtual-symbolic action and networked cognition.

The Politics and Culture of New Media after Postmodernity
Bob Samuels, University of California, Los Angeles

Drawing from my new book, New Media, Cultural Studies, and Critical Theory, I place new media in a cultural and political context. The first part of my talk will discuss how new media technologies have been shaped by a libertarian and neoliberal consensus. I then examine the way different modes of new media shape contemporary subjectivity and society. Finally, I address the question of how new media can benefit and hurt education in general and university writing classes in particular.

From Zork to Zelda: A Rhetorical History of Virtual Worlds
Matt Barton, Saint Cloud State University

This presentation offers a history of virtual worlds as they have emerged in videogames, beginning with mainframe games like Colossal Cave and ending up with MMOs like World of Warcraft. I will discuss the rhetorical implications of the technology, focusing on how the innovations affected the ratios of Burke's pentad.

H8 - Panel

Krannert G018
Chair: Tom Skeen, Arizona State University

"Technology Has No Effect on My Thoughts": Students' Beliefs about Writing and Technology
Karla Lyles, North Carolina State University

This presentation highlights the need for examination of students' conceptions of the interrelationship between writing and technology through its report of data collected from sixty-two first-year writing students attending a large, public institution in the southeastern United States.

New Media Production as Scholarly Pursuit: Convincing the Student
Robin Murphy, East Central University, Oklahoma

It's not easy to convince our students of the scholarly legitimacy of the products they can produce sans traditional text. This presentation will highlight one student's mash-up of a video game in a video to explain the social linguistic practices needed to participate in the game utilizing course terminology.

Techno-logical Literacy: Understanding Our Role in Developing "Contextually Relevant Text"
Wendy K. Z. Anderson, Michigan Tech

Terms like "Digital Natives" have spilled into our students' expectations of their technological literacy. Our students struggle to understand why they cannot access or demonstrate supposedly intuitive technological knowledge. I argue that instructors must facilitate the development of "contextually relevant text" to aid in technological literacies of new media technologies.

H8.1 - Panel

Krannert G020

Chair: Christine Modey, University of Michigan

Bridging Book Reviews and Blogospheres: At-Risk High School Students Use Blogs to Select, Evaluate, and Review Books
Lorna Gonzalez, University of California, Santa Barbara and Oxnard High School

With minimal resources and minimal access to technology, at-risk high school students use the blog to select, evaluate, and review independent reading books. The presentation showcases pedagogy that bridges traditional classroom environments with Classroom 2.0 and digital literacies.

Engaging the Millennials
Leona Fisher, Chaffey College

Much has been made of the so-called "millennial" generation and the difficulties they present to educators who favor more "traditional" pedagogical approaches. In this presentation, I plan to explore some of the misconceptions about the "millennials" as well as pedagogical approaches I have found to engage them.

Hacking the Writing Classroom: A Floor Plan that Merges Virtual and Face-to-Face Learning Environments
Kathryn Wozniak, DePaul University

In addition to proposing a floor plan for a physically restructured writing classroom, I will present ideas for redesigning classroom furniture and incorporating hardware and software to enhance the learning experiences of students and instructors in virtual and face-to-face writing courses.

4:45- 5:45 p.m. Featured Deliverators

Fowler Hall, Stewart Center, First Floor)

Tweckling the Status Quo: How the Back Channel Shakes Up the Classroom and Conference Session

Sarah Robbins, Indiana University

The sage on the stage hears the clickety-clack of thumb typing. Heads bob up and down from the lecture to a keyboard and back again. The back channel is in full force in class. Twitter, Facebook updates, chat, and text messaging are not only replacing note passing and whispering in class, the back channel now gives students an opportunity to share their thoughts, comment on lecture content, and ask questions. But there's a dark side. Tweckling (heckling via Twitter), snide comments on live blogs and other back channel communication can subvert and attack a presenter or lecturer. In this deliverator session we'll talk about the ups and downs of back channels and get our hands good and dirty subverting the typical monologic presentation.

Featured Deliverator 2 . . .

Exploring the Constellations of the New CCC Online
Bump Halbritter, Michigan State University

CCC Online editor, Bump Halbritter, will demonstrate the interactive, multimedia features and capabilities of the new CCC Online and invite C&W attendees to engage directly with the resources and applications of the online journal.

4:45- 6:30 p.m. – Special Interest Group and Reception, Sponsored by the National Writing Project

Writing Lab, Heavilon 226
Coordinator: Tammy Conard-Salvo

Digital Writing (K-16): Computers and Writing / National Writing Project Connections
Carl Whithaus, University of California, Davis

Refreshments and session sponsored by the National Writing Project.

6:30 p.m. – 9:00 Hogroast

Dauch Alumni Center
Welcome/Adios from Nancy Peterson, Interim Head, Department of English, Purdue University. Conclusion of Game Contests, Game Awards

9:30 p.m. C&W Bowling Night (Union Rack and Roll; open until 1 a.m.)

Sunday, May 23

7:30 a.m. -9:00 a.m. Continental Breakfast
Stewart Center 202

8:00 a.m. -12:00 p.m. Exhibits
Stewart 202

10 a.m. - 10:45 a.m. 7Cs - Open Meeting
Stewart 204
Douglas Eyman, George Mason University

If you're interested in hosting Computers and Writing in the Future or would like to meet with members of this CCCC committee, drop by!

9:15 a.m.—10:30 a.m. Concurrent Session I

I - Roundtable
Stewart 214A

Culpability and the E-Waste Stream
Shawn Apostel, Michigan Technological University
Kristi Apostel, Smartthinking, Inc.
Dickie Selfe, The Ohio State University

Electronic waste in the USA is increasing and being shipped to poorer countries who suffer subsequent environmental and health trauma. This panel will provide theoretical and practical models that encourage ethical recycling practices for the e-waste we leave in our wake as we steam into 21st century learning environments.

I - Mini-Workshop 1
Stewart 214B

Creative Chaos in the Classroom
Shelley Rodrigo, Mesa Community College
Susan Miller-Cochran, North Carolina State University

The goal of this workshop is to share theories, ideas, and resources about using various mobile technologies and cloud computing in 21st century classrooms by discussing disruptive technologies and how they might actually better engage students and facilitate learning in the composition classroom.

Attendees should bring their wi-fi enabled laptops and ring-tone "screaming" phones, and we'll all engage in some creative chaos.

I - Mini-Workshop 2

Heavilon 227

Compostion 2.0: Using Collaborative Writing Tech To Promote Networked Literacies
Jay Blackman, Brookwood School District 167, Glenwood, IL

Online, synchronous writing tools such as Google Docs and Etherpad can help us give a futuristic spin on traditional concepts that help build exemplary writers. See how K-12 students use these technologies to increase awareness of writing traits, global communication skills, and online literacy in a 2.0 world.

I2 - Panel

Stewart 214C

Teaching Review in the Writing Classroom: Creating an Online System for Making Writing Review Practical and Learnable

We discuss and demonstrate the design of a web service created to address the problem of providing students with valuable feedback on their writing while helping them to become better reviewers. Theoretical, technical, and pedagogical issues will be addressed by writing teachers who have designed, built, and used the system.

What is a Review? Modeling Writing Review as a Learnable Activity in a Web 2.0 System
Bill Hart-Davidson, Michigan State University

Designing a Review System
Michael McLeod, Michigan State University

Review in the Writing Classroom
Joy Durding, Michigan State University

I2.1 - Panel

Stewart 214D
Chair, Derek Mueller, Eastern Michigan University

Literary Writing and Follow-Up Communication on German-Speaking Literature Platforms
Gesine Boesken, University of Cologne (Germany)

Literature platforms play an important role amongst social networks within Web 2.0: 'Doing literature' can almost be regarded as popular sports. How do literature platforms function, what are their users' motives, what is their impact on the literature 'business' and is there a formula for successful platforms?

Web 2.0i: Imaginary Origins
Michael Wojcik, Michigan State University

Popular analyses of "Web 2.0" often describe its nature, development, and consequences inaccurately. Many of these descriptions are myths, imagined narratives that provide a simplified and compelling meaning for situations that are far more complex. And sometimes—but only sometimes—that might be a problem.

I4 - Panel
Stewart 218A

Chair: Matthew Davis, Florida State University

Logging In, Hooking Up: Sexuality, Spirituality, and Search Functions in Online Dating Sites

This panel explores how communication on online dating sites, like OkCupid, influences how students construct sexual and spiritual identities and how the very nature of the site's structure defines which identities count as normal.

Carnal Constructions in Online Dating Communities
Collette Caton, Syracuse University

Romance, Religion, and the Writing of Identity in Online Dating
T J Geiger, Syracuse University

The Functions of Searching: How Search Functions in Virtual Dating Construct Hierarchies, Normalcy, and Otherness
Missy Watson, Syracuse University

I4.1 - Panel
Stewart 218B

Improving Writing Literacies through Technological Activities: Facebook Gaming in the Composition Classroom
Lindsay Sabatino, Indiana University of Pennsylvania

By utilizing a platform that students access on a regular basis, Facebook, and the mini-games they play within it, such as Mafia Wars, we can promote growth in students' literacies and composition by demonstrating how students are actively engaging in rhetorical skills, such as collaboration and critical thinking.

Farming Facebook: Spectacle, Commodification, and Accumulation in Social Networking Games
Kevin Moberly, Old Dominion University

Using Guy Debord's *The Society of the Spectacle* as a critical lens, this presentation examines how social games like Zenga's *Farmville, Mafia Wars,* and *Roller Coaster Kingdom* harness spectacle, commodification, and accumulation as rhetorical strategies to encourage, structure, and police participation.

New Media in Old Departments: A Case History (To Be Continued)
Rick Branscomb, Salem State College

How a very traditional literature-based English department grappled with the issues, divisiveness, and political implications of incorporating New Media study and instruction into its offerings.

I5 - Panel
Stewart 218C
Chair: Joyce Walker, Illinois State University

Virtual Subaltern Worlds: Silence and Engagement in the Rhetorics of an Arab Women's Activist Group
Samaa Gamie, Savannah State University

This presentation will explore the realization of silence and engagement in the virtual rhetorics of The Arab Women's Solidarity Association: a women's Activist group, examining the role these virtual worlds play in cultivating or delimiting the emergence of empowered civic identities and affirming these women's gendered and racialized digital identities.

Now You See It, and It's Better Than When You Don't: Visual Culture and Racial Identity on the Internet as a Form of Resistance
Jessica Kaiser, Purdue University

Studies of identity online often suggest that the anonymity of digital discourse creates a world in which race and gender are irrelevant. However, anonymous means "presumed white," as avatar-creation shows—a presumption that simultaneously indicates systemic racism and provides a space for resistance against the hegemonic discourse of whiteness.

I6 - Panel

Stewart 218D
Chair: Huiling Ding, Clemson University

From Print to Screen: How Publishing Professionals Are Transitioning with Technologies
Jacob D. Rawlins, Iowa State University

Publishing professionals are transitioning from print to electronic texts. This transition, caused by new technologies, is also eroding their unique identity. This presentation will use Burkean concepts of identification and examples to discuss how professionals adapt when accessible technologies blur the divisions between experts and the general community.

100,000,000 Amazon Users Can't Be Wrong
Ryan Weber, Penn State Altoona

Web 2.0 offers opportunities to publish student writing for real readers, but even tech savvy teachers face adjustments when evaluating public writing. This presentation references an Amazon.com based composition assignment and argues that teachers should hold online writing to the best standards practiced by an online community's most respected members.

Obsolescence and Other Challenges in Digital Scholarship
Daniel Tripp, Frostburg State University

What happens after publication, when the very technologies that make digital scholarship possible threaten it with obsolescence? This presentation investigates such matters by discussing the post-publication history of *Red Planet: Scientific and Cultural Encounters with Mars,*a scholarly DVD-ROM published in 2001 by the University of Pennsylvania Press.

I8 - Panel
Stewart 206

Digitality Is a Technology That Restructures Thought: Designing Participatory, Interactive, Experiential "Virtual Worlds" of Learning
Wendy K. Z. Anderson and Jingfang Ren, Michigan Tech

This presentation offers a reconceptualization of digitality that extends and complicates Walter Ong's arguments about writing as a technology that restructures thought. We examine the associational, immersive, participatory, fluid/transitory, multidirectional, and hypertextual characteristics of digitality. We also discuss pedagogical implications by analyzing sample classroom activities informed by such a reconceptualization.

Crafting a Modern Guild: Buber's Educational "Communion" Through Web 2.0
Joseph Griffin, Miami University

This presentation first discusses Martin Buber's idea of instructional "communion," then considers ways in which the seemingly disparate objects of the medieval guild system and Web 2.0 are connected in their ability to achieve this educational ideal.

A Model for Using New Media to Teach Ancient Rhetoric
Scott Nelson and Andrew Rechnitz, The University of Texas at Austin

A model for using adventure and MMO genres within a video game to teach rhetorical principles.

10:45 a.m.—12:00 p.m. Town Hall 2
Fowler Hall, Stewart Center, First Floor

Trajectories, Directions, Explorers, Homesteaders, and Indigenous Minds: Articulating New Configurations for Virtual Scholarship

William Burdette, University of Texas at Austin
Corey Holding, University of Illinois at Urbana-Champaign
Matthew Aaron Kim, Illinois State University
Mark Pepper, Purdue University
Jentery Sayers, University of Washington
Ryan Trauman, University of Louisville
Melanie Yergeau, The Ohio State University

Moderator: Michael J. Salvo, Purdue University

Technology artifacts age poorly, yet underlying promises, concerns, and pedagogies endure in a variety of digital spaces. The development of literacy technology will not slow or stop. Six emergent scholars will speak at Town Hall 2, articulating new challenges and artifacts by reflecting on their conference experience. Their goal is to forecast possible futures of Computers and Writing research, teaching, and environments: the trajectories, directions, explorers, homesteaders, and indigenous populations that already reside in these spaces. What metaphors and practices are just now being articulated, and how might they develop in our immediate, middle, and long-term future prognostications? Town Hall 2 invites the audience to respond to these future visions and begin the conversation for our next Computers and Writing Conference.

12:00 p.m.—12:30 p.m. Box Lunches Pick-Up at Writing Lab, Heavilon 226

3:00 - 10:00 p.m. After-Party at Michael and Tammy Conard-Salvo's House

1410 N. Salisbury Street West Lafayette, IN
If possible (but not absolutely necessary), please RSVP via Facebook: http://www.facebook.com/#!/event.php?eid=105963709443708

Directions: From the Union Club Hotel on Grant Street: Go N on Grant Street. Turn R (east) on Stadium Ave (.3 mi); Turn L (north) on Salisbury St (.2 mi); 1410 is up the hill (.5 mi) past Happy Hollow school. It is a 20-minute walk from campus, or a short drive.

After Computers and Writing 2010 concludes, make your way over to the Conard-Salvos for BBQ and Bourbon. We - Michael and Tammy - are providing food & drinks and all that is required is your attendance, preferably with an appetite and thirst.

However, our generous friends have inquired what they can bring. Since you asked: if you are driving or otherwise able, bring a bottle, bomber, or six-pack of your favorite local microbrew. Or bring a bottle of American whiskey. I'd say specifically "bourbon" but there are too many creative new spirits being brewed in North America to dare be so exclusive (Rogue, Hudson, Stranahan's all come to mind).

Exhibitors

In the Exhibits (Stewart 202), you'll find a wide range of vendors. They need our support as much as we need theirs, so pay them a visit!

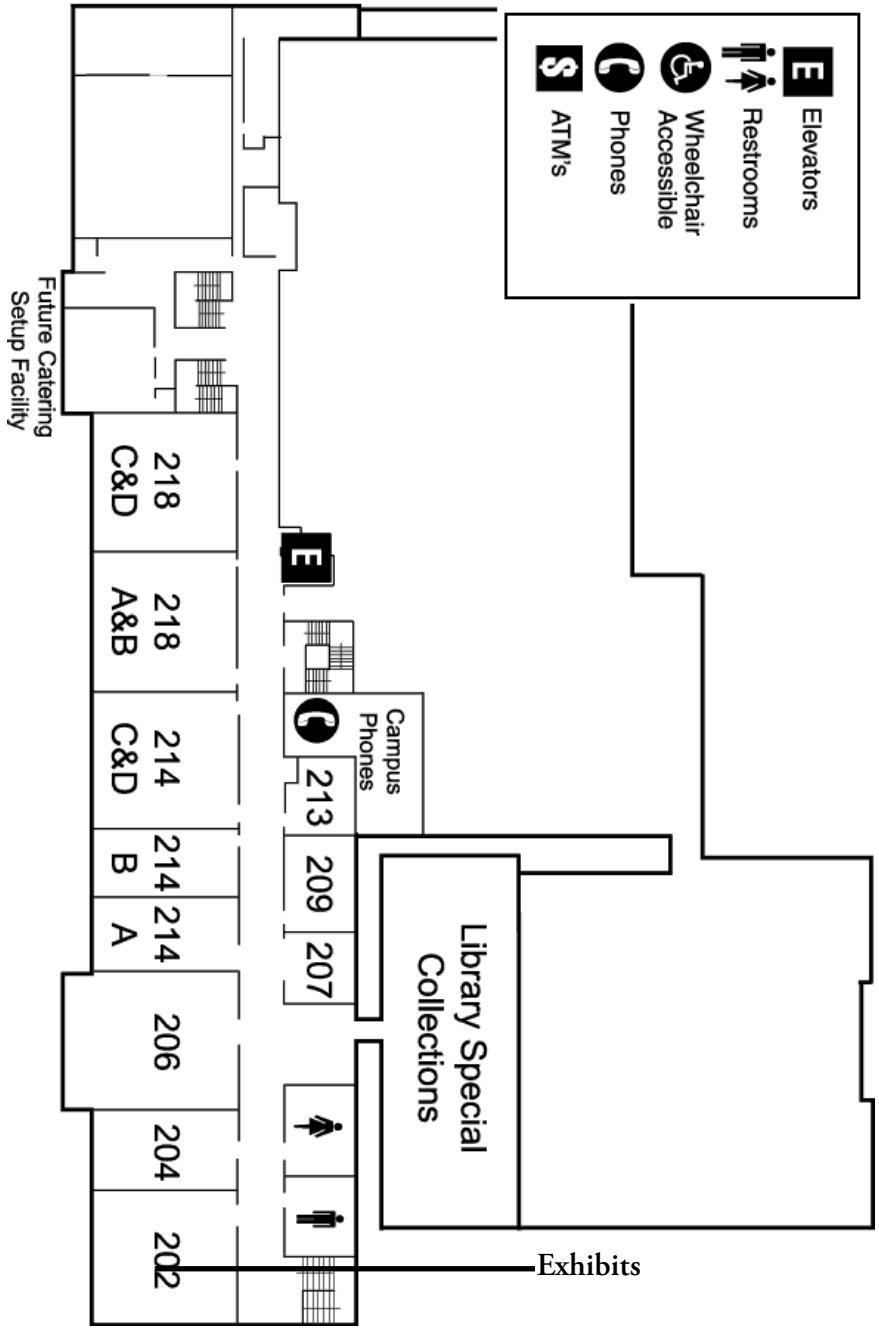
Bedford/St. Martin's
Cengage Learning/Wadsworth
Fountainhead Press
The Journal for Undergraduate Multimedia Projects (TheJUMP)
Little Red Schoolhouse
Parlor Press
Pearson Higher Education
PresentTense Journal
Professional Writing Club at Purdue
Turnitin/Plagiarism.org
Writer-Review
Writer's Workbench
W. W. Norton, and Co.

Sponsors

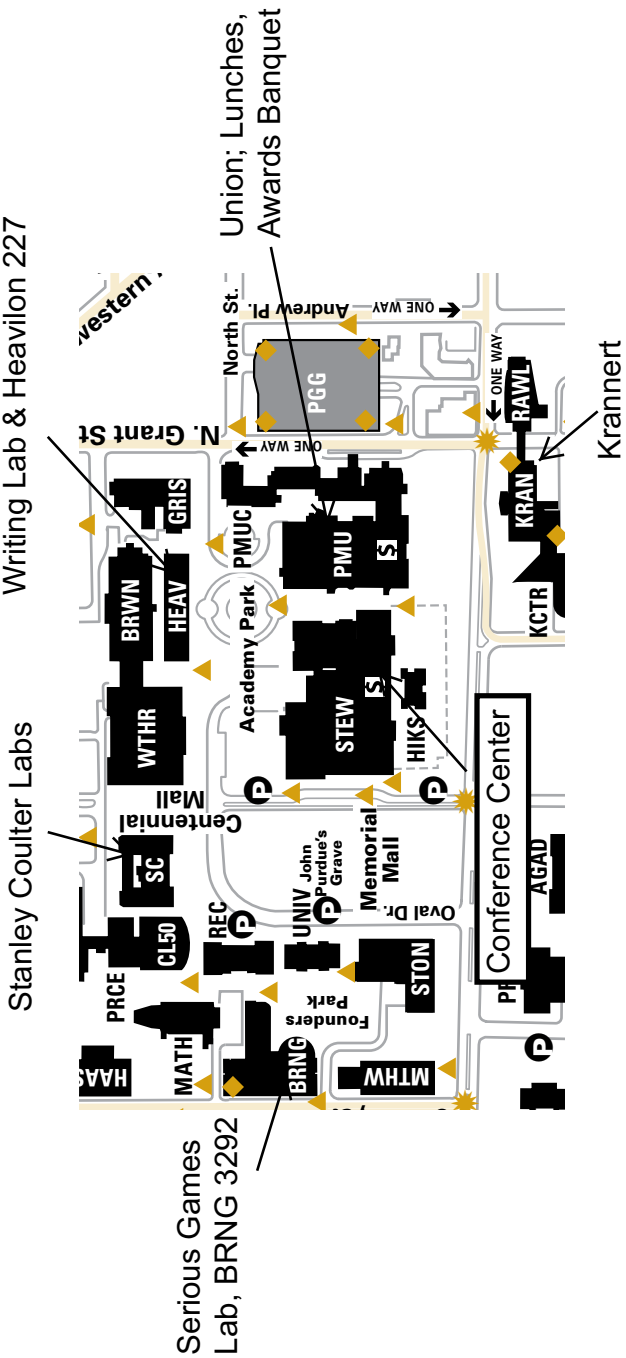
This year at Computers and Writing, we offered exhibitors free table space and set-up, leaving it to them to decide whether to sponsor receptions, special events, scholarships, speakers, ad space, and more. We're very grateful for the support of these sponsors and encourage you to thank their representatives while you're here. We couldn't have a conference without them!

Bedford/St. Martin's
Cengage Learning/Wadsworth
Hayden-McNeal
Illinois State University, Dept. of English (Professional Writing & Rhetorics)
Introductory Composition at Purdue
The Journal for Undergraduate Multimedia Projects (TheJUMP)
Miami University, Graduate Programs in Composition and Rhetoric
National Writing Project
The Olive House
Parlor Press
Pearson Higher Education
Plagiarism.org
Professional Writing at Purdue
Turnitin
University of Minnesota, Department of Writing Studies
The University of Texas at Austin, Department of Writing and Rhetoric
WPA-GO (WPA-Graduate Student Organization)
Writer-Review

Stewart Center 2nd Floor Map



Campus Map (Stewart Center Vicinity



- **Engage** Students
- **Prevent** Plagiarism
- **Deliver** Rich Feedback
- **Manage** Collaboration on Written Assignments

turnitin®

WriteCycle2

"Turnitin.com [is a] suite of tools for plagiarism checking, peer review, grading, and more.
Originally an anti-plagiarism site, Turnitin has evolved into an indispensible teaching and grading tool. Students upload essays, check the originality of their content against a database of papers, and learn how to avoid plagiarism. It's also an electronic grading tool and a valuable resource for teaching citation and research. Peer review is another option that electronically disperses essays to students."

—Keri Bjorklund
eLearning Tools for English Composition:
30 New Media Tools and Web Sites for Writing Teachers
eLearn Magazine, March 2010

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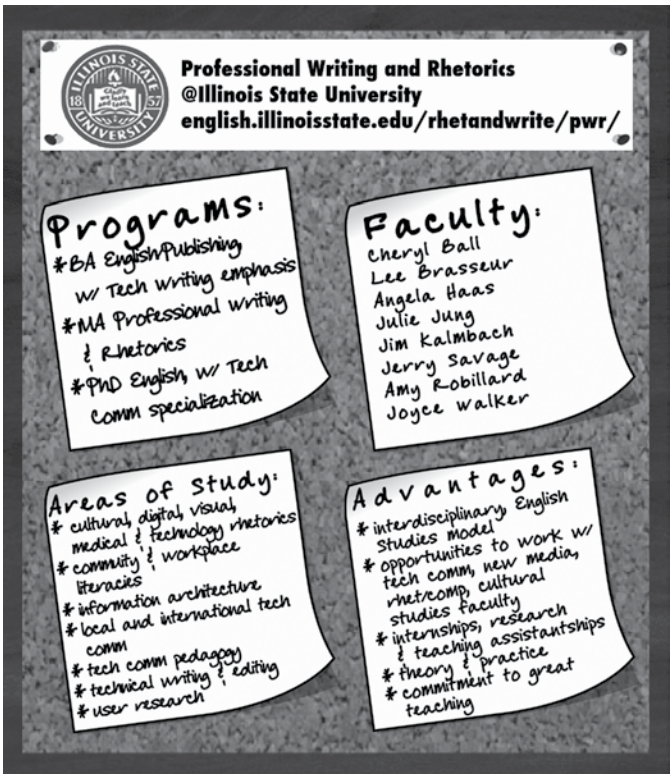
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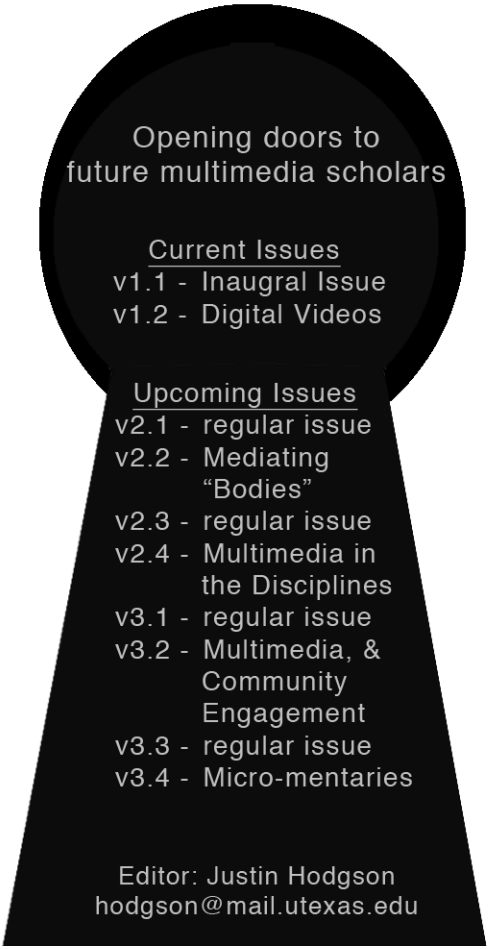
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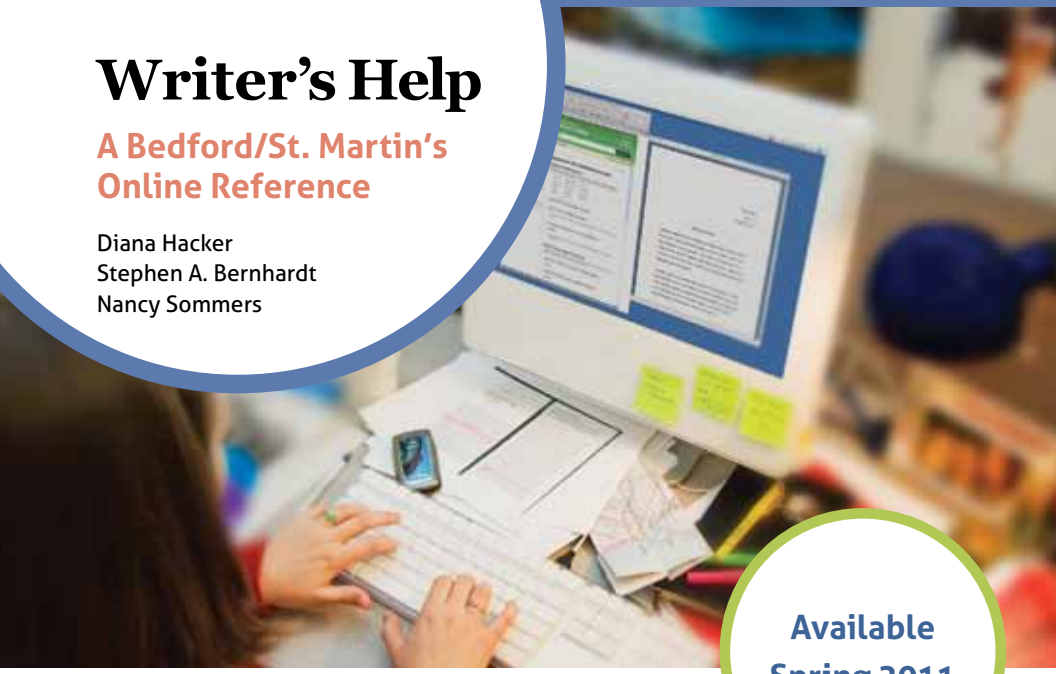
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