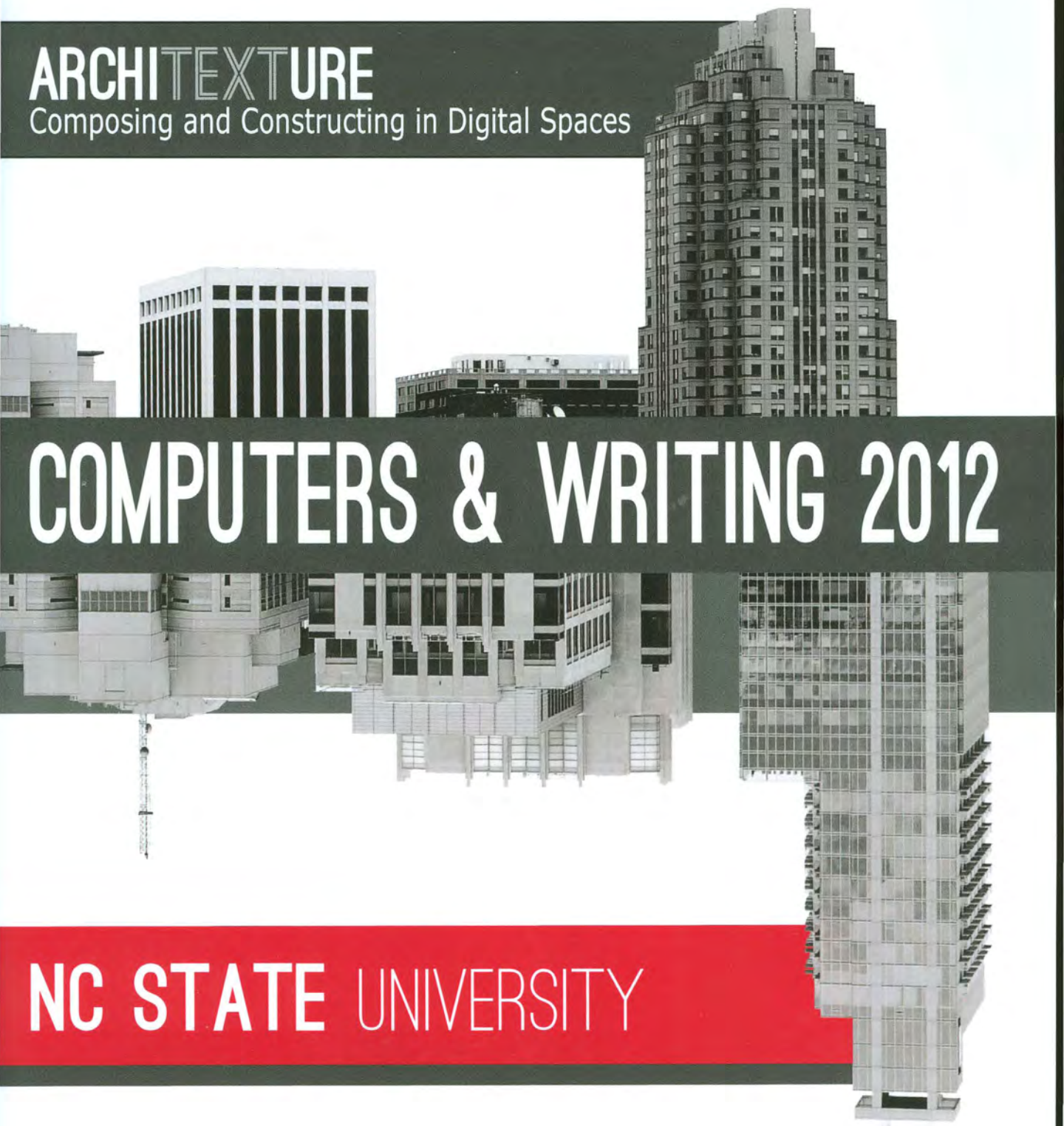
ARCHITEXTURE

Composing and Constructing in Digital Spaces



COMPUTERS & WRITING 2012

NC STATE UNIVERSITY

Welcome to Computers and Writing 2012!

On behalf of North Carolina State University, we are thrilled to welcome you to the twenty-eighth Computers and Writing conference in Raleigh, North Carolina. We hope that you enjoy your time in the Research Triangle and on our campus. Raleigh is the perfect place to explore the theme of ArchiTEXTure—it's a city of media innovation in the midst of diverse, historic architecture.

Through a combined effort of the First-Year Writing and the Communication, Rhetoric and Digital Media Programs at NC State, we've planned a conference that we hope you will find equally thought-provoking and enjoyable. We're welcoming three fantastic keynote speakers: David Parry, Alex Reid, and Anne Wysocki. We're also hosting events in locations that we hope you will find spatially compelling:

- The new Contemporary Art Museum in downtown Raleigh (Thursday reception)
- Kamphoefner Hall in NC State's world-renowned College of Design (Friday Town Hall)
- Park Shops, an innovative classroom and office space on NC State's campus (Saturday and Sunday Town Halls)
- NC State's SCALE-UP classroom, a model of classroom design for STEM classes around the world (the Graduate Research Network)
- The English department's new flexible learning space in Tompkins 126 (multiple workshops and sessions)
- The Technology Sandbox, an instructional technology play space in the D.H. Hill Library (Saturday Interactive Installations)
- The networking lounge designed by Steelcase, adjacent to the book exhibit in Caldwell Lounge
- The Game Room, designed by Herman Miller, in Tompkins G113
- The Durham Bulls Ballpark in the historic American Tobacco Campus (Saturday social event)

Our goal is to give you time, in a variety of spaces, to think about learning, composing, media, creating, and constructing in new, exciting ways.

To this end, we've added some features to the program this year: CRAFT sessions, Interactive Installations, and Evening Performances. Take a look at the Program Highlights for more information about these and other conference events. We look forward to joining you in both talking about, and experiencing the richness of thinking about ArchiTEXTure.

Enjoy your time at State, and welcome to the Pack.

Susan Miller-Cochran and Wendi Sierra
Computers and Writing 2012 Co-Chairs

Acknowledgments

Anyone who has organized a conference knows that it cannot be done alone, and Computers and Writing 2012 is certainly no exception. The conference has had tremendous financial support from the English Department and the Communication, Rhetoric, and Digital Media program at NC State. In addition, many faculty, staff, and graduate students have given generously of their time to plan and support the conference:

- Jen Ware and Ashley Hall (UNC-CH), who built our website and submission stream.
- Karen VanDreumel and Stephanie McBroom, administrative support.
- Dale Mackey, our Conference Planner extraordinaire.
- David Blakesley, for invaluable help with the program.
- Anne Burke, Kim Duckett, Adam Rogers, David Woodbury, who provided technical support and space in the DH Hill Library.
- Angela Lord, our Design Services liaison.
- Sharon Joffe, Department Scheduling Officer and space preserver.
- And certainly Bob Kadle, IT Guru and all-around lifesaver.

We have had immeasurable support from faculty, staff and students in the CRDM Program and English Department:

Kati Fargo Ahern
Kevin Brock
Lauren Clark
Dana Gierdowski
Tony Harrison
Jameson Hogan
Shawna Jones
Ashley Kelly
Meagan Kittle-Autry
Bridget Kozlow
Kate Maddalena
Shaun Martin
Carolyn Miller
Seth Mulliken
David Rieder
Brent Simoneaux
Robin Snead
Molly Storment
Jason Swarts
Jeff Swift
Chris Tonelli

Reviewers

The following people helped us immeasurably by reviewing proposals for the conference:

Kati Fargo Ahern	Matthew Davis	Karla Lyles	Dickie Selfe
Anthony Atkins	Michael Day	Michael Neal	Dawn Shepherd
Cheryl Ball	Kevin DePew	Mike Palmquist	Brent Simoneaux
Will Banks	Sid Dobrin	Nancy Penrose	Robin Snead
Kristine Blair	Jay Dolmage	Shelley Rodrigo	Clay Spinuzzi
David Blakesley	Brandy Grabow	Jeff Rice	Janice Walker
Kevin Brock	Meagan Kittle-Autry	Jenny Rice	Carl Whithaus
Keely Byars-Nichols	Lynn Lewis	David Rieder	Daren Young
Toby Coley	Charles Lowe	Michael Salvo	

PARLOR PRESS
EQUIPMENT FOR LIVING

The Available Means of Persuasion: Mapping a Theory and Pedagogy of Multimodal Public Rhetoric by David M. Sheridan, Jim Ridolfo, and Anthony J. Michel

The Available Means of Persuasion explores the ways that public rhetoric has changed due to emerging technologies that enable us to produce, reproduce, and distribute compositions that integrate visual, aural, and alphabetic elements. To exploit such options fully, rhetorical concepts such as kairos, invention, context, and ethics need to be transformed, with important implications for writing spaces and other sites of rhetorical education.



2012 Titles of Interest

Mics, Cameras, Symbolic Action: Audio-Visual Rhetoric for Writing Teachers by Bump Halbritter
Avatar Emergency by Gregory L. Ulmer
The Best of the Independent Rhetoric and Composition Journals 2011 edited by Steve Parks, et al.
Locating Visual-Material Rhetorics: The Map, the Mill, and the GPS by Amy D. Propen
On the Blunt Edge: Technology in Composition's History and Pedagogy edited by Shane Borrowman
Copy(write): Intellectual Property in the Writing Classroom edited by Martine Courant Rife, et al.
Writing in Knowledge Societies edited by Doreen Starke-Meyerring, et al.

PARLOR PRESS

The entire Parlor Press catalog will be out in ePub, iPad, and Kindle format in 2012! Visit our booth at C&W 2012 or see http://www.parlorpress.com for the latest . . .

NC STATE UNIVERSITY

PH.D. IN COMMUNICATION, RHETORIC & DIGITAL MEDIA

game studies

VISUAL RHETORIC

Cultural Studies OF **Technology,** *Mobility,* AND **PLACE**

Software Studies

Social Networks & Social Media

NORTH CAROLINA STATE UNIVERSITY'S

CRDM DOCTORAL PROGRAM

prepares students to pose and solve research problems pertaining to the human dimensions of new communication media and information technologies. Students work with faculty from our Departments of Communication and English to study oral, written, and visual modes of communication; their interactions in the context of digital media; and issues of interdisciplinary research. Mentoring for professional development in teaching and research is an integral part of the program.

Interpersonal & Group Communication in a Network Society

Digital Literacy

Emerging Digital Genres

SCIENCE, TECHNOLOGY, AND Risk COMMUNICATION

Environmental and Health Communication

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Logistical Information

Registration

Registration will be open in Tompkins Hall 125 from 8-5 on Thursday, 7-5 on Friday, and 7-4 on Saturday. On-site registration and payment are available if you were unable to pre-register for the conference.

Internet Access

All registered conference attendees will be given a unique username and password to log in to the NCSU wireless network. The username/password combo will also give you access to technology provided by NCSU (e.g. presentation computers in classrooms and laptops/desktops in classrooms). In addition, you can access the NCSU Guest Wi-Fi with no username/password.

Copying and Printing

Unfortunately, copying and printing are not available on-site without an NCSU account. Sir Speedy and Fed Ex/Kinko's on Hillsborough Street are the closest copy shops. Printing and copying are also available at the Doubletree Brownstone for guests.

Parking

Parking passes are available on a first-come, first-served basis for Syme Residence Hall (for those staying in the dorm) and the Coliseum Parking Deck (for all other conference guests). We have a very limited number of passes for the North Hall Parking Lot, across the street from Tompkins Hall. If you need to park close to the conference building, please let one of the NCSU staff know that you need a North Hall Lot pass. The cost for a parking pass for the full conference is $10 ($2/day), regardless of location.

General Campus Information

NC State is located directly west of downtown Raleigh. You'll find several great restaurants and bars along Hillsborough Street, the main road in front of the Tompkins/Caldwell/Winston building complex, where most of the conference sessions and the Exhibitor Hall are located. You'll find several campus maps in this program that will help you locate other conference events, to include Keynote sessions and the Friday Banquet (Talley Student Center), Town Halls (Kamphoefner Hall and Park Shops), the Graduate Research Network (Harrelson Hall), and the Interactive Installations (D.H. Hill Library).

Getting Around

In addition to the maps you'll find in this program, we have area maps available in the registration area. Information about public transportation is available on the Computers and Writing 2012 website at http://chasslamp.chass.ncsu.edu/~cw2012/directions.

Program Highlights

Video Game Lounge

Friday, 10 AM-6 PM
Tompkins G113

Take some time to unwind in our Game Lounge, graciously furnished and sponsored by Herman Miller. Bring friends to play some old favorites and discover new ones. Check out the Program Highlights section of the website for more information.

Idea Swap Breakfasts

Friday and Saturday Morning, 7:30-8:30 AM
Tompkins 126

This year we're featuring two special idea swap breakfasts. On Friday, the 7Cs Committee will have an informal open meeting for those interested in hosting Computers and Writing in future years. On Saturday, Brandy Grabow, Coordinator of Writing and Speaking Tutorial Services at NCSU, invites those who work in or near writing centers to share their experiences and talk about the panels they've seen. Grab some breakfast and stop by to share ideas.

CRAFT! Sessions

Friday and Saturday, Various Times
Crafts Center

The Craft sessions are a special addition for Computers and Writing 2012. We have partnered with the NCSU Craft Center to offer a number of different crafting sessions to our conference participants. We hope that taking time to learn a new composition method will be a productive activity that allows you to reflect on your composing practices in other environments. No experience is necessary for any of the sessions, and all materials will be provided. Register for Craft sessions at http://chasslamp.chass.ncsu.edu/~cw2012/craft.

Interactive Installations and NCSU Ice Cream

Saturday, 2:45-4:30 PM

Join us in the D.H. Hill Library's innovative Technology Sandbox where presenters will feature a variety of interactive installations from mobile apps to augmented reality projects. Presentations will be featured with equipment designed to highlight new technologies, such as Perceptive Pixel, Quad Screen, and SMART Board displays. While there, play a game on one of the Microsoft Surface Tables and indulge in some free ice cream from NCSU's Howling Cow Dairy.

Evening Performances

Friday, 8PM-10PM
Stewart Theater

We are honored to feature Thomas Stanley and Tesia Kosmalski, performing their work on Friday night. Stanley uses music "to create a measure of space between the layer of socially-constructed world that presses down upon us and the fragile being underneath." Kosmalski's Echo Coats are "sound-driven, nostalgically designed garments that provide a means for women to playfully and sonically intervene in public spaces."

Pre-Conference Workshops

This year's pre-conference workshops offer participants the chance to interact with a variety of different programs and pedagogies. You can learn to write your own games, publish your work online, or hear more about using screen capture technologies to give feedback. We've got something for users at many different levels of technical skill, so check them out on pages 13-16.

Town Halls

Our three town halls bring together a diverse group of scholars to discuss issues central to the field. For further details on the individual sessions, check the full listing in the schedule.

Town Hall I: The Design of Learning Spaces: Perspectives from Across Fields and Disciplines

Friday, 8:30-9:45 AM
Kamphoefner Hall, Room G20, College of Design

Town Hall II: Program or Be Programmed: Do We Need Computational Literacy in C&W?

Saturday, 11:45-12:45
Park Shops, Room 210

Town Hall III: The Role of Design in New Media Composition

Sunday, 12:00-1:00
Park Shops, Room 210

Keynotes

Computers and Writing 2012 features three keynote speakers, each addressing a unique aspect of the conference theme. Full abstracts for each of our keynote speakers are listed in the detailed schedule.

David Parry: "Ending Knowledge Cartels"

Talley Grand Ballroom
Friday, 1:00-2:30 PM

Anne Wysocki: "Grounding Spaces for Recollecting"

Talley Grand Ballroom
Friday, 6:00-7:45 PM

Alex Reid: "Composing Objects: Prospects for a Digital Rhetoric"

Talley Grand Ballroom
Saturday, 1:00-2:30 PM

Pub Crawl

Thursday 8pm

Hop on a van after the opening reception at Raleigh's Contemporary Art Museum (CAM), or enjoy a .3-mile walk from Raleigh's art-rich Warehouse District to the heart of Downtown. Catch up with old friends and make new ones while exploring Raleigh's increasingly vibrant nightlife.

- Neptunes Parlour, 14 W. Martin St. http://neptunesparlour.com/
- Foundation, 213 Fayetteville St. http://foundationnc.com/
- The Raleigh Times, 14 E. Hargett St. http://www.raleightimesbar.com/
- The Hive, 225 S. Wilmington St. http://www.busybeeraleigh.com/index.php?option=com_content&view=article&id=80&Itemid=67
- Landmark Tavern, 117 E. Hargett St. http://goodnightraleigh.com/2009/02/landing-at-the-landmark-tavern/
- Tir Na Nog, 218 S. Blount St. http://www.tnnirishpub.com/

Other places along the way:

Warehouse District

- Spy Raleigh 330 W. Davie St. http://spyraleigh.com/
- The Union Tavern 327 W. Davie St. http://www.facebook.com/union.raleigh
- White Collar Crime 319 W. Davie St. http://www.dosometime.com/

Downtown

- The Big Easy 222 Fayetteville St. http://www.thebigeasync.com/homeraleigh.html
- Isaac Hunter's Tavern 112 Fayetteville St. http://www.huntersoakcity.com/
- The London Bridge Pub 110 E. Hargett St. http://thelondonbridgepub.com/signup.html
- The Architect Bar & Social House 108.5 E. Hargett St. http://www.facebook.com/pages/The-Architect-Bar-And-Social-House/343405942354035

Here's a map of downtown: http://www.raleighconvention.com/downtown-raleigh-map

Vans will be shuttling groups back to the NCSU/Brownstone area periodically. You may also call a cab: http://www.cardinalcab.net/ (919) 828-3228. Back on Hillsborough

Downtown Raleigh Map

St., you may want have a nightcap at one of these fine establishments:

- Player's Retreat 105 Oberlin Rd. http://www.playersretreat.net/
- Mitch's Tavern 2426 Hillsborough St. http://mitchstavern.com/
- Frazier's Wine Bar 2418 Hillsborough St. http://www.frazierswinebar.com/

Bowling Night

Friday 10pm

Come join us for Friday's bowling night, sponsored by Fountainhead Press. The Alley, formerly known as Western Lanes, has been a Hillsborough Street landmark for over 50 years and is a truly unique place to bowl in Raleigh, NC. As soon as you arrive you realize that this is bowling the way it was meant to be. No rush, no hassle. Just cold beverages, great food and 24 original hardwood lanes. Fully renovated with its retro roots clearly showing, The Alley strikes the perfect balance between a forward thinking entertainment experience and a historic Raleigh landmark."



The Alley Map

http://www.bowlthealley.com/
PH: (919) 832-3533
http://www.bowlthealley.com/contact/ (for a map)

Computers and Writing After-Party

If you're coming to the conference, you're invited!

Come join us at beautiful Lake Johnson for one last adios to Computers and Writing 2012. Lake Johnson has over 4 miles of gorgeous walking and biking trails (both paved and unpaved), and you'll also find pedal boats, kayaks, canoes, jon boats, and sunfish sailboats for rent. Food and drinks will be provided (yes, those kinds of drinks, too).

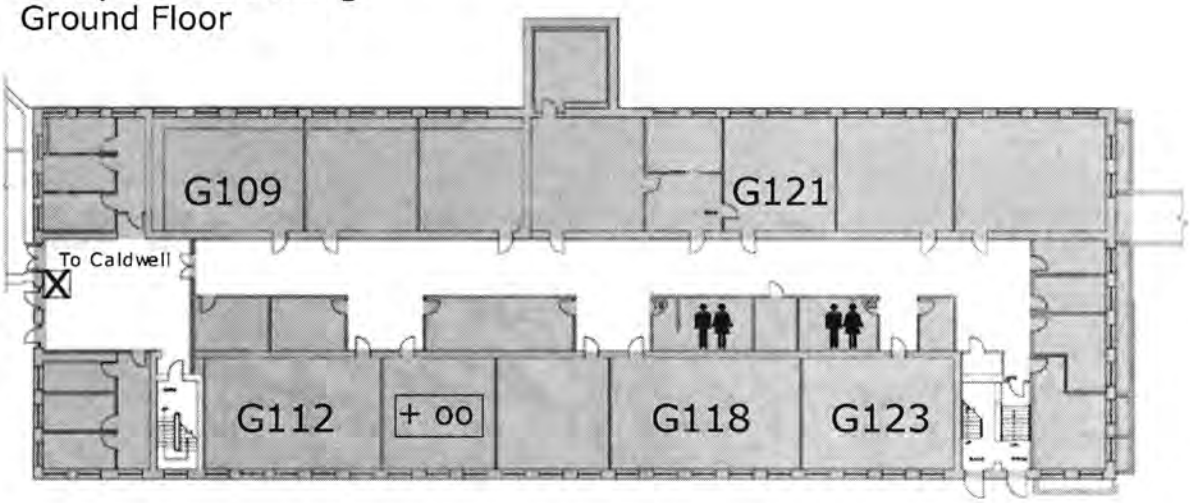
Lake Johnson Waterfront Center
4601 Avent Ferry Rd.
Raleigh, NC 27606
(4 miles southwest of the conference site)

Directions from Tompkins Hall/Brownstone Hotel/Hillsborough Street:

Take Pullen Drive south from the roundabout on Hillsborough Street
Take a right onto Western Boulevard (you'll take an exit ramp onto Western)
Take a left on Avent Ferry Road
Take Avent Ferry Road just over 2 1/2 miles to Lake Johnson.
The Waterfront Center is on the left side of Avent Ferry. Parking is available at the Waterfront Center, or at Athens Drive High School (on Avent Ferry, before you get to Lake Johnson)

Maps

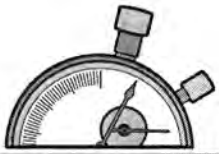
Tompkins Building
Ground Floor



Restrooms

Elevators

+ oo Herman Miller Game Room



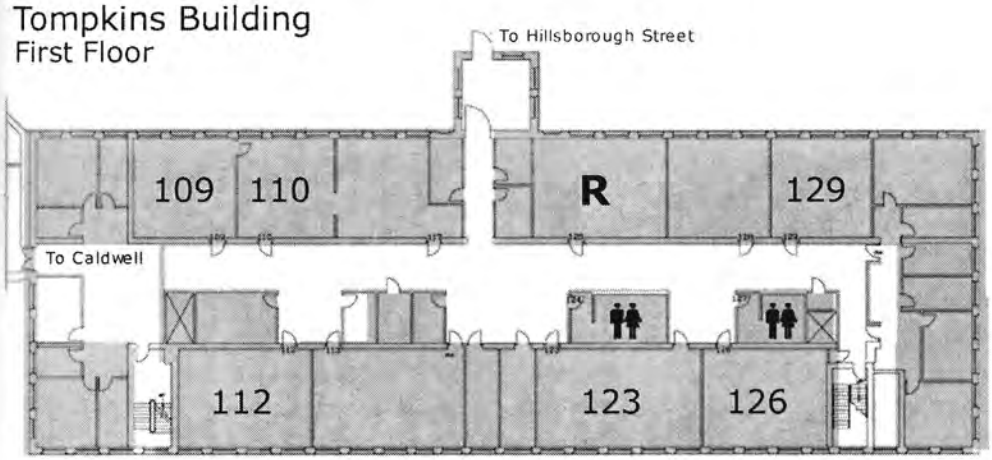
Present Tense:
A Journal of Rhetoric in Society

Wondering what to do with your C&W presentation?
Consider publishing it in *Present Tense*.

Present Tense: A Journal of Rhetoric in Society is seeking submissions for its upcoming issue. *Present Tense* is a peer-reviewed online journal dedicated to exploring contemporary social, cultural, political, and economic issues through a rhetorical lens.

Present Tense publishes articles of 2,000 – 2,500 words, the length of a conference paper. We encourage conference-length multimedia submissions, as well as reviews that are related to the goals of the journal. We are also seeking annotated bibliographies of traditionally underrepresented topics. For details, please visit the *Present Tense* website http://www.presenttensejournal.org/.

Tompkins Building
First Floor

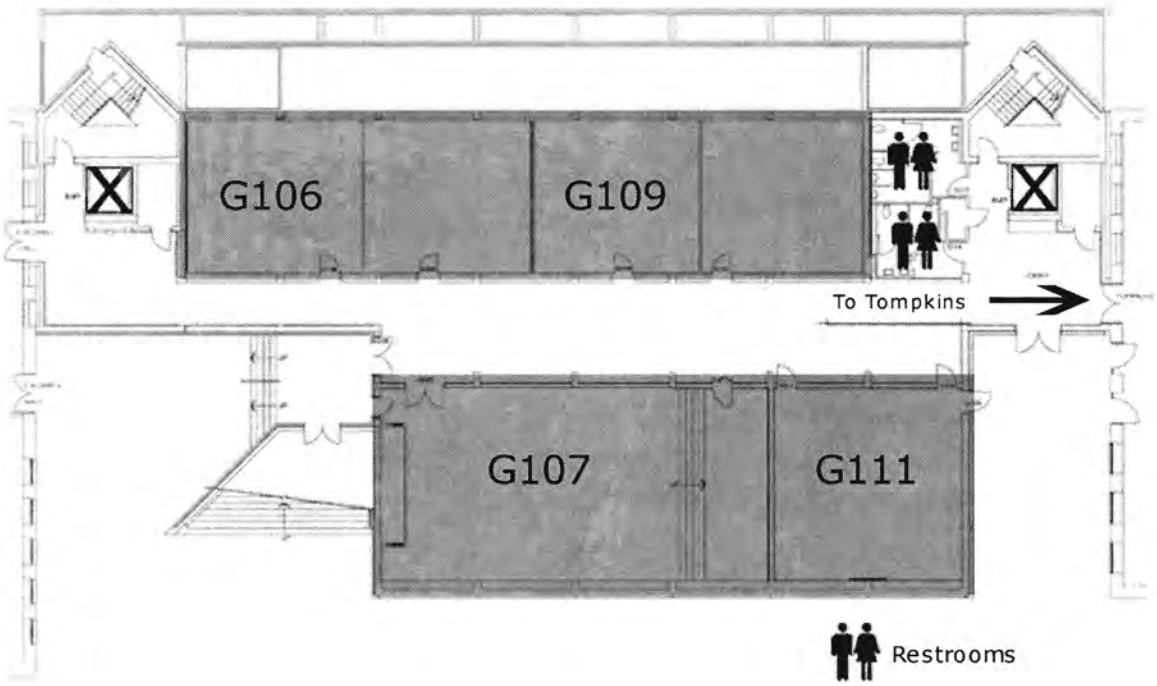


Restrooms

Elevators

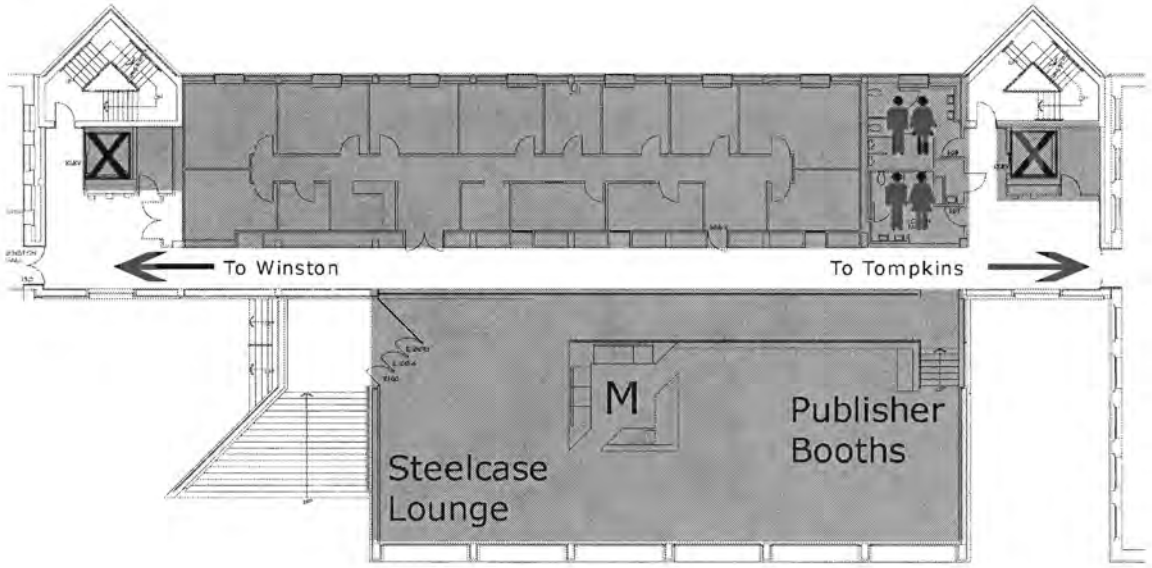
R Registration

Caldwell Building
Ground Floor



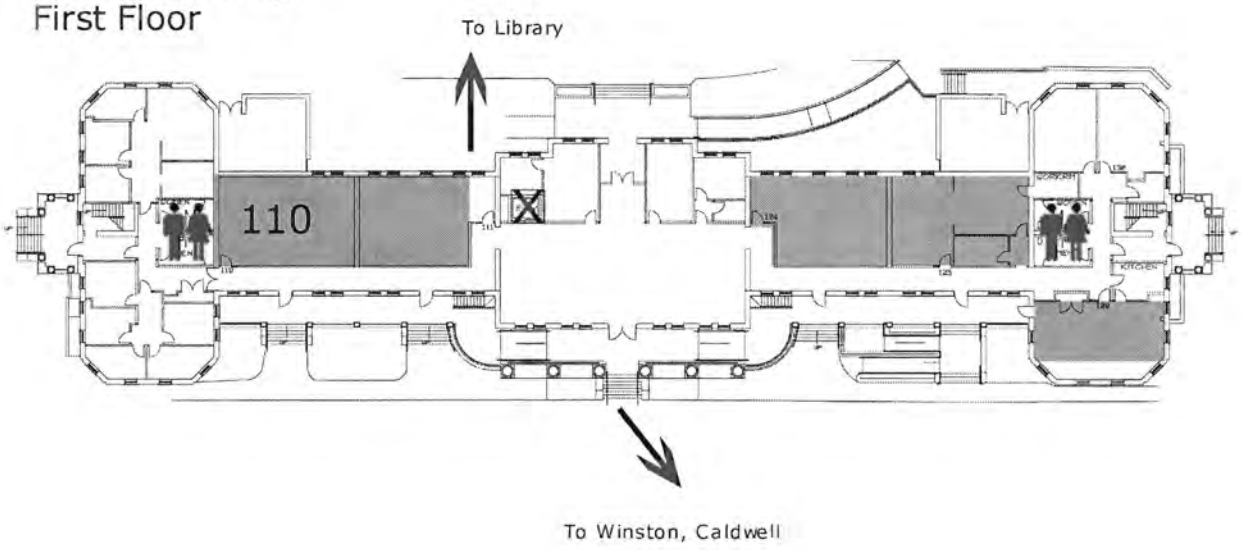
Restrooms

Caldwell Building
First Floor



Restrooms
Elevators
M Meals

1911 Building
First Floor




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pedagogy.dwrl.utexas.edu
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Thursday, May 17

Breakfast: 8:00-9:00 am

Caldwell Lounge

Graduate Research Network: 9:00am-4:00pm

Harrelson Hall, Room G108

The C&W Graduate Research Network is an all-day pre-conference event, open to all registered conference participants at no charge (pre-registration for the GRN is required). Roundtable discussions group those with similar interests and discussion leaders who facilitate discussion and offer suggestions for developing research projects and for finding suitable venues for publication. We encourage anyone interested or involved in graduate education and scholarship--students, professors, mentors, and interested others--to participate in this important event. The GRN welcomes those pursuing work at any stage, from those just beginning to consider ideas to those whose projects are ready to pursue publication.

All-Day Workshops: 9:00am-4:00pm

Session Time : Session Type : Session Location

End-to-End Agile Web Application Development from Basically Nothing

Thursday : Full-Day Workshop : Tompkins 129

This day-long workshop will introduce participants to web application development using a powerful but approachable framework (Node.js) and an agile workflow based on a version control system (Git). In addition to those back-end concerns, the workshop will also look at agile, responsive methods for front-end, user interface design.

Karl Stolley
Illinois Institute of Technology

Writing Virtual Worlds in the Inform Programming Language

Thursday : Full-Day Workshop : 1911 Building, Room 110

For educators who are interested in both computers and writing, interactive fiction games (aka text adventures) offer exciting possibilities. This workshop introduces the interactive fiction programming language Inform, which uses a syntax that resembles ordinary English.

Dennis G. Jerz
Seton Hill University

Shaun Martin
North Carolina State University

Lost & Found in the Wonderland of Mobile Learning

Thursday : Full-Day Workshop : Tompkins G121

This workshop focuses on exploring how and why to use mobile devices in teaching and learning. Participants will use mobile devices for content delivery, content learning, and learning assessment activities. Some specific technologies participants will engage with include GPS navigation, QR code reading, and collecting raw digital materials (text, sound, images & video) for future multimedia productions.

Rochelle Rodrigo
Old Dominion University

Catrina Mitchum
Old Dominion University

Beth Bensen-Barber
J. Sargeant Reynolds Community College & Old Dominion University

Jennifer Buckner
Old Dominion University

Cheri Lemieux Spiegel
Northern Virginia Community College & Old Dominion University

Kristopher Purzycki
Old Dominion University

Sarah Spangler
Old Dominion University

Half-Day Workshop A: 9:00am-12:00pm

Session Time : Session Type : Session Location

Composing and Publishing Digital Scholarship

Half-Day Workshop A : Tompkins 123

This half-day workshop will guide and encourage authors interested in composing digital scholarship for online journals and presses. Editors from *Enculturation*, *Kairos*, and *Technoculture* 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.

Douglas Eyman, *Kairos*
Kathie Gossett, *Kairos*
Moe Folk, *Kairos*
Julie Platt, *Technoculture*
Byron Hawk, *Enculturation*

Jim Brown, *Enculturation*
Christian Smith, *Enculturation*
Kris Blair, *C&C Online*
Lanette Cadle, *C&C Online*
Joe Erickson, *C&C Online*

Tags: Collaboration, Digital Scholarship, Multimodal Composition

The Sights and Sounds of ArchiTEXTure: Modeling Multimodal Composition

Half-Day Workshop A: Tompkins 126

In this workshop, presenters from the Noel Studio will acknowledge Cynthia Selfe's ("The Movement of Air") call to address aurality in the multimodal composition classroom and Jeff Rice's argument for attention to aurality in composition studies ("The Making of Ka-Knowledge"). Attendees will work in small groups as they begin the workshop by discussing the sounds and images of archiTEXTure. Next, small groups will work together to collect and capture-- through both online and active, real world research -- and create (via GoogleDraw, DoInk, etc.) text, images, and sounds of archiTEXTure.

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

Tags: Collaboration, Multiliteracies, Multimodal Composition

Using Postprocess Pedagogy to Support E-Portfolio Assessment

Half-Day Workshop A : Tompkins 110

The purpose of this workshop is to provide participants with a theoretical foundation and practical tools for implementing electronic portfolio assessment in any composition course. The workshop will emphasize a post-process and collaborative pedagogical approach. Participants will have ample opportunity to reflect in discussions and in writing; and will leave the workshop with a revised curriculum and an e-portfolio site.

Catherine DeLazzero
Florida State University

Tags: Digital Assessment, Multimodal Composition, Pedagogy

Lunch: 12:00-1:00 pm

Caldwell Lounge

Half-Day Workshop B: 1:00-4:00 pm

Session Time : Session Type : Session Location

Easy EPUB Ebooks with InDesign

Half-Day Workshop B : Tompkins 109

This workshop will teach participants how to create ebooks with the open EPUB standard commonly used with Apple's iBook app and many ereaders (including those by Sony and Barnes and Noble, but not Amazon's Kindle). We will show participants how to prep and edit their manuscripts in Microsoft Word prior to import into InDesign.

David Blakesley
Clemson University and Parlor Press

James Kalmbach
Illinois State University

Charles Lowe
Grand Valley State University

Tags: Multimodal Composition

Processing the Ways We Research, Teach, and Write (with) Digital Information

Thursday Half-Day Workshop B : Tompkins 112

Recent developments in computer processing offer new opportunities for analysis in the fields of rhetoric, composition, and writing studies. On one hand, the increasing use of complex algorithms to power search engines, recommender systems, and collaborative filtering offers us fertile ground for new kinds of analysis. On the other, we can engage with digital technologies through /data/ in a way that, before now, we simply did not have the computer processing power to handle. This half-day workshop will offer an opportunity to build on this discussion. The session will be collaborative, and participants will interact with one another in individual, small-group, and large-group discussions.

Dawn Shepherd
Boise State University

Kevin Brock
North Carolina State University

Amber Davisson
Willamette University

Fernanda Duarte
North Carolina State University

Annette Vee
University of Pittsburgh

Tags: Code Studies, Digital Scholarship, Social Media

Screencap Your Feedback: Using Screen Capture Technology to Provide Audio-Visual Feedback to Writers

Half-Day Workshop B : Tompkins 126

This workshop will introduce participants to a new tool for providing helpful feedback to students on their writing. The workshop will introduce screen-capture technology, provide a brief demonstration of a screen-capture response, and then engage participants in the process of creating their own practice screen captures. Please bring your own laptop or tablet. Headsets will be provided.

Chris Anson
North Carolina State University

Deanna Dannels
North Carolina State University

Meagan Kittle Autry
North Carolina State University

Dana Gierdowski
North Carolina State University

Tags: Digital Assessment, First-Year Writing Courses, Multimodal Composition

Opening Reception: 6:00-9:00

Sponsored by the Communication, Rhetoric, and Digital Media Program at NCSU

Contemporary Art Museum

Buses leave at 5:45 pm from the bus stop on the south side of Hillsborough Street between Tompkins Hall and the NCSU Bell Tower.

Pub Crawl: 9:00 pm-12:00 am

Pub crawlers will leave from the Contemporary Art Museum, following the Opening Reception. We'll have vans available to take you back to your hotel/dorm throughout the evening, so crawl as long as you'd like and let us know when you're done.

Friday, May 18

Breakfast: 7:30-8:30

Sponsored by Wadsworth/Cengage Learning

Caldwell Lounge

Friday Open Breakfast Meeting : 7:30-8:30

Hosting Computers and Writing: A 7Cs Committee Open Meeting

Friday, 7:30-8:30 AM : Breakfast Open Meeting : Tompkins 126

The CCCC Committee on Computers in Composition and Communication (7Cs Committee) works on issues related to computers and writing in composition and communication, especially as they relate to teaching, access, promotion and tenure, and program administration. One of the key tasks of the committee is the selection of the host site for the annual Computers and Writing conference. This open meeting provides an informal meeting opportunity for people or institutions interested in hosting the conference to ask questions about the selection process or requirements, but issues or questions about any 7Cs projects or activities are also welcome.

Town Hall I: 8:30-9:45

The Design of Learning Spaces: Perspectives from Across Fields and Disciplines

Kamphoefner Hall, Room G20

Kathleen Blake Yancey, Florida State University
Russell Carpenter, Eastern Kentucky University
Edward D. Gomes, Jr., Duke University
Susan Whitmer, Herman Miller
Robert Beichner, North Carolina State University

Break/Refreshments: 9:45-10:15

Sponsored by Bedford/St. Martin's

Steelcase Lounge, Caldwell

Video Game Lounge: open from 10:00-6:00

Sponsored by Herman Miller

Tompkins G113

Friday Session A : 10:00-11:15

Session Time : Session Type : Session Location

Composing and Constructing Student/Instructor Identities in Digital Spaces

Session A : Panel Presentation : Tompkins 112

Facebook, Research Writing, and Student Identity
Multimodality and Identities in Digital Terrains
Developing Online Teacher Social Presence in Hybrid Writing Classes

Lee-Ann Kastman Breuch
University of Minnesota-Twin Citie

Keith Harms
University of Minnesota-Twin Cities

Brigitte Mussack
University of Minnesota-Twin Cities

Jacqueline Schiappa
University of Minnesota-Twin Cities

Tags: Identity, Pedagogy, Social Media

Creation, (re)Creation, and Participation: The Indigenous Interface

Session A : Panel Presentation: Caldwell G111

This panel proceeds from the argument that there is much to gain by "including American Indians in the discourse surrounding information technologies" (Haas, 2005). Speakers explore how digital interfaces—specifically web design software, social networking sites, and digital archives—are negotiated so as to encourage an active American Indian presence.

Kristin Arola
Washington State University

Pamela Chisum
Washington State University

Shawn Lamebull
Washington State University

Angela Haas (chair)
Illinois State University

Tags: Pedagogy, Race, Social Media

New Media Activism

Session A : Panel Presentation : Caldwell G107

Citizens are increasingly using social media venues and multimodal texts as a means of sharing their public voices on compelling issues. This panel looks at the dynamic nature of user-generated content on Web 2.0 sites and the new opportunities these sites bring for political activism and raising awareness about social issues.

Embodiment and Social Media: The Role of Twitter in the Egyptian Revolution
Katherine Bridgman
Florida State University

Fighting for Civil Rights on YouTube: Identity construction in a gay family's videos
Caroline Dadas
Montclair State

Tags: Digital Spaces, Social Action, Social Media

Foundations & Frames: Enabling & Sustaining Curricular and Pedagogical Structures for Multimodal Composition

Session A : 10:00-11:15 : Featured Session : Caldwell G106

How do we best make textual-to-digital transitions from a curricular perspective? In a multilingual society, how can multimodal composition foster language diversity? Who bears the costs of integrating technology and multimodality into our pedagogy? Building upon Chomsky, Gee, Goggin and Trimbur, this panel explores these questions in conjunction with digital/multimodal composition.

Using Multimodal Composition to Foster Language Diversity
Amanda Athon
Bowling Green State University

At What Price? Cost-shifting and Corporatization in Composition
Laurel Adams
Bowling Green State University

Complex Construction: Digital Literacies in First-Year Writing Curricula
Bret Bowers
Bowling Green State University

Tags: Multiliteracies, Multimodal Composition, Writing Program Administration

Invention Mobs: Recreating Creativity and Collaboration in the Writing Classroom

Session A : CREATE! : Tompkins 129

Invention mobs are constructive assemblages of organized chaos which emerge from a collaborative and creative activity. In classrooms, invention mobs can teach students how to have confidence in their own creative ability and how to collaborate with others. We'd like to model the invention mob as a way of creating pedagogical materials and constructing interinstitutional teaching networks.

Leeann Hunter
Georgia Institute of Technology

Roger Whitson
Emory University

Tags: Collaboration, First-Year Writing Courses, Pedagogy

Stop, Collaborate, and Listen: The Construction of Community in a Hybrid Graduate Cohort

Friday Session A : Panel Presentation : Tompkins G112

A central concern of graduate programs is cohort cohesion. A strong cohort can serve as a resource for all involved, not only functioning as a social group, but promoting research, supporting coursework, and improving student retention and completion. Unfortunately, developing a strong cohort can be a challenge--especially when its members are distributed geographically. This panel will examine the key practices employed by one such cohort to develop cohesion.

That's What She Said': Humor, Performance, and Collaboration
Megan Mize
Old Dominion University

Bring It On': The Use of Music Exchange to Construct Identity and Affirm Social Bonds
Mark Blaauw-Hara
North Central Michigan College and Old Dominion University

Passing Notes in Class: The Ubiquitous Role of In-Class Synchronous Chat
Danielle Roney Roach
Old Dominion University

Hey Peeps, Remember When . . .' : Social Media and Shared Experiences for Geographically Scattered Cohorts
Cheri Lemieux Spiegel
Northern Virginia Community College and Old Dominion University

Tags: Collaboration, Digital Spaces, Identity

The ArchiTEXTure of the Digital: Three Perspectives on the Durability, Utility, and Beauty of Incorporating Digital Components into the Writing Classroom

Session A : Panel Presentation : Tompkins G123

This panel discusses pedagogical difficulties and issues of access when incorporating digital components into a traditional composition classroom, a distributed-learning classroom, and an online classroom. Drawing on classical principles of architecture, the presenters will address the *durability*, *utility*, and *beauty* of using digital components when teaching writing.

Designing the Distributed -Learning Classroom(s): Using Online Tools for Building Community and Social Presence

Lauren Garcia-DuPlain
The University of Akron

Reconstructing the Classroom: Moving from Physical Place to Digital Space

Jennifer Cunningham
Stark State College

From Construction Paper to Photoshop: Finding Ways of Incorporating Visual Literacies into the Writing Classroom

Penelope Quade
The Ohio State University

Tags: Digital Spaces, First-Year Writing Courses, Pedagogy

The Occupy Wall Street Argument: Putting the Meme in Enthymeme

Session A : Panel Presentation : Tompkins G109

This panel explores richer rhetorical and cultural implications of the "Occupy Wall Street" movement, focusing on situated knowledge, transformative access, memes, and enthymemes.

Occupied: race, writing, and the problem of diversity in the occupy wall street movement

Tyler Branson
Texas Christian University

The Occupy Wall Street Argument: Putting the Meme in Enthymeme

Jeff Swift
North Carolina State University

Tags: Open Source, Social Action, Social Media

Understanding Online Literate Practices

Session A : Panel Presentation : Tompkins G109

This panel begins to explore the ways literacy functions in multimodal texts. Using multimodal texts and communities that engage multimodal texts, this panel focuses on how literate acts function as a means to understand current multiliteracies in popular culture. As well, this panel focuses on the processes that take place when creating multimodal texts, thus providing an overview of both multimodal product and process.

Moving Memes into an Internet Culture
Chelsea Swick
Kent State University

Capturing and Studying Multimodal Composing Processes
Pamela Takayoshi
Kent State University

What's Your Secret?: How Meanings and Uses of Texts Can Shape Literacy, Community,and Sponsorship
Sarah Oliveri
Kent State University

Tags: Digital Spaces, Multiliteracies, Multimodal Composition

Vibrant Materiality: Composing Matters with New Media

Session A : Panel Presentation : Tompkins G118

Connecting digital media to the materiality of things and physical environments, this panel addresses strategies for analyzing and producing new media compositions attuned to the dynamic forces of software and hardware. The materiality of composing with new media creates the conditions for vibrant sensual experiences and richly intelligent architectures.

Jeremy Tirrell
University of North Carolina Wilmington

Jason Kalin
North Carolina State University

Victoria Gallagher
North Carolina State University

Kyle Vealey
Purdue University

Tags: Digital Humanities, Digital Spaces, Materiality

Whither the Prosumer?: The Creative Economy and Emerging Forms of Scholarly Communication

Session A : Panel Presentation : Tompkins 123

Congresswoman Marsha Blackburn describes U.S. citizens as Internet "consumers," separating these consumers from the "creative economy." She repeatedly uses this binary to distinguish the people who use the Internet from those who create its content. This illustrates a failure to recognize prosumers, those who simultaneously create and access the Internet. The panel will examine prosumption from perspectives ranging from the attention economy to social communities to digital scholarly communication.

Context-Providers in an Attention Economy
Jentery Sayers
University of Victoria

Folksonomy as Gift: Motivations for Social Tagging
Noel Radley
Santa Clara University

Working in the Bubble Factory: Prosumer Humanists and Scholarshift
Daniel Anderson
University of North Carolina

Prosumers and Algorithmic Truth
John Jones
West Virginia University

Tags: Collaboration, Digital Scholarship, Multimodal Composition

"But I Can't Find That in the MLA Guide": Teaching Digital Citation Rhetorically

Session A : Roundtable : Tompkins 126

The complexity of citing sources and defining plagiarism in a convergence culture (Jenkins, 2006) is being productively explored through Jamieson and Howard's Citation Project, and other scholars have investigated the rhetorical function of citation both inside (for example, Davis 2000 and Knight-Davis & Sung 2008) and outside the classroom (for example, Conners 1999, Rose 1993 and1999). Little attention in our field has been paid to the "how" of citation, however, leaving teachers to fall back on the "find an example, and copy it" method of instruction. This roundtable argues that we must revise the way we teach students how to cite.

Susan Miller-Cochran
North Carolina State University

Shelley Rodrigo
Old Dominion University

Tags: First-Year Writing Courses, Multiliteracies, Pedagogy

Friday Session B: 11:30-12:45

Session Time : Session Type : Session Location

Building Classroom archiTEXTure in Tough Economic Times: Deploying 21st Century Writing

Session B : Roundtable : Tompkins 126

In a time when budget cuts are the norm, the dream of computer-mediated classrooms for all writing students, with some lucky exceptions, is just that—a dream. For the vast majority of our peers at a variety of institutions, desks, chairs, and maybe a whiteboard is reality. At the same time, as computers and writing specialists, we understand that writing in the 21st century is more than text on paper. The March 2013 special issue of Computers and Composition and the Fall 2012 Computers and Composition Online investigate the clash between theory and reality for compositionists moving from technology-rich graduate training to the less-than ideal norm most new writing teachers face. This special combined issue will examine pedagogical strategies and underlying theories from teachers who have found ways to work technology into their writing classes even when support or resources, i.e. funds or equipment, don't exist. This panel previews the upcoming issues and provides time for article and webtext authors to lead discussion.

Elizabeth Monske,
Northern Michigan University

Lanette Cadle,
Missouri State University

Christopher Sean Harris,
California State University-Los Angeles

Tags: Collaboration, Digital Scholarship, Multimodal Composition

ConTEXTualizing Identity through (re)Mediation

Session B : Panel Presentation : Tompkins G123

This panel is an exploration of identity in digital, multi-modally mediated environments.

Techno/rhetorician or Compo/technician: How Does a Digital Scholar Define an Academic Identity?
Elkie Burnside
Oklahoma State University

The Writer as Architect: One Fiction Writer's Attempts to Navigate Authorial Identity in New Media
James Brubaker
Oklahoma State University

Weathering the Post-Modern: A Mormon's Graduate School Literacy Narratives
Steven Hopkins
Oklahoma State University

Tags: Digital Humanities, Identity, Multimodal Composition

Doing, Not Drifting: Online Tool Building As Research and Composition

Session B : Roundtable : Caldwell G107

This roundtable will challenge the notion that online technologies should automate and commercialize education by presenting a hybrid approach to teaching and learning writing within-class and extra-curricular layers. Comprised of undergraduate and graduate students who are actively collaborating on a multi-year research initiative to build a peer-reviewed online journal to publish undergraduate scholarship, this roundtable will respond to speculations about student disengagement. These student-researchers will argue that online social networking technologies foreground the social dimension of writing without leading students "adrift."

Ashley Hall, Chair
University of North Carolina

Doreen Thierauf, Laurel Foote-Hudson, Ashley Guy, Ben Whitley, Sydney Stegall, Joe Albernaz, Edward Hedrick, Carlos Rodriguez, Adam McCune, Chris Rota, Britt Spruill, and Alex Ward
University of North Carolina

Jill Dwiggins
University of Massachusetts

Tags: Collaboration, Pedagogy, Social Media

Gaming as Academic Identity

Session B : Featured Session : Caldwell G111

In this roundtable, each presenter will share some of their personal experience in gaming, up to and including World of Warcraft, and then situate and reflect upon the relationship between gaming and the formation of academic identity -- from games as objects of study, to the use of games in teaching, to recognition of in-game leadership as academic service.

Doug Eyman
George Mason University

Emi Bunner
University of North Carolina--Chapel Hill

Cynthia Haynes
Clemson University

Jan Holmevik
Clemson University

Mary Karcher
Wayne State University

Jill Morris
Frostburg State University

Scott Reed
Georgia Gwinnett College

Re-Thinking Writer Identity through Production

Session B : Panel Presentation : Caldwell G109

This panel examines three ways in which identity is composed through production: participating in the knitting/crocheting social network Ravelry, making traditional and digital crafts, and creating infographics that represent digital writing practices. Together, these disparate projects contribute to ongoing conversations about writer identity in the digital age.

More Than Stitch and Bitch: Identity Practices on Ravelry and Beyond
Amber Buck
University of Illinois, Urbana-Champaign

"So . . . we get to make stuff?": DIY Craft, New Media and Production
Kristin Prins
UW-Milwaukee

Time on Our Side: A (De)Mystification of Literacy Practices
Lynn C. Lewis
Oklahoma State University

Tags: Identity, Materiality, Social Media

Remixing the Digital: Intellectual Property in Gaming and the Classroom

Session B : Panel Presentation : Tompkins 123

This panel explores fair use and the remixing of digital media. Panelists argue for remix as a method to create voice and new meaning, the rhetorical dimensions of intellectual property rights, and how multimodal projects allow new forms of connection in digital spaces.

Same Game, New Rules: Conflating Fair Use and File Sharing
Michael Neal
Florida State University

The Law of Play and Infringing Avatars: Worlds.com, Inc v NCSoft Corp
Joshua Daniel-Wariya
Texas Christian University

Digital Literacy Acquisition and Digital Resource Networking: What Are We Asking Students to Do in Multimodal Assignments?

Julia Voss
Ohio State University

Tags: Multimodal Composition, Pedagogy

Structural and Expressive Foundations in Multimedia Authoring

Session B : Panel Presentation : Tompkins 129

This panel maps the "architextual" foundations of multimedia practices in a series of introductory courses entitled IML 140: Workshop in Multimedia Authoring at the University of Southern California's Institute for Multimedia Literacy (IML). Housed in the School of Cinematic Arts, the IML approach is premised on the notion that students must be able to not only read and write words, but to use and critique images, sound, typography, design, networks and other media-based tools. As such, this course provides the foundation for the IML's Minor in Digital Studies, as well as the Honors in Multimedia Scholarship Program.

Marc Fernandez
University of Southern California

Evan Hughes
University of Southern California

DJ Johnson
University of Southern California

Elizabeth Ramsey
University of Southern California

Virginia Kuhn (MODERATOR)
University of Southern California

Tags: Digital Scholarship, Multimodal Composition, Pedagogy

Teaching and Learning through Spectacle

Session B : Panel Presentation : Tompkins G112

This panel explores the participation of new media objects in the long tradition of teaching and learning through spectacle. We consider how teacher- and student-produced media objects adapt or re-present antecedent spaces and figures. We examine, in particular, how students are architecturally positioned to respond to pedagogical spectacle.

Seeing Double: Digital Media Analogues in Spectacular Eighteenth-Century Science Displays

Chelsea Redeker
UNC Chapel Hill

Viral Video and the Bad Teacher
Alex Funt
UNC Chapel Hill

Playspace Pedagogy
Emily Bunner
UNC Chapel Hill

Celebrity Pedagogy and the Famous Writers School
Phil Sandick
UNC Chapel Hill

Database Video and Response as Composition
Jason Loan
UNC Chapel Hill

Tags: Collaboration, Pedagogy, Visual Studies

The Architexture of Tumblr

Session B : Panel Presentation : Caldwell G106

"The Revolution will (not) be organized: Tagging as Social and Rhetorical Practice in Tumblr"
Elizabeth Davis
University of Georgia

"Distinctively Similar: Collectively Assembling the Tumblr Ethos"
Anita Derouen
Millsaps College

"The Craft of Tumbling: Tumblr as Multi-Modal Digital Scrapbook"
Sujata Iyengar
University of Georgia

Tags: Materiality, Social Media, Writing Studies

The "Googleization" of Academia and the Impact on Teaching Web Design in Writing Courses

Session B : Panel Presentation : Tompkins G118

This panel focuses on one research extensive institution in the southeast, and explores the implications of a set of decisions that occurred before and after the migration to Google's service offerings. In adopting Google's email and other resources (a data for security trade?), IT departments across the nation have been able to radically cut costs, and in our specific situation, this transition has resulted in an even further erosion of support for the teaching of web design in writing courses.

Janice Walker
Georgia Southern University

Tim Giles
Georgia Southern University

Angela Crow
Georgia Southern University

Tags: Infrastructure, Pedagogy, Writing Studies

Using Corpus Linguistics to Assess Student Writing

Session B : CREATE! : Tompkins 112

Participants will learn how to use AntConc, a free online concordancer that offers systematic analysis of recurring patterns of language use in electronic versions of student texts, either participants' own or ours. Participants will also discuss how "move analysis" and carefully developed prompts can facilitate best use of the software.

Anne Ruggles Gere
University of Michigan

Zak Lancaster
University of Michigan

Justine Neiderhiser
University of Michigan

Tags: Digital Assessment, Infrastructure

Ethics in Online Spaces

Session B : Panel Presentation : Tompkins G109

This panel explores the role that online spaces and digital media play in constructing our perception of self and other. While online spaces can provide possibilities for empowerment and self-definition, they can also be repressive spaces that distance and negatively characterize disenfranchised groups. Thus, for teachers hoping to impart their students with a critical understanding of online spaces, ethical literacy is an essential component.

"I Didn't Think about That": Interdisciplinary Approaches to Teaching Ethical Literacy in Writing Instruction
Toby F. Coley
University of Mary Hardin-Baylor

The New Scarlet Letter A: The Power of Online Informational Websites to Silence &"Brand" the Autism Community
Barbi Smyser-Fauble
Illinois State University

The Pedagogy of Race in the Digital 'Post-Anti-Essentialist' Turn.
Seth Mulliken
North Carolina State University

Tags: First-Year Writing Courses, Multiliteracies, Pedagogy

Lunch and Keynote: 1:00-2:30

David Parry, "Ending Knowledge Cartels"

Talley Grand Ballroom

We are called on as academics to produce knowledge, not just for ourselves but rather as a public good, as a means to transform the social. Despite this ethical calling, however, to a large extent academics and institutions continue to treat knowledge as a product, an object to be bought and sold on the marketplace for individual or institutional benefit, rather than as a communally produced and shared good. Publishing corporations, professional organizations, and in many respects the University itself operate as knowledge cartels, restricting and controlling access for localized benefit rather than open sharing. How does this moment of the digital transformation offer us an opportunity to build a knowledge economy outside the existing cartel structure?

Friday Session C: 2:45-4:00

Session Time : Session Type : Session Location

Into the Mix: Technologies in the First-Year Writing Classroom

Session C : Panel Presentation : Caldwell G106

First-year writing students come to us with a variety of technological capabilities and interests. This panel explores how instructors at different institutions and in different learning environments take advantage of the tools they have to enhance their classrooms. Using these tools can help address technological anxiety, encourage a more nuanced writing process, and challenge the boundaries of the traditional classroom.

"I Don't Know What You Want": Using Google Docs in Writing Workshops to Create Sample Student Papers
Karla Lyles
Georgia Southern University

"I'd Rather Hand Write the Assignment: Easing Student Transition to Multi-Modal Writing"
Abigail A. Grant
College of the Albemarle

#Post Pedagogy: Twitter and a Pedagogy of the Act
Megan McIntyre
University of South Florida

Tags: Collaboration, First-Year Writing Courses, Pedagogy

Appealing, Addressing, Involving: Putting Audience Front and Center

Session C : Panel Presentation : Tompkins G112

There is general consensus that asking students to write for "real audiences" helps them better understand the role of audience in the composing process. Proponents of digital technologies as teaching tools cite the ability to reach "real" audiences as a benefit of multimodal and online composition; however, students often have little understanding of audience, much less the complexities of online audiences. This panel will focus on the difficulties of teaching a complex and nuanced understanding of audience in the digital age and strategies for overcoming these difficulties in the classroom.

An Appeal to Anyone: Finding and Founding Online Audiences

Chris Blankenship
University of Colorado - Colorado Springs

Audience(s) Addressed: Who is this text (really) for?

Catherine Braun
The Ohio State University - Marion

Audience Involved": Using Audience Theory and Collaborative Usability To Analyze Audience and Community

Deanna Mascle
Morehead State University - Morehead, Ky

Tags: Digital Spaces, Pedagogy, Writing Studies

Archi-TEXT-ures of Identity: The Impact of Web 2.0 on Graduate Student Representation

Session C : Panel Presentation : Caldwell G107

Focusing in on E-Portfolios and various social networking sites, this panel will explore how graduate students build identities in digital spaces. In doing this, we hope to question such assumptions as: 1)singular vs. multiple identities and the ability to control self-representation; 2) how building a digital identity affects face-to-face identity within a classroom environment; and 3) a professional/personal divide on public digital spaces.

Shaky Foundations: Establishing Professional Identity in Digital Spaces
'Pardon Our Dust': Graduate Student Identity Reconstruction on Professional Social Networking Sites
In Search of the 'Dislike' Button: a Call for the Discretionary use of Self-Affirming Technologies in the Composition Classroom

Kristine L. Blair
Bowling Green State University

Mariana Grohowski
Bowling Green State University

Ken Hayes
Bowling Green State University

Matthew A. Bridgewater
Bowling Green State University

Tags: Identity, Multimodal Composition, Social Media

ArchiTEXTure of Invention in Two Writing Centers: New Media and the Multimodal Invention Process

Session C : Panel Presentation : Tompkins 126

We explore in what ways the invention process of video composition may be different from that of traditional written texts. Pressing questions include: What ways can we think about invention processes and visual semiotics? How can we encourage students to become inventive through visual conceptualizations? What is the role of architecture in the invention process of new media products? What meaning does the physical space of interaction have in new media invention?

Sohui Lee
Stanford University

Russell Carpenter
Eastern Kentucky University

Christine Alfano
Stanford University

Tags: Digital Scholarship, Multiliteracies, Multimodal Composition

Writing Beyond Classroom Walls

Session C : Panel Presentation : Caldwell G109

This panel looks at the variety of ways that classroom projects can extend beyond the physical bounds of the classroom and institution, into dynamic situations with authentic audiences. Panelists will explore service learning, blogging, and transdisciplinary multimodal projects as productive means of expanding the composition classroom.

Beyond Reflection: Writing Digitally with Communities in Service Learning

Stacy Nall
Purdue University
Kathryn Trauth Taylor
Purdue University

For Real this Time, Taking the Composition Classroom Online and Outside of School

Marc C. Santos
University of South Florida
Mark H. Leahy
University of South Florida

Tuning archiTEXTure for Transdisciplinary Contexts

Mark Hannah
Arizona State University

Tags: Collaboration, Digital Spaces, Social Action

Composing in the Dark: the Texture of Long Exposure Lightpainting

Session C : ConstrucTEXT : Caldwell G111

Composition teachers often assign multimodal projects in their classrooms. While we focus on the rhetorical choices and technological skills needed to create, we often undervalue the role that mental imaging and affect play in the composition process. This participatory session incorporates long exposure photography and LED Light Painting to compose with the texture of light. To see examples of light painting visit: http://jennifer-ware.com/lightpainting

Participants: This interactive session can only accommodate a limited number of participants (15-20)as there will be stations comprised of a digital camera, multiple colors and styles of LEDs, and scenes/air "canvases" to paint with light. Everyone will receive the compositions as zip files via email after the workshop.

Jennifer Ware
North Carolina State University

Tags: Materiality, Visual Studies

Differential Makings: Enacting Theories of Raced Experience in Digital Writing Research and Pedagogy

Session C : Featured Session : Tompkins 123

Foundational Computers and Writing scholarship has called for attention toward how diverse groups use technology, including identifying oppressive systems that deny technological access and better understanding racially situated embodied experiences with writing technologies. However, shifting from acknowledging a need for multiplicitous perspectives to actively enacting diverse ways of making meaning is complex work. Gloria Anzaldúa, for one, has cautioned us about approaches that "allude to the category, cite a few women-of-color texts, tack on a token book to their syllabus and assume they've dealt with race." With these complexities in mind, panelists ask: How might we put differential ways of making meaning at the theoretical center of Computers and Writing teaching and research? How do we build accounts of raced experience with technology that retain the complex constellations of objects, stories, and people that intersect in digital writing?

"Messy" Research: How to Listen and See the Mess of Access Enacted

Douglas Walls
University of Central Florida

Operationalizing *Conocimiento*: Enacting Chicana Rhetoric in Computers and Writing Pedagogy and Research

Stacey Pigg
University of Central Florida
Kendall Leon
Purdue University

Tags: Race, Research and Methodology

Empowerment Through Digital Discourse: Potentials for Digital Literacy in Blogging, Digital Storytelling, and E-Learning

Session C : Panel Presentation : Tompkins G123

This panel will explore multimodal consumerism in digital music blogs, digital storytelling and collaborative rhetoric in communities of developmentally disabled individuals, and the implications of changing authorship on e-learning and accessibility.

Digital Literacy and Music Blogging: Consumers, Creators, and Evolving Authorship
Liz Lane
DePaul University

Disability Rhetoric in a Digital World: Digital Storytelling with Developmentally Disabled Individuals
Kimberly Coon
DePaul University

Visual Literacy, Authorship and Potentials for E-learning
Heather Eidson
DePaul University

Tags: Accessibility, Digital Spaces, Multimodal Composition

Invention in the Age of Electronic Literacy

Session C : Panel Presentation : Tompkins 129

This panel explores invention in the age of electric literacy: the effect on science learning when an elementary classroom shifts from a conventional to a digital space, the use of sketch notes that bring the visual modalities of electracy to invention, and Web 2.0 technologies used for invention in composition classes.

Michael Carter
North Carolina State University

Eric N. Wiebe
North Carolina State University

Scott Nelson
University of Texas at Austin

Lilian Mina
Indiana University of Pennsylvania

Tags: Digital Spaces, Pedagogy

Performing Online: Opportunities and Challenges in Digital Spaces

Session C : Panel Presentation : Tompkins G118

From the impact of social media in the composition classroom, to the management of sexual identity in video blogs, to the importance of site design for Internet credibility, this panel considers the opportunities and challenges of digital spaces as realms where our personal, professional, and academic lives are increasingly enacted.

Blogsolation: The Impact of Coming Out Blogs and Videos on Gay Identity
Fernando Sanchez
Purdue University

Facebook Use Among First-Year Composition Students
Ryan Shepherd
Arizona State University

Managing an Online Identity: "Distributed Credibility" in Digital Spaces
Geoffrey Middlebrook
University of Southern California

Tags: Identity, Social Action, Social Media

Pinch, Tap, Swipe: Using iPads to Rethink the Construction of Digital Texts and Spaces

Session C : Roundtable : Tompkins G109

This roundtable examines how tablet computers, specifically the iPad, are used as both anarchiTEXTure object and a medium for constructing the archiTEXTure of writing spaces, particularly the writing center. We look at how this new media technology enhances and challenges the way we engage students in their writing process, how we facilitate workshops and give presentations, and consider the iPad as a material object and mobile composition tool, as well as examine the wide and varied uses of tablets across life spaces.

Dianna Baldwin
Michigan State

John Lauckner
Michigan State

Rachael Hodder
Michigan State

Casey Miles
Michigan State

Dean Holden
Michigan State

Tags: Digital Spaces, Materiality, Multimodal Composition

The Problem Is Local: How Looking at Computers Sometimes Stops Us From Seeing Writing

Session C : Panel Presentation : Tompkins 112

The situations of students' networked writing increasingly require us to rethink spaces of representation and value as enacted in conventional dichotomies between "local" and "global" and between "online" and "real life." Each panelist demonstrates how these conventional dichotomies are becoming increasingly fraught.

Linh Dich
University of Massachusetts at Amherst

Mike Edwards
United States Military Academy at West Point

Mike Trice
Texas Tech University

Leslie Bradshaw
University of Massachusetts at Amherst

Tags: Materiality, Multiliteracies, Writing Studies

Break/Refreshments: 4:15-4:30

Steelcase Lounge, Caldwell

Come enjoy tasty, gourmet popsicles from Locopops, one of our favorite local addictions. Locopops uses locally produced ingredients from community gardens and North Carolina farms.

Friday Session D: 4:15-5:30

Session Time : Session Type : Session Location

Catalysts and Cataclysms: Personal, Institutional, Pedagogical Narratives of the Digital Text

Session D : Panel Presentation : Tompkins 112

As panelists, we use personal and scholarly narrative and multi-media performance to explore how the underpinnings of "writing" shift in the production of digital texts. Collectively, we argue for a wider affective and non-discursive (Murray) rhetorical lens for theorizing the production of digital scholarly texts and digital writing assignments. It is our goal to challenge our audience, as we challenge ourselves and our students, to understand the production of digital texts as a series of generative leaps, rather than as a flow, from text to the screen.

Ames Hawkins
Columbia College Chicago

Alanna Frost
University of Alabama Huntsville

Suzanne Blum Malley
Columbia College Chicago

Tags: Digital Scholarship, Multiliteracies, Writing Studies

Creating Mobile Technologies for Composing Global Spaces

Session D : Panel Presentation : Tompkins G109

Three perspectives--writing center, professional writing, and instructor/programmer--on a mobile computing project articulate students' digital composing and research. Design prototypes will be presented and the audience is invited to respond in an effort to crowdsource the design of a tool for writing "in the wild" away from the desktop.

Tammy Conard-Salvo
Purdue University

Michael Salvo
Purdue University

Adam Strantz
Purdue University

Tags: Collaboration, Infrastructure, Research and Methodology

Designed Assumptions: Reflecting on Technology in Reading and Writing Classrooms

Session D : Panel Presentation : Tompkins 129

As technologies become more "invisible" in reading and writing classrooms, it is critical that educators reflect upon the implicit assumptions that are designed into such technologies. This panel will critically reflect upon technologies that are currently embedded in classrooms, highlighting the implications of these designed assumptions for accessibility and pedagogy.

James Jackson
Michigan State University

Daniel Tripp
Penn State University

Josh Mehler
Florida State University

Tags: Accessibility, Infrastructure

Developing Transformative Domains for Multimodal Writing Assessment: The Language of Evaluation, the Language of Instruction

Session D : Panel Presentation : Caldwell G106

This roundtable will offer several multimodal texts, define and situate our five domains in relationship to the best practices and statements from leading national organizations and the research literature on writing assessment. We will also offer examples across k-16 and out-of-school contexts of how each domain can be used to help writers and teachers talk about composing processes and qualities of multimodal texts.

Will Hochman
SCSU/NWP Multimodal Assessment Project (MAP) Group

Kristine L. Blair
Bowling Green U/NWP Multimodal Assessment Project (MAP) Group

Carl Whithaus
UC Davis/NWP Multimodal Assessment Project (MAP) Group

Danielle Nicole DeVoss
Michigan State University/NWP Multimodal Assessment Project (MAP) Group

Chuck Jurich
UNM/NWP Multimodal Assessment Project (MAP) Group

Tags: Digital Assessment, Multimodal Composition

Fostering Connection with Digital Literacy

Session D : Panel Presentation : Caldwell G111

This panel focuses on the role that digital literacy plays in making connections, amongst colleagues or students or news audiences. The role of digital literacy is explored through multiple lenses, including online news websites, collaborative classroom exercises, and educational literacy projects.

Digital Literacy Acquisition in the Newsroom
Yvonne Stephens
Kent State University

School-Community Connections around Digital Storytelling
Dickie Selfe
Ohio State University

Right Here/Write Now: Digital Technologies for Collaborative Composing between P-12 and University Writing Instructors
Joyce R. Walker
Illinois State University

Tags: Digital Spaces, Infrastructure, Multiliteracies

Magic, Technology, & Rhetoric: Shifting Relationships, Identities, & Perspectives

Session D : Panel Presentation : Caldwell G109

The first presentation examines how rhetorics of magic structure the relationship between humans and technology. The second considers Starhawk as an example of the identity changes which take place in online environments. The third presents student's digital literacy narratives, and analyzes those texts for examples of New Media literacy practices.

Magic, Technology, Rhetoric

Steven LeMieux
University of Texas at Austin

Believers and followers: An examination of the digital and virtual identities of Starhawk

Christine Maddox
Florida State University

Remediating Identities: Digital Literacies and the (Re)invention of Multiliterate Voices

Bret Zawilski
Florida State University

Tags: Digital Spaces, Identity, Materiality

Making-as-Thinking: An Algorhythmic Symphony of Creative -Critical Practice

Session D : ConstrucTEXT : Tompkins 126

Rather than marching forward as chrono-logical progression of individual works, each of these twenty-minute periods will be fragmented, intermixed, and redistributed according to a predetermined algorithmic formula across the 90-minute session interval. Session presenters and audience members alike will be invited to witness and participate in the "unfolding" of the composition simultaneously. In this way, what our project ultimately makes will be an extemporaneous emergent arrangement arising from this distributed algorithmic performance.

algorithm:

Project 1 (fade in) { int out, in; for(out=nElems-1; out>1; out--) // sit down fade (backward) for(in=0; in<out; in++) // stand up (forward) if(a[in] > a[in+1]) // out of order? swap(in, in+1); // swap them } // end conference algorithm (repeat)

Jamie "Skye" Bianco
University of Pittsburgh

Tags: Digital Spaces, Multimodal Composition, Research and Methodology

O Brave NUI World!: Exploring the Implications of Embodied Computing for Digital Rhetoric and Writing

Session D : Panel Presentation : Tompkins 123

We are on the verge of a paradigm shift in mainstream computing. The era of the graphical-user interface is waning and will soon be eclipsed by a wide range of natural-user interface technologies, NUIs. Replacing the centrality of the keyboard, mouse, and desktop metaphor are a growing range of computers that are touch- and gesture-activated. This panel comprises six presenters in order to offer a wide range of perspectives on an emerging issue. Each presentation will be limited to 6 to 7 minutes leaving plenty of time for discussion.

David Blakesley
Clemson University

Douglas Eyman
George Mason University

David M Rieder
NC State University

Sarah J. Arroyo
California State University Long Beach

Ben McCorkle
The Ohio State University

Tags: Identity, Multiliteracies, Visual Studies

Studies in Digital Delivery

Session D : Panel Presentation : Tompkins G118

This panel aims to extend recent work on delivery and its relationship to the production of texts in digital environments. Each speaker presents a study demonstrating how the affordances of contemporary rhetorical delivery--in particular, novel forms of audience interaction--can shape the characteristics and production of digital texts.

Bibliometrics in the Vernacular
Tim Laquintano
Lafayette College

Authors, Readers, Code and Control in Online Texts
Annette Vee
University of Pittsburgh

Hacking and the Commercialization of Delivery
Tim Lockridge
Virginia Tech

Tags: Code Studies, Digital Spaces, Writing Studies

University Architextures: Composing Student and Faculty Identities as Digital Writers and Scholars

Session D : Panel Presentation : Tompkins G112

These three speakers will discuss how the design and implementation of a digital writing space, a programmatic writing requirement, and a long-term research initiative at their medium-sized comprehensive liberal arts institution have contributed to students' and faculty development as digital writers and scholars.

Center for Undergraduate Publishing and Information Design
Paula Rosinski
Elon University

Online senior portfolios
Jessie Moore
Elon University

The transfer of writing strategies from informal to formal digital writing spaces
Rebecca Pope-Ruark
Elon University

Tags: Digital Scholarship, Digital Spaces, Identity

Why Yes, We are Digital Humanists!

Session D : Featured Session : Caldwell G107

The digital humanities (DH) have received significant attention in the past few years: in academic presses, funding agencies, blogs, and at academic conferences -- including C & W 2011, which included a much-discussed town hall session titled "Are you a Digital Humanist?" Yet, while DH has garnered significant support in traditional liberal arts disciplines, including history and literary studies, the field of computers and writing (C & W) has been slower to respond to this emerging field. This response is puzzling, given the similar interests shared by the two fields in scholarship, pedagogy, and collaborative and interdisciplinary work. This roundtable will discuss ways to encourage broader participation in DH, considering points of resistance or hesitation within C & W that have limited our participation so far. The session will foreground some successful research projects taking place at the intersections of C & W and DH, while also exposing how C & W scholars already working on digital matters might reframe their work to productively expand the meaning and scope of "digital humanities."

Mathew K. Gold
New York City College of Technology

Kathie Gossett
Iowa State University

Karl Stolley
Illinois Institute of Technology

Geoffrey Sauer
Iowa State University

Liza K. Potts
Michigan State University

William Hart-Davidson
Michigan State University

Dean Rehberger
Michigan State University

Tags: Digital Humanities, Digital Scholarship, Humanities Computing

Toward a Theory of Digital and Multimodal Course Design

Session D : Panel Presentation : Tompkins G123

This panel focuses on theories and practices informing course designs. Questions it addresses are: What conceptual frameworks inform our course designs? What pedagogies inform our delivery of these courses? How do frameworks and pedagogies shape students' experiences in the classroom and their understanding of digital and multimodal rhetoric and writing?

Vision, Rhetoric, and Social Action: Crafting a Theoretical Backdrop for the Multimodal/Multimedia/Multigenre Course
Justin M Jory
UC-Colorado Springs

Integrating Multimodal Composition into the "Writing" Class: A Framework for Teaching and Assessment
Lee Odell
Rensselaer Polytechnic Institute

Professional Tip of the Day: Performing an Editorial Pedagogy Makes You A Better Teacher–Editor
Cheryl Ball
Illinois State University

Multimodal Pedagogy in the Wild: Considering Contributions of the Organic Intellectuals
Nathan Johnson
Purdue University

Tags: Multiliteracies, Multimodal Composition, Writing Studies

Banquet, Awards, and Keynote: 6:00-7:45

Anne Wysocki, "Grounding Spaces for Recollecting"

Talley Grand Ballroom

Rounding this presentation is a book-length interactive digital piece I've started to develop. The piece juxtaposes a history of the rhetorical concept of memory with twentieth and twenty-first century technologies and architectures for memory. By making visible past and present structures of memory and memory access, and by allowing their representation, comparison, and overlap, the project's first step is simply to make visible how we have attempted and continue to attempt to fix events and thoughts two-dimensionally. In such juxtapositions, however, the forgotten spaces and the possibilities of less-fixed page support also become more visible. To enable memories less fixed on object and more attuned to affect and becoming, what material support of pages and screens might we develop? What rhetorical considerations of page and screen design encourage more fluid representations and experiences of what we want to remember -- and to forget?

Evening Performances: 8:00-10:00

Stewart Theater

We are honored to feature Thomas Stanley and Tesia Kosmalski, performing their work on Friday night. Stanley uses music "to create a measure of space between the layer of socially-constructed world that presses down upon us and the fragile being underneath." Kosmalski's Echo Coats are "sound-driven, nostalgically designed garments that provide a means for women to playfully and sonically intervene in public spaces."

Bowling Night: 10:00-12:00

Sponsored by Fountainhead Press

The Alley, Hillsborough Street

http://www.bowlthealley.com/
PH: (919) 832-3533
http://www.bowlthealley.com/contact/ (for a map)

Saturday, May 19

Breakfast: 7:30-8:30

Caldwell Lounge

Breakfast Open Meeting : 7:30-8:30

Writing Center Idea Swap Breakfast

Saturday, 7:30-8:30 AM : Breakfast Open Meeting : Tompkins 126

If you are interested in writing centers, or currently work in one, please join us during breakfast to exchange ideas and discuss how what you seen and heard during the conference might impact writing centers. This informal session will provide those working in and around writing centers to discuss ideas such as, but not limited to, determining when to integrate a technology into the writing center, strategies for working with the technology students bring to the writing center, developing, staffing, maintaining and online writing center - helping students navigate Google apps and technology and race in the writing center

Organizer: Brandy Grabow

Saturday Session E: 8:30-9:45

Session Time : Session Type : Session Location

Compose Yourself: Creating Digital Teaching Philosophies

Session E : CREATE! : Tompkins 126

In this CREATE! workshop, participants will be coached through the process of composing digital teaching philosophies, either as part of traditional teaching philosophy, or as a new media object. Some of the questions we will consider in this workshop: How should we frame new media pedagogy as part of our scholarly agenda? How can we talk about our new media assignments as more than classroom practice narratives by making them a substantial part of our teacherly identities? How do new media objects and digital spaces enhance (or complicate) the ways we construct ourselves as teachers?

Faith Kurtyka, Ashley J. Holmes, Jennifer Haley-Brown, and Amy Kimme Hea
University of Arizona

Tags: Digital Humanities, Digital Scholarship, Digital Spaces

Composing in Digital Spaces: Overcoming Barriers and Embracing Opportunities for Scholarship, Professional Writing, and Teaching

Session E :Panel Presentation : Tompkins G112

This panel will focus on the material and immaterial considerations involved in creating new mediatexts. We focus specifically on three areas of writing research: academic writing, professional writing, and the teaching of writing. Each presentation delineates barriers to successfully composing in digital spaces and suggest ways for overcoming these barriers.

New Media Publishing Practices: Overcoming Obstacles to Composing Scholarship in Digital Spaces
Jenna Pack
University of Arizona

Producer, Consumer, or Collaborator?: Reconsidering the Travel Writer's Role(s) in Writing for Digital Environments
Kristin Mock
University of Arizona

Why Are We "Thinking like an iPod?": Critical Considerations for Teaching Writing with Technology
Marisa Sandoval
University of Arizona

Tags: Digital Scholarship, Digital Spaces, Multimodal Composition

Composing in vSpaces: Rhetorical Architext of Second Life

Session E : Panel Presentation: Tompkins G123

Second Life in Henry Miller's Tropic of Capricorn: The Rhetoric of Unbridled Self-Expression
Jeffrey Starks
Coppin State University

Toulmin and Rogerian Models in Second Life: Creating Supplemental Materials in Virtual Worlds
Deanya Lattiimore
Syracuse University

Embodying Our Virtual Writing Center Selves: We Are, Who We Are, Who We Are
Dianna Baldwin
Michigan State University

Second Life as Third Space: Remediating the Somatic Mind
Cynthia Davidson
Stony Brook University

Tags: Digital Spaces, Identity, Multimodal Composition

Excavating Feminist Futures

Session E : ConstrucTEXT : Tompkins 129

In the move from the printed page to performance, live individuals re-presenting the words of feminist theorists in the context of my original prose, emphasizes the relevance of the body in feminist theory. An accompanying digital piece provides a literal grounding for the spoken words, reinforcing and reinscribing the non-discursive affective elements of feminism, namely the relevance of spirituality to feminist practice.

Ames Hawkins
Columbia College Chicago

Tags: Digital Scholarship, Gender, Social Action

Like an iPrayer: Religion, Spirituality, and the Digital

Session E : Panel Presentation : Caldwell G109

This panel examines the growing influence of digital media on practices of prayer and spirituality. We address the relationship between mainline Christianity and digital technologies; the digitalre-mediation of prayer via handheld apps; and rhetorical considerations of extra-religious or"spiritual but not religious" practice in digital realms.

Possibilities for Composing and Constructing Spirituality in Digital Spaces
Scott Wagar
Miami University

Tapping Into the Divine: Prayer and/as Digital App
William FitzGerald
Rutgers University Camden

Through a Screen Darkly: Religion in the Digital Age
Alissa Goudswaard
Purdue University

Tags: Digital Spaces, Identity, Social Media

Love, Sex, and Viral Transmissions - Using Risque Content in the Classroom

Session E : Panel Presentation : Tompkins G118

This panel showcases three approaches to incorporating popular, non-traditional, and oftencontroversial online texts as rich sites of rhetorical and literary inquiry in the composition classroom.

Online Dating Sites and Teaching Ethos
Cate Blouke
University of Texas at Austin - Digital Writing and Research Lab

Digital Texts and Viral Rhetorics
Megan Varelmann
University of Texas at Austin - Digital Writing and Research Lab

NSFW: The Rhetoric and Literacies of Online Pornography
Tekla Hawkins
University of Texas at Austin - Digital Writing and Research Lab

Tags: Digital Spaces, Pedagogy, Social Media

Me Teacher, You Expert: The Promises and Practices of Digital Nativity

Session E : Panel Presentation : Caldwell G106

This panel tests digital nativity as a pedagogical approach and attempts to find its limits as a tool for theorizing students' relationships with digital technology. As teachers at a regional state university, the panelists teach a primarily first-generation college student population that responds positively to exercises that build their confidence in writing with technology, and yet both panelists are uncomfortable with the term "digital natives" in its colonial implications, as well as its inaccurate suggestions about the assumed technological mastery of students.

Lars Söderlund and Jessica Adams
Wright State University

Tags: Digital Humanities, First-Year Writing Courses, Pedagogy

Pathos, Technology, and Composition

Session E : Panel Presentation : Tompkins 123

This session argues that if as compositionists invested in writing technology we are to take seriously the recent call for multiliteracies in the composition classroom (Selfe and Hawisher; Banks; Alexander; et al.), then we necessarily need to take seriously pathos-based relationships to and literacies of technology.

The Trope of Digital Inauthenticity in Popular Culture: Engaging Fear of/in Digital Composition Spaces
Katherine DeLuca
The Ohio State University

Digital Loss, Techno Magic, and Nostalgic Re-embodiment: The Emotionally Grounding Role of Digital Craft Aesthetics
William Kurlinkus
The Ohio State University

Pathos and Adult Students: Personal Histories, Technology, and Multimodality in the composition classroom.
Deborah Kuzawa
The Ohio State University

Tags: Digital Spaces, Multiliteracies, Multimodal Composition

The Crossroad of Computers and Writing & Two-Year Colleges: A Speed Panel

Session E : Featured Session : Tompkins G109

Considering that the 1,100 plus community colleges that enroll a total of 12.4 million students(American Association of Community College 2011 Fast Facts), are teaching a lot of writing classes, it's time we talk about computers and writing in the two-year college setting. Not only are the students enrolled in two-year colleges generally different than their four-year counterparts, the faculty are not necessarily the same either. Specifically, these panelists are extremely interested in the following questions when two-year college faculty and students get mixed up with computers and writing: How are faculty, learning support staff, and students prepared for teaching and learning(multimodal) writing and/or in online courses? What access do faculty and students have to various (multimodal) composing, teaching, and learning technologies? How are two-year colleges supporting both faculty and students teaching and learning(multimodal) writing and/or in online courses? How do various external pressures, both professional and personal, impact faculty and student teaching and learning?

In this speed panel we are trying to get a variety of voices making strong statements to kick off discussion. Having prepared their answers in advance, each of our panelists will have exactly two minutes to answer each of the following two questions. They will then have exactly one minute to respond to one another and then we'll open the session to Q&A.

Shelley Rodrigo
Old Dominion University

Cheri Lemieux Spiegel
Northern Virginia Community College

Amy Edwards Patterson
Moraine Park Technical College

Ruijie Zhao
Parkland College

Catrina Mitchum
Tidewater Community College, Kaplan University

Beth Bensen-Barber
Sargeant Reynolds Community College

Rhonda Grego
Midlands Technical College

Clint Gardner
Salt Lake Community College

Tags: Community College, Pedagogy

The Naming and Locating of Multimodal Texts

Session E : Panel Presentation: Caldwell G111

This panel delves into the meaning behind "multimodal," exploring what the term means to scholars along with the "where" and "how" regarding the composing of multimodal texts. Through interviews, analysis of scholarship, and critical inquiry into the sites of multimodal composing, panelists argue for the most productive ways to classify multimodal texts and what their creation looks like in practice.

What's in a Name?: The Anatomy of a Defnining New/Multi/Modal/Digital/Media Texts
Claire Lauer
Arizona State University

Viewing Writing as a Medium in College Composition
Matthew Halm
Washington State University

Bricks, Bits, and Pixels: Spaces for Digital Composing
David Sheridan
Michigan State University

Tags: Digital Scholarship, Multiliteracies, Multimodal Composition

Break/Refreshments: 9:45-10:15

Steelcase Lounge, Caldwell

Saturday Session F: 10:00-11:15

Session Time : Session Type : Session Location

Architectures of Attention: From Inner Space to Outdoors

Session F : Panel Presentation : Tompkins G109

This panel inquires into the rhetorical nature of attention through the framework of architecture. This panel explores how Lanham's definition may be mobilized through material and immaterial architectures. The panelists seek to examine the economics of attention in three disparate, but interconnected architectures: neurophysiology, the digital classroom, and augmented reality.

Affective Screens: Attention in Digital Information Ecologies
Christian Damon Smith
University of South Carolina

Attention, Technology, and the Geography of the Classroom
Matthew Simmons
University of South Carolina

Ghosts of South Carolina College: Attention and Memory in Augmented Reality
Grace Hagood
University of South Carolina

Tags: Digital Spaces, Games and Gaming, Materiality

Constructing Queer Digital Spaces: An Overview, a History, a Future

Session F : Featured Session : Caldwell G10

In 2002, Jonathan Alexander and Will Banks began soliciting manuscripts for the first queer-focused special issue of *Computers & Composition*. Despite a smattering of essays addressing queer issues and digital composition, the topic had not been addressed in any substantial way. The resulting issue,*sexualities, technologies, and the teaching of writing,* opened new avenues for scholars, highlighting the complex intersections of sex/sexuality and technologies, from issues of representation in digital environments to to the promises and possibilities for such work in the classroom. Ten years later, our field has exploded with a new generation of young queer scholars who are pushing the boundaries queer scholarship and technology studies. In this featured session, Jonathan and Will explore this "queer turn" in computers and writing scholarship and use video interviews with emerging researchers to highlight a future for our scholarship.

Will Banks
East Carolina University

Jonathan Alexander
University of California, Irvine

Tags: Digital Scholarship, Gender, Social Action

Electronic Communication and the Expectations of the Academy: Where Do We Go from Here?

Session F : Panel Presentation : Tompkins G123

This panel explores the intersection of electronic communication norms and conventions of academic discourse as well as the impact of extranoematic responsibilities. Panelists will specifically address collaborative authoring, social media, and the future of online teaching, drawing connections between cybertextuality, electronic communication, and the expectations of the Academy.

"Meanwhile, in an Entirely Different Thread": Reading 4chan as Cybertext
Vyshali Manivannan
Rutgers University: School of Communication and Information

iWrite Cool: Teaching Academic Writing through Conventions of Social Media Discourse
Tiffany Elliott
Lincoln Land Community College

Cracks in the Foundation or Enlarging the Space? eCore Curriculum in Georgia
Marcia Bost
Georgia State University

Tags: Digital Humanities, Multimodal Composition, Social Media

Let's Review: Design & Results of a Large-Scale Study of the Relationship Between Peer Review Quality and Writing Improvement

Session F : Panel Presentation : Caldwell G111

We examine rationales for teaching students to be good reviewers of others' work in a writing course. One of these seems to relate to the nature and quality of review activity: review activity helps writers make otherwise tacit knowledge about writing more explicit, and so we would expect to see students who engage in review to improve as writers.

Jeff Grabil
Michigan State University

Bill Hart-Davidson
Michigan State University

Michael McLeod
Michigan State University

Tags: Digital Humanities, Pedagogy, Research and Methodology

Scaffolding Learning across Multiple Environments

Session F : Panel Presentation : Caldwell G106

Successfully scaffolding learning both within the university and beyond remains a challenge for educators and mentors. This panel presents the results of several studies exploring how learning is structured and sustained in a variety of contexts.

Mentorship and Composing: The When of Digital and Local Infrastructures
Don Unger
Purdue University

Context-Switching or Meshing?: Designing Digital Texts in/for the Classroom
Sarah Spring
Winthrop University

Undergraduates' Temporary Technology Adoption of Software Applications in FYC and Gen Ed Digital Media Courses

Genevieve Critel
Ohio State University

Tags: Infrastructure, Mentoring, Multimodal Composition

Screencasting in Research and Teaching: New Methods of Study in New Media

Session F : Panel Presentation : Tompkins G118

This panel outlines new methods for researching with online data, and for teaching with screencasting software. We highlight methods for analyzing the circulations of text in social networks; outline screencasting news websites for data collection; assess the utility of screencasting methods in classrooms to enhance peer-to-peer feedback.

Disappearing online data?: Screen capture as a research method

Jennifer Ware
North Carolina State University

Camtasia in the Classroom: A Comparative Study of Students Providing Audio/Video Feedback via Camtasia and Written Feedback via Google Docs

Mary Lourdes Silva
Ithaca College

The Next Movement: Engaging Interdisciplinary Methods in the Study of New Media Texts in Circulation

Audra K. Roach
University of Texas at Austin

Tags: Digital Humanities, Research and Methodology

The ArchiTEXTure of Praxis: Context, Brain, and Technologies in the Writing Classroom

Session F : Panel Presentation : Tompkins G112

Increasingly, writing and new media construction have become "radically distributed" acts. With this in mind, this panel discusses the need for instructors to take a closer look at the "situated cognition" of students in helping them understand knowledge economies, the architecture of the brain and strategy retention, and the affordances of peer-to-peer technologies

Using the Economics of Information to Help Students Understand Digital Texts and Digital Information Spaces

Kim Duckett
North Carolina State University
Daun Daemon
North Carolina State University

Architexture of the Mind: The Exigency of Cognitive Perspectives in the New Media Classroom
Christopher Dickman
Saint Louis University

Inventing knowledge through peer-to-peer technologies: shared knowledge structures
Thomas Skeen
Arizona State University

Tags: Collaboration, Digital Scholarship, Writing Studies

The Available Means of Composing: Four Sites of Inquiry

Session F : Panel Presentation : Caldwell G109

Presenters define the "available means of composing" through inquiry at four sites of multimodal composing: an upper-level undergraduate course in 21st Century writing, an upper-level undergraduate course that uses an approach to teaching programming as composition, a university multiliteracy center, and the site of the creation of a vernacular memorial.

Matt Davis
Florida State University

Kevin Brock
North Carolina State University

Stephen McElroy
Florida State University

Leigh Graziano
Florida State University

Kristin Arola (Respondent)
Washington State University

Tags: Multiliteracies, Multimodal Composition, Writing Studies

The Writing Spaces Web Writing Style Guide: Building a Commons

Session F : Roundtable : Tompkins 123

In this roundtable session, the presenters will start a conversation that will:

- Reflect on how a conference/unconference commons developed this text, and on the value of an open-access text book.
- Encourage participants to talk about how they are using the WWSG in the classroom.
- Consider the relative strengths and weaknesses of the different formats through which WWSG is published: HTML, PDF, and EPUB.

- Invite roundtable attendees to help plan for, and eventually participate in WWSG version 2.0, a project that will begin in July 2012.

Elizabeth D. Woodworth
Auburn University at Montgomery

Charles Lowe
Grand Valley State University

Jim Kalmbach
Illinois State University

Pavel Zemliansky
University of Central Florida

Tags: Collaboration, Open Source, Writing Studies

Ways of (Sonic) Being: Composing and Performing Sonic Rhetorics

Room Session F : ConstrucTEXT : Tompkins 126

We've designed this performance to playfully affect our shared "ways of being." We'll test the boundaries of the comprehensible and rhetorical, embrace and disdain musical genealogies and genres, and enact sounds (and silences) that challenge notions of musical communication. Discussion will follow as we articulate our approaches, influences, and choices.

Kyle D. Stedman
University of South Florida

Steven Hammer
North Dakota State University

Harley Ferris
University of Louisville

Jon Stone
University of Illinois

Tags: Collaboration, Multiliteracies, Multimodal Composition

Why am I Who Here?: Constructing Instructor Identities in the Online Classroom

Session F : CREATE! : Tompkins 129

In this CREATE! Workshop, participants will produce pedagogically-informed plans for constructing teacher identities in online courses. They will analyze examples and engage with a range of tools for creating online

instructor identity, including audio/video files, JING presentations, text-based announcement and feedback, and visual images. We will discuss some of the reasons that instructor presence matters in online courses, as well as many of the occasions that require conscious decisions about self-presentation. Most importantly, we will discuss some of the pedagogical reasons for using different tools for different situations.

Jen Black
Boise State University

Stephanie Cox
Boise State University

Jill Heney
Boise State University

Melissa Keith
Boise State University

Tags: Digital Spaces, Identity, Pedagogy

Town Hall II: 11:45-12:45

Program or Be Programmed: Do We Need Computational Literacy in C&W?

Park Shops, Room 210

Mark Sample, George Mason
Karl Stolley, Illinois Institute of Technology
Alexandria Lockett, Pennsylvania State University
Annette Vee, University of Pittsburgh

Lunch and Keynote: 1:00-2:30

Alex Reid, "Composing Objects: Prospects for a Digital Rhetoric"

Sponsored by Pearson

Talley Grand Ballroom

Invention serves as a central value of digital culture. From the churn of new devices and applications to the call for new practices, communities, laws, ethics, and so on, there is a regular demand for innovation and an expectation that invention offers a route to resolving these challenges. As Alan Kay famously said, "the best way to predict the future is to invent it." This faith in invention reflects a deeper modernist faith in progress. In his "Compositionist Manifesto," Bruno Latour calls for the replacement of progress with prospects, a more tentative movement forward without a faith in the future. Latour refers to this movement as compositionism: "the task of searching for universality but without believing that this universality is already there, waiting to be unveiled and discovered." That is, compositionism recognizes that the world and our understanding of the world must be built.

Typically, when we think of composing objects, we think of two things: the increasing number of objects with which we might compose and the activity by which we compose new objects. However, with a slight shift in emphasis, we might also consider the objections that one encounters in composing: that is, how composing objects to our modern insistence on futurity. Investigating the objections of objects in compositional networks is an integral part of building prospects for a digital rhetoric and perhaps for building a nonmodern, object-oriented democracy.

Saturday Session G: 2:45-4:00

Session Time : Session Type : Session Location

Reveling in the Conjoining of the Sensible and the Digital: Art Practices of Technology and Human

Session G : Featured Session : Caldwell G107

This panel will feature the two invited artists, Thomas T. Stanley and Tesia Kosmalski, speaking about their work and art practices. The artists will present their work within a political and theoretical context and, afterward, open up to questions and inquiries about art, practice, and theory.

Chair: Seth Muliken

Thomas T. Stanley: "Ghostdance Generation: Musical Responsibility in Periapocalyptic Times"
Tesia Kosmalski: "Wearable, projective sound as a tool of textual intervention for today's flaneuse."

Assessing Digital Writing: Opportunities and Challenges for Programs and Instructors

Session G : Roundtable : Caldwell G111

Our roundtable will lead a nuanced discussion about specific opportunities and challenges related to assessing students' digital writing for instructors and programs. The five members of our roundtable bring a variety of expertise related to the assessment of digital writing at all levels from the individual course to the program to a university-wide system that serves local students as well as those from other institutions. We will highlight the concerns raised in our local contexts and facilitate an exchange of ideas, issues, and new approaches to the assessment of digital writing.

Colleen Reilly
University of North Carolina Wilmington

Anthony Atkins
University of North Carolina Wilmington

Judith Fourzan-Rice
University of Texas at El Paso

Carrie Lamanna
Colorado State University

Crystal VanKooten
University of Michigan

Tags: Digital Assessment, Multimodal Composition, Pedagogy

Basic Writers in Digital Spaces

Session G : Panel Presentation : Tompkins 123

Basic writers in today's classrooms are non-native speakers in digital spaces. Because they are necessary consumers of digital texts who are often less competent producers, or speakers, of the same, the increasing movement of writing and writing instruction to digital spaces presents both challenges and opportunities for their instructors. This panel presentation addresses a few of those issues via several questions raised by Marissa A. Klages and J. Elizabeth Clark in their article "New Worlds of Errors and Expectations: Basic Writers and Digital Assumptions," which appears in *The Journal of Basic Writers.*

How do we transform the paper and pen classroom to a digitally-saturated environment?
Suzanne Biedenbach
Georgia Gwinnett College

What Are the Ramifications?
Kim Davis
Georgia Gwinnett College

How Can We Engage students So That They Can Navigate Both Digital and Traditional Writing?
Tonya Ritola
Georgia Gwinnett College

Tags: Course Management Systems, Digital Spaces, Identity

Blueprints for Digital Composition Spaces: The Architextures of ePorfolios and Digital Video Compositions

Session G : Panel Presentation : Tompkins G123

Three architects of compositional spaces discuss the institutional, technological, and pedagogical implications of groundbreaking curricular innovations that redefine what composition is, how it connects with others, and how digital compositions and learning records can be assessed.

Walking the Tightrope: Institutional, Pedagogical, and Technological Challenges in Electronic Portfolio Development
Quinn Warnick
St. Edward's University

Nine Years of Successes and Challenges: A Report on NIU's First-Year Composition Electronic Portfolio Project

Michael Day
Northern Illinois University

Racking Focus on Digital Video Compositions: Student Perspectives and Pedagogical Implications

Scott Kowalewski
Virginia Tech

Tags: Course Management Systems, Digital Assessment, Open Source

ePortfolios and Material Practices in Writing Program Assessment

Session G : Panel Presentation : Tompkins G112

The University of Georgia is a member of Cohort 6 of the Inter/National Coalition of Electronic Portfolio Research, whose focus is Assessment. In the UGA project for this consortium, we are looking at ePortfolio assessment from three directions. While there is some research on the relationship between assessment of individual artifacts and of portfolios as a whole, this project looks beyond this dynamic to the relationship between macroscopic and microscopic methods of portfolio assessment; one important focus is the role of reflection in ePort assessment. In the second piece of the project, we use anonymous trained raters and ethnographic study of randomly selected portfolios to compare the role of reflection in FYC ePortfolios and capstone ePortfolios produced for the Writing Certificate Program at the University of Georgia. In the initial phase of this project, we have noted that a higher predominance of multimedia and multimodal writing in the capstone ePorts that influences assessments of various learning outcomes as well as of reflection. Furthermore, in the seven years that the FYC Program has used final ePortfolios, we have seen a rise in multi-modal writing there. Thus, the third prong of this research project focuses on the intersection between assessment of learning outcomes and reflection and material practices in multimodal artifacts.

Christy Desmet
University of Georgia

Ron Balthazor
University of Georgia

Deborah Church Miller
University of Georgia

Tags: Digital Assessment, Materiality, Multimodal Composition

Innovation, Resistance, and Student Motivation: Challenging Existing Pedagogy with Gamification and Massive Open Online Course (MOOC) Design

Session G : Panel Presentation : Caldwell G109

This panel explores how new media tools inspire innovative spaces for learning while challenging institutional standards. Presenters discuss using video game point systems to motivate first-year composition students, designing a tabletop RPG to demonstrate writing and graphic arts concepts, and adapting MOOC pedagogies to spark creativity in advanced college writers.

Megan McKittrick
Old Dominion University

Cheryl Smith
Baruch College, City University of New York

David Bradley Bailey and Hilton Neeld
Golden Isles Career Academy and Altamaha Technical College

Tags: Community College, First-Year Writing Courses, Games and Gaming

New Media, New Writing

Session G : Panel Presentation : Tompkins 126

New Media, and social media in particular, offer new sites for learning, literacy sponsorship, and writing. The panelists in this session explore how these outlets are being used both within the classroom and by outside organizations, to support and invigorate learning and literacy practices.

Integrating Social Media into Online Educational Spaces: Modeling Professional Practice in Instructional Interactions

Brad Mehlenbacher
North Carolina State University
Ashley R. Kelly
North Carolina State University

Positioning Literacy Sponsorship in New Media

Patrick Thomas,
University of Dayton

Policy and User-Generated Content: Uncovering User Experience Challenges for Technical Communicators Studying the Social Web

Dave Jones
Old Dominion University

Tags: Collaboration, Pedagogy, Social Media

My Reviewers

Session G : Panel Presentation : Tompkins 129

This panel presentation reports on year three of our efforts to develop My Reviewers, a web-based application/resource that enables teachers and students to use rubrics and commenting tools to review and grade student writing.

Michael Shuman
University of South Florida

Tags: Collaboration, Course Management Systems, First-Year Writing Courses

Shaping TEXTure(s): Memory, Identity, and Pedagogy

Session G : Panel Presentation : Tompkins G118

As Loftin (2003) explains, through "...sensory inputs--visual, auditory, haptic (pressure, texture, and temperature), olfactory, gustatory, and vestibular...we live our lives immersed in a multisensory world..." (p. 56). These archiTEXTures of perception are tools that enable composing and constructing in digital spaces. This panel explores theoretical and practical considerations students must navigate in the process of composing, concluding with some pragmatic applications for reshaping writing pedagogies.

DigiTEXTuring Memories and Gaslighting
Paul Muhlhauser
Washington State University, Tri-Cities

Digital Geographies: The archiTEXTure of Space, Place, and Identity
Andréa D. Davis
Washington State University, Tri-Cities

Digital Classrooms: The reTEXTure of Writing Pedagogy
Vanessa Cozza
Washington State University, Tri-Cities

Tags: Digital Spaces, Identity, Pedagogy

Textual Relations, Digital Creations: Readers, Writers, Players, Texts

Session G : Panel Presentation : Caldwell G106

This panel explores the multiple layers and connections of audience-text relations in digital spaces, where shifting readerly and writerly positions and interests complicate composing and meaning-making, as well as some of the familiar logics and ecologies of the composition classroom.

Toward a More Comprehensive Theory of Audience: The Hypersocial-Interactive Model of Writing
Rik Hunter
St. John Fisher College

Same Audience, Same Argument, Different Form? Exploring the Rhetorical Affordances of Genre and Medium
Naomi Silver
University of Michigan

"Player 2": Mixing Gameplay and Audience Heuristics
Scott Reed
Georgia Gwinnett College

Stomp Box Logic: Toward a Language of Loops, Feedback, and Layers
Byron Hawk
University of South Carolina

Tags: Multiliteracies, Multimodal Composition, Pedagogy

Lost Online: Classroom Websites and Distance Education

Session G : Panel Presentation : Tompkins G109

Student apathy and engagement with online class material are a perennial problem. This panel offers suggestions for course design, reading student evaluations, and creating spaces to encourage interaction on class websites.

"Here we are now, <strike>entertain</strike> educate us": Course websites and a redefinition of student apathy
Daniel Richards
University of South Florida

"I don't want to feel as though I'm hiding" - Iterations of Student Identity in Ubiquitous Computing Environments and Hybrid Classrooms
Stephanie Hedge
Ball State University

Assessing Online Writing Course Student Evaluation Methods and Response Rates
Jennifer Stewart
Indiana University Purdue University Fort Wayne

Tags: Digital Spaces, Pedagogy, Social Action

Interactive Installations: 2:45-4:30

Technology Sandbox, D.H. Hill Library

Come visit us in the Technology Sandbox at the D.H. Hill Library to experience interactive installations and to enjoy NC State's own Howling Cow ice cream.

:) | :(Discursive Performance in Digitally Mediated Communication

Saturday Installation : Interactive Installation

Rachael Hodder and Minh-Tam Nguyen
Michigan State University

Tags: Digital Spaces, Identity, Visual Studies

ArchiSEXTture: Getting It On in Digital Dating Spaces

Saturday Installation : Interactive Installation

Kevin Brock
North Carolina State University

Dawn Shepherd
Boise State University

James Burka
Epocrates, Inc.

Tags: Code Studies, Digital Scholarship, Social Media

Beyond Blackboard? Joining the Small Pieces

Saturday Installation : Interactive Installation

Amanda Licastro
CUNY Graduate Center

Tags: Course Management Systems, First-Year Writing Courses, Pedagogy

Collaborating in 140 Characters: Storify, Twitter, and FlashFiction in the Composition Classroom

Saturday Installation : Interactive Installation

Shea Stuart
Gardner-Webb University

Tags: Collaboration, First-Year Writing Courses, Multimodal Composition

Open Professional Writing Preview

Saturday Installation : Interactive Installation

Adam R Pope
Purdue University

Tags: Course Management Systems, Infrastructure, Open Source

Providing the "Big Picture": Reusable Videos for Teaching the Back Stories of Information Creation, Discovery, and Use

Saturday Installation : Interactive Installation

Kim Duckett
North Carolina State University Libraries
Anne Burke
North Carolina State University Libraries

Tags: Collaboration, First-Year Writing Courses, Pedagogy

Recreating bpNichol's "First Screening"

Saturday Installation : Interactive Installation

Brent Simoneaux
North Carolina State University

Samara Mouvery
North Carolina State University

Fernanda Duarte
North Carolina State University

Tags: Code Studies, Digital Scholarship, Multimodal Composition

The ARchiTEXTure of Mobile World Browsers

Saturday Installation : Interactive Installation

John Tinnell
University of Florida

Tags: Digital Humanities, Digital Spaces, Pedagogy

Break/Refreshments: 4:00-4:15

Steelcase Lounge, Caldwell

Saturday Session H: 4:15-5:30

Session Time : Session Type : Session Location

Defining Identity in Online Space: Problems and Provocations

Session H : Panel Presentation : Caldwell G109

Online spaces redefine the notion of public and private spheres and the relationship between space, body, and self. The hybridity enabled by the spaces presents both provocative spaces to explore identity and problematizes the identity of those unable to speak for themselves. This panel explores how various groups of users construct, or are constructed by, their online identity.

A Shift in the Construction of Self: What new social media practice means for people whose digital identities are created for them
Sarah Brown
DePaul University

Online Voices: Reconstructing One's Own Map Using Online Illness Narratives
Calley O'Neil
DePaul University

Redefining Space, Body, and Self in the Secular and Islamic Feminist Rhetorics of Muslim Women's Cyber Spaces
Rebecca Miner
Michigan Technological University

Tags: Digital Spaces, Identity, Social Media

ArchiTEXTures That ReInvent: Thought, Self, and Other

Session H : Panel Presentation : Tompkins 129

This panel explores how student and instructor identities are shaped and situated through classroom through the technologies they interact with and the texts they compose.

ReHearing & ReSpeaking Voice as a Productive Concept for Composition Studies
Jennifer Buckner
Gardner-Webb University

Only (Re) Connecr: Unpacking disconnection through Audio Collages
Abby Nance
Gardner-Webb University

(Re)Defining What Counts: Embracing Incomplete Critical and Digital Thought in Basic Writing
Shana Hartman
Gardner-Webb University

Tags: Collaboration, Identity, Multimodal Composition

Beyond Retrofitting: Unlearning Composition in Digital Times

Session H : Panel Presentation : Caldwell G106

The future of rhetoric and composition—and of our own computers and writing— require that we not only learn new skills of composing, but that we also unlearn old epistemologies. This panel identifies processes of unlearning that occur (or in some cases, should occur) in the teaching and manufacturing of digital and multimodal texts.

Unlearning Accommodation: Universal Design and Multimodal Pedagogies
Allison Harper Hitt
Syracuse University

Unlearning Publishing: Consolidation and Expertise in the Digital Age
Patrick W. Berry
Syracuse University

Unlearning Old Age: What Can Older Adults Teach Us About Digital Literacies?
Lauren Marshall Bowen
University of Illinois at Urbana-Champaign

Tags: Accessibility, Digital Scholarship, Multimodal Composition

Constructing Identity in Web 2.0 Spaces: Understanding the Possibilities and Constraints

Session H : Panel Presentation : Tompkins G123

By examining the relationships between authors, audience, and content in various digital mediums and experiences, this panel discusses what it means to have a digital identity as well as examine any ethical, social, or relationship questions and paradigms across various interactive mediums.

Craig Olsen
Bowling Green State University

Megan Adams
Bowling Green State University

Estee Beck
Bowling Green State University

Tags: Digital Spaces, Identity, Social Media

Digital Composing/Resisting Possibilities in Public Schools

Session H : Roundtable : Caldwell G111

The NC Writing Project sites have resisted the restrictive nature of digital composing in K-12classrooms by inviting teachers and students to become digital composers and to resist the limited vision of technology that they work within. This panel explores the breakthroughs that happened when teachers work in collaboration to make digital composing available to students.

Lil Brannon
UNC Charlotte Writing Project, UNC Charlotte

Will Banks
Tar River Writing Project, East Carolina University

Cindy Urbanski
UNC Charlotte Writing Project, Charlotte-Mecklenburg Schools

Stephanie West-Puckett
Tar River Writing Project, East Carolina University

Lacy Manship
UNC Charlotte Writing Project, Charlotte Mecklenburg Schools

Rob Puckett
Tar River Writing Project, Rose High School

Steve Fulton
UNC Charlotte Writing Project, Kannapolis City Schools

Tags: Pedagogy, Social Action

Multimodal Place: Soundwriting, Transcripts, and Transmedia

Session H : Panel Presentation : Tompkins G112

This panel focuses on sound, transcript, and virtual world as means of interacting with place. The presentations discuss multimodal interfaces in which audio voice recordings are combined with images, music, and full transcripts of those recordings. Audio and transcript not only make verbal content more accessible, these multiple access points collapse the binary between physical and virtual places and take fuller advantage of the range of human perception.

Multimodal California
Terry Beers
Santa Clara University
Bernhard Drax
Non-Academic Transmedia Producer

Composition, (Click!), Magic: Soundwriting Place On The Fly
Will Burdette
The University of Texas at Austin

Podcasts in and around the Bay: Soundseeing Place and Multiscreening Text
Olin Bjork
Santa Clara University

Tags: Digital Spaces, Multimodal Composition

Technology Effects/Writing Effects: Materiality, Consequentiality and Mobility

Session H : Panel Presentation : Caldwell G107

This panel presentation considers theoretical, methodological, and productive intersections between materiality and technology, particularly within the context of digital writing writ large, as well as their ethical implications.

The Technology Effect
Sid Dobrin
University of Florida

The Materiality Effect
John Tinnell
University of Florida

The Augmented Reality effect
Caroline Stone
University of Florida

Tags: Materiality, Visual Studies, Writing Studies

Digitizing the Genre of Course Documents and Assessments

Session H : Panel Presentation : Tompkins G109

This panel examines the new affordances that digital media provide when building course documents and how digitizing these documents calls for a new interpretation of their genre. Panelists explore how to better design student reflections that focus on their writing process rather than a self-assessment, and explore how the genre of course documents evolves within the space of digital media.

The Awful Exigency: Becoming ArchiTEXTs of Our Own Design
Jonathan Bradshaw
Miami University of Ohio

It's a Road Map: Instructors Use of the Spatial in the Design & Delivery of Course Documents
Erin Pastore
Old Dominion University

Tags: First-Year Writing Courses, Multimodal Composition, Writing Studies

The Shape of Digital Scholars(hip)

Session H : Panel Presentation : Tompkins 126

This panel questions the design of digital spaces for shaping, exploring, and questioning meaning as it resonates in digital scholarship and for digital scholars. Focusing both upon how gaming and gaming scholarship explores the design of digital spaces as well as how multimodal installations are increasingly present at conventional academic venues, our panel contemplates evolving dimensions of emergent digital scholarship in ways that promote critical inquiry, pedagogy, and pleasure. We are especially unified in our concerns for how digital spaces shape perception, identity, and new forms of rhetorical identification.

"screencube"
Bonnie Lenore Kyburz
Utah Valley University

Performing Reader Response Theory through Virtual Playworlds
Pamela Andrews
University of Central Florida

Perception = Reality: The Rhetoric of Game Design in echochrome
Elizabeth Fleitz Kuechenmeister
Bowling Green State University

Tags: Digital Spaces, Identity, Infrastructure

The "New" Future of Auditory Rhetoric(s): Sound and Silence "Scene" Through Productive Difference

Session H : Featured Session : Tompkins 123

Since the 2006 special issue in *Computers in Composition* posed questions on "Sound in/as Composition Space" and the publication of Cynthia Selfe's (2009) call to action piece, "The Movement of Air, the Breath of Meaning: Aurality and Multimodal Composing," composition and rhetoric scholars have begun to question our investment in the study of sound. These articles opened up some of the following possibilities: sound as auditory rhetoric, sound as a compositional material, sound as a tool or epistemology, and sound as both a historical and phenomenological reality--a part of all our available means of persuasion. What this featured session seeks to address is the "new" future for the study and teaching of auditory rhetoric. This is both a question of what we have learned as a field and how we might continue to "move forward." What objects or genres of sound are particularly appropriate to the composition classroom? Does auditory rhetoric occasion the study of all sensory rhetorics separately, or are there ways to integrate these rhetorics? How are "scenic sounds" and spaces rhetorically constructed? How do we negotiate rhetorical responsiveness to sound and silence in the human voice?

Composing Sound Assignments: Modality, Genre, Difference
Genevieve Critel
Ohio State University

Tuning and Timing for the Rhetoric(s) of Sound
Kati Fargo Ahern
North Carolina State University

Hearing to Be Scene: Landscaping the Superfield of Audio-Visual Writing
Bump Halbritter
Michigan State University

Sound, Silence, and Rhetorical Responsiveness
Cynthia Selfe
Ohio State University

Tags: Digital Scholarship, Multimodal Composition

Theorizing a New term for Multi-Media Engagement: Readers, Constructors, Players

Session H : Panel Presentation : Tompkins G118

In this panel, two undergraduate students and their professor examine what term—rather than, say, *reader* or *writer*—might best encapsulate the complex rhetorical work of engaging and constructing computer-based media. Conclusions shared came out of discussions in an upper-level composition course focused on written language in a digital era.

Laura Aull
Wake Forest University

Tommy Murcko
Wake Forest University

Josh Courtney
Wake Forest University

Tags: Digital Scholarship, Pedagogy, Writing Studies

Saturday Social Event

Durham Bulls vs. Charlotte Knights (First pitch 7:05 pm)

Durham Bulls Ballpark, American Tobacco Campus

Buses leave at 6:00 pm from the bus stop on the south side of Hillsborough Street between Tompkins Hall and the NCSU Bell Tower. Buses will return to NCSU periodically through the evening in case you'd like to come back early. Dinner and drinks will be available at the ballpark, and you can either stay for the game or stroll through the historic American Tobacco Campus.

Sunday, May 20

Breakfast: 7:30-9:00

Caldwell Lounge

Sunday Session I: 9:00-10:15

Session Time : Session Type : Session Location

Chasing Change: Working in Composition, Evolving Writing Technologies, and Our Quiet Mandate

Session I : Panel Presentation : Caldwell G106

Student writers must be able to understand, engage, and perform a kind of "fluid and flexible sense of correctness," which means writing instructors have to be continually mindful of the relationship between Composition Studies, writing technologies, and the quiet yet perceived mandate to 'keep up,' or chase change. This panel focuses on problems and possibilities that derive directly from such a relationship.

Patti Problete, Alex Layne, Jeremy Cushman, Patricia Sullivan
Purdue University

Tags: Humanities Computing, Infrastructure, Materiality

Constructing Classroom ArchiTEXTures: Dissonance, Barriers, Curation, and the Spirit of Human

Session I : Panel Presentation : Tompkins 123

This panel examines several archiTEXTures that frame composing and the teaching of composing [beyond] texts. It asks in which ways ours and our students' interactions, experiences, engagement, and resistance remediate the design and curation of cultural texts and digital spaces.

Jim Kalmbach (chair)
Illinois State University

Architexts, Social, Media, Culture, and the Spirit of Human
Deborah Balzhiser
Texas State University

We Are(n't) Living in a Material World: Curating Texts on Pinterest
Devon Fitzgerald Ralston
Millikin University

Cultural Dissonance and "Sameness": Intercultural Websites in an Introductory Technical Writing Class

Kyle Mattson
University of Central Arkansas

Tags: Digital Spaces, Pedagogy, Social Media

Digital Literacies in FYC Classrooms: Enhancing Understanding, Engagement, and Transfer

Session I : Panel Presentation : Tompkins G118

Recent developments in transfer studies from first-year composition have considered the contextual implications of transfer, where the transfer of writing-related knowledge is viewed as dependent on FYC instructors, students, and classroom environments. Taking these contextual implications into account, we suggest that introducing digital literacies into the writing classroom as a way of helping students operationalize rhetorical concepts can help instructors bridge the gap between the writing that students do in the classroom and the writing that they will produce in future contexts.

Laura Martinez, Chris Friend, and Leslie Wolcott
University of Central Florida

Tags: First-Year Writing Courses, Social Media

Hacking the Classroom: A Roundtable of Lightning Talks

Session I : Roundtable : Tompkins 129

With hacking in mind, these panelists (who hail from disparate institutions, levels, and disciplines) will briefly engage the following questions: "Why does the higher ed classroom need to be hacked, and how might we hack it?" They will also provide particular examples of their own hacking practices, or their aspirations to hack the classroom at their respective institutions, while addressing some obstacles, enthusiasms, and curiosities encountered along the way.

Virginia Kuhn
University of Southern California

Jim Brown
University of Wisconsin-Madison

Liz Losh
University of California, San Diego

Vicki Callahan
University of Wisconsi-Milwaukee

Mary Hocks
Georgia State University

Aimee Knight
St. Joseph's University

Melanie Yergeau
University of Michigan

Craig Dietrich
University of Southern California

Viola Lasmana
University of Southern California

Jentery Sayers (Moderator)
University of Victoria

Tags: Digital Humanities, Digital Scholarship, Multiliteracies

Moving Beyond Print: Connecting to Basic Writers through Digital Pedagogy

Session I : Panel Presentation : Tompkins G112

This panel argues that digital applications in basic writing classrooms validate and authenticate basic writers' writing experiences by broadening the perimeters of academic writing while teaching writers standard prose that reinforces the marriage between personal experience and its affect on writing.

Lynn Reid
Fairleigh Dickinson University/ Indiana University of Pennsylvania

Amy Edwards Patterson
Moraine Park Technical College

Rasheda Young
Brookdale Community College

Tags: Community College, Digital Assessment, Pedagogy

My Name is YouTube and I Expose Your Secrets: ConstrucTEXTING the Underbelly of Video Cultures

Session I :ConstrucTEXT : Tompkins 112

This panel will examine videos related to the tragic and lasting exemplars of online video culture that are indicative of the phenomenon of exposure, a phenomenon easily grasped by considering the story of Tyler Clementi, a Rutgers student who committed suicide in 2010 after his roommate broadcasted a video of him having sex on YouTube.

My Name is Alexandra Wallace. I Got Called Out for My Anti-Asian Rant at UCLA
Sarah J. Arroyo
California State University at Long Beach

My Name is Tyler Clementi. I Jumped off the George Washington Bridge Because of a Video
Robert Leston
New York City College of Technology

My Name is Evan Emory. My Classroom Video Turned into a Felony Sex Charge
Sherrin Francis
Saginaw Valley State University

My Name is Donald Wood. My Rage at My High School Class was Posted on YouTube
Geoffrey V. Carter
Saginaw Valley State University

Tags: Digital Spaces, Identity, Social Media

Perspectives on Interdisciplinarity

Session I : Featured Session : Caldwell G111

This special session will facilitate dialogue about the state and direction of interdisciplinary graduate studies in rhetoric. Panelists will give brief introductory remarks, with the rest of the session devoted to open discussion. We therefore encourage students and faculty to attend and participate what will surely be a lively conversation about the changing landscape of our field. While we look forward to the discussion taking off in unexpected directions, we have asked participants to think about (1) the foremost challenges and opportunities facing rhetoric PhD programs; (2) the most valuable resources that an (or your) interdisciplinary rhetoric program can offer; and (3) what the future of rhetoric programs should look like.

Chairs: Josh Reeves and Jeff Swift

William Hart-Davidson
Michigan State University

Cynthia Haynes
Clemson University

Susan Miller-Cochran
North Carolina State University

Reading, Writing, and Reconceiving Digital Comics

Session I : Panel Presentation : Caldwell G109

Comics, graphic novels, or "juxtaposed words and images in deliberate sequence." Whatever you call them, new media create new spaces for the composition, circulation, and discussion of these imagetexts. In this panel,

we explore the meaning-making practices of comics in digital environments: as classroom texts, interfaces, and digitally native artifacts.

Analyzing Comics with Comics: First-Year Writers Meet Bitstrips
Rachael Sullivan
UW-Milwaukee

From Panels to Pixels: Digital Comics in the Wild
Franny Howes
Virginia Tech

"Scribbly Lines and Peripheral Foreshadowing: What a Comics Page Can Teach Us About Composing Interfaces"
Fred Johnson
Whitworth University

Tags: Digital Spaces, First-Year Writing Courses, Multimodal Composition

The Materiality of Digital Scholarship: Video, Poetry, Found Objects

Session I : Panel Presentation : Caldwell G107

This panel explores various modes of expressive media from a rhetorically situated perspective. Panelists engage these media to examine their persuasive basis concerning both lived experience and culturally-positioned rhetorical arguments. Moreover, the process of construction of these media is explored as an equally important facet within the broader context.

Five Virtual Canons: Time-based Media as a New(ish) Site for Rhetoric (revised version)
Keith Dorwick
The University of Louisiana at Lafayette
David Webber
The University of Louisiana at Lafayette

The Dream of a Common Silence: Poetry Beyond Print Culture
Julie Platt
Michigan State University

To Preserve, Digitize and Project: On the Process of Composing Other People's Lives
Jody Shipka
University of Maryland, Baltimore County

Tags: Digital Spaces, Mentoring, Visual Studies

To Wix or Not to Wix: Exploring the Interface and the Affordances of Wix.com's Website Creator

Session I : CREATE! : Tompkins 126

This CREATE! session will explore one of the more current and thriving freeware website creators, Wix (www.wix.com), which offers its users free online hosting space as well as a wide spectrum of design options. Unlike other website creators, Wix provides its users varying degrees of design agency: Wix members can do everything from simply copying and pasting sample templates to designing and molding frames and layouts in blank WYSIWYG and HTML coding formats. The versatility and accessibility of the Wix website creator lends itself well to a wide variety of pedagogical use. This workshop will expose its participants to those affordances and thus Wix's pedagogical potential.

Natalie Szymanski
Florida State University

Rory Lee
Florida State University

Tags: Digital Spaces, First-Year Writing Courses, Multimodal Composition

Break/Refreshments: 9:45-10:15

Steelcase Lounge, Caldwell

Sunday Session J: 10:30-11:45

Session Time : Session Type : Session Location

Brain/Position/Play - Strategies for the Next Generation of Pedagogy

Session J : Panel Presentation : Tompkins 129

This panel discusses methodologies that engage students with the personal, cognitive, and active pedagogies demanded in the 21st century, digitized writing classroom. Through discussion of experience, strategy, and research, we seek to cover a series of methods, that, as whole, can better affect knowledge and strategy retention.

Made for the Brain: Cognitive, Multimodal Instructional Materials for the First-Year Writing Classroom
Christopher Dickman
Saint Louis University

Find Your Position: Using Online Applications to Demonstrate Writing Processes
Mikkilynn Olmsted, Alex McDaniel, and Jane Chapman Vigil
Metropolitan State College of Denver

Tags: First-Year Writing Courses, Multimodal Composition, Pedagogy

Breaking Down the Canon Wall: Curating Digital Texts to Create Custom, Multi-modal Anthologies

Session J : CREATE! : Tompkins 126

Please Bring your own Laptop or other Internet-enabled device to follow along and develop your own Digital Anthology

During this Create! session, I will run a tutorial introducing participants to and developing a two-tiered social bookmarking system that will produce an interactive, multi-modal Digital Anthology. Participants will leave the session with their own personal (and customizable) Digital Anthology, techniques to find and curate Online information (including full texts, free eBooks, audio/video, and supplementary materials), using a free MindMeister and Google Account.

Adam Heidebrink
Washington State University, Pullman

Tags: Digital Spaces, Multimodal Composition, Pedagogy

Constructing Identities Online: Mommies, Mates, and Mourners

Session J : Featured Session : Tompkins G109

New media texts allow users to embody (Lister, et al.) future roles by "putting on" linguistic and visual commonplaces related to identity performances. Testing this claim, our presentations will examine how different forms of new media allow users to construct identities and foster interaction.

Writing Ourselves into Parenthood: Understanding Social and Technological Rhetorical Conventions in Online Adoption Profiles

A Rhetorician's Guide to Love: Constructing Lovers on Match.com

Commemoration in 140 Characters: How Twitter has Remediated How We Remember

Jennifer Sheppard, Kathryn Valentine, Jen Almjeld, Meg McGuire
New Mexico State University

Tags: Digital Spaces, Identity, Multimodal Composition

Controversy and Composition: A Discussion of Writing in a Technologically Mediated World

Session J : Panel Presentation : Tompkins G123

As the millennial generation moves into the university, questions concerning the effects of technology on composition become more and more pressing. This panel will discuss the ramifications of computing and writing in a technologically mediated world, including the human cost of composition, the digitization of texts, and online course pedagogy.

The Cost of Computing, from Coltan to Composition
Cody Reimer
Purdue University

The Google Books Debate and its Implications on Teaching and Scholarship
Molly Hartzog Storment
North Carolina State University

Deconstructing an Ill-Constructed Online Course
Kristopher Miller
Missouri Western State University

Tags: Digital Humanities, Humanities Computing, Infrastructure

Embracing the Messiness of Digital Praxis: Rhetoric, Efficiency, and Administrative Decisions about Digital Design and Online Writing Instruction

Session J : Panel Presentation : Tompkins G112

To study the decisions made for writing courses, we propose using the concepts Efficient Rhetoric and the Rhetoric of Efficiency to understand the commonplaces that support certain ideologies over others.

Introduction: Rhetoric and Efficiency
Can You Teach Me Now? The In/Efficiencies of Online Writing Instruction
Julia Romberger
Old Dominion University

My Tower is Leaning: The Perils an Inefficient Pedagogy of Digital Design
Kevin DePew
Old Dominion University

Tags: Multimodal Composition, Writing Program Administration, Writing Studies

How to Talk About DITA in the Writing Classroom (without being super rich or super geeky)

Session J : Panel Presentation : Caldwell G107

Speakers on this panel will discuss how the ever-changing digital landscape must be reflected in the tools we use in our teaching, scholarship, and production practices. Speakers will address teaching DITA in a writing classroom, extending scholarship through social media, and the need for an open paradigm for digital production.

Carlos Evia
Virginia Tech

Matt Sharp
Virginia Tech

Karl Stolley
Illinois Institute of Technology

Joyce P. Johnston
George Mason University

Tags: Digital Humanities, Digital Spaces, Multiliteracies

Putting Our Multimedia Where Our Mouth Is: The Architexture of a New MA Concentration

Session J : Panel Presentation : Tompkins G118

"Building New Architextures: Three Approaches to Institutional Realization of the Digital Turn"

By explaining initiatives from three distinct institutional sites—the English MA, the university writing center, and the HBCU—these panelists share approaches to creating curricular, physical, and online spaces that support digital multimodal composing. Taken together, they argue a necessary step to enacting institutional change is architextual innovation.

Putting Our Multimedia Where Our Mouth Is: The Architexture of a New MA Concentration
James P. Purdy
Duquesne University

Social Future, Social Center: Constructing a Multiliteracy Center Within a University Learning Commons
Justin Young
Eastern Washington University

Under Construction: HBCUsOnline.com and the Future Implications of the Historically Black Institution
Kendra L. Mitchell
Florida State University

Tags: Collaboration, Digital Humanities, Writing Studies

The TEXTures of Digital First Year Writing

Session J : Panel Presentation : Caldwell G106

In this panel, each presentation will discuss a moment within first year writing process that is complemented with the use of interactive technology. Even though these technologies literally increase the amount of text via writing spaces on message boards and other communications, each presentation emphasizes that the use of digital spaces aid in the creation new textual, writerly identities.

Gina Burkart, Kim Lacey, and Emily J. Beard
Saginaw Valley State University

Tags: Collaboration, Digital Spaces, First-Year Writing Courses

Unbuilding ArchiTEXTured Boundaries: Five Transversals to The Work of Gregory Ulmer

Session J : Panel Presentation : Caldwell G109

MEmorial ArchiTEXTure
Sean Morey
Clemson University

Transversal Mapping: Monumentality in Cyberspace
Pearce Durst
Washington State University

Consulting the Emeragency on Behalf of Architecture
Lauren Mitchell
Clemson University

Video Games as Heuretic Generators
Steven Keoni Holmes
Clemson University

Steampunk Electracy and Machine Rhetorics
Jan R. Holmevik
Clemson University

Tags: Games and Gaming, Infrastructure, Multimodal Composition

Web Development as Intervention in ArchiTEXTural Systems: Social Software for Enhanced User Empowerment, Collaboration, and Cultural/Critical Inquiry

Session J : Panel Presentation : Caldwell G111

We argue that the changing digital landscape presents an opportunity for computers and writing scholars, as well as technical communicators, to intervene in existing systems by contributing to the development of social software that allows for enhanced user empowerment, collaboration, and cultural/critical inquiry.

William Hart-Davidson (Chair)
Michigan State University

Baked Potato: Supporting User Differences in the US Food System
Donnie Sackey
Michigan State University
Noah Ullmann
Rutgers University

DHShare: Facilitating Student Research Differently in the Digital Age
Jennifer Sano-Franchini
Michigan State University

The CDA App: Conceptualizing a Digital/Cultural Intervention in Critical Research Practices
Lehua Ledbetter
Michigan State University

Tags: Digital Humanities, Research and Methodology, Social Media

Writing of the Body: Digital Tools and the Transformation of Hegemonic Spaces

Session J : Panel Presentation : Tompkins 123

This panel will focus on how the relationship between marginalized groups and media in the past as well as in the present can both construct and constrain identities and language.

Women, Font, and the Battle for Clarity
Ashley Watson
Purdue University

Writing Our Way(s): (Re)Negotiating Native American Identities Through/With Technology
Emily Legg
Purdue University

Beyond Word: Spelling and Grammar Technologies in Networked Environments
Gracemarie Mike
Purdue University

Tags: Gender, Identity, Race

Town Hall 3: 12:00-1:00

The Role of Design in New Media Composition

Park Shops, Room 210

Cheryl Ball, Associate Professor of New Media Studies, Illinois State University
Keon Pettiway, MFA in Graphic Design, East Carolina University
Marc Russo, Assistant Professor of Art + Design, NC State University
Jennifer Sheppard, Associate Professor of Rhetoric and Professional Communication, New Mexico State
Jody Shipka, Assistant Professor of English, University of Maryland-Baltmore County

Lunch: 1:00-2:00

Box lunches available in Caldwell Lounge

After-Party: 6:00-9:00

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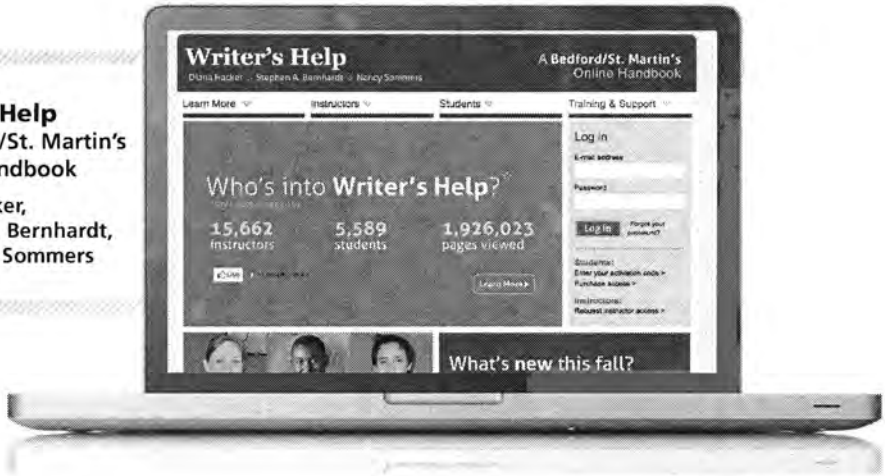
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A Bedford/St. Martin's Online Handbook

Diana Hacker, Stephen A. Bernhardt, and Nancy Sommers



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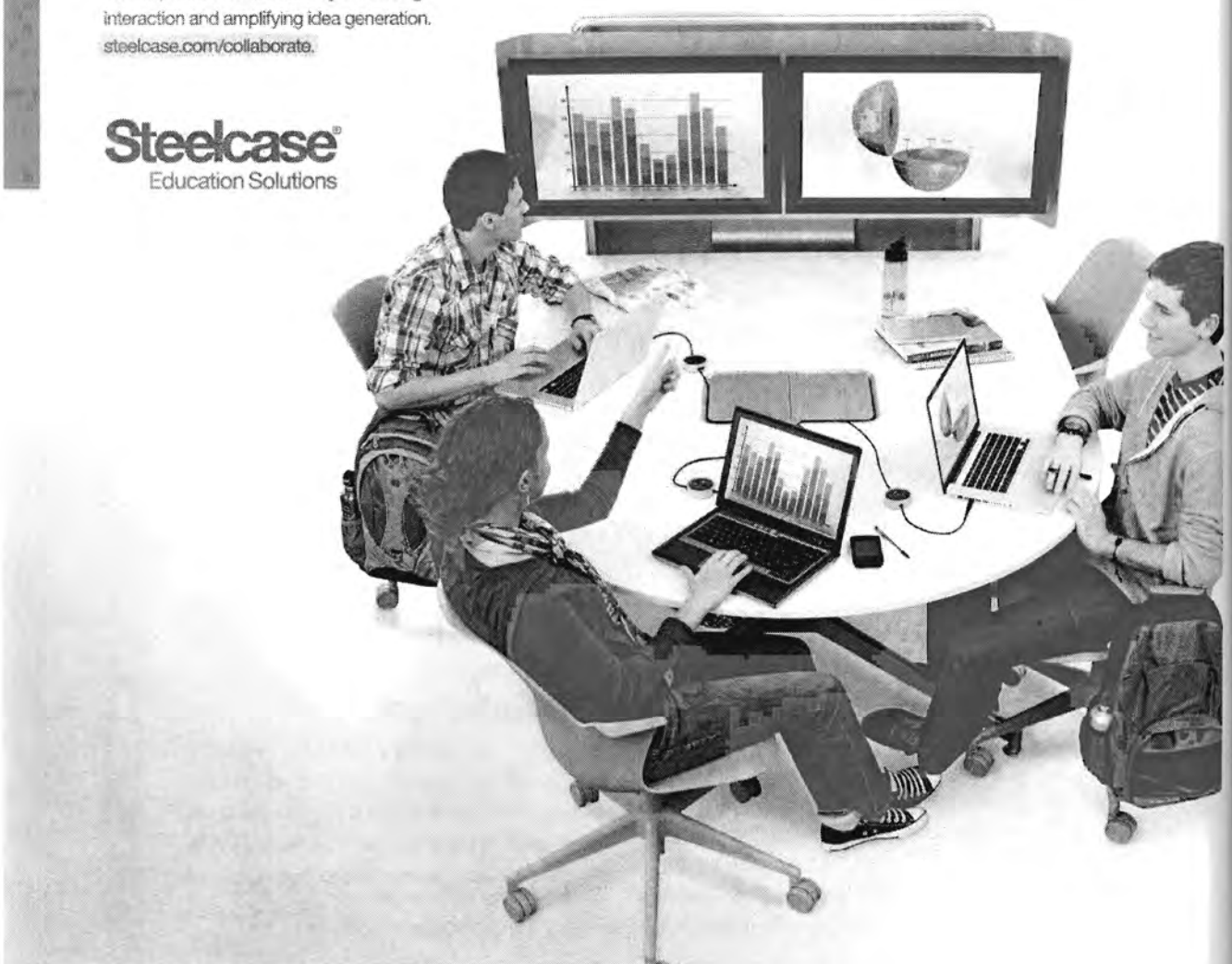
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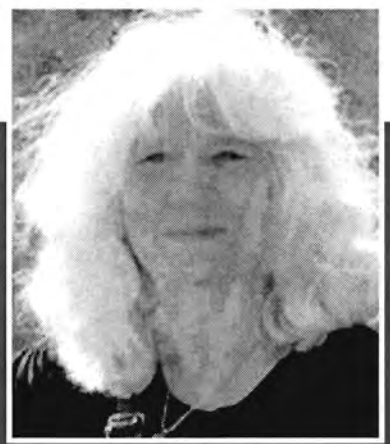
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***Keys for Writers*, Seventh Edition**
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Susan Miller-Cochran

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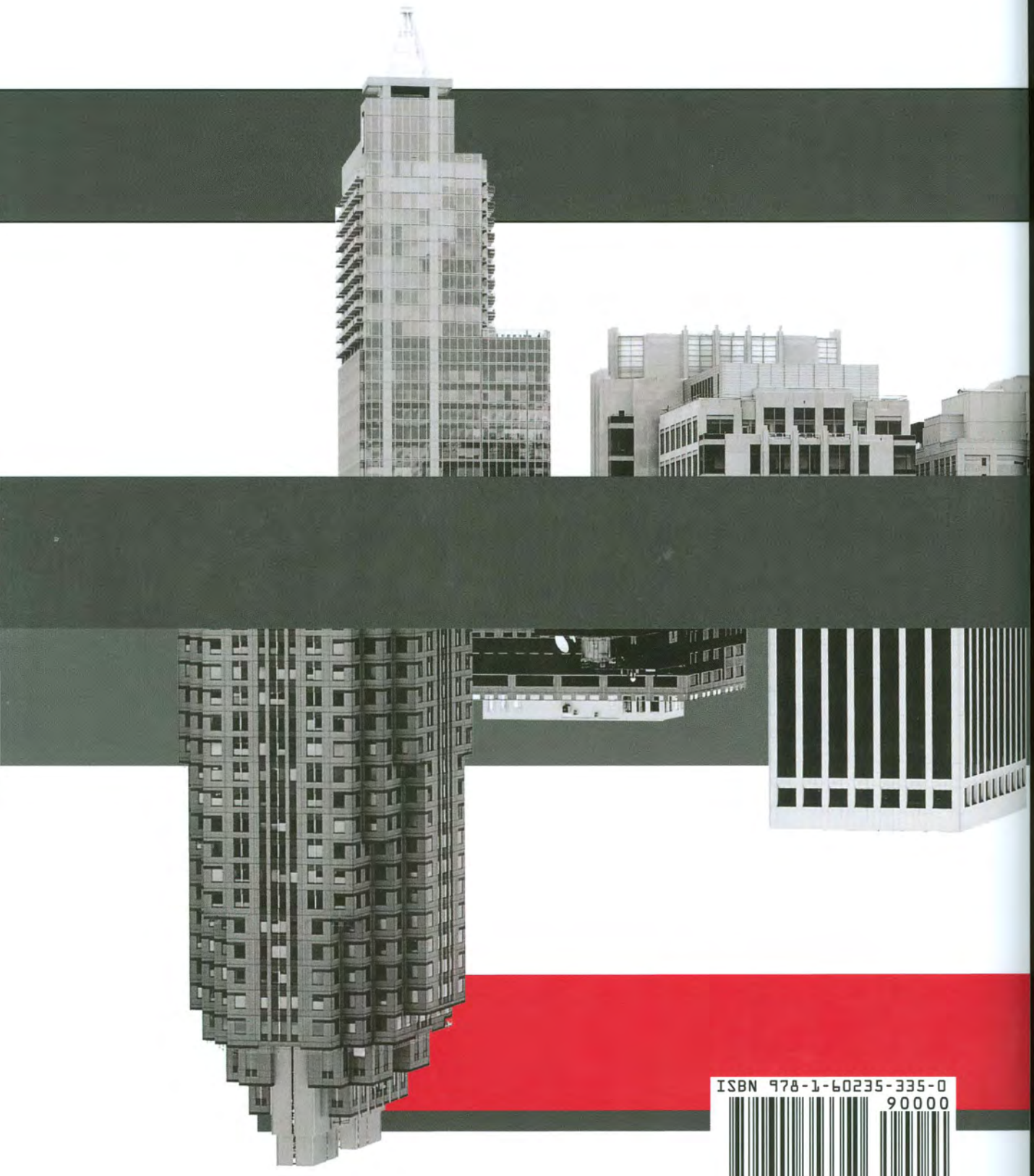
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