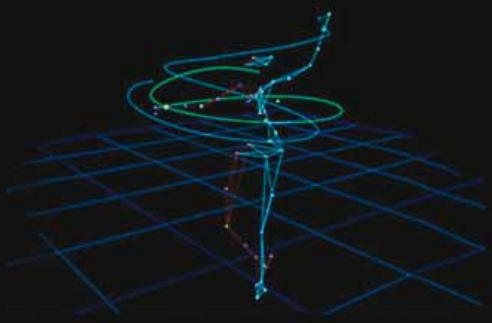


COMPUTERS & WRITING 2011

UNIVERSITY OF MICHIGAN | MAY 19 - 22

WRITING IN MOTION

TRAVERSING PUBLIC/PRIVATE SPACES

Sponsored by the Sweetland Center for Writing

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Welcome to Computers and Writing 2011

From November 1, 2009, when we submitted an application to host this conference, we have been looking forward to welcoming you to the Sweetland Center for Writing, to the University of Michigan, and to Ann Arbor. We're glad you're here, and based on our reading of the proposals for sessions, we think you will find Computers and Writing 2011 an exciting, engaging, and provocative conference. We're especially pleased that our concurrent sessions will be held in North Quad, Sweetland's home, and the newest building on the University campus.

Some of you will remember Computers and Writing 1993, the ninth annual meeting and the last time the conference came to Ann Arbor. The English Composition Board (the precursor to Sweetland) hosted, and the conference committee included Bill Condon, Emily Decker Jessup, Susanmarie Harrington, Wayne Butler, Becky Reed, and Zilia Estrada. If you were at the 1993 conference you heard Michael Day talk about internet relay chat, Cindy Selfe on the politics of the interface, Michael Palmquist on hypertext, Gail Hawisher on computer-mediated communication in social science, and Nick Carbone on student and teacher voices meeting online. As these topics suggest, many of today's issues echo those of 18 years ago. Yet, as our theme – Writing in Motion: Traversing Public/Private Spaces – suggests, writing has taken on new forms and/or motions including electronic portfolios, digitized library holdings, and multimedia poetic forms, while webcasting, blogs, and video blur the boundaries between the classroom and the extracurriculum, between public and private. At Computers and Writing 2011 you will be able to attend sessions on emerging digital presses, listening to robotic voices, creating comics, teaching with iPads, and peersourcing. The program includes 133 concurrent sessions, 16 new media poster/installation presenters, 3 Town Hall Meetings, 3 pairs of performers, and 3 terrific keynoters: Tim Wu, Gail Hawisher, and Kate Hayles.

This year's C&W follows many traditions, including the Graduate Research Network, Town Hall Meetings, Pub Crawl, Friday night banquet with awards, a game room, Saturday evening bowling, golf on Sunday afternoon, and an after-party at Anne Gere's house. But we have added some new features as well: ArtPick at the Opening Reception, a Newcomers' Breakfast on Friday morning, new media performances on Friday night, GRN mentoring sessions throughout the conference, a mini reception concurrent with the Saturday poster session, and karaoke along with bowling on Saturday night.

It would be impossible to mount a conference of this size and scope without a small army of helpers, and we have benefitted from the assistance of many people to whom we express our deepest gratitude. Doug Eyman and the 7C's Committee accepted our proposal and provided guidance at several key points. David Blakesley and Samantha Blackmon, C&W 2010 Co-Chairs, answered many many questions that began with "How did you…" Our Advisory Committee gave us courage and offered wisdom when we needed it. The Program Reviewers read and evaluated 299 proposals, offering helpful feedback to each program participant. Members of the C&W community helped us to plan and run Town Hall Meetings, volunteered to be Discussion Leaders for the GRN Mentoring sessions, and organized the Newcomers Breakfast: Cheryl Ball, David Blakesley, Nick Carbone, Michael Day, Doug Eyman, Angela Haas, Julie Klein, Karen Lunsford, Mike Palmquist, Melody Pugh, Jentery Sayers, Cindy Selfe, Janice Walker, and Joyce Walker. We have been overwhelmed by the generosity of the entire C&W community throughout the planning process.

We have also been fortunate to have tremendous support from the University of Michigan. Our Sweetland C&W Planning Committee helped develop the vision for the conference through many months. Laura Schuyler, a member of the Sweetland staff and events coordinator extraordinaire, kept track of every detail and spent hundreds of hours asking and answering questions. Laura, along with the rest of the Sweetland staff, supported our work in countless ways. UM Conference Services provided invaluable expertise and logistical support for registration, meals, and much more. Many students in the Joint Ph.D. Program in English and Education helped in a variety of ways, and we offer special thanks to Chris Gerben, Tim Green, Ben Gunsberg, Danielle Lillge, Melody Pugh, Christie Toth, and Crystal VanKooten. As the list of UM sponsors indicates (see page 17), we received an impressive degree of support from units across the campus. Our neighbors in North Quad generously shared space, furniture, and their energetic planning and staging expertise. The staff at LSA Instructional Support Services worked through complex software and technology issues with us in multiple locations. The University of Michigan Museum of Art made our ArtPick and Friday night performances possible by generously providing access to images and space for viewing and performing. UM Press worked with us to organize the session on digital publishing and to envision a conference volume to come. And Julie Klein and our UM HASTAC colleagues help to guarantee that the work of C&W 2011 will not end on May 22.

Advisory Committee:
Anne Curzan, David Porter, Barry Fishman, Cindy Selfe, Dickie Selfe, Danielle DeVoss, Gail Hawisher, Julie Klein, Pete Shaheen, and Steve Krause.

Proposal Reviewers:
Aimée Knight, Alex Reid, Alexandra Hidalgo, Amber Buck, Amy Kimme Hea, Anne Curzan, Anthony Atkins, Barry Fishman, Ben Gunsberg, Bill Hart-Davidson, Bob Whipple, Bradley Dilger, Carl Whithaus, Carol Tell, Charlotte Boulay, Chris Gerben, Christie Toth, Cindy Selfe, Colleen Reilly, Crystal VanKooten, Danielle DeVoss, Danielle LaVaque-Manty, Danielle Lillge, David Bailey, David Porter, David Reed-Nordwall, Dean Rehberger, Derek Mueller, Dickie Selfe, Douglas Walls, Ehren Helmut Pflugfelder, Genevieve Critel, George Cooper, James Schirmer, Janice Walker, Jennifer Michaels, Jentery Sayers, Jeremy Tirrell, Jill Anne Morris, Jim Kalmbach, Jingfang Ren, Joannah Portman-Daley, Joe Lemrow, John Walter, Julia Voss, Julie Klein, Julie Platt, Justin Hodgson, Justine Neiderhiser, Karen Reed-Nordwall, Kristine Lisa Blair, Linh Dich, Lynn Lewis, Mark Pepper, Mary Hocks, Melanie Yergeau, Michael Collins, Michael Day, Michael Pennell, Michael Salvo, Michelle Ann Sidler, Mitch Nobis, Pat Sullivan, Patrick Berry, Pete Shaheen, Phill Alexander, Quinn Warnick, Ryan Trauman, Staci Shultz, Stephanie Vie, Steve Benninghof, Steve Krause, Stuart Selber, Suzanne Labadie, Tammy Conard-Salvo, Tarez Samra Graban, Tiffany Salter, Tim Green, Wendi Sierra, Will Kurlinkus, and Zak Lancaster.

Finally, of course, this conference would not be possible without everyone who biked, flew, drove, or rode to Ann Arbor. You, by taking part in sessions, serving as audiences and interlocutors for the presentations of others, and by participating in all the other events, will make this an outstanding conference. Thank you.

— Anne Ruggles Gere, Naomi Silver, and Shelley Manis
C&W 2011 Co-Chairs

C&W 2011 Program-at-a-Glance

As you begin to plan out your own schedule for your time at the conference, be sure to check out the Program Highlights listed on page 12, and the Program Strands on page 15. Also, don't forget to upload your papers and presentation materials to our website under the "Presentation Materials" tab to facilitate discussion and schedule planning for everyone.

Thursday, May 19

7:30 AM – 5:00 PM	Registration (North Quad Building Main Lobby)
8:00 AM – 9:00 AM	Breakfast (NQ Dining Hall)
8:00 AM – 4:00 PM	Exhibits Open (NQ Dining Hall)
9:00 AM – 4:00 PM	Graduate Research Network (GRN) (Rackham 4th Floor Assembly Hall)
9:00 AM – 12:00 PM	Half-Day Morning Workshops (NQ)
12:00 PM – 1:00 PM	Lunch (NQ Dining Hall)
1:00 PM – 4:00 PM	Half-Day Afternoon Workshops (NQ)
5:30 PM – 8:00 PM	Opening Reception (UMMA)
8:00 PM – ?	Pub Crawl

Friday, May 20

7:00 AM – 5:00 PM	Registration (North Quad Building Main Lobby)
7:30 AM – 8:30 AM	Breakfast & Newcomers' Welcome (Union Ballroom)
8:00 AM – 6:00 PM	Exhibits Open (NQ Dining Hall)
8:30 AM – 9:45 AM	Town Hall I – C&W History (Union)
10:00 AM – 6:00 PM	Video Game Lounge (NQ 2435)
9:45 AM – 10:15 AM	Break/Refreshments (NQ Dining Hall)
10:15 AM – 11:30 AM	Session A (NQ)
11:45 AM – 1:00 PM	Session B (NQ)
1:15 PM – 2:45 PM	Lunch (Union) & Keynote I (Tim Wu)
3:00 PM – 4:15 PM	Session C (NQ)
4:15 PM – 4:30 PM	Break/Refreshments (NQ Dining Hall)
4:30 PM – 5:45 PM	Session D (NQ)
6:00 PM – 7:45 PM	Banquet, Awards (Union) & Keynote II (Gail Hawisher)
8:00 PM – 9:30 PM	Performances (UMMA Auditorium)

Saturday, May 21

7:00 AM - 4:30 PM	Registration (North Quad Building Main Lobby)
7:30 AM – 8:30 AM	Breakfast (NQ Dining Hall)
7:30 AM – 7:00 PM	Exhibits Open (NQ Dining Hall)
8:30 AM – 9:45 AM	Session E (NQ)
9:45 AM – 10:15 AM	Break/Refreshments (NQ Dining Hall)
10:15 AM – 11:30 AM	Session F (NQ)
11:45 AM – 12:45 PM	Town Hall II -- C&W/Digital Humanities (Union)
1:00 PM – 2:30 PM	Lunch (Union) & Keynote III (Katherine Hayles)
2:45 PM – 4:00 PM	Session G (NQ)
4:00 PM – 4:15 PM	Break/Refreshments (NQ Dining Hall)
4:15 PM – 5:30 PM	Session H (NQ)
5:45 PM – 7:00 PM	Poster Session (2435 NQ)
5:45 PM – 7:00 PM	Mini Reception (2450 NQ)
Dinner on own	
9:30 PM – midnight	C&W Bowling Night (Colonial Lanes)

Sunday, May 22

7:30 AM – 8:30 AM	Breakfast (NQ Dining Hall)
7:30 AM – 12:00 PM	Exhibits Open (NQ Dining Hall)
8:30 AM – 9:45 AM	Session J (NQ)
9:45 AM – 10:15 AM	Break/Refreshments (NQ Dining Hall)
10:15 AM – 11:30 AM	Session K (NQ)
12:00 PM – 1:00 PM	Town Hall III -- C&W Future (UMMA Auditorium)
1:00 PM – 2:00 PM	Box lunches (UMMA)
3:00 PM – 10:00 PM	After party at Anne Gere's house 2106 Vinewood, Ann Arbor, MI

Logistical Information

Registration

Registration will be located in the Main Entrance Lobby of the North Quad Building – at the corner of Washington and Thayer Streets. It will be open Thursday, May 19 from 7:30 AM - 5 PM, Friday, May 20 from 7 AM - 5 PM, and Saturday, May 21 from 7 AM - 4:30 PM. Registration will also be available at the University of Michigan Museum of Art (UMMA) during the Thursday evening Opening Reception from 5:30-8 PM. If you've preregistered, you can pick up your customized ArtPick badge, conference bag, wireless internet login info, and stylish Computers & Writing 2011 t-shirt. On-site registration is also available, but please note that in this case wireless access takes 24 hours to be activated.

Online Presentation Materials

Presenters are asked to share their papers, presentations, and support materials as a way of facilitating access to the scholarship discussed at Computers & Writing 2011. Just log in to our website (www.sweetlandcandw2011.com) and click on the "Presentation Materials" tab, and you'll be able to view others' materials as well as upload your own.

Internet Access

All conference attendees will receive guest accounts for Michigan's Internet network, which enables wireless access from laptops, netbooks, smartphones, and other wireless devices. The Guest Accounts will also enable access in UM computer labs and will work for computer stations in the presentation rooms. Directions for wireless internet access are included with your registration materials; if you have any trouble, you may call the **ITCS help line: 734-764-4357**, open M-F 7 AM - 6 PM (with 24-support for passwords availalble at the same number), or you may visit them at http://www.itd.umich.edu/4-HELP/, or send an email to **itcs.accounts@umich.edu**.

Copying & Printing

Copying & printing services are available at the FedEx Office Print & Ship Center, conveniently located just a block away from campus on Liberty Street.

FedEx Office Print & Ship Center
505 E Liberty St
Ann Arbor, MI 48104
(734) 761-4539
http://www.fedex.com/us/office/.

Hours:
Thurs. & Fri. 7 AM - 11 PM
Sat. & Sun. 9 AM - 9 PM

Parking

As in many cities, parking can often be difficult in Ann Arbor and at the University of Michigan. If staying at an area hotel, you are encouraged to walk if possible, or ask about hotel-operated shuttles to campus. If parking is required, the City of Ann Arbor lots at Maynard and Liberty streets and Washington and State streets are open for all-day parking (rate: $1.00 - $1.40/hr). U-M Guest parking is available on campus at the Palmer Parking structure, entry off Washtenaw, one block from Rackham and the North Quad complex (rate: $1.10/hr).

- For more info on UM parking: http://pts.umich.edu/maps/central_south.pdf
- It is recommended to arrive & park early as the structures may fill quickly.

Campus Information

Need help or information? Here's where to find it:

- Visit the **Campus Information Center (CIC)** on the first floor of the Union (Mon–Thurs, 7am–12am; Fri–Sat, 7am–2am; Sun, 9am–12am).
- Go online to the **CIC website** (www.umich.edu/~info) for anything you could ever want to know about UM: Directions, Building Searches, Campus Directory – even the useful (and fun) UM Acronym Decoder.
- Call the **Info Line**, a great number to put in your phone while you're here: 734-764-INFO (4636). Call anytime during CIC hours (see above).
- Also, check out the informative **online events calendar at UM Events** (events.umich.edu) to see what's going on while you're on campus – special exhibits at the libraries and museums, lectures, and more.

Getting Around

Beginning on page 18 of this Program you will find maps of Michigan's campus and floor maps of the three main buildings where conference events will take place – **Central Campus** (see p. 18 for Map), the **North Quad Academic & Residential Complex (NQ)** (see pp. 19-20), the **Michigan Union** (pp. 21-22), and the **University of Michigan Museum of Art (UMMA)** (pp. 23-24).

In addition to the maps printed in the program, don't miss our **C&W 2011 Google Maps** online, which show the locations of key C&W Conference buildings, the stops on the Thursday night Pub Crawl, and a map of "Ann Arbor Places We Can't Live Without." Find the link to them on our conference website under the "Activities" Tab!

Additional Conference Information

ArtPick Project

The Computers and Writing ArtPick project aims to traverse the borders between text and image — as much contemporary digital writing and art do — in order to consider how writing is put in motion. Choose a work of art from a selection of works in the UM Museum of Art's collection, from the ancient to the modern and contemporary. The art you choose will be printed on your C&W 2011 conference name badge and be on display during our opening reception and throughout the conference. Join us in engaging and enjoying works of art that enact the conference theme of "Writing in Motion: Traversing Public/Private Spaces"! Choose your work of art at this link: **http://candw2011.lsa.umich.edu/**

Newcomers' Breakfast

Friday, 7:30 – 8:30 AM, Union Ballroom

On Friday morning, all first-time attendees are invited to the Michigan Union Ballroom for a special welcome to C&W 2011. Newcomers will have the chance to meet key scholars in the field, network face-to-face with the newcomers' cohort, and learn more about where C&W came from and how the field is changing. If you're attending C&W for the first time, you'll want to be sure to take advantage of this special meet-and-greet breakfast.

Video Game Lounge, Room: NQ 2435

Open 10 AM to 6 PM (Friday only)

On Friday, we're offering a space for video game enthusiasts, thanks to the generous folks at the University of Michigan Computer & Video Game Archive. All conference participants are invited to do a bit of gaming, enjoy a break from conference sessions, or make connections with fellow gamers. Look for more information on the conference website under "Activities." And check out the Archive online at **http://guides.lib.umich.edu/cvga**.

Pub Crawl

Thursday, 8 PM - ?

Lovers of locally-produced, award-winning craft beer, rejoice! Here in Ann Arbor there are four downtown microbreweries within a few blocks' walking distance from each other. The pub crawl on **Thursday night** will take you to all of the best breweries and watering holes, starting at **8:00 PM at Ashley's**. Below you'll find a list of the suggested stops for the crawl – or for your own enjoyment during your stay. Also, check out our **Pub Crawl Google Map** under the "Activities" tab on the conference website.

C&W Ann Arbor Pub Crawl - suggested stops

Ashley's Multi-Tap	(734) 996-9191
338 South State St.	ashleys.com
Sava's	(734) 623-2233
216 South State St.	savasrestaurant.com
Blue Tractor Brewery*	(734) 222-4095
205 East Washington St.	bluetractor.net
\aut\ Bar	(734) 994-3677
315 Braun Court	autbar.com
Grizzly Peak Brewing Co.*	(734) 741-7325
120 West Washington St.	grizzlypeak.net
Arbor Brewing Co.*	(734) 213-1393
114 East Washington St.	arborbrewing.com
Jolly Pumpkin*	(734) 913-2730
311 South Main St.	jollypumpkin.com
Conor O'Neill's Pub	(734) 665-2968
318 South Main St.	conoroneills.com
Old Town Tavern	(734) 662-9291
122 West Liberty St.	oldtownaa.com

** denotes microbreweries*

Bowling Night

Saturday, 9:30 PM - midnight

Continuing a venerable C&W tradition, we're proud to host a night of bowling -- plus karaoke! -- on **Saturday evening**, starting at **9:30 PM**, **at Colonial Lanes**, Ann Arbor's most popular bowling alley. This modernized 1960s-era bowling alley features 40 lanes, music and light shows, and karaoke on weekend nights. Also try the pizza at the attached Cubs' A.C. Restaurant and Sports Bar.

Colonial Lanes	(734) 665-4474
1950 S. Industrial	www.coloniallanescubsac.com

Program Highlights

Pre-Conference Workshops

Thursday, 9 AM – 4 PM, North Quad

We're thrilled to announce several terrific half-day pre-conference workshops taking place on Thursday, May 19. Topics range from Composing Digital Scholarship to Making and Modding Games to Technofeminist Pedagogies to Developing Multimedia in an Online Course Catalog to working with the Digital Archive of Literacy Narratives, and more. Turn to page 25 for details.

Graduate Research Network (GRN)

Thursday, 9 AM – 4 PM, Rackham 4th Floor Assembly Hall

The GRN meeting consists of roundtable discussions which group those with similar interests with discussion leaders who facilitate conversations and offers suggestions for developing projects and determining suitable venues for publication. Graduate students pursuing work at any state are welcome, from those just beginning to consider ideas to those who are ready to pursue publication. For more info: http://class.georgiasouthern.edu/writling/GRN/2011.

Mentoring Sessions

Friday & Saturday, North Quad

In addition, be sure to check out the Mentoring Sessions which will occur throughout the program. Like the pre-conference Graduate Research Network, C&W Mentoring Sessions consist of roundtable discussions. Each session will have two Discussion Leaders, so bring your projects, ideas, or questions! Discussion Leaders: Cheryl Ball, Nick Carbone, Michael Day, Douglas Eyman, Angela Haas, Karen Lunsford, Michael Palmquist, and Cynthia Selfe.

Location:	NQ Residence Hall Opportunity Space	
Times:	Session A02	Friday 10:15 – 11:30 AM
	Session C15	Friday 3:00 – 4:15 PM
	Session E14	Saturday 8:30 – 9:45 AM
	Session G14*	Saturday 2:45 – 4:00 PM
		(*located in NQ 2175)

Town Hall Meetings

Friday – Sunday, Union & UMMA

Three Town Hall Meetings allow all conference attendees to participate in an ongoing conversation on the past, present, and future of Computers & Writing.

Town Hall Details:

TH 1: *Through the Looking Glass and Back Again: A C&W Rhetrospective*
Friday 8:30 – 9:45 AM (Union Ballroom)

TH 2: *Are You a Digital Humanist?*
Saturday 11:45 AM – 12:45 PM (Union Ballroom)

TH 3: *The Future(s) of Computers and Writing*
Sunday 12:00 – 1:00 PM (UMMA Auditorium)

Keynote Addresses

Friday & Saturday, Union

This year we are excited to welcome three dynamic and engaging speakers who will deliver their addresses as we gather for meals at the Michigan Union – on Friday during Lunch and Dinner, and on Saturday during Lunch.

Tim Wu, Columbia University
Friday 1:15 PM, during Lunch

"The Master Switch — What Link between Invention, Infrastructure, and Creativity?"

Gail Hawisher, University of Illinois
Friday 6:00 PM, during Banquet

"Our Work in the Profession: The Here and Now of the Future"

Katherine Hayles, Duke University
Saturday 1:00 PM, during Lunch
"Hyper and Machine Reading and Writing: Assessing the Gains and Losses"

Poster Sessions

Saturday, 5:45 – 7:00 PM, 2435 NQ

On Saturday evening, our Poster Session will feature a wide range of topics sure to be of interest. Stop by 2435 North Quad after the Saturday sessions to learn about these and many other topics:

- *Argument Walkthroughs: Screen-Recording, Video Games, and Composition*
- *Sonic Interfaces as Embodied Digital Culture*
- *Moving into the Aural Dimension: New Media Rhetorics in FYC*
- *Graphic Storytelling in the Second Language Writing Classroom*
- *Moving into the Aural Dimension: New Media Rhetorics in FY*
- *Using Online Corpora and Concordancers to Foster Genre Awareness*
- *Course Management to Corporate Management: The [Non]-Divide between Academic and Professional Content Management Systems*

New Media Performances

Friday, 8:30 PM, UMMA Auditorium

On Friday night, you won't want to miss "Writing in Motion: A Performance in Three Acts." Three performances comprise the evening: a collaborative dance piece in which live dancers collaborate with dancers on-screen; two linked pieces, one connecting Dj-ing to composition teaching and the other an audience participation game exploring the steampunk phenomenon; and a series of impressionistic digital videos exploring concepts of text and embodiment. Q&A will follow. Look for detailed abstracts/descriptions on page 58.

PERF-01 – Dance/Video

"Technology, Orality, Dance, and Speech: An Intervention in the Intersections of Cultural Storytelling through Embodiment and Technorhetoric"

PERF-02 – Panel: Remix Performance & Interactive Game

Electronic Performance Publics: Digital Re-constitutions of the Self

"Too Steam, Too Punk, Or Just Right?"

"DJ-ing is Writing/Writing is DJ-ing: Sampling, Beat matching, and Mixing in the Burkean Studio"

PERF-03 – Film

"Queered: A Literacy Narrative."

Program Strands/Tags

In keeping with this year's conference theme, Writing In Motion, many of the sessions might be said to move between several categories – and so this summary listing only captures in a small way the diversity and scope of the topics covered on the program.

Overview of Session Times:

Thursday, May 19 Graduate Research Network (GRN) Half-Day Workshops (**HDW** 1-9) **Friday, May 20** AM: Town Hall #1; Sessions **A & B** PM: Sessions **B & C** Evening: Performances (**PERF** 01-03)	**Saturday, May 21** AM: Sessions **E & F**; Town Hall #2 PM: Sessions **G & H** Evening: Poster Session (**P**) **Sunday, May 22** AM: Sessions **J & K** PM: Town Hall #3

C&W 2011 Tags:

Community College: Indicates sessions pertaining to or of interest for community college faculty and students [HDW-08; A11; C13; G03]

Graduate Research Network (GRN): Indicates sessions sponsored by the Graduate Research Network [A02; C15; E14; G14]

HASTAC/digital humanities: Indicates sessions sponsored by the Humanities, Arts, Science, and Technology Advanced Collaboratory (HASTAC), and/or of interest to the the digital humanities [D09; E01; TH-02; J07]

Mentoring: Indicates sessions devoted to mentoring and professional development [HDW-02; A02; B06; C15; D12; E14; G05; G14; K05]

National Writing Project (NWP)/K-12: Indicates sessions sponsored by and/or of interest to members and friends of the National Writing Project (NWP), and/or related to K-12 Schooling [A11; D07; E05; G12; H14; J02]

Pedagogy: Indicates sessions whose primary aim is to discuss pedagogical or curricular questions and to offer attendees activities and/or materials to take away [A03; A09; A12; A14; B01; B10; B11; B12; B14; C01; C05; C12; C13; D01; D08; E04; E08; F06; F12; G05; G10; G12; P04; P10; JO4; K06]

Performance: Indicates new media performance and/or sessions of interest for performance theory/the performative turn in rhetoric [A14; B03; D14; F07; J06; PERF 01, 02, 03; P13]

WCenter: Indicates sessions pertaining to or of interest for writing/multiliteracy/communication centers [A01; B01; C06; F01; K10]

Other Tags/Strands:

Collaboration

HDW-03; A14; B04; B06; B07; C07; D04; D09; F03; G12; H05; H14; P06

Course Management Systems (CMS)/Course Materials

HDW-01; HDW-07; A13; G07; H09; P12; K13

Digital Assessment/E-portfolios

A06; B10; C07; C14; D04; F03; F08; H08; H09; K04; K05

Digital Identity/Online Identities

B05; D02; D07; D11; E12; F07; H02; H12; P11; J07; J08; J11; K09

Digital Scholarship and Publishing

HDW-02; A10; B06; B10; C01; C11; C12; D12; F02; F04; G01; G04; G07; H07

Games/Gaming

HDW-04; B07; C09; D01; D09; D13; E01; E10; G03; H07; H10; P01; K01; TH-03

Institutional Issues

B01; B07; C09; C14; D02; D05; D12; E06; G11; K12

Multiliteracies/Digital Literacy

A06; A08; A11; B01; E04; F01; F13; G09; G11; G12; H02; H12; J09; J12; J14; K14

New Technologies/Deploying Technologies

HDW-03; HDW-07; A09; A13; B11; C02; C06; C07; C11; C14; E11; F03; F10; G02; G05; G06; G10; G11; H08; H09; J14

Open Source

A01; A03; A12; E06; G09; K06; K10; TH-03

Public/Private Spaces

A08; B02; B03; B04; B05; B09; B11; C08; C09; C12; D02; D06; D07; D10; F01; F09; F10; G07; P05; J05; J06; K07; K08

Race, Gender, Class, & Accessibility

HDW-06; B13; E01; E12; F04; F07; G13; J08; K03; K07

Research and Methodology

HDW-09; A10; B11; C02; E02; F03; F14; G05; G06; H07; P10; K07

Social Action/Community Engagement

A08; B04; B09; C04; D07; E09; E11; F07; F09; G04; G07; H14; J01; J08; K08; K09

Social Media/Web 2.0

A05; B03; B05; B11; C01; C03; C05; C08; C10; D03; D11; E01; E02; E08; E09; E11; E12; E13; F13; F14; G02; G04; G07; G08; G10; H03; H13; J05; J06; J09; K06

Visual and Multimodal Composition

HDW-03; HDW-06; A03; A06; A07; A12; A13; B04; B14; C01; C04; C11; C14; D01; D14; E04; E07; F06; F12; F13; G12; G13; H01; H02; H06; P02; P16; J04; J12

Sponsors

We're very grateful for the support of these sponsors from both within the university and from without. We encourage you to thank their representatives and to visit the exhibitors in the NQ Dining Hall exhibit area.

University of Michigan Sponsors

College of Literature, Science and the Arts
Department of Communications Studies
Department of English Language and Literature
Institute for the Humanities
Office of the Vice President for Research
Rackham Dean's Strategic Fund
School of Education
School of Information
Student-Athlete Advisory Council
Sweetland Center for Writing
UM Libraries

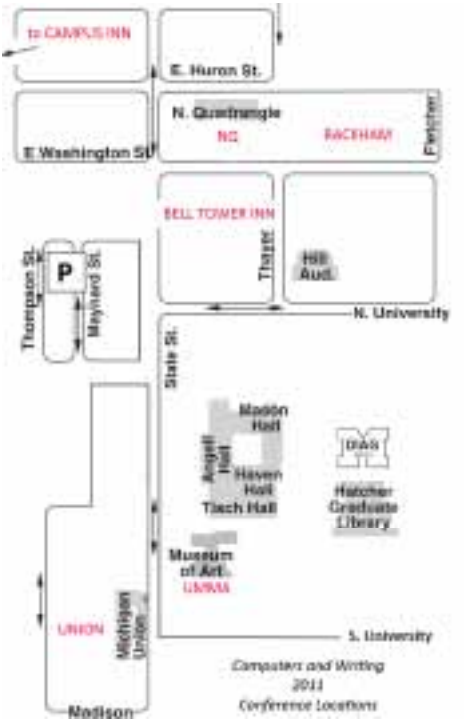
Special thanks to the University of Michigan 3D Lab, for permission to use the motion-capture image which graces the front cover of this program and all conference materials; and to the University of Michigan Computer & Video Game Archive, for generously making their games available for the C&W Video Game Lounge!

External Sponsors & Exhibitors*

Bedford/St. Martin's*
The Calliope Initiative (formerly <emma>)*
Cengage Learning/Wadsworth
CritiqueIt/New Media Consortium (NMC)*
Digital Archive of Literacy Narratives (DALN)*
Hayden-McNeil Publishing*
Illinois State University Press
The Journal of Undergraduate Media Projects (TheJUMP)*
Parlor Press*
Pearson Higher Education*
University of Michigan Press*
Utah State University Press
W.W. Norton*

Maps of Conference Locations

Central Campus



Central Campus was the original location of the University of Michigan when it moved to Ann Arbor in 1837 from its earlier home in Detroit. Because Ann Arbor and Central Campus developed simultaneously, there is no distinct boundary between the city and university, and many areas of Central Campus contain an eclectic and enjoyable mixture of private and university buildings.

Note: Plan on about a 10-minute walk from the North Quad down State Street to the Michigan Union and the Museum of Art.

North Quad
Residential & Academic Complex
Floor 1



1 Gayle Morris Sweetland Center for Writing

2 Language Resource Center (LRC)

Completed in 2010, the University of Michigan's North Quad is the first residence hall built on the Ann Arbor campus in more than 40 years. Blending the Collegiate Gothic and Arts and Crafts architectural styles, the complex includes housing and dining space to accommodate 450 students, combined with academic space housing the university's School of Information, as well as four additional units within the College of Literature, Science and Arts – including the new home of the Gayle Morris Sweetland Center for Writing.

North Quad
Floor 2



1. Main Entrance Lobby and Registration
2. NQ Dining Hall/Exhibitor Booths

Michigan Union

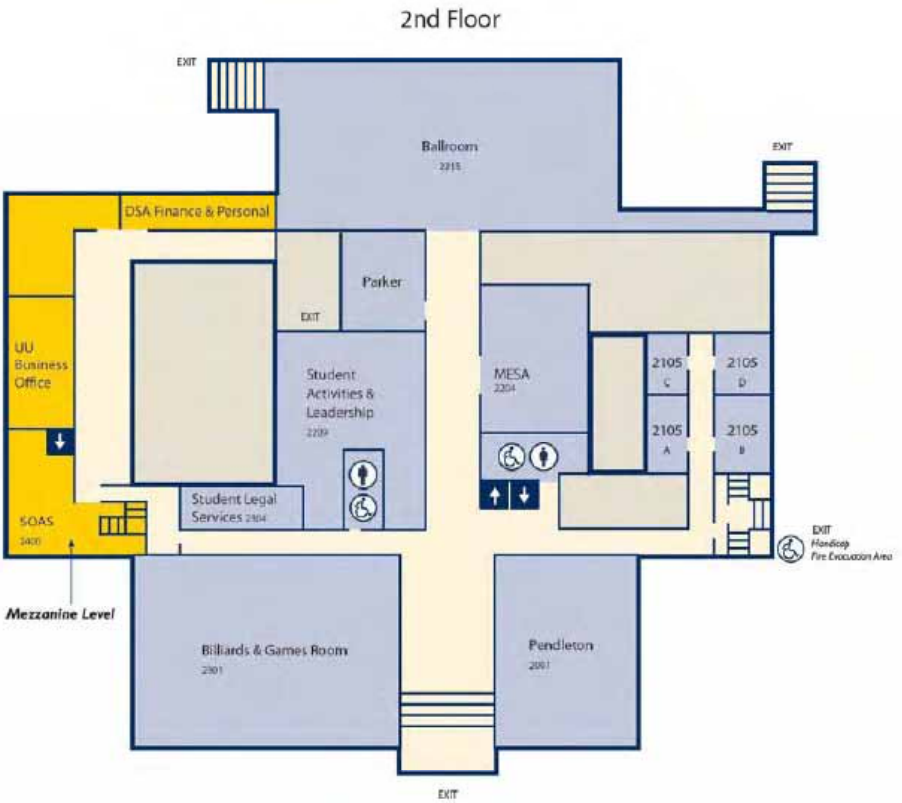
Floor 1



Located in the heart of Central Campus, the Michigan Union is the University of Michigan's most recognizable landmark. The building has witnessed first-hand more than ninety years of history - from JFK's announcement of the Peace Corps to a visit from the Dalai Lama. First opened in 1919, today the Union is a state-of-the-art facility connecting the past with the present, including a food court, banking, convenience stores, a bookstore, a billiard room, a video game arcade, student group space, events, study space, computer labs, and more.

Michigan Union

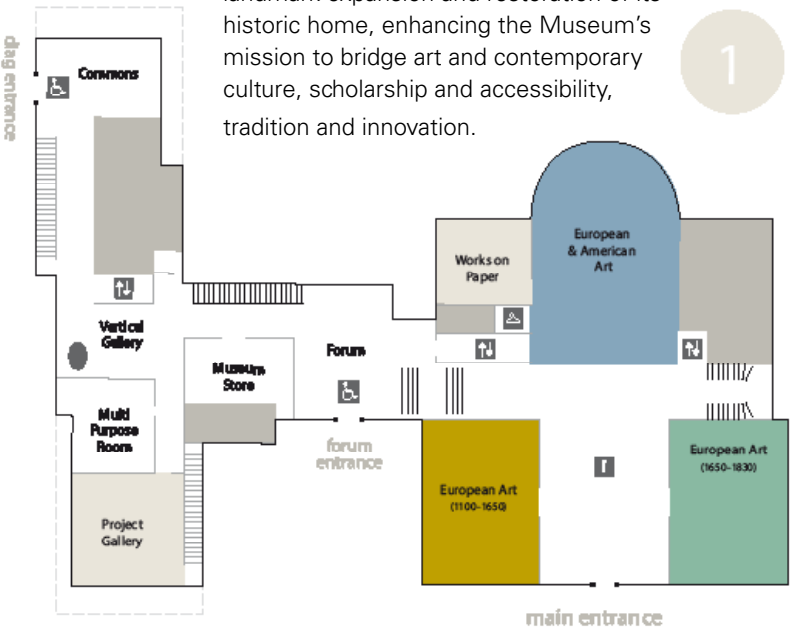
Floor 2

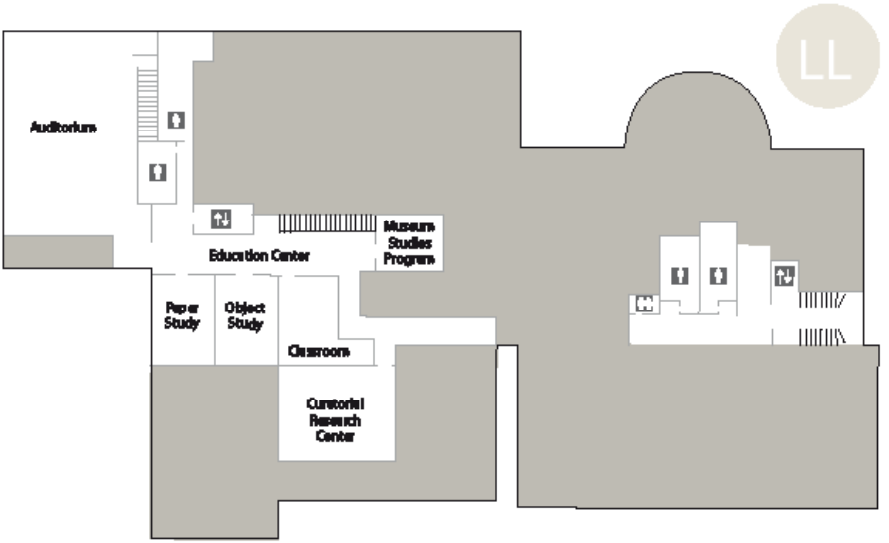


Michigan Museum of Art (UMMA)

Floor 1 & Lower Level

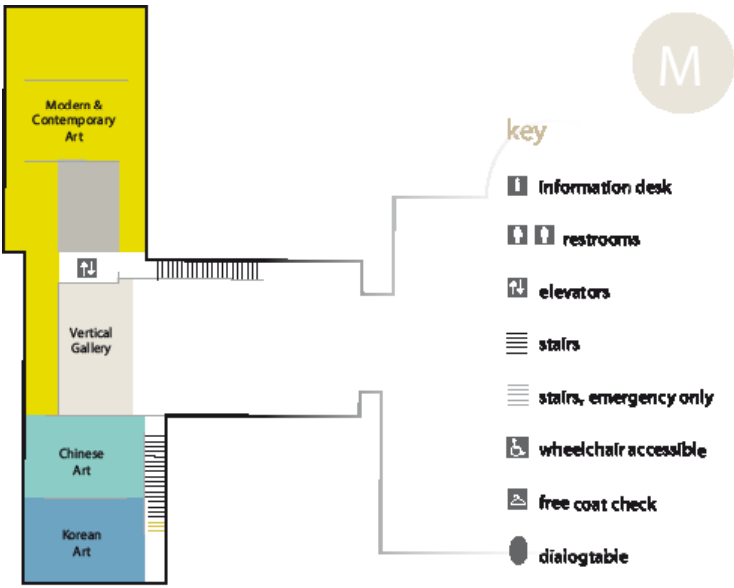
Originally built in 1910 as Alumni Memorial Hall, in 2009 the Museum completed a landmark expansion and restoration of its historic home, enhancing the Museum's mission to bridge art and contemporary culture, scholarship and accessibility, tradition and innovation.

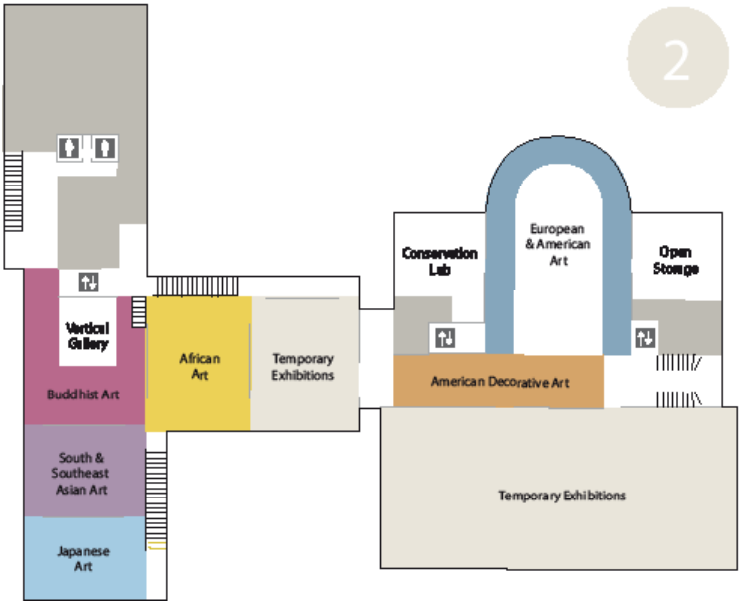




Michigan Museum of Art (UMMA)

Floor 2 & Mezzanine





Thursday, May 19

7:30 AM – 5:00 PM Registration
North Quad Main Entrance Lobby (corner of Washington & Thayer)

8:00 AM – 9:00 AM Breakfast
NQ Dining Hall

8:00 AM – 4:00 PM Exhibits Open
NQ Dining Hall

9:00 AM – 4:00 PM Full-Day Workshop (GRN)

GRN - Graduate Research Network

Rackham Building - 4th Floor Assembly Hall
9 AM - 4 PM, with a break for lunch at noon
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.
Coordinator: Janice R. Walker, Georgia Southern University

9:00 AM – 12:00 PM Half-Day Morning Workshops (HDW 1 - 5)
North Quad

HDW-01 - Half-Day Morning Workshop

Creating a CMS that Works: Online Classes with WordPress and other Web Technologies

Room: NQ 1245, 9 AM - 12 PM
In this workshop, participants will be introduced to a method of managing a course using WordPress and a collection of other web technologies to build an ideal, flexible, free and student friendly CMS for online and hybrid classes.

Phill Alexander & Julie Platt, Michigan State University

Tags: WordPress, CMS, course management

HDW-02 - Half-Day Morning Workshop
Composing Digital Scholarship: A Workshop for Authors
Room: NQ 1525 (LRC Mac Lab), 9 AM - 12 PM

This half-day workshop will guide and encourage authors interested in composing digital scholarship for online journals and presses. Editors will discuss authoring processes from the beginning of research projects to the publication stage, including visualizing, storyboarding/prototyping, creating sustainable and accessible designs, querying editors, finding local resources, submitting webtexts, and revising in-progress work. Authors interested in starting (or finishing) any kind of digital scholarly project will benefit from this workshop.

Cheryl Ball, Illinois State University
Douglas Eyman, George Mason University
Casey Boyle, University of South Carolina
James Brown, Wayne State University
Andréa Davis, Washington State University, Tri-Cities
Kathie Gossett, Old Dominion University
Christine Tulley, The University of Findlay
Moe Folk, Kutztown University

Tags: Kairos, enculturation, workshop, digital scholarship, mentoring

HDW-03 - Half-day Morning Workshop
Learning, Teaching, and Using Flash for Composition and Collaboration
Room: NQ 1110, 9 AM - 12 PM

This workshop considers the learning effects of estranging communication technology and offers training, with new online materials, in using Flash to communicate and collaborate. Flash enables all web media options, such as text, graphics, sound, animation, hyperlinking, and interactivity. There is no workshop prerequisite. All participants will produce their own Flash documents.

Eric Rabkin, University of Michigan

Tags: Flash, visual and multimodal composition, deploying technologies

HDW-04 - Half-day Morning Workshop
The Medium is the Limit: Making and Modding Games
NQ 1270 (LRC PC Lab), 9 AM - 12 PM

This mini-workshop will offer attendees the possibility to go beyond playing or analyzing games, and move into creating games for persuasive purposes. Vari-

ous means of modding games will be discussed, from simple and freely available editors to more complex developer kits. We will also demo "Infinite Boundaries," a scholarly Half-Life 2 mod that questions utopian notions of freedom and technology.

Wendi Sierra & Shaun Martin, North Carolina State University

Tags: games, gaming, modding

HDW-05 - Half-day Morning Workshop
Wiki-writing: Teaching with Wikipedia

Room: NQ 2275, 9 AM - 12 PM

Wikipedia is the online encyclopedia that anyone can edit - it is the most popular reference work in the world. Currently it has almost 3.5 million articles in English. How can you use this exciting resource in your classroom? Come to our workshop and hear about all of the different possibilities. Teach your students in a global writing environment in which they must learn to write collaboratively with people from around the world and in which their assignments will make a real-world contribution.

Adrianne Wadewitz, Indiana University
Rod Dunican, Wikimedia Foundation Inc.

Tags: wiki, Wikipedia

12:00 PM -1:00 PM Lunch for Workshop & GRN participants
North Quad Dining Hall

1:00 PM - 4:00 PM Half-Day Afternoon Workshops (HDW 6 - 9)
North Quad

HDW-06 - Half-day Afternoon Workshop
Technofeminist Pedagogies in Public and Private Spaces

Rooms: NQ 1110, 1 - 4 PM

The goal of this half-day workshop is to revisit both feminist and technofeminist theory and the complexity of digital pedagogy in a Web 2.0 era. This presentation will provide a theory-to-practice approach to technofeminist pedagogies with

special emphasis on helping participants develop multimodal assignments within feminist frameworks that may help level the playing field for our students within public and private spaces.

Brittany Cottrill, Grand View University
Kristine Blair, Bowling Green State University
Emily Beard, Bowling Green State University
Christine Denecker, University of Findlay
Erin Dietel-McLaughlin, University of Notre Dame
Christine Garbett, Bowling Green State University
Lee Nickoson, Bowling Green State University
Krista Petrosino, Bowling Green State University
Ruijie Zhao, Parkland College

Tags: theory, application, feminist, gender, multimodal composition

HDW-07 - Half-day Afternoon Workshop

Becoming More Datagogical: Developing Multimedia in an Online Course Catalog

Room: NQ 2275, 1 - 4 PM

This half-day workshop offers hands-on experience in adding a valuable multimedia component to an online course catalog. The workshop involves three major components: 1) examination of a case study (a pilot program of instructor videos embedded in Stanford University's online course catalog for the required curriculum in Writing and Rhetoric); 2) discussion of key issues, challenges, and controversies in producing multimedia-rich course catalogs; and 3) hands-on work in producing video (including pre-production, shooting, editing, adding "B-roll," and posting to YouTube).

Jonathan Hunt & Galen Davis, Stanford University

Tags: advising, accessibility, deploying technologies

HDW-08 - Half-day Afternoon Workshop

Teaching with iPads: Motivation, Inspiration, Alienation in the Appleverse

Room: NQ 1155, 1 - 4 PM

Faculty members from iPad universities facilitate a discussion of best practices for writing courses that incorporate Apple's engaging (and distracting) product.

Dennis G. Jerz, Laura Patterson, & Christine Cusick, Seton Hill University
Ed Higgins, Portland Community College, Newberg

Tags: ipad, mac, apple, iOS, iphone, ipod, workshop, best practices, demo, software demo, hardware demo, hardware, apps, motivation, inspiration, alienation, community college

HDW-09 - Half-day Afternoon Workshop

Everybody has a Literacy Story: Literacy Narrative Collection, Digital Media, and the Digital Archive of Literacy Narratives

Room: NQ 1525 (LRC Mac Lab), 1 - 4 PM

The workshop will focus on the Digital Archive of Literacy Narratives (DALN), collecting narratives digitally, and the possibilities for using literacy narratives and the DALN in writing classrooms. We will teach participants how to collect and edit autobiographical literacy narratives, using the Computers and Writing conference and Ann Arbor as collection sites. This workshop is designed for those interested doing field research using autobiographical literacy narratives and/or interested in incorporating literacy narrative assignments into their classes.

Deborah Kuzawa, Katherine DeLuca, Melanie Yergeau, Krista Bryson, William Kurlinkus, Chase Bollig, Lauren Obermark, Jennifer Michaels, & Erika Strandjord (Ohio State University)

Tags: digital media, archiving, literacy narratives, research, fieldwork

5:30 PM - 8:00 PM Opening Reception

Sponsored by Bedford/St. Martin's

University of Michigan Museum of Art (UMMA)
Corner of State & S. University streets, across the street from the Union
Registration available from 5:30-8:00 PM

8:00 PM - ? Pub Crawl

Meet at Ashley's Multi-Tap at 8:00 PM
338 South State St.
(See full list of bars on page 11)

Friday, May 20

7:00 AM – 5:00 PM Registration
North Quad Main Entrance Lobby (corner of Washington & Thayer)

7:30 AM – 8:30 AM Breakfast & Newcomers' Welcome Event
Michigan Union Ballroom

8:00 AM – 6:00 PM Exhibits Open
NQ Dining Hall

8:30 AM – 9:45 AM Town Hall #1
Union Ballroom

TH-01 - Town Hall I

Through the Looking Glass and Back Again: A Computers and Writing Rhetrospective

Room: Union Ballroom, 8:30 AM - 9:45 AM

The computers and writing community has a decades-old tradition of putting writing into motion and traversing boundaries, including those between public and private spaces. Reminiscing about the old days is fun, but it's important to connect those memories to future possibilities. Therefore, we want to focus on the following general question: how does our history as a field or discipline inform our current and future practices in pedagogy and professional development?

Michael Day (Moderator), Northern Illinois University
Susan Antlitz, South University Online
Sharon Cogdill, St. Cloud State University
Bradley Dilger, Western Illinois University
Patricia Freitag Ericsson, Washington State University
Dickie Selfe, Ohio State University
Jeremy Tirrell, University of North Carolina Wilmington
Janice Walker, Georgia Southern University

9:45 AM – 10:15 AM Break/Refreshments
Sponsored by Bedford/St. Martin's
NQ Dining Hall

Friday, May 20, 10:15 AM - 11:30 AM
Concurrent Session A

North Quad

A01 - Roundtable

Making Innovation Public: Resources for DIY, Modification, and Sharing of Writing Center Technologies

Room: NQ 1255

This roundtable explores theoretical and pedagogical approaches for online writing center work through narratives of building, modifying, and sharing technologies that impact and are impacted by writing centers. We invite participants to contribute to Open Center, a repository fostering collaboration and technology sharing. Because our discussion applies to technologies used in a variety of contexts, we invite participants from other areas of computers and writing to share their experiences and ideas. Twitter hashtag: #OpenCenter.

Tammy Conard-Salvo, Purdue University
Matthew Gilchrist, University of Iowa
Dennis Bennett, Oregon State University
Shareen Grogan, National University
Kimberly Abels, University of North Carolina Chapel Hill
Steve Kaminczak, Texas A&M University Writing Center

Tags: technology development, sharing, open source

A02 - Mentoring

Mentoring Session

Room: NQ Residence Hall Opportunity Space

Like the pre-conference Graduate Research Network, C&W Mentoring Sessions consist of roundtable discussions. Each session will have two Discussion Leaders, so bring your projects, ideas, or questions!

Discussion Leaders: Cheryl Ball, Nick Carbone, Michael Day, Douglas Eyman, Angela Haas, Karen Lunsford, Michael Palmquist, Cynthia Selfe

Tags: mentoring, GRN

A03 - Panel

Using New Media to Promote Learning: Implications for Reading, Note-taking, Collaboration, and Deep Learning

Room: NQ 2245

This panel examines how specific materials and environments can affect learning with new media. Different perspectives illustrate how students use new media

in and out of the classroom, individually and collaboratively. Considering the interplay of tools, content, and context, the panelists suggest how new media can foster critical engagement.

Mika LaVaque-Manty, University of Michigan
One Size Doesn't Fit All: How Course Substance Influences the Use of the Same New Media Tools

Brian Ballentine, West Virginia University
Fighting for Your Attention: Moving to Make Space for Deep Learning Online

Daniel Keller, The Ohio State University at Newark
New Media Reading: Foraging and Remixing

Edward A. Williams, University of California Santa Barbara
From Pen and Paper to Text and Space

Tags: Firefox, browser extensions, Zotero, hacking, open source, reading, new media, remix, multimodal, handwriting vs. typing, note-taking, note-making, lecture learning, digital writing/media major

A04 - Panel
Student Production of Digital Media: Notes from a Major Track in Editing, Writing, and Media

Room: NQ 2185

Our panel highlights students' new media texts produced within a major track called "Editing, Writing, and Media" at a large, public university. In this session we will highlight student-authored digital texts in a variety of media platforms and put them in dialogue with faculty and student responses to the new major, its classes, and their outcomes.

Michael Neal, Florida State University
Rory Lee, Florida State University
Natalie Szymanski, Florida State University
Matt Davis, Florida State University

Tags: digital writing/media major

A05 - Panel
"Betwixt and Between": Revising Notions of Authorship, Style, & Response

Room: NQ 2135

"Betwixt and between" is the phrase used by anthropologist Victor Turner to describe the liminality of subjects in the transitional phase of ritual who are "neither here nor there" or "no longer/not yet." As scholars, our research is somewhat in a liminal state; the transition from print to digital is forcing us to revise our understandings of composition. In this panel, we will describe our research in threshold spaces of authorship, style, and response.

Sonia Kline & Becca Woodard, University of Illinois Urbana-Champaign
Conceptualizing Response to Writing Across Time & Space

Adam Korman, University of Illinois Urbana-Champaign
Connecting Web 2.0 Technologies with Pre-Enlightenment Writing Practices

Andrea Olinger, University of Illinois Urbana-Champaign
Locating Style in Multimodal Composition

Tags: authorship, style, response, Web 2.0, YouTube, Wikipedia

A06 - Panel
Out of Print: Three Cases Investigating the Implications for Doing, Teaching, and Assessing Expanded Notions of Composition

Room: NQ 2255

Our panel presentation considers the implications for writers and teachers when notions of "composition" and "text" are expanded beyond print-based literacies to include digital, video, hypertext, and other representational systems including gesture and the natural world. We focus on three distinct cases of expanded composition and, in an interactive panel presentation, articulate connections across these cases and propose practical methods for facilitating expanded composition practices in classrooms.

Nathan Phillips, Vanderbilt University
A Social Semiotics View of Composing Across Disciplines

Amy Alexandra Wilson, The University of Georgia
Assessing Mess: Negotiating the Tensions between Assessment and Research Writing for Web 2.0

Blaine Smith & Melanie Hundley, Vanderbilt University and Peabody College
Composing Outside of the Lines: Examining Preservice Teachers' Beliefs and Multimodal Writing

A07 - Panel

Traversing Multimodality: Temporal, Spatial & Embodied Approaches to Researching & Theorizing Complex Writing Acts

Room: NQ 1105

This panel explores multimodality from a range of methodological and theoretical perspectives, asking: What might we gain by extending insights and questions emerging from multimodal theory into a range of composing practices? Focusing on the role and distribution of time, space, and practice, these projects advance an expanded definition of multimodality that extends beyond the printed/digital page to mixtapes, writing workflow, and the archive.

Jennifer Sano-Franchini, Michigan State University
Time, Mixtapes, & Rhetorical Arrangement in Multimodal Composing

Stacey Pigg, Michigan State University
Crunchtimes and Wanderings: Time and the Composition of Writing Workflow

Tags: multimodality, time, space, embodiment

A08 - Panel

Community Engagement and Digital Motion

Room: NQ 1155

This panel will explore the moves that technologies enables for teachers interested in digital literacy and community engagement. The speakers will focus on teaching multiple modes of communication, the types of preparation students require in terms of digital literacy, and using technology to move writing from private to public spaces.

Sibylle Gruber & Nancy G. Barron, Northern Arizona University
Civic Participation Beyond the Digital Classroom

Thomas Sura & Kendall Leon, Purdue University
Constructing Memory: Intersections of Service Learning and New Media Composition

Sean McCarthy, University of Texas, Austin
Invention, Revision, Exposure: The Question of Community in Engaged Research

Tags: sustainable participatory citizenship; digital literacy components; client projects; community application

A09 - Panel
Room to Roam: Navigating the Promise and Perils of "Enhanced" Writing Classrooms
Room: NQ 2275

This panel will critically analyze "enhanced" classrooms by interrogating how these spaces help and hinder writing instruction. The speakers will discuss how issues of authority and privacy confront the materiality of technology and curricular spaces within these classrooms. Ultimately, the panel will immerse attendees in a specific enhanced classroom and, using it as a test case, challenge them to discuss and design their own ideal writing classroom.

Steven Engel, University of Michigan
Ben Gunsberg, University of Michigan
Chris Gerben, University of Michigan

Tags: privacy, access and mobility, space theory, collaboration, online writing

A10 - Panel
Digital Writing Research in Motion: The Trajectories of Four Digital Writing Researchers
Room: NQ 2155

This panel explores writing in motion as a function of the trajectory of a graduate methods class in which students developed research proposals with many intersecting interests. This course focused on the importance of Institutional Review Board practices, methods for detailed planning on major research projects, and the effects of digital culture on writing research. A key text for the class was *Digital Writing Research*, and several presenters draw explicit connections to this important book.

Matthew Kim, Illinois State University
Lee Brasseur , Illinois State University
Erin Frost, Illinois State University
Flourice Richardson, Illinois State University

Tags: research methods

A11 - Panel
Past is Prologue: Teachers Composing Narratives in Digital Times
Room: NQ 1185

While increasing attention has been paid to the development and analysis of literacy narratives (e.g., the DALN), as a field we have not yet specifically examined teachers as narrative producers. This session brings together three separate research papers focused on K-12 and community college teachers' past experiences with and evolving meanings around literacy and technology.

Cynthia Carter Ching, University of California, Davis
Memory and Disdain: Double-Voiced Narratives about Teaching and Technology

Kory Lawson Ching, San Francisco State University
Reflection and Resistance in Future Teachers' Narratives of Literacy and Technology

Patrick W. Berry, University of Illinois Urbana-Champaign
Teachers' Chronicles of Literacy: Then and Now

Tags: K-12/National Writing Project (NWP), community college

A12 - Mini-workshop
Creating Comics: Using Comic Life to Create Short Multimodal Compositions

Room: NQ 1535 (LRC PC Lab)

In the potential professional lives of students, it is our belief that they will be expected to successfully navigate various forms of communication that will not have "traditional" writing as the main medium. Thus, as educators we feel we have a responsibility to our students to help them understand not only how to compose and communicate in multimodal ways, but also the possibilities and importance of composing and communicating in a multimodal manner. Furthermore, we should strive to create assignments—or at least build in multimodal aspects—that can help our students compose and move beyond the traditional essay to become literate in a 21st century world. To that end, this workshop will demonstrate how to use Comic Life--an open source, downloadable software that allows users to create their own comic book inspired visual narrative.

Jeff Kirchoff, Bowling Green State University
Kent Lenz, Bowling Green State University

Tags: multimodal composition

A13 - Mini-workshop

Techne Tube: Creating a Video Tutorial Collaborative for Composition

Room: NQ 1135

This mini-workshop will show participants how video tutorials and YouTube channels can be used to construct an online space through which composition students and instructors learn course technologies. Participants will learn how to create video tutorials using screen-casting software and how to gather these videos for easy circulation using a YouTube channel. Informed by participatory design and user-centered design, the workshop will also present methods for utilizing student input in the development of such materials.

Kathryn Trauth Taylor, Purdue University
Ashley Watson, Purdue University
Mary McCall, Purdue University
Alissa Goudswaard, Purdue University

A14 - Mini-workshop

Performance Art and First-Year Writing

Room: NQ 1525 (LRC Mac Lab)

This workshop explores rhetorics of performance in the first-year composition classroom. Attendees will be introduced to performance art, its history and contemporary practices, and how to use it to engage students in writing practice. Participants will have an opportunity to create a collaborative performance piece as well as explore digital documents of performance and learn where writing fits in to this mix. Participants will leave with practical knowledge to take back to the classroom.

Stephanie Amada, Michigan State University

Friday, May 20, 11:45 AM - 1:00 PM Concurrent Session B

North Quad

B01 - Roundtable

From Writing Center to Multiliteracy Center: Imagining the Twenty-First Century

Room: NQ 2255

This roundtable brings together six center directors and faculty engaged in theorizing the field's turn to multiliteracies and expanded engagement with technology, new media, and digital writing. Some of these centers have recently

transformed themselves infrastructurally to foreground multiliteracies, and others are in the process of doing so. We take up a range of interconnected topics and questions to engage the audience in imagining the position and politics of writing/multiliteracy centers in the twenty-first century.

Valerie Balester, Texas A&M University Writing Center
Nancy Grimm, Michigan Technological University
Sohui Lee, Stanford University
Jackie Grutsch McKinney, Ball State University
David Sheridan, Michigan State University
Naomi Silver, University of Michigan

Tags: multiliteracies, infrastructure, digital writing, new media writing, wcenter, pedagogy

B02 - Panel
Networked Publics
Room: NQ 1105

This panel asks how digital technologies that put writing "on the move" and in numerous places at once shift our notions of public culture. Theories of the public sphere have dealt mostly with print technologies, but we ask how the rhythms and movements of digital writing call for a rethinking of publics.

James Brown, Wayne State University
Dale Smith, University of Texas
Digital Poetry: Coding Publics

Byron Hawk, University of South Carolina
Digital Publics: Circulation and Object-Oriented Rhetoric

Geoffrey V. Carter, Saginaw Valley State University
Cortney Smethurst, California State University - Long Beach
Participatory Publics: From MEmorials to MEMEmorials

Tags: public culture, poetry, object-oriented rhetoric, video

B03 - Panel
Making Writing Socially Engaging: Asking Why New Media Draws Us In
Room: NQ 2185

We'll moderate an open conversation on using social media for creating engagement with writing. (1) Why do people find social networking sites engaging

places to write? (2) How do social-networking tools facilitate dialogue and peer-response among writers? (3) What are the pedagogical perils and promises of "live" audiences? (4) What's the rhetorical nature of writing in socially mediated spaces? (5) How does this interactive dialogue impact people as individual writers?

Eric A Glicker, Rancho Santiago Community College
Gian S. Pagnucci, Indiana University of Pennsylvania
Dennis G. Jerz, Seton Hill University
Daisy Pignetti, University of Wisconsin-Stout
David Schaafsma, University of Illinois at Chicago

Tags: social media, invention strategies, digital rhetoric, blogs, Twitter, active engagement, social networking, literacy and performance

B04 - Panel
Writing in Action: Citizenship and Electronic Common Spaces
Room: NQ 2155

Kenneth Burke distinguishes motion from action by noting that only the latter can have purpose and meaning. It is the actional nature of a writing that reconfigures public and private spaces that this panel examines. Panelists ask: What is the meaning of writing that both occurs in and reconfigures a public space? How can composition classes employ technologies to help student-writers discover meaning in communities of inquiry? And how might the form of inquiry itself be put toward purposive civic ends?

Rodney Herring, University of Colorado Denver
Andy Engel, Wayne State University
Matt Hill, University of Denver

Tags: rhetoric and democracy, public sphere, collaboration, multimedia writing, multimodal writing

B05 - Panel
Sex, Lies, and Pseudonyms: Text Migration and Identifiability across Web Platforms
Room: NQ 1155

Remaining incognito while participating in a community has always been difficult at best, but social networking apparatuses, cross-platform diffusion, and even participation itself complicate the notion of anonymity. Like public/private, nonymous/anonymous isn't a binary but a fractalized continuum. This panel explores dimensions of anonymity across several commenting communities and how these modes of participation elude traditional definitions of identity and identifi-

cation.

Kaitlin Marks-Dubbs, University of Illinois, Urbana-Champaign
The Secret of –nym: Anonymous Identity in a Commenting

Melissa Larabe, University of Illinois Urbana-Champaign
"What did I have to say?" Publishing Literate Activity for Economic Gain

John O'Connor, University of Illinois Urbana-Champaign
Would I Lie? Identifiability and Ethos in Web-Mediated Political Discourse

Tags: commenting, anonymity, pseudonymity, literacy, corporate sponsorship, blogs

B06 - Panel
Online Journal Administration: The Editorial Mentor and a More Inclusive Future for Scholarly Publishing

Room: NQ 1185

This panel focuses on the collaborative development and maintenance of an online journal in the field as a case study, stressing that collaborative online journal editorship can provide meaningful opportunities for mentoring graduate students in rhetoric and composition. Inevitably, collaborative journal administration moves away from isolating hierarchical models of mentoring and publishing within the academy toward a community of scholar-teachers within the field of computers and writing.

Joe Erickson, Bowling Green State University
Lanette Cadle, Missouri State University
Kristine Blair, Bowling Green State University

Tags: online scholarship, publishing, journals, mentorship, collaboration, editorship, professional development

B07 - Panel
Hacking Hopefalls: Using Transformative Play to Interrogate University Structures

Room: NQ 2275

The fictional Hopefalls University has been losing students, losing faculty, and losing momentum for quite some time. Now, with a mysterious plague (manifesting in student ennui and professor passivity) your team of caring players must find ways to game the system back to health. Through participatory gaming, this "presentation" will use the concept of transformative play to interrogate the structures of our lives as students, teachers, and administrators.

Emily Legg, Purdue University
Morgan Reitmeyer, Purdue University
Adam Strantz, Purdue University

Tags: gaming, role playing, transformative play, hacking, modding, multiplayer, participatory culture, collaboration, zombies, lasers, ennui, cigarette tax, survival horror, munchkin, locusts, rhetorics of plague, graduate student, undergrads, administrators

B09 - Panel
Writing for Social Action: Engaging and Constructing Digital Public Spaces

Room: NQ 2135

Moving beyond inquiries into how texts circulate in public venues, our panel will ask what kinds of publics such textual movement might create/invoke/respond to. Building off Couture and Kent's question about whether "published" necessarily means that texts on the web constitute public action or contribute to/help form public spheres, our panel will seek to initiate a conversation about what digital publics are available to students and what kind of social action "public" texts might engage.

Donna LeCourt, University of Massachusetts-Amherst
The Published v. the Public: Constructing Digital Public Spheres

Jessica Ouellette, University of Massachusetts-Amherst
Publics as Discursive Circulations

Leslie Bradshaw, University of Massachusetts-Amherst
Transmedia Publics and Fan Fiction: Locating Resistance Across Platforms

Linh Dich, University of Massachusetts-Amherst
Online Communities and Public Functions

Tags: digital media theory

B10 - Panel
Revision in Flux: From Essay to ePortfolio

Room: NQ 2245

This panel discusses the results of an ongoing study concerning Revision/Assessment in writing ePortfolios. The University of Georgia, after instituting a macro-assessment study of General Education Outcomes in FYC ePortfolios, has now joined the sixth coalition of I/NCEPR, whose topic is assessment. In this

project, we will consider further the role of revision in ePortfolios by considering the relation between revision and publication in an electronic medium.

Christy Desmet, University of Georgia
Deborah Church Miller, University of Georgia
Ron Balthazor, University of Georgia
Elizabeth Davis, University of Georgia
Erin Presley, University of Georgia
Beth Beggs, University of Georgia

Tags: electronic portfolios, assessment, revision, digital text, publication
Sponsored by the Calliope Initiative (formerly <emma>)

B11 - Conversation Starters

Starting conversations related to students and composing spaces

Room: NQ 1255

These conversation starters focus on supporting composition students by considering varied, intersecting public/private, professional/personal spaces. Raising questions and considerations for composition pedagogy, these conversations explore blurry lines among physical, virtual, public, or private spaces, including exploration of students' social and academic spaces; the possibilities and constraints of redesigning composition pedagogy to reflect literacy technologies, practices, and research; and engagement with students' composition innovations and use of digital or everyday technologies.

Faith Kurtyka, University of Arizona
Designing Literacy: Technology Narratives of First-Year College Students

Lamiyah Bahrainwala, Michigan State University
You say 'hello', I say 'mar7aba': Composing innovatively on keypads

Elizabeth Keller, Michigan State University
Physical Meets Virtual: A Conversation about Female First-Year Writing Practices

Judy D'Ammasso Tarbox, Southern Connecticut State University
Traversing between the world of academic composition and business and professional writing

Mark Crane, Utah Valley University
Unicorns and Rainbows in FYC

Tags: digital literacies, research methods, ethnography, composition innovation,

text-messaging, bilingual composers, online, Internet, Facebook, email, social spaces, physical spaces, utopian discourse, hope, pedagogy, institution, liberation, agency

B12 - Mini-workshop

Always already rhetors: toward a pedagogy of techno-memoria

Room: NQ 1535 (LRC PC Lab)

This mini-workshop frames a pedagogy of techno-memoria and asks participants to help build that pedagogy. This pedagogy rests upon the rhetorical negotiations we make amid our families, making the family our first composition classroom. A pedagogy infused with technno-memoria invites our family rhetorical heritages re-mediated by technology into the classroom.

Patricia Freitag Ericsson, Washington State University
Paul Muhlhauser, Washington State University-Tri Cities
Barbara Monroe, Washington State University

B13 - Mini-workshop

Postmen, Stewardesses, and Semiotic Domains: (Un) Crossing Gendered Biases in Computers as Writing Spaces

Room: NQ 1135

"In trying to remove the sexism that is built into the language, why not, for example, just get used to thinking of postmen and stewardesses as both female and male?" (Blair 45). In this inter-active presentation, the audience will utilize pencil and paper in conceptualizing innovative designs for hardware, interface, and language that neutralize prevailing gendered biases in the computer as a writing space semiotic domain.

Kathy Rowley, CSU Stanislaus

B14 - Panel

On the Critical Media: New Ways of Incorporating Video, Advertising and the Press in the Humanities Classroom

Room: NQ 2275

This panel will explore approaches to a critical engagement of mainstream media and vernacular video across a variety of disciplines. In particular, the panel will offer pedagogical strategies for incorporating YouTube, remix, mashup, digital storytelling, and other media forms in the classroom as a means for engaging students critically with the study and production of visual rhetoric.

Rick Branscomb, Salem State University
Training for Digital Storytelling in the Community: Teachers, Teachers to Be, and Community Organizations

Jennifer Proctor, University of Michigan-Dearborn
Remix and Mashup: Using Appropriation and Humor for Critical Thinking in the Classroom

Tags: community, digital storytelling, training, undergraduate research, content management systems, publishing

1:15 PM - 2:45 PM Lunch & Keynote 1

Union Ballroom and Anderson Rooms C & D

Keynote-01 - Timothy Wu, Columbia University

The Master Switch — What Link between Invention, Infrastructure, and Creativity?

The history of the 20th century information industries can be described as one of inventions and their consequences: film, radio, the telephone, television, cable, the internet. Each invention leads to a period of openness followed by eventual consolidation. But what are the cultural impacts of the rise and fall of information empires? Might more and less creative periods somehow be linked to industry structure?

Biography*: Tim Wu is an author, policy advocate and author of* The Master Switch. *He is a professor at Columbia Law School and the chairman of media reform organization Free Press. Wu was recognized in 2006 as one of 50 leaders in science and technology by Scientific American magazine, and in 2007 Wu was listed as one of Harvard's 100 most influential graduates by* 02138 *magazine. Tim Wu's best known work is the development of Net Neutrality theory, but he has also written about copyright, international trade, and the study of law-breaking. He graduated from McGill University (B.Sc.), and Harvard Law School.*

Wu has written for the New Yorker, *the* Washington Post, Forbes, Slate *magazine, and others. He can sometimes be found at Waterfront Bicycles, and he once worked at Hoo's Dumplings.*

Friday, May 20, 3:00 PM - 4:15 PM
Concurrent Session C

North Quad

C01 - Panel
Peersourcing: An FAQ
Room: NQ 2175

This panel will discuss the implications of peersourcing, an adaptation for education of the concept of crowdsourcing. Detailing a peersourced undergraduate journal, a core group of faculty, graduate student, and undergraduate developers will explore questions ranging from What is peersourcing? to What does peersourcing have to do with computers and writing? to How does peersourcing relate to existing approaches to teaching using social media? to Why does peersourcing matter for education?

Daniel Anderson, University of North Carolina Chapel Hill
Ashley Hall, University of North Carolina Chapel Hill
Jason Loan, University of North Carolina Chapel Hill
Benjamin Whitley, University of North Carolina Chapel Hill
Sydney Stegall, University of North Carolina Chapel Hill
Joe Albernaz, University of North Carolina Chapel Hill

C02 - Panel
Motion, Media, Method, Materiality
Room: NQ 2275

To illustrate how scholarly attention to motion opens up productive, diverse avenues for research in writing studies, this panel offers a dynamic set of presentations that takes the idea of motion seriously in relation to the circulation of discourse, the shifting topologies of knowledge, and the materiality of our interaction with new media.

Laurie Gries, University of Florida
Iconographic Tracking: A Digital Research Method for Studies of Circulation

Derek Mueller, Eastern Michigan University
CCC In Motion: Twenty Terms Over Twenty Years

Collin Gifford Brooke, Syracuse University
On One Hand: "Digital" Writing and the New Economy of Gestures

Tags: discourse, circulation, materiality, research methods, data visualization

C03 - Panel
Private/Public Tweets: ELLs in FYC, Graduate Students' Social Networking, and Corporate Twitter Streams
Room: NQ 2285

This panel incorporates three short research presentations that demonstrate

widely different uses of Twitter: (1) as a tool for building community and language abilities within a first-year composition class, (2) as a space where graduate students develop professional identities, and (3) as a vehicle for biotech and pharma corporations to disseminate information.

Manuel Senna, University of California, Davis
Building Community in FYC through Twitter: A Hands-off Approach

Amber Buck, University of Illinois, Urbana-Champaign
Managing the Janus: Negotiating dual identities in networking on Twitter

Carl Whithaus, University of California, Davis
Corporate Tweets: Voicing Promises, Profits, and Jobs

Tags: research, social media, Twitter, ELL, graduate students, biotech and pharma corporations

C04 - Panel
The Real World as New Media Classroom: Four Takes on Digital Citizenry

Room: NQ 2135

In four separate documentary profiles, this panel showcases digital media projects that reach beyond the classroom and into the wider community. Following Jon Simons' call to transform students into "astute citizens of the world" through both the consumption and production of new media texts, these four perspectives are united by a common interest in cultivating a civic-minded ethos in our students, a model of digital citizenry concerned with potential effects on students' immediate social contexts.

Susan H. Delagrange, Ohio State University
Ben McCorkle, Ohio State University
Catherine C. Braun, Ohio State University
Scott D. Banville, Nicholls State University

Tags: civic engagement, digital citizenry, digital production, outreach, service learning, video

C05 - Panel
The Zooming User: Theoretical and Pedagogical Implications of Prezi

Room: NQ 1105

Writing studies scholars increasingly use Prezi for presentations and scholarship, but we argue that Prezi's range of possibilities, implicit ideologies, and pedagogical applications remain unexamined. The time is right, we argue, to interrogate

Prezi, better understand its distinctiveness and attractiveness to compositionists, and ask students to utilize its Web 2.0 interface. By discussing theories and practices of Prezi and its Zooming User Interface, we will feature student projects and invite audience members into the conversation.

Brent Simoneaux, Miami University - Ohio
The Zooming Interface Paradigm (ZIP): An Inventional Interface

Abby Dubisar, Daemen College
New Media in the Disciplines: Integrating Web 2.0 Tools into Research and Presentation

Jane Greer, University of Missouri - Kansas City
New Media Beyond the Classroom: Using Web 2.0 Tools for Invention and Reflection when Composing Texts for Non-Academic Audiences

Tags: Prezi, ZIP, Web 2.0, presentation software, student projects, museum studies, advanced composition, undergraduate research, Zooming User Interface, Zooming Interface Paradigm, visual information, invention, reflection

C06 - Panel
Aligning Technology and Philosophy: A Theoretical and Practical Argument for Synchronous Delivery in Online Writing Centers

Room: NQ 2245

This panel argues that privileging synchronous dialogue maintains sound writing center philosophy and has critical implications for administration, web design, and pedagogy. Following three presentations that analyze theories of asynchronous and synchronous consulting, we will use our online writing center to illustrate how we manipulated available technology to better enact a face-to-face philosophy. We will open the floor to discussion, focusing on strategies for repurposing existing technology to better align current online practice with philosophy.

Sara Littlejohn, UNC Greensboro
Jennifer Whitaker, University of North Carolina - Greensboro
Alan Benson, University of North Carolina - Greensboro

Tags: wcenter, deploying technology

C07 - Roundtable
Dynamic assessment practices for media and technology classes

Room: NQ 2255

Five digital media teachers will propose provocative assessment approaches (five minutes each) leaving ~40 minutes for questions, answers, and a discussion of institutional adaptations. Topics include collaborating on assignment and assessment measures to unfix student production practices, translating a rhetorical rubric for many media, using usability practices to bring in outside assessors, arranging student-center assessment around grounded disciplinary values, and using digital survey software to engage students in assessment practices.

Dickie Selfe, Ohio State University
Tim Jensen, Ohio State University
Kathryn Comer, Ohio State University
Scott Lloyd DeWitt, Ohio State University
Chris Manion, Ohio State University

Tags: assessment, student involvement, media

C08 - Panel

Experiences with HireaDixiegrad.com: A Multimodal Approach to Getting College Graduates Hired

Room: NQ 2155

The most burning questions for college students concern job searches: For which jobs am I qualified? How can I ensure I am qualified for the job that I want? How do I search for a job? With the help of local human resource professionals, the writing instructors at Dixie State College collaborate to answer these questions through HireaDixieGrad.com, an interactive, multimodal blog.

Cheri Crenshaw, Dixie State College of Utah
Florence Elizabeth Bacabac, Dixie State College
Diane Albertini, Dixie State College

Tags: job search preparation, multimodal applications, college curriculum

C09 - Panel

Expansion Packs Available: Gaming in Public and Private Spaces

Room: NQ 1185

This panel models four approaches to gaming inside and outside the digital writing classroom. Can we or should we hybridize video game structures and traditional assessment methods in the 21-century new media classroom? Can solitary play effect interpersonal engagement? How can we use multimodal engagement in museums and public spaces to foster better collaboration and

problem-solving?

Scott Nelson, University of Texas at Austin
Tekla Schell, University of Texas
Marjorie Foley, University of Texas
Cleve Wiese, University of Texas at Austin

Tags: games, video games, QR codes, role-playing games, rhetoric, museum

C10 - Panel
#image: Social Tagging and Visual Rhetoric
Room: NQ 1175

This panel addresses the intersections of social tagging and visual rhetoric. We will examine current tagging practices in various environments and raise questions about how tagging can shape engagement with visual texts. We hope to consider, among other things, tagging as a form of writing, as a pedagogical tool, and as an affective economy.

Megan Eatman, University of Texas-Austin
Tagging and Violent Images

Noel Radley, University of Texas-Austin
Visual Poetics: Tagging Images of Abstract Art

Megan Varelmann, University of Texas-Austin
Rewriting Place with Locative Media

Tags: visual rhetoric, images, tagging, social tagging, pedagogy, museums, violence, geography, geo-tagging, composition, mapping

C11 - Mini-workshop
Mini-workshop on Megazine
Room: NQ 1525 (LRC Mac Lab)

Megazine (http://www.megazine3.de/) is an open-source, Flash-driven application that enables the creation of multimedia "books" complete with pageflip effects, audio and video, and interactive features. Workshop participants will be guided through the process of creating their own Megazine book.

Madeleine Sorapure, UC Santa Barbara

Tags: multimedia, production

C12 - Mini-workshop

Writing in science class: contributing to an on-line encyclopedia

Room: NQ 1245

We will demonstrate how to incorporate writing into a science class via student contributions to an on-line encyclopedia of animal species. A 'best practices' guide will be presented with a step-by-step outline of the entire process. In addition, we will demonstrate on-line technology from the Animal Diversity Web (animaldiversity.ummz.umich.edu). Accepted writing for the Animal Diversity Web appears on the Encyclopedia of Life (eol.org), an internationally respected research resource.

George Hammond, University of Michigan
Tanya Dewey , University of Michigan

Tags: writing in the sciences

C13 - Panel

Supporting Digital Literacy: Considerations of composition pedagogy and change

Room: NQ 1155

We will discuss how students' experience of rhetoric has changed in a digital age, and why this matters in even the non-digital composition classroom; what types of digital literacy are actually brought to college by traditional first-year students and by adult learners; and how to address these groups' needs pedagogically.

Chris Blankenship, Northern Illinois University
What Writing Teachers Need to Know About Digital Rhetoric

Alison Lukowski, Northern Illinois University
When Hyperlinks Fail: Digital Literacy in the Composition Classroom

Lynn Reid, Brookdale Community College/City College of NY
Returning Adult Students in the Multimodal Classroom

Joshua Cross, Oklahoma State University
Bridging the Digital Discourse Divide

Tags: rhetoric, first-year composition, nontraditional students, digital literacies, Web 2.0, production, circulation, community college

C14 - Roundtable

Digital Portfolio Design: Working Corporately to Personalize a Product

Room: NQ 1255

After a brief presentation on how DePaul University's School of Education worked with Digication to develop a personalized digital portfolio platform, we will hold a discussion on the collaborative design process for this type of university-business partnership. We will use several methods to keep record of the session, and we will build a digital portfolio for the session for attendees.

Sarah Brown, DePaul University
Calley O'Neil, DePaul University

Tags: digital portfolios, rhetorical design, university-business partnership

C15 - Mentoring

Mentoring Session

Room: NQ Residence Hall Opportunity Space

Like the pre-conference Graduate Research Network, C&W Mentoring Sessions consist of roundtable discussions. Each session will have two Discussion Leaders, so bring your projects, ideas, or questions!

Discussion Leaders: Cheryl Ball, Nick Carbone, Michael Day, Douglas Eyman, Angela Haas, Karen Lunsford, Michael Palmquist, Cynthia Selfe

Tags: mentoring, Graduate Research Network

4:15 PM – 4:30 PM Break/Refreshments
Sponsored by Bedford/St. Martin's
NQ Dining Hall

Friday, May 20, 4:30 PM - 5:45 PM
Concurrent Session D

North Quad

D01 - Mini-workshop

What the Games Say: Teaching Rhetoric Through Game Design

Room: NQ 1535 (LRC PC Lab)

Participants in this mini-workshop will engage in hands-on game design to learn

how writing instructors without programming skills can not only use games to teach procedural rhetoric (the study of how rules and procedures make claims about how the world does or should work), but also enable students to produce persuasive video games of their own. They will analyze an online game, speed-prototype a board game, and create one digital game using free online software.

Danielle LaVaque-Manty, University of Michigan

D02 - Panel
Digital mission-making: An exploration of privacy, posthumanism, and embodiment

Room: NQ 2185

This panel will explore the affordances and constraints associated with digital media when developing an interactive web presence--a web presence that articulates for local and global audiences one writing department's disciplinary identity and instructional mission. We draw on 15 hours of video data and survey responses from project participants in order to theorize and solicit audience participation about the rhetorical repercussions of being publicly and materially associated with a mission that is mediated by digital technologies.

Christa Teston, Rowan University
Digital constructions of departmental identity: A case study

Amanda Haruch, Rowan University
Digital constructions of disciplinary identity: Where and when privacy meets the posthuman

Drew Kopp, Rowan University
Digitizing corporeality, defining embodiment

Tags: privacy, identity, materiality, digital media, embodiment

D03 - Panel
Writing on the Fly: The Role of Text in Web 2.0

Room: NQ 1185

This panel takes up the question of text and its role in Web 2.0, the age of interactivity. The four panelists will present four retrospectives of their own research in the collection, *High Wired: On the Design, Use, and Theory of Educational MOOs* (1998; 2nd ed. 2001), celebrating the 10th anniversary of that work and reflecting on the evolution of text in Web 2.0.

Cynthia Haynes, Clemson University
Victor Vitanza, Clemson University
Jan Holmevik, Clemson University

Tags: writing, synchronous, text, Web 2.0, MOOs

D04 - Panel

Assessment 3.0 Reconfiguring Grading Spaces with Distributed Assessment Tools

Room: NQ 2245

Over the past few years, our writing program has "crowd sourced" rubric criteria for assessing writing. As a result, we have developed MyReviewers, a tool that enables teachers to grade/review student documents, that students use to conduct peer reviews, and that can be used by WPAs to conduct ongoing assessments. Our panel will speculate about ways in which MyReviewers restructures peer review and organizes comments for students over time (by class and semester and year), and subsequently creates possibilities for multiple instructors to respond to students' papers; providing a digital library that can be mined for assessment/research purposes.

Joseph Moxley, University of South Florida
Karen Langbehn, University of South Florida
Shelley Hayes, University of South Florida

Tags: distributed online assessment, grading spaces, writing portfolios, peer-production tools

D05 - Panel

Making Virtual Communities Transparent: "Community" as Pedagogical Outcome in Online Writing Classes

Room: NQ 1135

Speakers in this panel will interrogate the tangible outcomes instructors and administrators want to achieve when they state that they want the students in their online writing courses to form a community.

Kevin Eric DePew, Old Dominion University
Will we know community when we see it?

Danielle Roach, Old Dominion University
Preaching with the choir: community through reflection

Zsuzsanna Palmer, Old Dominion University
Thinking outside of the chat box: A semi-private space for community formation in the videoconferencing classroom

D06 - Panel
Re-visioning the Public and Private in New Media Spaces: Writing, Community, and Materiality
Room: NQ 2135

In *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*, Anne Wysocki (2004) identifies the need for "thinking, action, and advocacy—focused on texts and how situated people use them, to make things happen in all kinds of contexts" as what is needed "to expand to new media work" (5). She calls for a materiality of writing in New Media that she believes can be addressed by writing instructors. This panel will identify and discuss some ways writing in New Media can be tied to pedagogy so that it draws on students' real experience and connects to their lives in meaningful ways. Our panel will investigate writing, community, and materiality in New Media contexts to start a conversation about the ways composing functions in the public spaces where New Media texts are published.

Laura Howard, Georgia State University
Jeanne Bohannon, Georgia State University

Tags: activism, service learning, theory, new media

D07 - Panel
Schools: Where the public and private collide
Room: NQ 1105

This panel presentation will consider how digital technologies enrich and complicate the work of K-12 teachers in public schools. Participants will analyze data from a survey on middle school technology use, engage critical discourse analysis to examine a teacher's writings from Facebook, and consider an instance of cyberbullying as it relates to online and classroom identity formation. Participants and presenters will identify ways to support K-12 teachers in purposeful and relevant engagement with digital technologies.

Ann D. David, University of Texas at Austin
Amy E. Burke, University of Texas at Austin
Audra Roach, University of Texas at Austin

Tags: K-12, National Writing Project (NWP)

D08 - Mini-workshop
Teaching Internet Invention
Room: NQ 1245

Gregory Ulmer's *Internet Invention: From Literacy to Electracy* remains one of the most esteemed and challenging textbooks for writing teachers interested in the rhetorical implications of digital media. This workshop is designed to interest two audiences: (1) teacher-scholars concerned with digital composition pedagogy in general; (2) instructors who have read and/or taught Internet Invention and would like to reflect on various strategies for bringing this uncanny textbook into the classroom.

John Tinnell, University of Florida
Gary Hink, University of Florida

Tags: electracy

D09 - Mini-workshop

World of WarComp: Towards A Massively-Multiplayer Offline Composition Class

Room: NQ 1155

This workshop will seek to open a dialogue on the theoretical basis, justification, application, practicality and success of using the structures and design of a Massively Multiplayer Online Role-Playing Game to guide a trio of interconnected, research-oriented English composition and rhetoric classes. MMORPGs such as World of Warcraft make use of structures which we believe can be used in the classroom to scaffold assignments, encourage skill mastery, and improve student engagement and success.

Jameson Hogan, Northern Illinois University
Kari Castor, Northern Illinois University
Michael Dean, Northern Illinois University

Tags: digital humanities, MMORPG, World of Warcraft, popular culture

D10 - Panel

Public (Between) Private: Wikileaks, Legalities in Online Writing, and the Future of Network Rhetorics

Room: NQ 2155

Pointing to several highly publicized online writing events, including WikiLeaks' recent publications of diplomatic cables and the DMCA-violating dissemination of DeCSS code, this panel shows how these test cases can illuminate the gray areas between public and protected writing online as well as inviting the audience to speculate on the future of network rhetoric.

Robert Cummings, University of Mississippi
Wikileaks and the Future of Network Rhetoric

Annette Vee, University of Pittsburgh
Legal Lines Between Public and Private Writing

Tags: network rhetoric, wikis, wikileaks, particle physics, Yochai Benkler, Richard Lanham, intellectual property, code

D11 - Panel
Virtual Identities and The Classroom: Articulations of Self Across Multiple Spaces

Room: NQ 2275

This panel will examine how teachers' and students' interactions with and writing within online spaces may tell us more about students' and teachers' complex identities. We consider changes in both "the classroom," to encompass more virtual spaces, and in content, to include facets of identity that are multiple and dialogic.

Todd Battistelli, University of Texas at Austin
Joyful Noise or Hostile Jeer? Using New Media to Cultivate Religious Pluralism in the Writing Classroom

Elizabeth Homan, University of Michigan
Writing Teacher Identities: Teachers' Authoring of Their Professional and Personal Selves in Online Writing Environments

Sarah Swofford, University of Michigan
Virtual Reality and Virtual Classrooms: Teacher Perceptions of Student Identity

Tags: religion, dialogue, conflict, digital narratives, identity, online writing, teacher identity

D12 - Panel
Reconsidering Tenure and Promotion Protocols: Demonstrating What We Really Value

Room: NQ 2255

This panel will consider the pressing need for a broader approach to evaluating the impact of scholarly work in computers and writing on students, classes, programs, fields, and wider publics. Arguing that innovative work in this area does not always fit traditional tenure and promotion categories, member of the panel will call for renewed efforts to revise tenure and promotion protocols at the institutional and national levels.

Michael Day, Northern Illinois University
Opening the Way: Recent Developments in Tenure and Promotion Protocols

and Decisions

Janice Walker, Georgia Southern University
Tenure 2000: A Decade Later

Mike Palmquist, Colorado State University
Taking the Lead: The Role of Senior Scholars in Charting New Standards for Tenure, Promotion, and Merit Decisions

Tags: tenure and promotion, professional development, mentoring

D13 - Roundtable
Let the Games Begin: Can points and prizes motivate users to create content?

Room: NQ 1255

In this roundtable we will discuss gamification, which at its core is a system created to influence user behavior, and its role in user driven web content creation. The roundtable will begin by looking at writing.msu.edu as an example of gamification as well as introduce other gamfication theory. After the presenters will invite participants to converse about gamification and its role in content creation.

John Lauckner, Michigan State University
Dianna Baldwin, Michigan State University

Tags: 9/11, popular culture, television

D14 - Panel/Performance
All We Know is All That

Room: NQ 1175

"All We Know is All That" is a 73-minute video with original score by Tanner Menard which uses immense amounts of mashup of YouTube footage and original video to present the ways in which media has shaped our ability to read popular culture and how television is the major source of what we think we know. It will be delivered on DVD/CRT monitor with the artist available for questions and comments during its showing.

Keith Dorwick, The University of Louisiana at Lafayette

6:00 PM - 7:45 PM Banquet, Keynote 2, Awards Ceremony

Union Ballroom and University Club

Keynote-02 - Gail Hawisher, University of Illinois

Our Work in the Profession: The Here and Now of the Future

Room: Union Ballroom and University Club

For our aptly titled conference, "Writing in Motion: Traversing Private and Public Spaces," I argue that, like "writing," our field of Computers and Writing has always been in motion–never in slow motion I might add–and requires from all of us, as Eileen Schell notes in *Rhetorica in Motion*, "a mobility, flexibility, adaptability, [and] awareness [all] . . . "taxing and invigorating" (6). Here she's writing about her work as a feminist scholar, but I'll add that these requisite qualities are no less necessary for scholars in computers and writing. As Schell goes on to note, "our work as researchers involves movement not only across time and space, but also across disciplines, communities, and, in some cases across the borders of the nation-state" (7). In these spaces, challenges to our theory and methodology abound and all contribute mightily to the pedagogical settings in which we teach. In my talk, I present a cursory overview of various lines of research in the field while trying to capture a sense of the challenges we've faced in the past as we move inexorably into the future. I then point to the promising developments you've all described in the past few months on TechRhet and in other venues.

Biography: *Gail E. Hawisher is Professor Emeritus of English and was Founding Director of the Center for Writing Studies at the University of Illinois, Urbana-Champaign. Her published work includes the co-edited collections* Critical Perspectives on Computers and Composition Instruction, On Literacy and its Teaching, Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s, *and* Re-Imagining Computers and Composition: Teaching and Research in the Virtual Age.

With Cynthia Selfe, she continues to edit the international journal Computers and Composition. *Other publications include her co-edited* Global Literacies and the World Wide Web *(2000) and* Passions, Pedagogies, and 21st Century Technologies, *which won the Distinguished Book Award at Computers and Writing 2000. Her most recent project, with Cynthia Selfe, is a book-length study,* Gaming Lives in the 21st Century: Literate Connections *(Palgrave, 2007).*

In 2000, she was honored to receive the Robert Schneider Award for Outstanding Teaching and Service from the Department of English at the University of Illinois, Urbana-Champaign. Her university has also awarded her the Lynn M. Martin Award for Distinguished Women Faculty, the Campuswide Award for Excellence in Undergraduate Teaching (2004) and the University Distinguished Teacher/Scholar Award (2005).

Following Keynote: Computers and Writing Annual Awards Ceremony and Announcements

Union Ballroom and University Club

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

8:00 PM - 9:30 PM New Media Performances

"Writing in Motion: A Performance in Three Acts"

UMMA Auditorium

PERF-01 - New Media Performance/Presentation

Technology, Orality, Dance and Speech: An Intervention in the Intersections of Cultural Storytelling through Embodiment and Technorhetoric

Room: UMMA Auditorium

This panel and dance performance exists at the boundaries of Ong's orality, gaming studies' embodiment, and technorhetoric. It features two dance performances from disparate cultures—Odissi, a two-thousand year old classical dance from India and classical ballet (original choreography from France). Practicing the dance as a virtualized "body" – dis/embodiment of this technologically mediated dance--will explore the way storytelling and orality have developed and been preserved across cultures as a technology. The first dancer will perform a synchronously collaborative dance with an Odissi exponent in India through live video. The second dancer will perform Esmerelda's classical variation from Notre Dame de Paris and will present a 3D animation of a dancer and discuss why ballet is a popular theme in Machinima.

Jill Morris, Baker College of Allen Park, Wayne State University
Shreelina Ghosh, Michigan State University
Rahul Acharya, Guest Artist (via Skype)

PERF-02 - New Media Performance/Presentation

Electronic Performance Publics: Digital Re-constitutions of the Self

Room: UMMA Auditorium

This panel/performance will compare and contrast two performance tenses, past and present. The first performance will explore the problem and promise of

memory as remix by projecting steampunk performances and exploring aesthetic and historical notions of genre limits. The second performer will vj his show about dj-ing as writing.

Andrew Mara, North Dakota State University
Too Steam, Too Punk, or Just Right?

Steven Hammer, North Dakota State University
Dj-ing is Writing/Writing is Dj-ing: Sampling, Beat Matching, and Mixing in the Burkean Studio

PERF-03 - New Media Performance/Presentation
Queered: A Literacy Narrative

Room: UMMA Auditorium

This film offers a queer literacy narrative, making use of queer archives and rhetorical practices to explore the intersections of self, technology, and sexuality.

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

Tags: installation rhetoric

Saturday, May 21

7:00 AM – 4:30 PM Registration
North Quad Main Entrance Lobby (corner of Washington & Thayer)

7:30 AM – 8:30 AM Breakfast
NQ Dining Hall

7:30 AM – 7:00 PM Exhibits Open
NQ Dining Hall

Saturday, May 21, 8:30 AM - 9:45 AM
Concurrent Session E

North Quad

E01 - Panel

Postindian Fugitive (e)Motions: Case Studies of Digital and Visual Cultural Rhetorics Research

Room: NQ 1175

This panel questions what is meant by "making a text Indian" and by what means and to what ends indigeneity is represented and composed in digital spaces. The speakers in this panel interrogate how the category of "Indian" is materially (re)composed through and within video games, multimedia art installations, and social networking sites.

Angela M. Haas, Illinois State University
A Triumph of Decolonial Facebook Users?: Indigenous Digital and Visual Social Justice Work in the Wake of AZ SB1070

Phill Alexander, Michigan State University
Red, Dead? How Red Dead Redemption Exhibits a Changing Native Narrative

Lisa Phillips, Illinois State University
(in)Visible Art in the Blood: The Hybrid Space of Faye HeavyShield

Kristin Arola, Washington State University
E-Racing the Interface

Tags: decolonialism, indigenous, video games, visual rhetoric, digital rhetoric, cultural rhetorics, social networking, Facebook, native american art, digital storytell-

ing, transnational feminism, social justice

E02 - Panel
Researching Writing in the Social Network
Room: NQ 1255

This session, grounded in a year-long study of Facebook users' writing processes, begins by arguing for studying internetworked writing processes in situ and discussing design, ethical, and methodological issues related to such study. Audience members will then be given samples of our raw data to think through and talk about as a whole group; we conclude with some of our findings about the writing processes of actual writers in Facebook.

Pamela Takayoshi, Kent State University
Ashlee Brand, Kent State University
Cynthia Vigliotti, Kent State University
Matt Fink, Kent State University
Uma Krishnan, Kent State University
Philip Sloan, Kent State University
Melinda Stephan, Kent State University
Yvonne Teems,Kent State University
Chelsea Swick, Kent State University

Tags: research, Facebook, social media, microanalysis, graduate students

E04 - Panel
Multimodality in the writing classroom: Podcasting in four acts
Room: NQ 2135

Maier, Kampf, and Kastberg, drawing on the work of semiotician, Gunther Kress, argue for what they call a multimodal approach to analysis. We suggest that the concept of multimodality is also useful as a pedagogical tool for any type of writing classroom, going far beyond earlier discussions of "multimedia." In this panel, we present four snapshots of multimodal experiences in the classroom, with a focus on the use of podcasts.

Jennifer Bowie, Georgia State University
Constructing Argument: Multimodal approaches to persuasion

Dawn M. Armfield, University of Minnesota
Casting Beyond Print: Multimodal assignments to develop writing skills and prepare students

Laura J. Gurak, University of Minnesota
Multimodality and the 'let's write instructions' assignment

Alice Myatt, Georgia State University
Performing Writing, Performing Literacy

Tags: research, podcasting, multimodal, technical writing, writing classrooms, blog, wiki, persuasion, videos, photography

E05 - Panel
Traversing Multiple Spaces: Exploring Engagement with Sugar Labs, One Laptop Per Child, and K-12 collaborators
Room: NQ 1155

This panel presentation will sketch some features of the One Laptop Per Child Program (OLPC), the operating system Sugar used on the OLPC computer but also available for use "on a stick," and some of the OLPC deployments in the US and abroad. But primarily, this panel will seek further collaborators; we will use our experiences, our scholarship, and our vision to make a compelling argument for why computers and writing scholars and teachers should get involved in Sugar, XO, and OLPC projects.

Kevin Brooks, North Dakota State University
John Tierney, Sugar Labs Educational Outreach
Gerald Ardito, Pace University
Chris Lindgren, North Dakota State University

Tags: OLPC, XO, Sugar, Etoys, K-12, National Writing Project (NWP)

E06 - Panel
Copyright Issues in Online Learning
Room: NQ 1185

Online learning, distance education, and open educational resources are changing the way we think about education. However, the law surrounding these activities is unclear. Join us in a discussion of and investigation into the copyright issues facing these exciting new types of education. Presenters are affiliated with UM's Open.Michigan initiative.

Emily Petty Puckett Rogers, University of Michigan
Bobby Glushko, University of Michigan

Tags: OER, distance education, online learning, legal, copyright, fair use

E07 - Mini-workshop
Remix (as) Scholarship: An Exploration

Room: NQ 1535 (LRC PC Lab)

Remix is a method, a process, a practice. It is a way of making inquiry, a way of crafting rhetorical expression, a way of seeing, structuring, ordering, and relating elements in the world, perhaps even a way of inventing the world. As such, this performance will attempt to explore the potentialities of remix as scholarly practice—asking audience members to interact with a digital artifact as an attempt to explore some tenets of remix scholarship.

Justin Hodgson, The University of Texas at Austin

Tags: multimedia scholarship

E08 - Mini-workshop

Beyond Dancing and Flirting: Heuristic for a Web (2.0) Rhetoric

Room: NQ 1135

This mini-workshop is a forum to develop a web rhetorics approach to composition that moves beyond technology-based approaches to teaching with technology. Rather, we use a four-part heuristic to create activities, assignments and/or syllabi that account for the shifting ways of thinking and being in a Web (2.0) world.

Kristen Moore, Purdue University
Ehren Pflugfelder, Purdue University

E09 - Panel

Transnational Connections: Student Exchanges and Social Networking Comparisons

Room: NQ 1105

Various Internet platforms allow for sustained, reciprocal, discursive exchanges across various geographic boundaries. By examining specific assignments, social media sites, and student writing, this panel engages a unique set of questions that shape the way transnational student exchanges remain constrained by various social and political forces while, at the same time, initiate unique opportunities for powerful discursive forms in local and global contexts.

Richard Simpson, University of Miami
Miami avec Havana

Jin Zhao, Georgia State University
Web localization: culture, user, and design

Jingwen Zhang, Clemson University
The Rhetorical Ecologies of Two Social Media Sites for Networked Writing in the U.S. and China

Tags: geography, space, cultural studies, web cultural usability, diaspora, social affordances, user localization, Web. 2.0, website design

E10 - Panel
Serious Fun and Games: Alternate Reality, Shooters, and Academic Values

Room: NQ 2245

This panel will address ways that video games and students' experience as gamers influence their approach to learning and literacy in the writing classroom. Moreover, speakers will discuss the challenges video games, and the knowledge communities surrounding these video games, pose to the writing classroom when introduced as a theme of the course.

Kate Warrington, University of North Texas at Dallas
Knowledge Making in Video Games: A Challenge to Academic Values?

Loren Eason, University of California, Irvine
First Draft(ed): Pedagogical Approaches to the Cultural Rhetoric of Shooter Games

Mary Karcher, Wayne State University
Fringe, Fans and Facts: Alternate Reality Games as Research Methodology

Tags: viral media, alternate reality games, participatory culture, research skills

E11 - Panel
Using Digital Tools to Support Writing Instruction: Pedagogical Implications

Room: NQ 2185

This panel contributes to an ongoing conversation about how to effectively leverage technologies in the classroom to support students in becoming responsible, rhetorically sensitive digital citizens. Panelists will share pedagogical strategies, assignments, lesson plans, and the results of a qualitative study to engage participants in this critical conversation.mapping,

Lauren Nahas, University of Texas at Austin
Mapping Technologies in the Writing Classroom: A Report from the Digital

Writing and Research Lab

Joanna Lin Want, University of Michigan, Ann Arbor
Are We Blogging Yet?: Building Students' Genre Awareness Through Classroom Blogs

Cindy King, University of North Texas Dallas
Forbidden Sources: Blogs, Message Boards, and Forums in the College Writing Classroom

Amanda Wall, University of Texas at Austin
Teaching the Flame Wars: Toward a Pedagogy of Online Argumentation

Tags: Google Maps, mind maps, play, interactivity, translation, visual, pedagogy, DWRL, qualitative research, blogs, genre awareness, digital argumentation, digital rhetoric, composition

E12 - Panel

Brokenness and the Quest for Identity in New Media

Room: NQ 2155

This panel will explore cases of individuals who re/write their identities using new media. Presentations will examine how Alzheimer's can illuminate intersections between memory and text; how marginalized groups use blogs and forums to reinforce identities that range from Christian to queer; and how branding affects identity within social media.

Allison Hitt, West Virginia University
The Embodiment of Public and Private Identities: Marginalized Interactions in the Blogosphere

Marcia Bost, Georgia State University
The "X" Factor Goes Public

Donora Hillard, Wayne State University
"The very brokenness of these things is the witness of my life": New Media Writing and the Alzheimer's-Afflicted Individual

Melinda Turnley, University of South Florida Polytechnic
The Googled Self: Social Media, Identity Construction, and the Ambivalence of Branding

Tags: discourse community, religion, the "X" factor, creative writing

E13 - Roundtable
Is Blogging Dead? Yes, No, Other

Room: NQ 2255

We propose a fast-paced roundtable where 11 bloggers and blog readers from academia, the computers and writing community, and beyond will each present a brief and tightly timed position on our proposal, "Is Blogging Dead? Yes, No, Other." We intend to leave at least half of our allotted time to facilitate the interactions and to debate between panelists and audience members on the proposition.

Steven D. Krause, Eastern Michigan University
Judy Arzt, Saint Joseph College
Aaron Barlow, New York City College of Technology
Bradley Dilger, Western Illinois University
Virginia Kuhn, University of Southern California
Carrie A. Lamanna, Colorado State University
Elizabeth Losh, University of California, San Diego
Brian J. McNely, Ball State University
Andre Peltier, Eastern Michigan University
Brendan Riley, Columbia College Chicago

Tags: blogging, social networks, Facebook, Twitter

E14 - Mentoring
Mentoring Session

Room: NQ Residence Hall Opportunity Space

Like the pre-conference Graduate Research Network, C&W Mentoring Sessions consist of roundtable discussions. Each session will have two Discussion Leaders, so bring your projects, ideas, or questions!

Discussion Leaders: Cheryl Ball, Nick Carbone, Michael Day, Douglas Eyman, Angela Haas, Karen Lunsford, Michael Palmquist, Cynthia Selfe

Tags: mentoring, Graduate Research Network

9:45 AM - 10:15 AM Break/Refreshments
Sponsored by Bedford/St. Martin's

NQ Dining Hall

Saturday, May 21, 10:15 AM - 11:30 AM
Concurrent Session F

North Quad

F01 - Roundtable

Traversing Space and Place: Consulting New Media Texts in the 21st Century Multiliteracy Center

Room: NQ 2255

In the Noel Studio, students and consultants compose in a variety of public and private spaces—breakout spaces, presentation practice rooms, the greenhouse and invention space—depending on the needs of the writer(s). While some spaces foreground creative invention and collaboration, others facilitate one-on-one feedback. This roundtable will examine the space, technology, and praxis used in Noel Studio consultations as well as provide best-practice recommendations for consulting new media texts in a writing center environment.

Shawn Apostel, Eastern Kentucky University
Russell Carpenter, Eastern Kentucky University
Trenia Napier, Eastern Kentucky University
Leslie Valley, Eastern Kentucky University

Tags: wcenter, multiliteracies

F02 - Panel

Unbooks, Ebooks, and the Evolution of Self-Publishing Systems

Room: NQ 2155

The three presentations in this panel discuss the history (and systematic devaluation) of self-published texts, along with two present-day instances of localized publishing: a university writing program's ebook, and an collaborative unbook project developed by a university writing community.

Tim Laquintano, Lafayette College
Catherine Prendergast, University of Illinois at Urbana-Champaign
Joyce Walker, Illinois State University

Tags: ebooks, unbooks, publishing

F03 - Panel

Assessing Technology Needs in a Large University Writing

Program: A Pilot Study to Identify Options for Implementing E-Portfolio

Room: NQ 2185

While e-portfolios have grown in popularity, proprietary software solutions prove unfeasible on many access-oriented public campuses. Reporting on the initial phase of a study in which writing instructors worked collaboratively to implement and assess different options for e-portfolios, this panel addresses several questions: 1) how can composition instructors participate in assessing the technology needs of a large university writing program, and 2) what approach to e-portfolios best addresses the needs of such a program?

J.S. Dunn, Jr., Eastern Michigan University
Sarah Karlis, Eastern Michigan University
Carrie Luke, Eastern Michigan University
David Nassar, Eastern Michigan University

Tags: e-portfolios, portfolio assessment, web 2.0, first-year writing, collaborative research in writing program administration

F04 - Panel

Primary Texts and the Primacy of Scholarly Interpretation: Exploring the Re(-)presentational Affordances of Digital Media

Room: NQ 2275

This panel explores ways in which digital publication can enhance scholarship by providing readers with access to facsimiles of primary texts. Drawing on their research around American Indian student writing and literary anthologies, the speakers argue that digital integration of primary texts allows readers to challenge scholarly representations and interpretations, and to resist the values that scholars impose on texts.

Christie Toth, University of Michigan
White Scholar, American Indian Texts: Representational Ethics and the Digital Perforation of Interpretation

Justine Neiderhiser, University of Michigan
Making American Literature: Re-presenting Literary Texts in Digital Environments

Tags: American Indian studies, ethics of representation, digital publishing, American literature

F06 - Panel

Music, Microphones, Multimedia: Writing with Sound in the Composition Classroom

Room: NQ 1175

This panel will explore ways to invite students to critically compose with and through sound and to construct meaning in digital composition spaces. Using a video presentation that highlights student composers, an exploration of sound capturing and authorial perspective, and excerpts of students' papers and digital videos that show how popular music can be actively engaged in writing classrooms, the panelists will share how they have reshaped their instructional practices through an emphasis on sound.

Crystal VanKooten, University of Michigan
"To Just Make Everything More Powerful": Why Students Need a Meta-Language to Talk About their Use of Music in Multimedia Composition

Bump Halbritter, Michigan State University
Listen Up!: Microphones, Point of Audition, and Authorial Perspective

Steve Lessner, Michigan State University
Breakin' It Down: Creating Dialogues Between Popular and Academic Literacies by Using Popular Music in First Year Writing

F07 - Panel

Resistance, Memory and Community: An Investigation of Performance, Writing and Production in Online Spaces

Room: NQ 1155

This panel examines recent uses of online spaces by individuals as ways to participate in and extend civic discourse to negotiate applications of current legislation; to build, sustain, and resist activism networks; to remember traumatic histories; to perform identities that challenge cultural norms; and to build supportive communities around social justice issues. Audience members are invited to participate via a Twitter back channel and panel website projected during the presentations.

Cindy Tekobbe Cowles, Arizona State University
Digital Spaces and Memory Production at the National Holocaust Memory Museum

Yazmin Lazcano-Pry, Arizona State University
Producing, Circulating, and Resisting Coalitions in Online Media in Response to Arizona's SB1070

Emily Hooper, Arizona State University
Gender Performance and the d/Discourses of PrisonTalk's "Prison Weddings" Forum

Tags: holocaust, SB1070, immigration, memory, archives, marriage, weddings, feminism, activism, discourse, resistance, digital media, gender, public deliberation, community, production, circulation, networks, identity

F08 - Panel
Traversing Paper to Make Writing Visible: Integrating ePortfolios into the Curriculum

Room: NQ 2245

Speakers in this panel seek to discuss ePortfolios as ways to help move their departments and universities into more authentic, usable, public, streamlined assessment programs, even when existing paper-based assessment measures perform adequately. Speakers will discuss the ePortfolio implementation programs that they are directing.

Christopher S. Harris, CSU Los Angeles
Rebecca Miner, Michigan Technological University
Elizabeth A. Monske, Northern Michigan University

Tags: multimodal writing, eportfolio

F09 - Panel
Beyond Going through the Motions: Engaging Place and Enacting Citizenship in Digital Writing Spaces

Room: NQ 1105

Focusing upon the fluid relationships between real and online writing spaces, tools, and technologies, this panel offers a reflexive account of pedagogical encounters with the affordances (and limitations) of writing in electronically mediated environments. Specifically, presenters interrogate the tensions within and between the physical and virtual spaces of Google Maps, Wikitravel, and Ning/Facebook.

Michael Pennell, University of Rhode Island
The Spaces and Places of Composing in Google Maps

Joannah Portman-Daley, University of Rhode Island

The Borderlands of Digital Citizenship: Civic Action in Social Networking Sites

Tim Amidon, University of Rhode Island
(Wiki)tories: Learning Citizenship from the Contested Territories of Wikitravel

F10 - Panel
Writing Privately in Public: Digital Machines, Portability, and the Writing Space

Room: NQ 2135

The act of writing requires tools that both allow for and influence the act of writing. This session investigates how portable digital objects such as laptops, iPads, smart-phones, and digital-readers can help us gain new perspectives on the private and public nature of writing. We also work to understand how these objects can "push back" at our writing practices, sometimes asking ideas to conform to them rather than the inverse.

Jeremy Cushman, Purdue Universtiy
Patricia Sullivan , Purdue University
Pattie Poblete , Purdue University
Alex Layne, Purdue University

Tags: machines, writing spaces, digital classroom

F11 - Panel
Reshaping Publics through Rhetorical Identification

Room: NQ 1135

This panel, comprised of three undergraduates and their graduate student instructor, will explore the ways that technological advances allow political figures to mediate rhetorical identification. We argue that new media technology reaches beyond its intended audience, creating webs of identification which reconfigure the boundaries between public and private space. The panel will also discuss the ways that the students' collaboration on the panel reshaped their understanding of public academic discourse.

Melody Pugh, University of Michigan
Jeanne Van Gilder, University of Michigan
Lee Schechter, University of Michigan
Andrew Schwartz, University of Michigan

Tags: undergraduates, graduate student instruction, public sphere, constitutive rhetoric, identification, public discourse, political discourse

F12 - Mini-workshop

Employing Free Web-Based Sites to Motivate and Scaffold Secondary and First-Year College Students' New Media Composing

Room: NQ 1525 (LRC Mac Lab)

Secondary and first-year college composition instructors face dilemmas about how best to prepare students for increasingly complex 21st Century composing while also meeting instructional goals. In this hands-on workshop, participants will try-out and discuss the classroom applications of free web-based resources that open possibilities for motivating students while supporting their ability to meet the varied rhetorical demands of new media composing.

Danielle Lillge, University of Michigan-Ann Arbor

F13 - Conversation Starters

Starting Conversations Related to Digital Literacies

Room: NQ 1255

These conversations starters focus on possibilities and questions related to digital literacies, authorship, and writing pedagogy. Combining the theoretical and practical, they include explorations of questions and assumptions about students' actual technological literacies and digital media familiarity; engagement with extracurricular digital literacies in the classroom; and discussion of hypertext writing and authorship.

Julia Voss, The Ohio State University
What's in a Facebook Post?: What Are We Talking About When We Talk about Students' Digital Literacy?

Ann N. Amicucci, Indiana University of Pennsylvania
They aren't all digital natives: Dismantling myths about students' relationship with technology

Cathy C. Miller, University of Michigan, Dearborn
The Video Mash-up: A Multimedia Approach to Teaching Argument in the Composition Classroom

Teddi Fishman, Clemson University
Plagiarism in the Digital Age: First we fight it, then we figure out what it is?

Denise Landrum-Geyer, Southwestern Oklahoma State University

You Have to Know Where You Came From to Know Where You're Going: Establishing Genre Lineage Between Essays and Digital Texts

Suzanne Beasterfield, Dixie State College
Will you friend me, Teach'? Social networking and teacher-student relationships

Tags: scholarly conversation, digital literacies, authorship, writing pedagogy, history, theory, genre, discussion

F14 - Panel
Cultural Production and Rhetoric: Theorizing, Co-opting, and Subverting Online Spaces
Room: NQ 1185

This panel will discuss the linguistic practices of users on selected online forums (Facebook, 4chan, and Perspectives.com) through various theoretical frameworks. These digital spaces, we argue, need to be illuminated to help better understand online rhetorics & culture and their possible effects on classroom writing instruction.

Matthew Bridgewater, Bowling Green State University
Charting Activity Systems in Online Writing

Vyshali Manivannan, Montclair State University
"I think writing is a pretty cool guy. eh makes meaning and doesnt afraid of anything": Grammatical Memes and Linguistic Practice on 4chan's /b/

Juliane Church, University of Wyoming
Facebook as a Colonizing Force: Subverting and Conforming

Tags: activity theory, online rhetorics, new media studies, linguistics, social media, post-colonialism, social cognitive theory, self-colonization

11:45 AM – 12:45 PM Town Hall #2
Union Ballroom

TH-02 - Town Hall II
Are You a Digital Humanist?
Room: Union Ballroom

No doubt, the term "digital humanities" has gained traction across a variety of campuses and disciplines. With that term in mind, this panel will explore how, if at all, the digital humanities intersects with the field of computers and writing. The speakers will also explain how, through their own work, they identify with the term.

Julie Klein (Moderator), Wayne State University
Alex Reid, SUNY Buffalo
Douglas Eyman, George Mason University
Virginia Kuhn, University of Southern California
Cheryl Ball, Illinois State University
Jentery Sayers, University of Washington
Katherine Hayles, Duke University

1:00 PM - 2:30 PM Lunch & Keynote 3

Union Ballroom and Anderson Rooms C & D

Keynote-03 - Katherine Hayles, Duke University

Hyper and Machine Reading and Writing: Assessing the Gains and Losses

Room: Union Ballroom

Recent research in neurology indicates that reading on the Web activates different brain patterns than reading in print. Nicholas Carr and Mark Bauerlein, among others, argue that the effects of Web reading are to plunge us into a state of permanent distraction, unable to concentrate on anything for very long. Moreover, hyper reading (i.e., fast reading characteristic of Web browsing) correlates with hyper attention, a cognitive mode associated with a low threshold for boredom, a preference for a high level of stimulation, and the ability flexibly to switch between different information streams. Contra Carr and Nichols, there is another side to this story, one that sees hyper reading and hyper attention as adaptive responses to information intensive environments. Hyper attention also correlates with what we may call hyper writing, that is, writing in very short forms such as tweets and texting. This presentation will discuss the gains and losses of hyper reading and writing and relate them to machine reading, a new field of research in artificial intelligence. It will conclude with an example of machine reading from the author's own research.

Biography: *N. Katherine Hayles is Professor in the Literature Program at Duke University. She has a background in Chemistry (MS) and English (PhD); she worked as chemical research consultant before shifting fields to English Literature. Her interests include Literature and science in the 20th and 21st century; 20th and 21st century American fiction; electronic textuality, hypertext fiction and*

theory; science fiction; literary theory, and media theory.

Her latest publications are Electronic Literature: New Horizons for the Literary *(2008), a primer of electronic literature;* My Mother Was a Computer: Digital Subjects and Literary Texts *(2005); and* Nanoculture: Implications of the New Technoscience *(ed.) (2004).*

Hayles has won numerous prestigious awards including the Rene Wellek Prize for her groundbreaking 1999 book How We Became Posthuman: Virtual Bodies in Cybernetics, Literature and Informatics*, a Guggenheim Fellowship, a Rockefeller Residential Fellowship, and two Presidential Research Fellowships from the University of California.*

Saturday, May 21, 2:45 PM - 4:00 PM
Concurrent Session G

North Quad

G01 - Roundtable

Writing in Motion: The Futures of the Digital Scholarly Press

Room: NQ 2255

In this session publishers, directors, editors, and authors from three scholarly presses speak about recent transitions to digital publishing, collaborations with digital press imprints, and the experience of publishing a book project in digital form.

David Blakesley, Parlor Press
Thomas Dwyer, University of Michigan Press
Douglas Eyman, George Mason University
Gail Hawisher, University of Illinois at Urbana-Champaign
Charles Lowe, Grand Valley State University
Michael Spooner, Utah State University Press

G02 - Panel

Faculty and Facebook: Placing "Our Collective Hands" on Social Networking Experiences

Room: NQ 2135

In "A Reply to Facebook Critics," D. E. Wittkower (2010) suggests Facebook interactions are meaningless "until we get our collective hands on them." As a response, this panel analyzes the ways social networking experiences of faculty in Rhetoric and Composition impact colleagues, students, and the trajectory of

professional lives. Presenters examine online interactions using a variety of approaches—Burkean critique, autoethnography, and ethics—in order to engage in a dialogue about the meaning(s) of Facebook.

Cornelia Pokrzywa, Oakland University
Ubiquitous Friendship: The Drama of Faculty on Facebook

Timothy Briggs, Oakland University
Writing a Professional Life on Facebook: An Autoethnography

Larry Juchartz, Mott Community College
Questions of Professional Ethics and Representation on Facebook

Tags: Facebook, social networking

G03 - Panel
Building Classroom Community in a Digital Domain
Room: NQ 2155

A panel of four Washtenaw Community College English instructors will explore the manifold benefits of, as well as the inherent tensions in, using digital technology to enhance student writing and create a classroom community. Our presentation will feature show-and-tell demonstrations of technology; interactive games for audience participation; and lively, wide-ranging opinions that will stimulate discussion.

Tom Zimmerman, Washtenaw Community College
Mary Mullalond, Washtenaw Community College
Joe Montgomery, Washtenaw Community College
Hava Levitt-Phillips, Washtenaw Community College

Tags: community college

G05 - Panel
Moving the Best Practices of Writing Pedagogy into the Online Classroom
Room: NQ 1185

The members of this panel conducted a year-long training program at our university for online writing teachers. Our driving question was how do we train faculty to move the best practices of face-to-face writing instruction to the virtual classroom? We used the work of Hewett and Powers (2005), Paloff and Pratt (2007), and Warnock (2009) as the pedagogical foundation for our project. Each speaker will lead a discussion about one of the project's phases.

Melissa Keith, Boise State University

The Background

Stephanie Cox, Boise State University
The 3-Week Intensive Course

Jen Black, Boise State University
The Fall Semester 2010 Shadowing

Jill Heney, Boise State University
The Spring Semester 2011 Shadowing

Tags: online writing instruction, online teacher training, first-year writing, technology, mentoring, pedagogy

G06 - Panel
Workstreaming: Building work histories by observing writing behavior

Room: NQ 2245

We discuss and demonstrate the design of a methodology created to address problems caused by distributed group work, particularly writing. Theoretical, technical, and pedagogical issues will be addressed by writing teachers and researchers who have designed systems and research projects utilizing this methodology.

Michael McLeod, Michigan State University
What is a workstream?

Bill Hart-Davidson, Michigan State University
Building Robots to Observe Human Writing Behavior

Marilee Brooks-Gillies, Michigan State University
Workstreaming as Research Methodology

Tags: actor-network theory, user-centered design, research, space, knowledge work, technical writing, content management, project management, Twitter, Ride to C&W, robots

G07 - Panel
Beyond the Rhetorical Triangle: Expanding the Composition Zone

Room: NQ 1155

Inside the Composition classroom, rhetorical analysis has proved a useful instructional approach. But what of other realms, with different imaginative geometries and pedagogical modes? How can we bring new methods and theories into

the Composition space and what implications might this expanding repertoire of moves have for composing across the disciplines? In this panel, instructors from four institutions with diverse student populations will share the results of several courses in which digital media, folksonomic, philosophic, and propagandistic approaches to composing have been explored.

Gina Maranto, University of Miami
In search of universal cognitive can openers: Searle's social ontology in the writing intensive classroom

Allegra Pitera, University of Detroit Mercy
The Digital Video as a Composition Zone: Detroit Videos of Social Justice

Trey Conner, University of South Florida
Syntonic Rhetoric: now playing tag these genes

Thomas Lolis, Georgia Institute of Technology
Creating Disinformation: Digital Propaganda in the Composition Classroom

Tags: service learning, folksonomy, digital propaganda, social ontology

G08 - Panel
Considering Wikis as Community Spaces: Academic Jobs Wiki, Course Design Wiki, and ESOL Classroom Wiki

Room: NQ 1135

This panel presentation highlights wikis as community spaces in three realms of academia: as an entrepreneurial tool for job seekers in a public space; as a foundation for curriculum design and course management for instructors in semi-public spaces; and as a collaborative resource for ESOL students in private spaces.

John Hepler, Indiana University of Pennsylvania
Wikis as Communities of Practice in ESOL Classrooms

Paul Cook, Cottey College
The Academic Jobs Wiki: Talking Openly about an Anonymous Phenomenon

Bruce Erickson, University of Illinois
Personal Course Designs Inhabiting Semi-Public Spaces: Considerations

Tags: Web 2.0, academic labor, private writing, semi-public space, wiki, transparency, trust, community

G09 - Mini-workshop

Free Open Source Software (FOSS) and Participatory Video on the Internet

Room: NQ 1110

Digital video on the web is rapidly becoming a common mode of dialogue amongst technologists, creatives, writers, programmers and educators. During a short presentation or talk, whichever CW2011 scheduling might permit, I'd like to discuss open video, what open video might mean for technical communicators, and finally open debate about how open video could be integrated with current curriculum in technical, scientific and professional communication.

Freddrick Logan, Illinois Institute of Technology

Tags: digital-media, Internet, OpenSource, FOSS, software, digital literacies

G10 - Mini-workshop

Moderation, Messaging, and Mass Collaboration: Empowering Students to Learn through Teaching

Room: NQ 1525 (LRC Mac Lab)

Presenters will demonstrate how The Evolving Textbook (http://www.evolving-textbook.com/) creates a learning environment which empowers students to assume the role of the educator through social media (i.e., wikis, online forums, etc.)

Marcus Johnson, Western Michigan University
Michael S. Monje, Jr., Western Michigan University

G11 - Mini-workshop

Checking it out at the Library: Attention Literacy in the Information Age

Room: NQ 2185

This mini-workshop analyzes the methodologies the Greene County Public Library is using to promote technological literacy as a study in mediating the economics of attention. In doing so, we'll critically examine how the traditional library operates and ask the group how certain features might be translated into multimodal culture. As the conversation proceeds, the group will be asked to make connections between the more abstract elements of a conventional library and a digital literacy project.

Dustin Wenrich, Wright State University
Ryan Ireland , Wright State University

G12 - Panel
Exploring and Applying 21st-Century Possibilities in K-12 Contexts

Room: NQ1175

Beginning with a review of nationally distributed reports on technology in schools, this panel discusses how literacy and writing are understood in the current digital age. The value of multimodal composition, collaborative writing via Google Docs, and popular culture in K-12 settings will be discussed and pedagogical tools will be distributed.

Danielle Nicole DeVoss, Michigan State University

Toby Coley, Bowling Green State University
Teaching an Ethical Literacy of Digital Media Use in the Writing Classroom

Julie Platt, Michigan State University
Critical Digital–Visual Analysis

Lorna Gonzalez, University of California, Santa Barbara
Ethical Considerations for Writing Online

Tags: ethical literacy, digital media, practical suggestions, digital literacy, K-12, National Writing Project (NWP)

G13 - Roundtable
Multimodality in Motion: Disability in/and Kairotic Spaces

Room: NQ 1255

Multimodality has been discussed at length as a means to enhance access to the public/private spaces through which we and our writing move. However, we argue that "multimodality" as it is commonly used implies an ableist understanding of the human composer. Our disability studies roundtable seeks to redress this problem. Disabled individuals are among our colleagues and our students. Why is it that we so rarely design with them (us) in mind?

Cynthia Selfe, Ohio State University
Melanie Yergeau, The Ohio State University
Margaret Price, Spelman College
Stephanie Kerschbaum, University of Delaware
Elizabeth Brewer, The Ohio State University
Sushil Oswal, University of Washington
Michael Salvo, Purdue University

Tags: disability, disability studies, accessibility, web standards,

accommodations, multimodality, online communities

G14 - Mentoring
Mentoring Session

Room: NQ 2175

Like the pre-conference Graduate Research Network, C&W Mentoring Sessions consist of roundtable discussions. Each session will have two Discussion Leaders, so bring your projects, ideas, or questions!

Discussion Leaders: Cheryl Ball, Nick Carbone, Michael Day, Douglas Eyman, Angela Haas, Karen Lunsford, Michael Palmquist, Cynthia Selfe

Tags: mentoring, Graduate Research Network

4:00 PM - 4:15 PM Break/Refreshments
Sponsored by Bedford/St. Martin's
NQ Dining Hall

Saturday, May 21, 4:15 PM - 5:30 PM
Concurrent Session H

North Quad

H01 - Panel
Multilingual Literacy Landscapes

Room: NQ 2245

This panel interrogates the ways in which digital technologies and multimodal composing practices provide an effective means of moving beyond our traditional approaches to teaching and evaluating multilingual writers.

Suzanne Blum Malley, Columbia College Chicago
Alanna Frost, University of Alabama Huntsville
Lise Schlosser, Northern Illinois University

Tags: multilingual

H02 - Panel
Remediating Literacy, Remediating the Classroom

Room: NQ 2135

This panel presentation considers literacy acquisition and remediation in three different contexts: how the practices of literacy acquisition in an elementary classroom are affected by remediated learning spaces; how digital literacy narratives can enable high-risk first-year college students to understand and remedi-

ate their literacy practices; how translating print literacy narratives into digital narratives and alphabetic texts into multimodal composition can enable graduate students to understand more fully themselves, their audience, and their composing materials.

Judith Kilborn, St. Cloud State University
Chaos and Comprehension: Teaching in Remediated Spaces

Jillian Mergen, St. Cloud State University
Recognizing & Revising Literacy Practices: High-risk First-Year Students & Digital Literacy Narratives

Amber Chmielewski, St. Cloud State University
'riting, Revising, and Remediating: The Three R's of the Digital Age

Tags: multimedia, classroom technology, classroom research

H03 - Panel
Navigating Implications for Social Media in Learning: Facebook and Twitter in Composition Instruction, Distance Learning, and Social Lifeworlds

Room: NQ 2185

Social media technologies such as Twitter and Facebook have important implications for learning in academic contexts, calling upon faculty to consider their contributions to knowledge building, community practice, and dialogic learning. This panel considers these issues in the context of graduate education, distance education, first year and developmental writing classes, & non-academic social lifeworlds.

Jennifer Buckner, Gardner-Webb University
#intertxt: Twitter feeds, discourse communities, and distance education

Erin Trauth, Texas Tech University
Creating Meaning for Millennials: Bakhtin, Rosenblatt, and the Use of Social Media in the Composition Classroom

Pamela Takayoshi, Kent State University
Writing selves: young women & the affordances of FB

Tags: social media, intertextual discourse, distance education, rhetorical theory, computer pedagogy, social media, reader-response theory, composition, student agency, research, social networking, internetworked writing

H05 - Panel

Questions of Collaboration, Consent, Authority: Community Writing in the Wiki

Room: NQ 1110

Wikis act as a site of social memory and change conceptualizations of authorship. We argue that a collaborative, communal mindset emphasizing a particular ethos was necessary in the sites of our research (inside and outside the classroom) and also suggest close examinations of effective collaboration on other wikis to identify alternative mindsets.

Feihong Chen, Clemson University
Open System – New Path for Technical Communicators

Rik Hunter, St. John Fisher College
Audience Interactive 2.0: Wiki Readers-as-Writers

Julia Romberger, Old Dominion University
Co-Constructing Classroom Memory: Authority and Ethos in a Course Wiki

Tags: research, theory, pedagogy

H06 - Panel

Soundsense: Musical Rhetoric, Rhetorical Noise, and the Arduino Microprocessor as Translator of Discourse

Room: NQ 1105

This panel tunes in to a transmedia frequency. We translate from machines to humans, from pages to sound, from music to writing. How do musical composers shape sound? How does institutional context determine what counts as noise? Where do we locate the commonalities between tonal structures and traditional academic prose?

Will Burdette, The University of Texas at Austin
Good Fences Make Good Neighbors

Kyle Stedman, University of South Florida
Sound Composing: Musical Rhetoric in the Ears of Composers

Jennifer Ware & Kevin Brock, North Carolina State University
Theory to Tone: The Arduino Microprocessor as Translator of Discourse

Tags: sound, noise, writing with sound, sound writing, music, podcast, popular music, literature

H07 - Panel
Research Methods and Digital Publishing
Room: NQ 1185

This panel addresses the challenges researchers face when analyzing and writing online texts and explores the impact of emerging technologies on reading, coding, and publishing digital artifacts. We will consider the pedagogical implications of these issues as well as the repercussions for scholarship in the field of Computers and Writing.

Karen Lunsford, University of California, Santa Barbara
The Digital Future of IMRAD

Quinn Warnick, St. Edward's University
The Right Tool for the Job: Acknowledging and Resolving Methodological Problems in Online Research

Jenna Pack, University of Arizona
The Future of the Book: Considerations, Complications, and Implications of Digital Publishing

Tags: digital publication, scientific writing, IMRAD, journals, journal policies, research methods, online research, software

H08 - Mini-workshop
Tablet PCs: Paperless Portfolios and Powerful Potential
Room: NQ 1135

This mini-workshop will discuss the potentials of tablet pcs and how college students used the equipment to compose in digital ink throughout their writing process and ultimately create paperless portfolios. Participants will be engaged in discussions centered on the potential uses of this technology for students and instructors and will have access to a small number of tablet pcs throughout the session with which to experiment.

David Roloff, The University of Wisconsin - Stevens Point

H09 - Mini-workshop
Let's Review: Another Look at Why, When, & How We Use Peer Interaction in Writing Classrooms
Room: NQ 1535 (LRC PC Lab)

We propose a mini-workshop that will engage attendees in exploring this question. We will do so by asking them to consider how teaching, and more impor-

tantly learning writing might productively transform if coordinating and evaluating peer reviews were easier, faster, and more data rich. Using a web-based system for conducting peer review created by the presenters, we will ask our colleagues in attendance to explore three levels of change that we have witnessed in our own teaching with the system.

William Hart-Davidson, Michigan State University
Jeff Grabill, Michigan State University
Mike McLeod, Michigan State University

Tags: peer review, writing software

H10 - Panel
Gaming the Classroom
Room: NQ 1175

Our panel explores the role of games and game mechanics in writing pedagogy. Presentations will consider games as a motivational tool and the ethical questions surrounding such approaches. We will also explore the procedural, rhetorical function of games and its relationship to other theories of compositional processes.

Alex Reid, University at Buffalo
Gaming Composition: An Object-Oriented Approach

Richard Parent, University of Vermont
Ethics of the Playful Classroom: Who's Cheating Whom?

Anastasia Salter, University of Baltimore
Leveling up in the Classroom

Tags: games, ethics, playfulness, gamification, intrinsic student motivation, rethinking the classroom, literacy and gaming, writing and games, writing games

H11 - Panel
Genres and Templates: Formal, Informal, and Hacked
Room: NQ 2155

This panel explores the generative nature of two concepts typically considered constraining: genres and templates. It examines how digital artifacts, from Facebook to WordPress themes, are made, remade, and hacked, and how those practices inform pedagogical directive. Particular attention is paid to visual design practices online.

Derek Risse, Wayne State University
Zombie Etymologies: Hacking as New Media Voodoo

David Bailey, Georgia Southern University
Radical Remix: Genre Creation and Visual Rhetoric On the Open Web

Tags: visual design, web design, authorship, source code, ethnography, hacking

H12 - Panel
Digitizing Cultural Identities and Literacies: Transnational, Traditional, and Multi-lingual Possibilities and Connections

Room: NQ 1155

This panel explores the ways digital technology is thoroughly both local and global. While examining local literacy practices—teaching traditional Indian dance, developing Web 2.0 technology in Tel Aviv, and acquiring computer literacy for Filipino nurses—we argue that local digital practices are connected to larger networks of global movement and cultural change.

Eileen Lagman, University of Illinois at Urbana-Champaign
Digital Literacies in Filipino Immigrant Narratives of Gender, Labor, and Assimilation

Steven Fraiberg, Michigan State University
Remediating Composition: Situating Digital Literacy Practices in Global Ecologies

Shreelina Ghosh, Michigan State University
Teaching Traditional Dance in the Digital Space: Video Pedagogy of Odissi dance

Tags: translational literacies, digital literacies, methodology, research, administrators, globalization, multilingual, ESL/EFL

H13 - Panel
Exploring Ethical and Public Discourses in New Media: Digital Storytelling and Online Forums

Room: NQ 2275

How do we determine standards of ethical practice for new digital genres such as digital storytelling? What influence can online discussion forums have on public policy? This panel explores these and other questions by examining two distinct new media sites of discourse.

Lisa Dush, DePaul University
Ethical Convergence in New Media: The Case of Digital Storytelling

Scott Kowalewski, Virginia Tech
Writing the Outdoors: Online Sportsmen Forums and Public Discourse

Tags: ethics, digital storytelling, online forums, online public discourse, environmental, public policy, social media

H14 - Roundtable
Traversing the Divide: A Roundtable Discussion
Room: NQ 2255
Pedagogical technology projects at New Haven's Common Ground HS help university and high school instructors and students bridge social and educational disparities through writing. The UM Mobile Classroom Project helps students re-think topic generation, audience needs, deep research, and collaboration. Our roundtable will solicit discussion on related ideas in these projects.

Will Hochman, Andrew Smyth, Lois Lake Church, & Judy Tarbox, Southern Connecticut State University
To Grow Common Ground* in New Haven: Plug in Here/Go There

Charles Taylor III & Kelly Allen, University of Michigan
CSP Mobile Classroom Project: Writing on the Move

Tags: community, collaboration, sustaining learning, ecology, K-12

5:45 PM - 7:00 PM Mini-Reception
North Quad Room 2450

5:45 PM - 7:00 PM Poster Session (P)
North Quad Room 2435

P01 - New Media Poster/Installation
Argument Walkthroughs: Screen-Recording, Video Games, and Composition
Room: NQ 2435
This presentation examines an assignment wherein students recorded themselves playing through "serious" video games (games that deal with real-world

issues such as climate change). The students incorporated outside sources to make arguments about an issue and the game's portrayal of that issue. Students used this new technique to make sophisticated claims about complex social and political systems.

Kevin Rutherford, Miami University

Tags: video games, game studies

P02 - New Media Poster/Installation
Sonic Interfaces as Embodied Digital Culture
Room: NQ 2435

This presentation examines the visual interfaces used to represent and accompany sonic compositions and digital interactions—including audio waveforms, sound mixing interfaces. These visual conventions for embodying physical phenomena are hybrid tools for imaginative production and interaction with sounds. Human sonic experiences, when expressed silently, become metaphorical expressions that attempt to represent our situated and embodied cultural identities.

Mary Hocks, Georgia State University

P03 - New Media Poster/Installation
Moving into the Aural Dimension: New Media Rhetorics in FYC
Room: NQ 2435

Moving into the Aural Dimension: New Media Rhetorics in FYC features students' soundscape projects and the pedagogy behind them. The slidecast aims to spur a discussion about the use and assessment of aurality in the first-year writing classroom, and specifically how it can function to teach and reinforce rhetorically-savvy writing in any mode. Additionally, this installation asks participants to enter the scholarly debate over what constitutes "New Media Rhetorics" and their role in FYC.

Kathleen Marie Baldwin, University of Massachusetts, Amherst

Tags: new media rhetorics, aurality, rirst-year writing

P04 - New Media Poster/Installation
Graphic storytelling in Second Language Writing Classrooms
Room: NQ 2435

This presentation proposes a model that is based on the argument that graphic novel serves as a perfect forerunner for reading and writing in the second lan-

guage writing classroom. The model includes the potential teaching materials, a lesson plan that makes use of the graphic storytelling as bridge stone empowering the students, and strategies that use graphic storytelling as a starter for heavier reading and a prompt for more sophisticated writing.

Shuozhao Hou & Mingyan Hong, Zayed University

P05 - New Media Poster/Installation
Private Thoughts, Public Spaces

Room: NQ 2435

As student writing becomes more public, creating a public sphere and genuine audience for reflective writing is critical to fostering meaningful reflection; the use of public blogs read and commented on by multiple composition classes is one way to achieve this goal.

Bethany Eicher, Saginaw Valley State University / Delta College

P06 - New Media Poster/Installation
Jewish Court of All Time: Simulation meets Action Research

Room: NQ 2435

Faculty at the University of Cincinnati and the University of Michigan collaborated on a web-based, trans-historical simulation for middle school students during Fall 2010. The project engaged undergraduate and graduate students as mentors, and doctoral students as action researchers in a multi-layered project. The "Jewish Court of All Time" employed writing to expand students' notion of what it means to "study" history, tying original research and serious play with ongoing mentorship.

Jeffrey Stanzler & Julia Lathin, University of Michigan

Tags: first-year composition, action research

P09 - New Media Poster/Installation
Oh Shit, I'm in Grad School: The Webcomic

Room: NQ 2435

Through this installation, I will officially debut my webcomic, "Oh Shit, I'm in Grad School". This project will both embody and illuminate the generic elements of webcomics that differentiate them from print comics and tie them closely to other digitally native genres, such as blogs. I hope to create a virtual community space often found in webcomics, where readers can enter a dialogue with the creator, and sustain it after the conference is over.

Franny Howes, Virginia Tech

Tags: comics, visual rhetoric, praxis, webcomics, internet

P10 - New Media Poster/Installation
Using Online Corpora and Concordancers to Foster Students' Genre Awareness

Room: NQ 2435

Scholars in Rhetorical Genre Studies have argued for a writing pedagogy that aims at raising students' "genre awareness" through the use of genre analysis. In this panel, we suggest ways that this approach can be guided by concordancing software and online corpora. We demonstrate how these tools can help students and instructors to focus systematically and in detail on recurring patterns of language use in collected samples of genres under investigation.

Zak Lancaster & Anne Gere, University of Michigan

Tags: corpus linguistics, genre-based writing pedagogy

P11 - New Media Poster/Installation
All the Write Moves

Room: NQ 2435

This video essay presents a version of what Ames Hawkins believes is possible to suggest, yet impossible to determine: how she learned to write. Focusing on physical, spiritual, visual and political motion, Ames offers that her development as a writer is continual and inextricably linked to movement through time and space, movement that is further complicated and complicated by the proliferation of new media in our culture.

Ames Hawkins, Columbia College Chicago

P12 - New Media Poster/Installation
Course Management to Corporate Management: The [Non]-Divide between Academic and Professional Content Management Systems

Room: NQ 2435

This poster presentation explores the changing relationship between academic and professional content management systems within the context of curricular imperatives for career training. At one time, the defined pedagogical justification of the academic CMS was quite different than the practical end of the professional CMS, and the design of the platforms themselves reflected that. However, as the 2-year and 4-year degrees are viewed increasingly as job training, that division has begun to disappear.

Andrew Davis, Georgia State University

Tags: distance learning, human-computer interaction, content management, online learning

P13 - New Media Poster/Installation
A Pedagogy of Performance: User Guides in Real Contexts
Room: NQ 2435

This new media presentation describes an assignment sequence from two disciplinary technical communication courses where students produced user guides for real clients, and presents several student examples of the final deliverables and reflections.

Andreas Karatsolis, Carnegie Mellon University Qatar

P14 - New Media Poster/Installation
Creative Criticism
Room: 2435 NQ

This poster shares my recent work in "creative criticism" – webtexts that blur the boundary between art and academic analysis by using their media form rhetorically.

Whitney Trettien, Duke University

Tags: literary criticism, digital poetry, webtext, digital rhetoric

P15 - New Media Poster/Installation
Reading data and writing narrative
Room: NQ 2435

What kind of collective perceptions do we hold of what data is and how it influences our identities, collective and individual? We exist with popular perceptions of computational ability, and perceptions of 'what code does', or 'what data tells us'. This permeates the ways in which writers address social issues and themes, and to what extent speculation mingles with analysis. Our frameworks for generating writing have obviously changed, but do data models and structures have a more explicit effect on our syntactic techniques? Are there novel insights we can map regarding how data influences a writer's thematic and narrative approaches? When we write under the influence of data and computation, do they become both artifacts and tools?

Marisa Plumb, Independent

Tags: technical literacy, data modeling, social analysis

P17 - New Media Poster/Installation

Authority Figures

Room: NQ 2435

Most plagiarism policies encourage college writers to see authors as owners; students then begin to form writing selves through this particular authorial lens. However, digital media such as remix videos, wikis, and Tumblr suggest alternative authority "figures." This webtext/installation envisions authorial layers in each medium and parses the contexts of plagiarism.

Rachael Sullivan, University of Wisconsin, Milwaukee

Tags: theory, transmediation, transmedia, argumentation, argument, public sphere, discourse analysis, informal logic, participation, composition, FYC

7:00 PM - 9:30 PM Dinner on own

9:30 PM - 12:00 AM C&W Bowling Night

Colonial Lanes
1950 S. Industrial
(734) 665-4474

Sunday, May 22

7:30 AM – 8:30 AM Breakfast
NQ Dining Hall

7:30 AM – 12:00 PM Exhibits Open
NQ Dining Hall

Sunday, May 22, 8:30 AM - 9:45 AM
Concurrent Session J

North Quad

J01 - Panel
Mobilizing Public Spaces for Community Change: The Digital and Visual Rhetorical Work of Youth Leadership

Room: NQ 1175

Reflections and emergent findings from a hybrid digital composition project spanning West Virginia and Michigan designed to engage youth leaders in processes of digital communication and public rhetoric for community change. More broadly, we'll have a conversation about the ways in which multimodal composition, public rhetoric, and civic engagement pedagogy can be joined in designing projects for social change, and paint a picture of the negotiations involved in performing this work across multiple sites.

Jeff Grabill, Michigan State University
Lee Sherlock, Michigan State University
Lehua Ledbetter, Michigan State University
Casey Miles, Michigan State University
Doug Schraufnagle, Michigan State University
Ryan Waldron, Michigan State University

Tags: multimedia writing, Photovoice, community activism, public rhetoric

J02 - Panel
Exploring and Applying 21st-Century Possibilities in K-12 Contexts

Room: NQ 1105

Beginning with a review of nationally distributed reports on technology in schools, this panel discusses how literacy and writing are understood in the

current digital age. The value of multimodal composition, collaborative writing via Google Docs, and popular culture in K-12 settings will be discussed and pedagogical tools will be distributed.

Danielle Nicole DeVoss, Michigan State University
Troy Hicks, Central Michigan University
Because Digital Writing Matters

Megan Hall, The University of Findlay
Teaching Thesis Writing through the Integration Multimodal Composition: An Action Research Project

Amber White, North Branch Area Schools
Google Doc Writing Response Groups

Melissa Ames, Eastern illinois University
Developing Analytic, Argumentation, & Synthesis Skills while Teaching Cultural Studies, Visual Rhetoric, & Media Literacy

Tags: K-12, traits, elementary, Google Docs, Google Apps for Education, methods, English, composition, National Writing Project (NWP)/K-12

J04 - Mini-workshop
The Writing Cycle in Five Movements
Room: NQ 1525 (LRC Mac Lab)

If you need a more effective process for getting writing done -- a process that completely eliminates writer's block, advances revision in an organized way, and enhances your focus on each aspect of the task -- come learn the Writing Cycle as taught at the UC San Diego interdisciplinary program in Culture, Art and Technology. Multiple modes of writing will be taught through visual, musical, and kinetic elements of new media.

Darrin McGraw, UC San Diego

Tags: new media literacy, digital composition, writing process, prewriting, revision, feedback, structure, writer's block, drafts

J05 - Panel
Blogging Outside the Box: Affect, Style, and Theory
Room: NQ 1255

This panel aims at expanding current theories and practices of blogging in new media writing classrooms and other online spaces by looking back at our educational forefathers (John Dewey), teasing out the complications of a current divide (real world versus academic writing), and working towards the future in articulating the need for new rhetorical theories that move beyond textual production

(affect of blogging).

Daniel Richards, University of South Florida
Blogging Dewey: Pragmatism and the Creation of Social Action Online Communities

Mark Pepper, Purdue University
Attempting to Communicate the Incommunicable: Affect, Popular Culture, and Online Writing

Carol Tell, University of Michigan
Writing in the "Real World": Reflections on Blogging in a College Classroom

Tags: pragmatism, blogging, social action, affect, neuroscience, popular culture, rhetorical theory

J06 - Panel
Sharing Solitudes: Public and Private on the Move

Room: NQ 2255

Are mobile technologies making the private public–as previously intimate information, spaces, and modes of expression, become material for public exhibition? Or are mobile technologies making the public private, as individuals withdraw from communal life into the private "mediascapes" now available (virtually) everywhere, thanks to wi-fi, smartphones, and the like?

Erich Werner, University of North Carolina Chapel Hill
Twi-tubers and the Public Bedroom: How YouTube translates private passion into public performance

Michael J. Faris, Penn State University
Material Responses to "The Air of Isolation" of Mobile Devices: The Rhetoric of Public and Private at Snakes & Lattes Café

Scot Barnett, Clemson University
Shared Solitudes: Accounting for Publics in the Age of Wireless Computing

Tags: digital fandom, web 2.0, multimodal, transversing, public/private, YouTube, public spaces, material rhetoric, mobile devices, publics, mobile media, community, ethics, ontology

J07 - Panel
Virtual Worlds, Today and Tomorrow

Room: NQ 1135

This panel presents two visions of how virtual worlds impact academia: One speaker uses virtual informants to reconnoiter Humanities in the 21st century; the other explores the power of placeness and presence with online writing students.

Cody Reimer, Purdue University
From Meat-Space to Leet-Space: Tracing Classroom Shifts into Virtual Worlds

Dan Holt, Lansing Community College
Wish You Were Here: The Power of Place in Second Life

Tags: Second Life, multi-user virtual environments, first year composition, creative writing, sense of place, sense of person, digital humanities

J08 - Panel
Rewiring Gender: Engaging Differentials of Identity, Opportunity and Motivation

Room: NQ 1185

This panel looks at the intersections of race, gender, and technology in the 21st century and interrogates the way that women come to activism through education, textual production, and social networking.

Kristen Strater, Georgia Southern University
Sisters, Speak Out!: African American Women's Motivations to Information Technology

Samaa Gamie, Lincoln University
The Women of the Egyptian Revolution: Using social-networking sites for social and political activism and revolutionary work

Samantha Blackmon, Purdue University
Writing the Feminist Self: Podcasting as Cultural Artifact

Tags: interdisciplinary studies, digital multiculturalism, minority education, feminism in cyber rhetorics, secular and Islamic cyber feminism

J09 - Panel
Overlapping Tools: How Students Interact with Digital Technologies

Room: NQ 1155

Student voices permeate current digital technologies; this saturation encompasses a wide range of digital spaces, genres, and tools. This panel examines how and why students compose texts as well as the tools they use concerning interaction before and during their academic lives.

Casey McArdle, Ball State University
Digital Interaction: Unraveling Student Voices through Collaborative Technologies

Justin Young, Eastern Washington University
The Waning of Civility: Rhetorics of Motion and Affect in the Network Society

Robin Oswald, North Carolina State University
Dana Gierdowski, North Carolina State University
Gazing across the Boundaries: Students' Private, Public, and Academic Digital Literacies

Catherine Kelly, Indiana University of Pennsylvania
Validity and Student Uses of Ratemyprofessors.com: A Review of the Literature

Tags: web 2.0, online interaction, network theory, media, political rhetoric, digital literacies, first-year writing, online student evaluations of teachers

J10 - Panel
Space, Matter, and Movement: Four Investigations of Digital Rhetoric and Writing Theory

Room: NQ 2185

The panelists in this session investigate how digital media transform our relationships with location, time, and movement. Presentations include the following topics: locative rhetorics (GPS), hands-free computing (Microsoft's Kinect), sophistic approaches to kairos, embodied writing, and digital creativity in writing.

Leigh Gruwell, Miami University
The Kairos of Digital Writing Spaces: A Sophistic Approach

David Rieder, NC State University
Sensing the Future: the Kinect and the Return of the Rhetorical Gesture

Josh Mehler, Florida State University
Parks Canada's Explora Program: Using GPS Technology to Reconfigure Rhetorical Situation

Derek Van Ittersum, Kent State University
If Computer Technologies Aren't Making Us Stupid, Then What Are They Doing?

Tags: physical computing, materialist rhetorics, programming, Arduino, experimental writing, theory, rhetorical situation, GPS, materiality, place, geography, technology adoption, technology effects

J11 - Panel
Fan Tactics: Discourse, Identity, and Authorship

Room: NQ 2245

Kanye West, Harry Potter, and Manga: fans of these individuals and literary genres have a presence transcending admiration and forming discourse communities significantly impacting these idolized people and texts. This panel examines this phenomenon occurring through various technologies, seeing how fans shape identity, along with issues of authorship and ownership.

Rachel Parish, Illinois State University
Origins and Ownership: Fan Fiction as Authorship in Motion

James Brubaker, Oklahoma State University
Kanye West at the End of Mystique: Fan Discourse and Media Saturation

Alicia Brazeau, University of Louisville
Harry Potter Joins Facebook: Discursal Identities, Fan Culture, and Networked Publics

Tags: fan fiction, contested authorship, composition studies, creative writing, new media, Twitter, fan discourse communities, social networks, discourse communities, identity performance

J12 - Panel
Negotiating Knowledge-Construction and Audiences: Pedagogical Possibilities and Constraints of Wikis, Social Media, and Multi-Media Assignments

Room: NQ 2135

This panel discusses how multimedia/multimodal, web-based, and socially shared writing assignments can help us, instructors of digital composition, navigate between theoretical and practical concerns revolving around the production of digital texts that move from institutional to workplace practices.

Christie Daniels, Michigan State University
Writing Images: Multimodal Assignments and Rhetorical Awareness

Ann M. Blakeslee, Eastern Michigan University
Rhonda L. McCaffery, Iowa State University
WikiPedience: Teaching Students Audience in the Digital Age

Steve Benninghoff, Eastern Michigan University
The Wiki "Why?" Problem: Digital Literacy and the Epistemology Gap

Jeffrey Bacha, Purdue University
Keeping Pace with Multimedia Composition Practices: (Or) Establishing a Participatory Curriculum Design Philosophy

Tags: knowledge communication, knowledge silos, literacy, digital literacy, wikis, interface, interfacing, technical communication, audience, teaching audience, digital writing, digital literacy

J14 - Roundtable
Help!

Room: NQ 2155

Members of this Roundtable recount the process of updating the Help System for an online writing environment (The Writing Studio), previewing several types of Help modules created, highlighting key issues faced during planning, development, and assessment of the Help modules, and then inviting audience participation in a discussion of how to best help students navigate interactive web tools and how that Help impacts other areas of learning and digital literacy.

Mike Palmquist, Colorado State University
Lynda Haas, University of California, Irvine
Elizabeth Bevans, University of California, Irvine
Elaina Taylor, University of California, Irvine
Abraham RomneyUniversity of California, Irvine

Tags: digital literacy, help tool, video, voice-over, screen shot, web-based pedagogy, online learning

9:45 AM - 10:15 AM Break/Refreshments
NQ Dining Hall

Sunday, May 22, 10:15 AM - 11:30 AM
Concurrent Session K

North Quad

K01 - Panel

Historical Perspectives and Current Applications: The Pasts and Futures of Digital Scholarship, Zines, and the Ethics of Technical Communication

Room: NQ 2245

This panel argues for the ways in which researching the histories of various media can reveal novel uses for contemporary print and digital technologies. Speakers focus on three case studies: the print zine 2600: The Hacker Quarterly, the formatting of table of contents matter in print and digital scholarship, and the visual/political productions of radical geographer William Bunge.

Tim Lockridge, Virginia Tech
Self-Publishing Hackers: Print Zines as Sites of Dissent

Jeff Pruchnic, Wayne State University
Maps of the New Worlds: William Bunge and Digital/Ethical Representation

Ryan Trauman, University of Louisville
Functional Continuities Across Print and Digital Scholarly Books

Tags: archival work, media studies, technical communication, digital rhetoric, visual rhetoric, ethics, politics, digital scholarship, ebooks

K02 - Panel

Motion in Theory: Mobile Learners, Mobile Memes, and Mobile Access as Culturally Grounded Rhetorical Action

Room: NQ 2185

This panel sees motion as sponsoring kairotic spaces and interrogates how digital composing within those spaces emerges, evolves, and re-emerges. We focus particularly on shifting knowledge and cultural associations appearing as rhetorical action.

Anthony Atkins, UNC Wilmington
Pedagogy Transference and Mobile Learners: Distributions of Composition Instruction

Lynn C. Lewis, Oklahoma State University
Time after Time: The Fixity of Mobile Memes

Kim Lacey, Wayne State University
Some New Laws of Motion: Physics and Digital Writing

Douglas Walls, Michigan State University
Distributing Access-ing

Tags: composition theory, mobile, students, teachers, temporality, memes, participatory, mobility, theory and discussion, science, physics, digitalenclosure, access, social media, professional, culture, research, methodology

K03 - Panel
Motion in Theory: Mobile Learners, Mobile Memes, and Mobile Access as Culturally Grounded Rhetorical Action

Room: NQ 1155

This panel sees motion as sponsoring kairotic spaces and interrogates how digital composing within those spaces emerges, evolves, and re-emerges. We focus particularly on shifting knowledge and cultural associations appearing as rhetorical action.

Colleen A. Reilly, University of North Carolina Wilmington
Mapping an invisible college: Locating connections between open access journals and other web-based texts

Dean Rehberger, Michigan State University
Digging into Data

Katherine Bridgman, Florida State University
Mapping the Author as Agent in the Creation of Digital Spaces

Tags: electronic scholarship, webometrics, cybermetrics, citation analysis, high performance computing, stylometry, corporate authorship, mapping

K04 - Panel
Engaging Eportfolios

Room: NQ 1185

The speakers on this panel will describe how ePortfolios showcase the intellectual work of faculty and students, as well as provide funders and accreditors with assessment information; discuss blog-based ePortfolios, or hybrid "blogfolios," and how these platforms represent a resource waiting to be wielded for students' benefit; focus on how non-discursive ePortfolios can privilege artifacts of process rather than product to help writers appreciate the fullness of the college writing experience; and define a writing-about-writing approach that incorporates new media and brings students' private literacy experiences into public spaces afforded by video essays and web-based portfolios.

Geoffrey Middlebrook, University of Southern California
Showcase Hybridity: A Case for Blogfolios

Jennifer Metsker, University of Michigan
Before and After: Process as Product in Student Writing Eportfolios

Megan Schoen, Purdue University
Literacy in Motion: Writing about Writing and New Media

Tags: eportfolios, visual rhetoric, writing process, writing about writing, writing studies, new media

K05 - Panel
Digital Feedback and Other Noises of Assessment
Room: NQ 2275

Sergey Rybas, Capital University
"But I'm 90% Content and Only 10% Design": Discovering Multimodal Composition for Teachers and Students

Claire Lauer, Arizona State University
Examining the effect of reflective assessment on the quality of visual and multimodal design assignments

Judith Szerdahelyi, Western Kentucky University
Feedback in Motion: Online Instructors' Technology Options for Responding to Student Papers in Multimedia-Rich Writing Courses

Tags: teacher training in multimodal composition, teacher commentary, responding to student papers, distance education, online course, students' learning preferences, multimedia feedback, audiovisual feedback

K06 - Panel
Practical Approaches to Keeping Writing in Motion
Room: NQ 1175

Our challenge as writing teachers is to embrace available technologies for creating learning opportunities and discourse communities. Co presenters 1 & 2 draw on empirical research to explore free and/or open source software (F/OSS) as an option for frugal technical communication program work. Presenter 3 explains how YouTube can be used to engage critical thinking while allowing students to communicate through media of their own generation. Presenter 4 addresses

the importance of creating blog projects students find stimulating and shares a team-based model in which students in an Advanced Composition course create and maintain thematic blogs. Presenter 5 discusses utilizing student texting as a means of composition and as an extension of the classroom through technology, rather than as a learning distraction of interruption.

Michele Simmons, Miami University
Meredith Zoetewey, University of South Florida
Technical Communication on the Cheap?

Shelah Simpson, Liberty University
YouTube in the Composition Classroom: Enhancing critical thinking, argumentation, and expository writing skills

Tamara Girardi, Indiana University of Pennsylvania
Team-building and blogging: Connecting learner responsibility, creativity, and asynchronous interaction

Abigail Grant, Indiana University of Pennsylvania
Embracing the Inevitable: Utilizing Student Text Messaging in the Composition Classroom

Tags: open source software, programmatic, WPA, composition, YouTube, blogging, text messaging, pedagogy, technology

K07 - Panel
Using Narrative to Articulate the Private/Public Relationship between Feminism and Digital Literacy

Room: NQ 2155

Using a series of video and audio examples housed within Ohio State University's Digital Archive of Literacy Narratives (DALN), our proposed presentation focuses on how narratives can be used to theorize the way in which feminist frameworks provide women faculty and students an opportunity to articulate both private and public experiences that might otherwise be marginalized.

Christine Tulley, The University of Findlay
Kristine Blair, Bowling Green State University
Christine Denecker, University of Findlay

Tags: feminism, feminist, methodology, narrative

K08 - Panel

Private Truths, Public Video, and the Logic of Vision: Remixing Collaboration, Reflection, and Authorship as Pedagogies of Displacement

Room: NQ 1105

This panel explores video as a tool for disrupting a variety of pedagogical and theoretical boundaries. As we will suggest, the privileging of the visual and material and the complex role of moving images in the 21st century makes video-production activities particularly fertile rhetorical landscapes for disturbing the binaries between public/private, scholarly/entertainment, and community/classroom. Ultimately, our panel will offer theoretical and pedagogical considerations of the emerging role of video in cultural and classroom contexts.

Erin Dietel-McLaughlin, University of Notre Dame
Broadcast Yourself: Beholding YouTube's Epideictic Spirit

Brittany Cottrill, Grand View University
The Droid that Flips the Touch: Exploring New (Media) Inventions as a Pedagogical Heuristic

Stephanie Quinn, Lourdes College
Writers Without Borders: The Role of Video in Cross-Institutional Collaboration

Tags: YouTube, video

K09 - Roundtable

Digital Activism and Witness in a Global Public

Room: NQ 1255

Complicating the positive influence of social media in activism, the recent string of teen suicides has presented a lucid picture of problems in the digital world. While students and young people have the digital literacies to develop, record, and distribute electronic texts, they may not yet be aware of possible social consequences of those literacies. Using the hashtag #cw11activism, we invite our physical and virtual audiences to discuss the problems and possibilities of digital activism.

Rachael Shapiro, Syracuse University
Kelly Concannon Mannise, Nova Southeastern University
Collette Caton, Syracuse University
Bettina Ramon, Texas State University - San Marcos
Dawn M. Armfield, University of Minnesota

Tags: social media, digital activism, human rights media, It Gets Better, LBGTQ, post secret, slactivism, cyberbullying

K10 - Panel
Developing and Using Open Educational Resources for Writing

Room: NQ 1110

This presentation will discuss the use of OER within the writing center in professional development of consultants, will explore the benefits of community-based models of OER production, and will address the issue of whether or not writing teachers have ethical obligations to consider the use and/or creation of OER for their classrooms.

Charles Lowe, Grand Valley State University
Open Courseware or Community-based Open Educational Resource Creation?

Elizabeth D. Woodworth, Auburn University at Montgomery
Can Open Educational Resources on College Writing Transform the World of Consultancy? Moving from Public to Private to Professional Development

Craig Hulst, Grand Valley State University
Do We Have an Ethical Obligation to Consider Creating and Using Open Educational Resources?

Tags: open textbooks, wcenter

K12 - Mini-workshop
Rhetorics and Heuristics for Change: A Workshop for Building and/or Transforming Digital Writing Programs

Room: NQ 2135

In this mini-workshop, we will engage participants in discussion about rhetorical strategies for digital pedagogical change as well as heuristics for designing material spaces, revising curriculum, preparing/supporting instructors, and assessing student learning in particular contexts. The visual and interactive heuristics we will present will offer workshop participants strategies for developing (and sustaining) a robust and flexible rhetorical plan for transforming a curriculum and institutional culture over time.

Jason Palmeri & Bre Garrett, Miami University

Tags: writing program administration

K13 - Conversation Starters

The Promise and Challenges of Creating TechnoPedagogic Community in an Age of CMS Ubiquity

Room: NQ 2255

The three conversants will explore to key and overlapping strands related to ubiquity: 97% of colleges and universities have a CMS. Yet the presence of a CMS, the ubiquity of the CMS and all the technology it implies, cannot build and sustain a healthy technopedagogic ecology without constant supervision and guidance. In fact, given the designs of dominant CMS, the need is often sustain a community in spite of the CMS. Further, many colleges lack the presence of people who are familiar with the literature on better practices. Or often an innovative and imaginative teacher operates in isolation, without guidance or support. What responsibilities does the computers and writing specialist have in rearticulating human-centered design and practice in an age of technological ubiquity, especially ubiquity defined by the CMS? What are our responsibilities when we visit campuses as advisers, friends, or workshop givers, where we find colleagues overwhelmed by course loads, unaware of our literature and conferences, and sometimes without the ability to move beyond the entrenched CMS dictates of their campus? How can we best help those entranced with the power and ease of administration of CMS pay attention to the constraints imposed by out-of-the-box implementation? And finally, can the computers and writing specialist sustain engaged pedagogical communities with careful deployment of CMS?

Nick Carbone, Bedford/St. Martin's
Seeing the Field from the Field

Adam Pope & Michael J. Salvo, Purdue University
Inverting Ubiquity: CMS as Community Catalyst

Tags: CMS, Drupal, administration, technical communication, professional writing

K14 - Mini-workshop

Vidding as Multimedia Composing Process

Room: NQ 2175

This workshop covers the history, practice, and pedagogical applications of vidding, in which footage from television or film is edited and set to music in order to interpret, celebrate, or critique the original source.

Tisha Turk, University of Minnesota, Morris

Tags: new media literacies, digital composition, video essays

12:00 PM - 1:00 PM Town Hall #3
UMMA Auditorium

TH 03 - Town Hall III
The Future(s) of Computers and Writing
Room: UMMA Auditorium

"The future is already here. It's just not evenly distributed yet." –William Gibson (NPR, 1993) In Future Babble, Dan Gardner argues that most expert predictions about the future are hardly better than random guesses. Participants on this panel will buck that trend by focusing our attention on the emergent issues of the day, the future that is already here, across a wide range of topics of interest to the C&W audience. Those topics include but won't be limited to open access, copyright and intellectual property, digital composition, virtual spaces, the book, tenure and promotion, digital humanities, scholarly publishing, multimodal composition and pedagogies, and gaming across the curriculum. Members of the audience will be invited to participate in this crowd-sourced prophesying.

David Blakesley (Moderator), Clemson University
Scot Barnett , Clemson University
James Brown, Wayne State University
Byron Hawk, University of South Carolina
Charles Lowe, Grand Valley State University
Lauren Mitchell, Clemson University

1:00 - 2:00 PM Box Lunches
UMMA Auditorium

3:00 PM - 10:00 PM After-party at Anne Gere's House
2106 Vinewood
Ann Arbor, MI 48104

Directions: From NQ proceed east on Huron (which becomes Washtenaw), passing lights at State, Fletcher, Glen, and Palmer. Get in the left lane after the light at Palmer, and turn left onto Geddes at the next light. Follow Geddes past a cemetery and arboretum on the left. Oxford Street is on the right near the arbo-

retum. The street after Oxford is Oswego, go right on it and proceed to the first stop sign (at Hill). Turn left onto Hill and go to the next stop sign (at Berkshire.) Turn right onto Berkshire and follow it to Vinewood where you'll take a left (it's a boulevard so go to the far side of the street). Anne Gere's house is the third on the right—a white house with green shutters.

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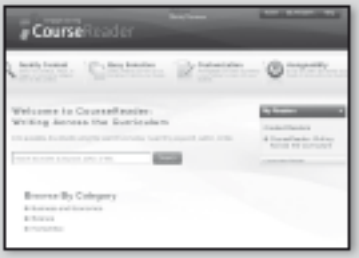
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The JUMP

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Congo Coltan War PSA

View Edit Outline

Submitted by Justin Hodgson on Mon, 04/04/2011 - 08:00



"Congo Coltan War PSA"
by Keely Peden
The University of Texas at Austin

This video project was created for Dr. Justin Hodgson's RHE 330c: Multimedia - Remaking Invention course. Students were asked to create a digital video project that critically or creatively explored an issue related to the course readings and/or discussions. They were to work with "found objects" (Paul Miller, *Rhythm Science*) and explore the inventional practices related to composing in/with digital video.

This video was made using Windows Movie Maker 2.6.

Special Editor's Comment

In the Eyes of Another

View Edit Outline

Submitted by Justin Hodgson on Mon, 04/04/2011 - 08:00



Image capture of project website

"In the Eyes of Another"
by Sara Martinez
The University of Texas at Austin

This video project was created for Dr. Justin Hodgson's RHE 309c Multimedia Scholarship course. The assignment asked students to bring together research and argument skills with the affordances of multimedia writing. The project was created using wix.com, which provides a free, online, flash-based website builder.

A Golden Age

View Edit Outline

Submitted by Scott Nelson on Mon, 04/04/2011 - 08:00



"A Golden Age"
by Ron Macdon
Texas Tech University

This video project was created for Dr. Amanda Booher's ENG 3366: Issues in Composition course. Students were asked create a digital project that integrated text, visuals, audio, and motion/time to communicate a specific goal/message for a designated audience.

A Beautiful Rose

View Edit Outline

Submitted by Andrew Rechnitz on Mon, 04/04/2011 - 08:00

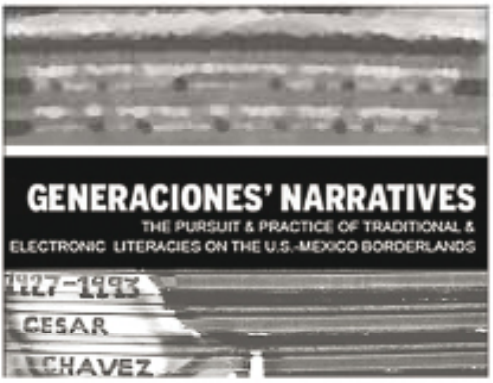


"A Beautiful Rose"
by Jeremiah Dohn
University of Nebraska Omaha

This video project was created for Dr. Tammie Kennedy's ENG 3080: Rhetoric, Memory, and Popular Film course. Students were asked to identify a memory represented on screen and how it intersected with or conflicted with their lives. They were then to make a multi-genre or multimodal argument about the relationship between their life experiences and memories and how the film misrepresented, shaped, supported, or disrupted those experiences.

UtahStateUniversity

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Generaciones' Narratives

The Pursuit and Practice of Traditional and Electronic Literacies in the U.S.–Mexico Borderlands

John Scenters-Zapico

In *Generaciones' Narratives*, literacy becomes defined as a set of experiences, a complex of recombinant actions with unpredictable results. Research participants themselves argue for multiple paths to literacy through story-based responses and video interviews. New literacy terminology, born from the research, is shared and discussed.

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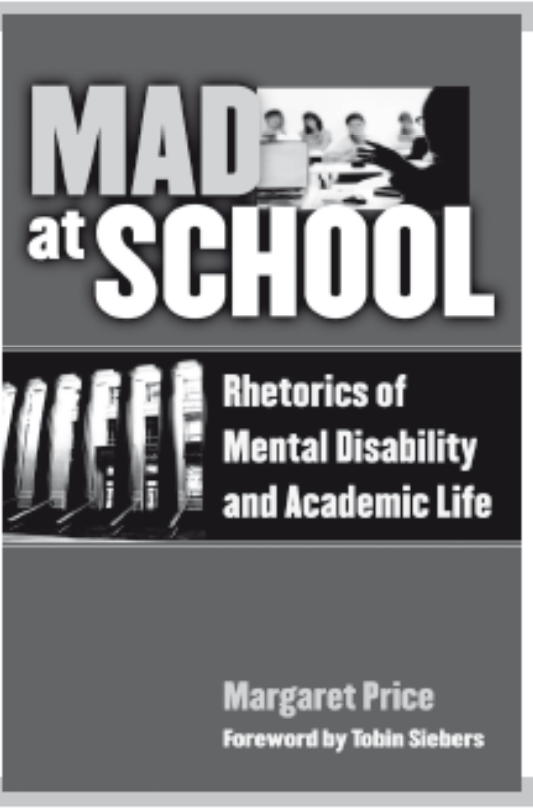
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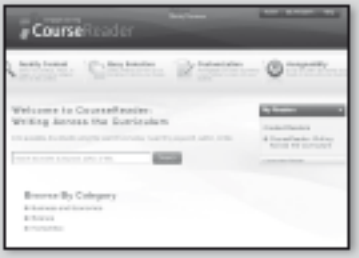
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