

Research Network Forum

at CCCC

Twentieth Annual Meeting

P R O G R A M

**New York Hilton
Grand Ballroom West
3rd Floor
1335 Avenue of the Americas
New York, NY**

21 March 2007

**Conference on College
Composition & Communication
National Council of the Teachers of English
Fifty-Eighth Annual Convention**

Bedford/St. Martin's congratulates the Research Network Forum on its twentieth year of mentoring researchers and fostering new scholarship.

Some of the best and most important work in the field can be traced to the guidance the RNF has provided.

We look forward to the next twenty years.

A Welcome from the Chair

On behalf of the Executive Committee, I would like to welcome you to the 20th annual Research Network Forum in New York City! For those of you who have attended RNF in the past, you will notice that we continue to grow. This year, we are lucky to offer five speakers who will deliver four plenary addresses. Charles Bazerman, our founder, returns to celebrate our 20th anniversary by examining the resurgence in writing research and the opportunities provided by RNF. Anne Ruggles Gere focuses on research policy and how it impacts researchers in our field. Catherine F. Smith and I, having both served as chairs of the forum, celebrate the women leaders of the RNF while providing some historical context of the past two decades. Finally, Ollie O. Oviedo addresses how small technologies in New Media impact composition research. All plenary speakers have long histories with the RNF, and we are excited to have them return this year to share their views and celebrate our 20th anniversary. These plenary addresses are sure to provoke thoughts and spark new research for the field of composition/rhetoric.

The Executive Committee has worked diligently to put together a fantastic program that is sure to titillate and tantalize each attendee. I would like to especially thank Deanya Lattimore for all of her work on our webpage (www.rnfonline.com), our database, and electronic submissions. Paul Butler and Christine Norris, with the help of their University of Nevada-Reno graduate research assistants Andy Bourelle, Rob Lively, Maureen McBride, and Sarah Perrault, organized superb thematic roundtables with Carolyn Pastel Anderson's coordination of Discussion Leaders. This is no easy task. This year we have 155 scholars attending the RNF, including 56 Discussion Leaders who will offer the 106 Work-in-Progress Presenters at their thematic roundtables valuable feedback on their research projects, which should allow the presenters to finish their projects (some of which are theses/dissertations) and present them at a conference and/or publish them in the near future. Lisa J. McClure did a superb job organizing our plenary speakers and keeping track of our numbers with her membership database. Anthony Atkins and Katherine V. Wills did an excellent job with publicity, as can be seen in the number of people on our program. Janice Walker, Coordinator of the Graduate Research Network at Computers & Writing, continues to work with me on getting our book series on research networks off the ground. She was elected to the CCCC Executive Committee this year and her physical presence will be missed at RNF but she promises to remain active behind the scenes. Vincent Caseregola and Gina M. Merys wrote our proposal to ensure RNF made it onto the CCCC program so we can all be here together for our 20th anniversary. Past Chair Ollie Oviedo has always been available for assistance in any way possible, and I thank him for his continued support and guidance of RNF.

Our day would not be complete without the editors from various print/e-journals and publishing houses who meet with participants at end of the forum to offer suggestions on how to get one's research published. We thank all 21 of them for their time, interest, and publishing opportunities. Additionally, we thank Brad Lucas and Mark Sutton for coordinating the editors.

We are fortunate to have Norbert Elliot joining RNF this year for the afternoon session. His book, *On a Scale: A Social History of Writing Assessment in America*, has been selected as one of two winners of the 2007 CCCC Outstanding Book Award. Congratulations! In addition to his work on assessment, Norbert has offered to begin a conversation on using the new media to enhance the RNF's technological resources and has suggested that we examine setting up blogs and wikis so we can continue our thematic roundtable (and other) discussions long after today's forum is over. He is currently identifying partners who will assist the RNF with server space and other materials needed for this venture. The late and

much-missed Alan C. Purves saw in the world of new media an occasion for community. The Research Network Forum has an established history of devotion to community, to what Glenn Tinder called the singularly authentic process of inquiring together. Imagine an environment in which ideas are launched regularly by RNF members within the asynchronous world of the web. Imagine an RNF blog in which new ideas in the study of writing are rhythmically posted for comment. Imagine podcasts that allow the voices of RNF members to enliven thought. Imagine wikis maintained by RNF members on topics dear to their hearts—on the history of writing, on key figures and texts in our profession, on past and contemporary uses of rhetoric. Imagine the difference that our combined voices could make. The sense of community offered by RNF has proven itself viable. Perhaps there are ways to continue to strengthen that viability. Please see Norbert at the Editor's Roundtable at the end of the day to help him understand more about how these techniques can be of service to RNF and how to get involved in getting this venture off the ground.

I am proud to announce that RNF received a grant from Bedford/St. Martin's Press which allows us to cover our printing and some other costs. For the first 20 years, RNF has relied on the generosity of friends and our members' English Departments and Writing Programs. With college/university cutbacks in both the public and private sectors, money available for printing and other costs has been harder to obtain from our members' host institutions. Thanks to Nick Carbone, Director of New Media at Bedford/St. Martin's Press and a long time supporter of RNF, and Karen Melton Soeltz, Director of Marketing at Bedford/St. Martin's Press, for orchestrating this generous partnership between RNF and Bedford/St. Martin's, which I hope will continue for many more years. Thanks to the grant, RNF has entered another dimension: we have obtained not-for-profit status and registered as a tax exempt organization. So if anyone has any connections with other grants, please keep RNF in mind, as we can then offer more opportunities to our participants.

The Research Network Forum at CCCC is one of the only forums that offers mentoring to so many people in our field. We are grateful to all of our plenary speakers, discussion leaders, and editors who give selflessly of their time and talents. Additionally, I am grateful to the fantastic—all volunteer—Executive Committee I work with throughout the year. Special thanks to Fritz Ollom for his love, support, and editing skills. He keeps me grounded, sane, and happy.

Without all of these wonderful people, the Research Network Forum would not exist. Additionally, I must thank the Executive Committee of CCCC, chaired this year by Cheryl Glenn, for its generous offer to keep the RNF fee-free for those who register for CCCC and allow us the space to meet at the annual convention. Convention Manager Eileen Maley worked with me to ensure all RNF participants received invitations and updates. The RNF Executive Committee looks forward to working with Charles Bazerman next year as he will serve as the 2008 CCCC Chair in New Orleans. On behalf of the RNF Executive Committee, I hope you will have a wonderful time today and decide to return to RNF next year and for many years to come.

Whether this is your first or twentieth time with us, I hope you enjoy your day at the Research Network Forum as we celebrate this milestone. If I can be of any assistance, please do not hesitate to ask.

Risa P. Gorelick
Chair,
Research Network Forum

2007 Research Network Forum New York Hilton

Morning Session:

- 8:30-9:00 Registration
- 9:00-9:10 Welcome Remarks from the Chair, Risa P. Gorelick
- 9:15-9:45: Plenary Addresses:

Charles Bazerman
University of California, Santa Barbara
“Stepping Up? The Revival of Writing
Research and RNF’s Opportunities”

Anne Ruggles Gere
University of Michigan, Ann Arbor
“Policy Research: What Is It and What Does
It Do?”

- 9:45-10:00 Questions for Plenary Speakers
- 10:00-10:15 Break
- 10:15-11:45 Work-in-Progress Roundtables
- 11:45-1:00 Lunch Break
Please continue your roundtable discussions over
lunch but make sure to return by 1:00 p.m., so we
can begin the afternoon session on time.

2007 Research Network Forum

New York Hilton

Afternoon Session

1:00-1:05 Remarks from the Chair, Risa P. Gorelick

1:05-1:10 **“Blogs & Wikis for RNF: Partners in Collaboration”**
Norbert Elliot, New Jersey Institute of Technology

1:05-1:35 Plenary Addresses:

Catherine F. Smith
East Carolina University-Greenville and
Risa P. Gorelick
Monmouth University
“Women Leaders of the Research Network Forum: An Historical Examination”

Ollie O. Oviedo
Eastern New Mexico University-Portales
“Small Technologies in New Media and Composition Research: Progress in and the Specter of Interactive Class Sessions”

1:35-1:50 Questions for Plenary Speakers

1:50-2:00 Break

2:00-3:30 Work-in-Progress Roundtables

3:30-4:30 Editors’ Roundtable of Print, Online-E-Journals, and Presses (all are invited to attend)

4:30-5:00 2008 RNF at CCCC in New Orleans Organizational Planning Meeting (all are invited to attend)

2007 Research Network Forum Executive Committee

Chair:

Risa P. Gorelick, Monmouth University

Databank/Website Coordinator:

Deanya Lattimore, Syracuse University

Work-in-Progress Coordinators:

Paul Butler, University of Nevada-Reno

Christine Norris, University of Nevada-Reno

University of Nevada-Reno Graduate Assistants:

Andy Bourelle , Rob Lively, Maureen McBride, and Sarah Perrault

Discussion Leader Coordinator:

Carolyn Pastel Anderson, University of Louisiana-Lafayette

Plenary Address Coordinator:

Lisa J. McClure, Southern Illinois University-Carbondale

Publicists:

Anthony Atkins, University of North Carolina-Wilmington

Katherine V. Wills, Indiana University-Columbus

Editor Coordinators:

Brad E. Lucas, Texas Christian University-Ft. Worth

Mark Sutton, Kean University

Proposal Writers:

Vincent Caseregola, St. Louis University

Gina M. Merys, Creighton University

Graduate Research Network Liaison:

Janice Walker, Georgia Southern University

Past Chair:

Ollie Oviedo, Eastern New Mexico University

Program Printing:

Bedford/St. Martin's Press

CCCC Chair:

Cheryl Glenn, Pennsylvania State University

Morning Session: Work-in-Progress Presentations

Table 1: Writing on the Margins: Rethinking Marginalized Populations

Table Discussion Leaders: John Boe, University of California, Davis; Deborah Martinson, Occidental College; K. Hyoejin Yoon, West Chester University

Krystia Nora, University of Pittsburgh
“Elderly Writing in a HUD Housing Apartment”

Zosha Stuckey, Syracuse University
“Integrating Disability Studies into Composition Classrooms”

Abby Wilkerson, George Washington University
“Sex Ed Wars and Fundamentalist Rhetoric: Is a ‘Civil Discourse’ of Youth Sexuality Possible?”

K. Hyoejin Yoon, West Chester University
“Rhetorics of Coping: Race, Identity, and Discourse”

Table 2: Constructing Identity through Writing

Table Discussion Leaders: Keith Dorwick, University of Louisiana, Lafayette; Victor Vitanza, Clemson University

Carolyn Pastel Anderson, University of Louisiana, Lafayette
“Performing Composition: Written Personae”

Qwo-Li Driskill, Michigan State University
“Call and Response: Cherokee Performance Rhetorics, Resistance, and Decolonization”

Rachel Lewis, University of Arizona
“Reassessing the ‘Self’ in Directed Self-Placement”

Rachel Reneslakis, Lee University
“Evangelical Student Writers: Negotiations of Religious and Gender Identity”

Table 3: Bricolage to Bric-a-Brac: Relocating Rhetorical Theory in the Field

Table Discussion Leaders: Rachel Riedner, George Washington University; Bronwyn T. Williams, University of Louisville

Envera Dukaj, Ohio State University
“Agency, Tactics, and the Quest toward Techne”

Justin Hodgson, Clemson University
“Philosophistry: Navigating, Negotiating, and Embracing the Contradiction”

Lei Lani Michel, University of Washington
“Levinas and Visual Studies in Composition”

Marc C. Santos, Purdue University
“Delivering Delivery: Rhetoric, Ethics, and Digital Media”

Table 4: Imagining New Realities: WPA and Classroom Practices

Table Discussion Leaders: Diana Ashe, University of North Carolina, Wilmington; Jane Detweiler, University of Nevada, Reno; Greg Glau, Arizona State University

Jared Anthony, Washington State University
“Writing Experiences of ESL Students beyond First-Year Composition”

Laura J. Davies, Syracuse University
“A Writing Program without First-Year Composition”

Jennifer K. Johnson, Indiana University of Pennsylvania
“On Becoming a Compositionist: Programs, Practices, and Perspectives”

Sarah Read, University of Washington
“Professional Lens Grinders, Private Philosophers: How Engineers Identify as Writers”

Table 5: WAC Centered: Tutoring, Teaching, and Tautological Difference

Table Discussion Leaders: William J. Macauley, Jr., Mount Union College; Joyce Magnotto Neff, Old Dominion University; Mark Waldo, University of Nevada, Reno

Hazel Emery, Kent State University
“Leaving the Center: Tutors in Classroom Peer Response Groups”

Amy McDougall, Washington State University
“Right Hand, Meet Left Hand: Classroom Control and the Relationship of Writing Center to Writing Instructor”

Jo Ann Vogt, University of Missouri, Columbia
“Go With What You Know: A Comparison of Tutoring Styles”

Table 6: Teaching in the Interstices: Locating Identity in the Composition Classroom

Table Discussion Leader: Carole Clark Papper, Ball State University

William Carney, Texas Tech University
“Legitimate Peripheral Participation in the Training of FYC Instructors”

Sarah Dickerson, Grand Valley State University
“Identity in Crisis: Teacher, Mother, Bitch, and (Nature) Lover—Who Am I Anyway?”

Clifton Justice, California State University, Channel Islands
“‘queer,’ ‘Gay,’ ‘Queer’: Studying the Homosexual Composition Instructor”

Table 7: Dialogic Discourses: Textual Triangulations

Table Discussion Leaders: Christine Norris, University of Nevada, Reno; Michael Svoboda, George Washington University

Elliot Randall Knowles, Towson University
“A Primary Nth Text”

Gina M. Merys, Creighton University
“Uncovering the Variance Message: What Student Classroom Languages Tell Us about Knowledge-Making”

Kristi Richard, Louisiana State University
“Everyday Literacies of *The New Orleans Tribune*”

Michael Svoboda, George Washington University
“Composition and Kairos in the News/Knowledge Cycle”

Table 8: Gendered Discourses: A Meeting of the Minds

Table Discussion Leaders: Patricia Freitag Ericsson, Washington State University; Anne Ruggles Gere, University of Michigan

Dianna Baldwin, Middle Tennessee State University
“The Motor Maids: A Rhetorical Study of Performance”

Tanya K. Rodrigue, Syracuse University
“Suzanne Langer, Ann Berthoff, and Semiotics: A Contribution to Composition Studies”

J.A. McArthur, Clemson University
“Digital Masculinities”

Table 9: Revisionist History: Rethinking the Past

Table Discussion Leaders: Barbara Bird, Taylor University; Katie Mills, Occidental College; Susan Rogers, Lee University

James P. Beasley, DePaul University
“Gender, Achievement, and Academic Discourse: A Sociolinguistic Study”

Barbara Bird, Taylor University
“Scottish Enlightenment Epistemology: An Under-Represented ‘Enlightenment’ Era Epistemology”

Sherry Rankins-Robertson, Arizona State University, Polytechnic Campus
“Writing History: An Examination of the History of College Composition Textbooks and Their Pedagogical Influences”

Susan Rogers, Lee University
“Spiritual Autobiography: Margery Kempe and Margaret Gaines”

Table 10: Transforming Classrooms: Spaces, Concepts, Attitudes

Table Discussion Leaders: Barry Maid, Arizona State University; Jessica Restaino, Montclair State University

Donald K. Pardlow, Georgia Highlands College

“Adapting Composition Work to the Changes of the Two-Year College Classroom”

Jessica Shumake, York University

“The Writing Classroom as Polyvocal Space: Whole-Class Workshop Responses, Community-Based Textual Evaluation, and Negotiating Assignment Assessment”

Table 11: Forming Identity

Table Discussion Leaders: Kristin L. Arola, Washington State University; Allison D. Smith, Middle Tennessee State University

Katherine Ericsson, Washington State University

“Discovering Identity through Narrative Analysis”

Kim Gunter, University of North Carolina, Pembroke

“Contested Compositions: GLBTQ Students’ Writing the Rural State University”

Billie Hara, Texas Christian University

“Playing the Field: Writing Instructions and Underprepared Student Athletes”

Margaret Clare Keating, Texas Tech University

“Who Are We Anyway?: Interviews with Academics and Authors in Technical Communication”

Table 12: Form and Content: Persuasive Rhetoric in the Public Sphere

Table Discussion Leaders: Byron Hawk, George Mason University; Cynthia Jeney, Missouri Western State University; Randall McClure, Minnesota State University

Michelle Navarre Cleary, DePaul University

“Assessing the Effectiveness of Supplemental Online Writing Support”

Deanya Lattimore, Syracuse University

“Rogerian Reasoning: Discursive Levels of Persuasion”

Cynthia L. Jeney, Missouri Western State University

“Writing for the Web: A Practical Guide”

Elisabeth LoFaro, University of South Florida

“The Hierarchizing of Discursive Formations”

Table 13: Pedagogy and Practice

Table Discussion Leaders: Anthony Atkins, University of North Carolina, Wilmington; Will Hochman, Southern Connecticut State University

Bess Fox, University of Kentucky
“Pedagogy and the Student Body”

Missy-Marie Montgomery, Springfield College
“What Students Have to Say about Our Responses”

Tricia Serviss, Syracuse University
“Sifting through Sin: Reconsidering and Reconstructing Plagiarism Research”

Daren Allison Young, University of Oklahoma
“Visual Rhetoric as Techne in the First-Year Composition Classroom”

Table 14: The Rhetorical Situation: Regional, National and International Recalibrations

Table Discussion Leaders: Kristine L. Blair, Bowling Green State University; Katherine V. Wills, Indiana University, Columbus

Susan Meyers, University of Arizona
“Written Literacy in Latin America and Implications for U.S. Education”

Marsha Millikin, Saginaw Valley State University
“From an Eye for an Eye to Lynching: Eroding White Morality”

Amanda Stansell, University of California, Santa Barbara
“A Local Assessment of Rhetorical Learning: Comparing Discipline-Specific and WAC First-Year Writing Courses”

Stacia Watkins, Middle Tennessee State University
“Southern Culture: Diversity and Rhetoric in the Composition Classroom”

Table 15: The “I” Search: Identity Reassessments and Rapprochements

Table Discussion Leaders: Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis; Ollie Oviedo, Eastern New Mexico University

Rasha Diab, University of Wisconsin, Madison
“Co(I)mposition: A Critical Autoethnography”

Raina B. Garrett, Miami University of Ohio
“Changing the ‘Entrenched Practices’ of First-Year Composition: Autoethnography as a Mode of Feminist Research”

Joleen R. Hanson, University of New Hampshire
“Lab Reports as Experiments in Identity Construction”

Trav Webster, Miami University of Ohio
“What’s in a Label?: When AP Students and Basic Writers Become First-Year Composition Teachers”

Table 16: Globalizing Rhetoric: Cultures of Writing, Writing Cultures

Table Discussion Leaders: Kevin Mahoney, Kutztown University; Deepa Sitaraman, Shawnee State University; Beth L. Hewitt, Independent Scholar

Alanna Frost, University of Louisville

“Women of Sai’kuz: Understanding the Literate Practices of Carrier Women”

Xiaoli Li, Clemson University

“Chinese Digital Writing Environments and Styles”

Yingqin Liu, Texas Tech University

“Discourse Effects of L2 (English) on Chinese EFL Students’ L1 (Chinese) Argumentative Essays”

Drew M. Loewe, Texas Christian University

“Rewiring Kenneth Burke for the 21st Century: Hizb-ut-Tahrir’s Online Social Movement Rhetoric”

Table 17: Corpus Corpora: Social Constructions of the Body

Table Discussion Leaders: Cheryl Brown, Towson University; Trixie Smith, Middle Tennessee State University

Amanda K. Booher, Clemson University

“Fixing the Body: Compos(it)ing Identity in Flesh”

Cheryl Brown, Towson University

“Disability Studies in First-Year English: Collaborative Constructions”

Gale P. Coskan-Johnson, Syracuse University

“The Border and the Moving Body: A Rhetoric for the Age of Transnational (Re)Production”

Terri Ann White, Drew University

“Plagiarism Research and the Plight of the *Basic* Writer: Mass Media Models of Solitary Genius in Authorship”

Table 18: Interdisciplinary Leanings: Integrating Other Fields into Composition

Table Discussion Leaders: Stuart C. Brown, New Mexico State University, Las Cruces; Norbert Elliot, New Jersey Institute of Technology

Daniel Dominguez, Kean University

“Where We Get Together: The Passive Listening Experience in Contemporary Dance Music”

Norbert Elliot, New Jersey Institute of Technology

“Dangerous Louise: Understanding *Literature as Exploration*”

Nancy B. Mackin, Monmouth University

“Basic Writing and Irlen Syndrome”

Rachel Robinson, Middle Tennessee State University

“How to Pierce the Brow: Using Art to Teach Writing, Take 2”

Table 19: Popular Culture and Texts in Composition Studies

Table Discussion Leaders: Mark Sutton, Kean University; Mary Wright, Christopher Newport University; Dickie Selfe, Ohio State University

Jennifer Courtney, Rowan University
“Do Real Men Clean?: Ethos and Advice for Men”

Jaime Lynn Longo, Temple University
“Mountains of Data: Turning Qualitative Writing Research into a Compelling Dissertation”

Mark Sutton, Kean University
“Fight the Power: Rhetorical Figures of Speech in 1990s Social Commentary Songs”

Mary Wright, Christopher Newport University
“Nipping and Tucking Personalities: Blogger, Facebook, MySpace, and Other Online Identity Outlets”

Table 20: Contextualizing Composition: Writing in Specific Contexts

Table Discussion Leaders: William FitzGerald, Rutgers University, Camden; Stephen R. Yarbrough, University of North Carolina, Greensboro

Caroline Dadas, Miami University of Ohio
“Through the Autoethnographic Lens: Negotiating the Experience of Teaching First-Year Writing”

William FitzGerald, Rutgers University, Camden
“Writing at Haverford: Continuity and Change in One College’s Composition Curriculum”

I. Moriah McCacken, Texas Christian University
“Place as a Critical Category of Difference”

Table 21: Scientific Hypotheses: Writing as Inquiry

Table Discussion Leaders: Charles Bazerman, University of California, Santa Barbara; Cynthia Selfe, Ohio State University

Dee Baer, University of Delaware
“Using Calibrated Peer Review to Help Students Think and Write Like Scientists”

John Dinolfo, Clemson University
“Visual Communication in the Biological Sciences”

Paul Muhlhauser, Washington State University
“Donating Advertisements: The Rhetoric of the Human Gamete Industry”

Christa B. Teston, Kent State University
“Tacit and Embodied Knowledge in the Workplace: Medical Personnel and Longterm Patient Care”

Table 22: Technology as Techne: New Thinking and Theory

Table Discussion Leaders: Sally Chandler, Kean University; Kristin Walker Pickering, Tennessee Technological University

Sally Chandler, Kean University
“New Literacies: New Pedagogies”

Kristin Walker Pickering, Tennessee Technological University
“Immediacy Theory and Online Professional Communication: Constructing Meaningful Activity and Community”

Madeline Yonker, Syracuse University
“Why Blog? Writers and Their Networks”

Table 23: Innovations in Pedagogy

Table Discussion Leaders: Lizbeth Bryant, Purdue University, Calumet; Kelly Ritter, Southern Connecticut State University

Douglas F. Christensen, University of Utah
“Teach Them to Be Students”

Jay Jordan, University of Utah
“Learning from Learners: ESL Writers and a New Vocabulary for Composition”

Linda L. Littman, Monmouth University
“A Narrative Approach to Writing Arguments and Academic Essays”

Neal Saye, Georgia Southern University
“More than ‘Once Upon a Time’: Fiction as a Bridge to Knowing”

Table 24: Looking at Literacy in Writing Development

Table Discussion Leaders: Sonja L. Andrus, Collin County Community College; Paul Butler, University of Nevada, Reno; Suzanne Diamond, Youngstown State University

Sonja L. Andrus, Collin County Community College
“Building Bridges with the Teacher Next Door: Preparing Students for College Success”

Paul Butler, University of Nevada, Reno
“Taking It to Toulmin: Rethinking Argument in the Composition Classroom”

John M. Gravener, Indiana University of Pennsylvania
“Unintended Consequences: Assessing Cultural Literacy of Generation 1.5 Students in First-Year Composition”

Gail Verdi, Kean University
“The Literacy Development and Acquisition of Social Practices in the Lives of Four Working-Class Women Academics”

Table 25: Hailing the Interpellators: Ideology and Politics

Table Discussion Leaders: Rebecca Dingo, University of Missouri, Columbia; Gerri McNenny, Chapman University

Rebecca Dingo, University of Missouri-Columbia

“Anxious Rhetorics: Normalcy, Ability, Citizenship, and Transnational Policy-Making in the Late Twentieth Century”

Bruce Friedlander, Towson University

“Politics, Performance, Presuppositions”

Rebecca Howell, Clemson University

“Language Theory and Faith: Reflections of the Absolute”

Gerri McNenny, Chapman University

“Ideological Literacy, Apocalyptic Imaginations, and our Global Future”

Table 26: Teachers Teaching Writing: New Theories and Pedagogies

Table Discussion Leaders: Risa Gorelick, Monmouth University; Lisa J. McClure, Southern Illinois University

Risa P. Gorelick, Monmouth University

“Teaching Teachers to Teach Writing: A New Pedagogy for Elementary Education Majors Prior to Entering the Classroom”

Tara Lockhart, University of Pittsburgh

“The Essay (As Form and Genre) Reconsidered”

Lisa J. McClure, Southern Illinois University

“Why Process Pedagogy Failed”

Jim Webber, University of New Hampshire

“From High School to ‘Four Years of Writing’”

Table 27: Popular Culture and Alternative Writing

Table Discussion Leaders: Janet Eldred, University of Kentucky; Stella Thompson, Prairie View A & M University

Rebecca Bobbitt, Middle Tennessee State University

“‘Why Did You Come to the Dark of the Woods?’: Buffy Meets the Wolf”

Paula M. Taylor, Kean University

“He Loves Me, She Loves Me Not: Love Songs and Figures of Speech across Genres”

Stella Thompson, Prairie View A & M University

“Teaching Writing with Your Mouth Closed”

Jennifer Wells, San Francisco State University

“What We Talk about When We Talk about Creative Writing”

Table 28: Feminist Research Practice

Table Discussion Leaders: Dawn Formo, California State University, San Marcos; Anne Righton Malone, SUNY Potsdam

Anne Righton Malone, SUNY Potsdam

“My Mama Done Told Me’: Revisioning the Theory and Practice of Vivian Dais, Mariannna Davis, Elisabeth McPherson, and Priscilla Tyler”

Cynthia Vagnetti, Michigan State University

“Voices from the Field”

Dawn Formo, California State University, San Marcos

“I Totally Think It’s My Paper’: Girls’ Agency in the Online Writing Lab”

Dianna Winslow, Syracuse University

“WPA as Activist Intellectual: Advocacy, Institutional Change, and Expanding Identities”

Graduate Research Network 2007 Computers & Writing Conference Wayne State University May 17, 2007

Computers and Writing 2007 announces the eighth **Graduate Research Network**, a forum for discussion of research projects and work in progress related to Computers and Writing. The C&W Graduate Research Network is an all day pre-conference event, open to all registered conference participants at no charge. Roundtable discussions will group those with similar interests and discussion leaders who will facilitate discussion and offer suggestions for developing research projects and for finding suitable venues for publication. We encourage anyone interested or involved in graduate education and scholarship--students, professors, mentors, and interested others--to participate in this important event. The GRN welcomes those pursuing work at any stage, from those just beginning to consider ideas to those whose projects are ready to pursue publication. The Graduate Research Network is **free** to all registered conference participants. For more information, see the full Call for Proposals at <http://www.GeorgiaSouthern.edu/~writling/GRN/2007/> or email Janice Walker at jwalker@georgiasouthern.edu.

**Visit the GRN Web site:
<http://www.georgiasouthern.edu/~writling/GRN>**

Afternoon Session: Work-in-Progress Presentations

Table 1: Reracing Literacy

Table Discussion Leaders: K. Hyoejin Yoon, West Chester University; Ollie Oviedo, Eastern New Mexico University

Marsha Millikin, Saginaw Valley State University
“From an Eye for an Eye to Lynching: Eroding White Morality”

Kristi Richard, Louisiana State University
“Everyday Literacies of *The New Orleans Tribune*”

K. Hyoejin Yoon, West Chester University
“Rhetorics of Coping: Race, Identity, and Discourse”

Table 2: Performing Maintenance: Motorcycle Maids, Written Standards, Dance

Table Discussion Leaders: Anthony T. Atkins, University of North Carolina, Wilmington; Suzanne Diamond, Youngstown State University

Carolyn Pastel Anderson, University of Louisiana, Lafayette
“Performing Composition: Written Persona”

Dianna Baldwin, Middle Tennessee State University
“The Motor Maids: A Rhetorical Study of Performance”

Daniel Dominguez, Kean University
“Where We Get Together: The Passive Listening Experience in Contemporary Dance Music”

Bruce Friedlander, Towson University
“Politics, Performance, Presuppositions”

Table 3: Temporarily Aabled: Politics, Purpose, and Disability Studies

Table Discussion Leaders: Cheryl Brown, Towson University; Rebecca Dingo, University of Missouri-Columbia; Victor Vitanza, Clemson University

Cheryl Brown, Towson University
“Disability Studies in First-Year English: Collaborative Constructions”

Rebecca Dingo, University of Missouri-Columbia
“Anxious Rhetorics: Normalcy, Ability, Citizenship, and Transnational Policy-Making in the Late Twentieth Century”

Nancy B. Mackin, Monmouth University
“Basic Writing and Irlen Syndrome”

Zosha Stuckey, Syracuse University
“Integrating Disability Studies into Composition Classrooms”

Table 4: Language Matters: ESL, 1.5s, and Cultural Literacies

Table Discussion Leaders: Barry Maid, Arizona State University; Jay Jordan, University of Utah

Jared Anthony, Washington State University

“Writing Experiences of ESL Students beyond First-Year Composition”

John M. Gravener, Indiana University of Pennsylvania

“Unintended Consequences: Assessing Cultural Literacy of Generation 1.5 Students in First-Year Composition”

Jay Jordan, University of Utah

“Learning from Learners: ESL Writers and a New Vocabulary for Composition”

Yingquin Liu, Texas Tech University

“Discourse Effects of L2 (English) on Chinese EFL Students’ L1 (Chinese) Argumentative Essays”

Table 5: Gender Benders: Regendering Discourse

Table Discussion Leader: Deborah Martinson, Occidental College

James P. Beasley, DePaul University

“Gender, Achievement, and Academic Discourse: A Sociolinguistic Study”

Jennifer Courtney, Rowan University

“Do Real Men Clean?: Ethos and Advice for Men”

Rachel Reneslakis, Lee University

“Evangelical Student Writers: Negotiations of Religious and Gender Identity”

Table 6: A Method to The “Madness”: Methodology and Discourses of Sexuality

Table Discussion Leaders: Keith Dorwick, University of Louisiana, Lafayette; Trixie Smith, Middle Tennessee State University

Kim Gunter, University of North Carolina, Pembroke

“Contested Compositions: GLBTQ Students’ Writing the Rural State University”

Clifton Justice, California State University, Channel Islands

“‘queer,’ ‘Gay,’ ‘Queer’: Studying the Homosexual Composition Instructor”

J.A. McArthur, Clemson University

“Digital Masculinities”

Abby Wilkerson, George Washington University

“Sex Ed Wars and Fundamentalist Rhetoric: Is a ‘Civil Discourse’ of Youth Sexuality Possible?”

Table 7: Science Probe: Expanding Scientific Communication and Rhetoric

Table Discussion Leaders: Cynthia L. Selfe, Ohio State University; Stephen R. Yarbrough, University of North Carolina, Greensborough

Dee Baer, University of Delaware

“Using Calibrated Peer Review to Help Students Think and Write Like Scientists”

John Dinolfo, Clemson University

“Visual Communication in the Biological Sciences”

Joleen R. Hanson, University of New Hampshire

“Lab Reports as Experiments in Identity Construction”

Margaret Clare Keating, Texas Tech University

“Who Are We Anyway?: Interviews with Academics and Authors in Technical Communication”

Table 8: Critical Ethnography: Raising the Bar

Table Discussion Leaders: Christine Norris, University of Nevada, Reno

William Carney, Texas Tech University

“Legitimate Peripheral Participation in the Training of FYC Instructors”

Alanna Frost, University of Louisville

“Women of Sai’kuz: Understanding the Literate Practices of Carrier Women”

Raina B. Garrett, Miami University of Ohio

“Changing the ‘Entrenched Practices’ of First-Year Composition: Autoethnography as a Mode of Feminist Research”

Paula M. Taylor, Kean University

“He Loves Me, She Loves Me Not: Love Songs and Figures of Speech across Genres”

Table 9: Disciplinary Excursions

Table Discussion Leaders: Norbert Elliot, New Jersey Institute of Technology; Risa Gorelick, Monmouth University; Anne Righton Malone, SUNY Potsdam

Norbert Elliot, New Jersey Institute of Technology

“Dangerous Louise: Understanding *Literature as Exploration*”

Risa P. Gorelick, Monmouth University

“Teaching Teachers to Teach Writing: A New Pedagogy for Elementary Education Majors Prior to Entering the Classroom”

Anne Righton Malone, SUNY Potsdam

“‘My Mama Done Told Me’: Revisioning the Theory and Practice of Vivian Dais, Mariannna Davis, Elisabeth McPherson, and Priscilla Tyler”

Ryan Skinnell, California State University, Northridge

“History of the Freshman Theme”

Jo Ann Vogt, University of Missouri, Columbia

“Go With What You Know: A Comparison of Tutoring Styles”

Table 10: Blogrolling in the Blogosphere: Agency, Community, Identity

Table Discussion Leaders: Beth L. Hewitt, Independent Scholar; Will Hochman, Southern Connecticut State University; Dickie Selfe, Ohio State University;

Envera Dukaj, Ohio State University
“Agency, Tactics, and the Quest toward Techne”

Elisabeth LoFaro, University of South Florida
“The Hierarchizing of Discursive Formations”

Mary Wright, Christopher Newport University
“Nipping and Tucking Personalities: Blogger, Facebook, MySpace, and Other Online Identity Outlets”

Madeline Yonker, Syracuse University
“Why Blog? Writers and Their Networks”

Table 11: Transnationalizing Rhetoric and Writing: Toward Social Theories

Table Discussion Leaders: Kristine L. Blair, Bowling Green State University; Deepa Sitaraman, Shawnee State University

Gale P. Coskan-Johnson, Syracuse University
“The Border and the Moving Body: A Rhetoric for the Age of Transnational (Re)Production”

Xiaoli Li, Clemson University
“Chinese Digital Writing Environments and Styles”

Drew M. Loewe, Texas Christian University
“Rewiring Kenneth Burke for the 21st Century: Hizb-ut-Tahrir’s Online Social Movement Rhetoric”

Table 12: (Re)Theorizing Composition and Rhetoric

Table Discussion Leaders: Barbara Bird, Taylor University; Rachel Riedner, George Washington University

Barbara Bird, Taylor University
“Scottish Enlightenment Epistemology: An Under-Represented ‘Enlightenment’ Era Epistemology”

Qwo-Li Driskill, Michigan State University
“Call and Response: Cherokee Performance Rhetorics, Resistance, and Decolonization”

Justin Hodgson, Clemson University
“Philosophistry: Navigating, Negotiating, and Embracing the Contradiction”

Tanya K. Rodrigue, Syracuse University
“Suzanne Langer, Ann Berthoff, and Semiotics: A Contribution to Composition Studies”

Table 13: WPA and Assessment: Institutional Change

Table Discussion Leaders: Lizbeth Bryant, Purdue University, Calumet; William FitzGerald, Rutgers University, Camden

William FitzGerald, Rutgers University, Camden
“Writing at Haverford: Continuity and Change in One College’s Composition Curriculum”

Rachel Lewis, University of Arizona
“Reassessing the ‘Self’ in Directed Self-Placement”

Dianna Winslow, Syracuse University
“WPA as Activist Intellectual: Advocacy, Institutional Change, and Expanding Identities”

Table 14: Visualizing Rhetoric

Table Discussion Leaders: Patricia Freitag Ericsson, Washington State University; Brad E. Lucas, Texas Christian University

Lei Lani Michel, University of Washington
“Levinas and Visual Studies in Composition”

Paul Muhlhauser, Washington State University
“Donating Advertisements: The Rhetoric of the Human Gamete Industry”

Daren Allison Young, University of Oklahoma
“Visual Rhetoric as Techne in the First-Year Composition Classroom”

Table 15: Interrogating Pedagogy: Teaching, Training, and Trying (Out) Identities

Table Discussion Leaders: Anne Ruggles Gere, University of Michigan; Carole Clark Papper, Ball State University

Sarah Dickerson, Grand Valley State University
“Identity in Crisis: Teacher, Mother, Bitch, and (Nature) Lover—Who Am I Anyway?”

Jennifer K. Johnson, Indiana University of Pennsylvania
“On Becoming a Compositionist: Programs, Practices, and Perspectives”

Elliot Randall Knowles, Towson University
“A Primary Nth Text”

Table 16: Digital Literacies: New Efforts

Table Discussion Leaders: Sally Chandler, Kean University; Cynthia L. Jeney, Missouri Western University

Sally Chandler, Kean University
“New Literacies: New Pedagogies”

Michelle Navarre Cleary, DePaul University
“Assessing the Effectiveness of Supplemental Online Writing Support”

Cynthia L. Jeney, Missouri Western State University
“Writing for the Web: A Practical Guide”

Marc C. Santos, Purdue University
“Delivering Delivery: Rhetoric, Ethics, and Digital Media”

Table 17: (Re)Articulation Reprised: Errors and Expectations

Table Discussion Leaders: Sonja L. Andrus, Collin County Community College; Allison D. Smith, Middle Tennessee State University

Sonja L. Andrus, Collin County Community College

“Building Bridges with the Teacher Next Door: Preparing Students for College Success”

Laura J. Davies, Syracuse University

“A Writing Program without First-Year Composition”

Donald K. Pardlow, Georgia Highlands College

“Adapting Composition Work to the Changes of the Two-Year College Classroom”

Jim Webber, University of New Hampshire

“From High School to ‘Four Years of Writing’”

Table 18: (Auto)Ethnography: Intersection and Divergence

Table Discussion Leaders: John Boe, University of California, Davis; Katherine V. Wills, Indiana University-Columbus

Caroline Dadas, Miami University of Ohio

“Through the Autoethnographic Lens: Negotiating the Experience of Teaching First-Year Writing”

Rasha Diab, University of Wisconsin, Madison

“Co(I)mposition: A Critical Autoethnography”

Gail Verdi, Kean University

“The Literacy Development and Acquisition of Social Practices in the Lives of Four Working-Class Women Academics”

Krystia Nora, University of Pittsburgh

“Elderly Writing in a HUD Housing Apartment”

Table 19: Authorship and Authority: Rethinking the Sins of Our Fathers

Table Discussion Leaders: Greg Glau, Arizona State University; Stella Thompson, Prairie View A & M University

Sherry Rankins-Robertson, Arizona State University, Polytechnic Campus

“Writing History: An Examination of the History of College Composition Textbooks and Their Pedagogical Influences”

Tricia Serviss, Syracuse University

“Sifting through Sin: Reconsidering and Reconstructing Plagiarism Research”

Stella Thompson, Prairie View A & M University

“Teaching Writing with Your Mouth Closed”

Terri Ann White, Drew University

“Plagiarism Research and the Plight of the *Basic* Writer: Mass Media Models of Solitary Genius in Authorship”

Table 20: Bodily Rhetorics

Table Discussion Leader: Katie Mills, Occidental College

Amanda K. Booher, Clemson University
“Fixing the Body: Compos(it)ing Identity in Flesh”

Bess Fox, University of Kentucky
“Pedagogy and the Student Body”

Amanda Stansell, University of California, Santa Barbara
“A Local Assessment of Rhetorical Learning: Comparing Discipline-Specific and WAC First-Year Writing Courses”

Christa B. Teston, Kent State University
“Tacit and Embodied Knowledge in the Workplace: Medical Personnel and Longterm Patient Care”

Table 21: Questions and Conundrums: Rethinking Student Identity

Table Discussion Leaders: Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis; William J. Macauley, Jr., Mount Union College

Douglas F. Christensen, University of Utah
“Teach Them to Be Students”

Katherine Ericsson, Washington State University
“Discovering Identity through Narrative Analysis”

Trav Webster, Miami University of Ohio
“What’s in a Label?: When AP Students and Basic Writers Become First-Year Composition Teachers”

Table 22: Cultural Rhetorics and the Construction of “Place”

Table Discussion Leaders: Mark Sutton, Kean University; Bronwyn T. Williams, University of Louisville

Rebecca Bobbitt, Middle Tennessee State University
“‘Why Did You Come to the Dark of the Woods?’: Buffy Meets the Wolf”

Mark Sutton, Kean University
“Fight the Power: Rhetorical Figures of Speech in 1990s Social Commentary Songs”

I. Moriah McCracken, Texas Christian University
“Place as a Critical Category of Difference”

Stacia Watkins, Middle Tennessee State University
“Southern Culture: Diversity and Rhetoric in the Composition Classroom”

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Table Discussion Leaders: Paul Butler, University of Nevada, Reno; Byron Hawk, George Mason University

Paul Butler, University of Nevada, Reno

“Taking It to Toulmin: Rethinking Argument in the Composition Classroom”

Deanya Lattimore, Syracuse University

“Rogerian Reasoning: Discursive Levels of Persuasion”

Linda L. Littman, Monmouth University

“A Narrative Approach to Writing Arguments and Academic Essays”

Tara Lockhart, University of Pittsburgh

“The Essay (As Form and Genre) Reconsidered”

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Table Discussion Leaders: Randall McClure, Minnesota State University; Missy-Marie Montgomery, Springfield College

Hazel Emery, Kent State University

“Leaving the Center: Tutors in Classroom Peer Response Groups”

Jaime Lynn Longo, Temple University

“Mountains of Data: Turning Qualitative Writing Research into a Compelling Dissertation”

Missy-Marie Montgomery, Springfield College

“What Students Have to Say about Our Responses”

Jessica Shumake, York University

“The Writing Classroom as Polyvocal Space: Whole-Class Workshop Responses, Community-Based Textual Evaluation, and Negotiating Assignment Assessment”

Table 25: Professional Writing Broadly Considered

Table Discussion Leaders: Kristin L. Arola, Washington State University; Kristin Walker Pickering, Tennessee Technological University; Michael Svoboda, George Washington University

Kristin Walker Pickering, Tennessee Technological University

“Immediacy Theory and Online Professional Communication: Constructing Meaningful Activity and Community”

Sarah Read, University of Washington

“Professional Lens Grinders, Private Philosophers: How Engineers Identify as Writers”

Michael Svoboda, George Washington University

“Composition and Kairos in the News/Knowledge Cycle”

Cynthia Vagnetti, Michigan State University

“Voices from the Field”

Table 26: Progressive Pedagogical Imperatives

Table Discussion Leaders: Kevin Mahoney, Kutztown University; Lisa J. McClure, Southern Illinois University

Amy McDougall, Washington State University

“Right Hand, Meet Left Hand: Classroom Control and the Relationship of Writing Center to Writing Instructor”

Billie Hara, Texas Christian University

“Playing the Field: Writing Instructions and Underprepared Student Athletes”

Lisa J. McClure, Southern Illinois University

“Why Process Pedagogy Failed”

Rachel Robinson, Middle Tennessee State University

“How to Pierce the Brow: Using Art to Teach Writing, Take 2”

Table 27: Creative Writing, Writing the Creator

Table Discussion Leaders: Janet Eldred, University of Kentucky; Kelly Ritter, Southern Connecticut State University

Rebecca Howell, Clemson University

“Language Theory and Faith: Reflections of the Absolute”

Susan Rogers, Lee University

“Spiritual Autobiography: Margery Kempe and Margaret Gaines”

Neal Saye, Georgia Southern University

“More than ‘Once Upon a Time’: Fiction as a Bridge to Knowing”

Jennifer Wells, San Francisco State University

“What We Talk about When We Talk about Creative Writing”

Table 28: New Directions in Literacy

Table Discussion Leaders: Dawn Formo, California State University, San Marcos; Gerri McNenny, Chapman University; Gina M. Merys, Creighton University

Dawn Formo, California State University, San Marcos

“I Totally Think It’s My Paper’: Girls’ Agency in the Online Writing Lab”

Gerri McNenny, Chapman University

“Ideological Literacy, Apocalyptic Imaginations, and our Global Future”

Gina M. Merys, Creighton University

“Uncovering the Variance Message: What Student Classroom Languages Tell Us about Knowledge-Making”

Susan Meyers, University of Arizona

“Written Literacy in Latin America and Implications for U.S. Education”

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Diana Ashe, U of North Carolina, Wilmington
Anthony Atkins, U of North Carolina, Wilmington
Charles Bazerman, U of California, Santa Barbara
Barbara Bird , Taylor U
Kristine L. Blair, Bowling Green SU
John Boe, U of California, Davis
Cheryl Brown, Towson U
Stuart C. Brown, New Mexico State U
Lizbeth Bryant, Purdue U
Paul Butler, U of Nevada, Reno
Sally Chandler, Kean U
Jane Detweller, U of Nevada, Reno
Suzanne Diamond, Youngstown SU
Rebecca Ding, U of Missouri, Columbia
Keith Dorwick, U of Louisiana, Lafayette
Janet Eldred, U of Kentucky
Norbert Elliot, New Jersey Institute of Technology
Patricia Freitag Ericsson, Washington SU
William FitzGerald, Rutgers U, Camden
Dawn Formo, California SU, San Marcos
Anne Ruggles Gere, U of Michigan
Greg Glau, Arizona SU
Risa Gorelick, Monmouth U
Byron Hawk, George Mason U
Beth L . Hewett, Independent Scholar
Will Hockman, Southern Connecticut SU
Cynthia L. Jeney, Missouri Western SU
Jay Jordan, U of Utah
Kim Brian Lovejoy, Indiana U-Purdue U
Brad Lucas, Texas Christian U
William J. Macauley, Jr., Mount Union C
Kevin Mahoney, Kutztown U
Barry Maid, Arizona SU
Anne Righton Malone, SUNY, Potsdam
Deborah Martinson, Occidental C
Lisa J. McClure, Southern Illinois U, Carbondale
Randall McClure, Minnesota SU
Gerri McNenny, Chapman U
Gina M. Merys, Creighton U
Katie Mills, Occidental C
Missy-Marie Montgomery, Springfield C
Joyce Magnotto Neff, Old Dominion U
Christine Norris, U of Nevada, Reno

Ollie Oviedo, Eastern New Mexico U
Carole Clark Papper, Ball SU
Kristin Walker Pickering, Tennessee Technological U
Rachel Riedner, George Washington U
Kelly Ritter, Southern Connecticut SU
Cynthia Selfe, Ohio SU
Dickie Selfe, Ohio SU
Deepa Sitaraman, Shawnee State U
Allison D.Smith, Middle Tennessee SU
Trixie Smith, Middle Tennessee SU
Mark Sutton, Kean U
Michael Svoboda, George Washington U
Stella Thompson, Prairie View A & M U
Mark Waldo, U of Nevada, Reno
Bronwyn T. Williams, U of Louisville
Katherine V. Wills, Indiana U, Columbus
Mary Wright, Christopher Newport U
Stephen R. Yarbrough, U of North Carolina, Greensboro
K. Hyoejin Yoon, West Chester U

RNF Editor's Roundtable Participants

3:30-4:30 pm

Across the Disciplines

Editor: Michael Pemberton
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Journal of Basic Writing

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Book Series on Research Forums

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CCC

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Computers and Composition: An International Journal

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IWCA Update / Open Words

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JAC

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Readerly/Writerly Texts

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Rhetoric Society Quarterly

Editor: Carolyn Miller
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Book Review Editor: Ekaterina Haskins
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Teaching English in the Two-Year College

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sommerjd@muohio.edu

The Writing Instructor

Editor: Dawn Formo
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Writing On the Edge [WOE]

Editor: John Boe
jdboe@ucdavis.edu

Wikis and Blogs for RNF

Norbert Elliot
Elliot@adm.njit.edu

CFP
RESEARCH NETWORK FORUM AT CCCC
APRIL 2ND, 2008
NEW ORLEANS HYATT
HOME PAGE: WWW.RNFONLINE.COM

Founded in 1987 by Charles Bazerman and others as a pre-convention workshop, the RNF is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers. As in past years, the 2008 RNF will feature two plenary sessions, one in the morning and one in the afternoon, each a little over an hour long. These sessions include 15 minute presentations from each plenary speaker followed by a brief question period. At the subsequent roundtable discussions, work-in-progress presenters discuss their current projects (in an eight-minute presentation) and gain the responses of other researchers, including the discussion leader(s).

Work-in-progress presenters are grouped by thematic clusters, in which they will discuss their projects with other researchers and a discussion leader who is a senior researcher. Presenters should bring three typed questions which they should copy and distribute to participants at their table (15 copies for the two sessions will do). Work-in-Progress presenters and Discussion Leaders will stay for the two sessions unless otherwise arranged. Additional RNF participants include editors of printed and electronic journals of composition/rhetoric, literature, textual/literary criticism, and pedagogies, as well as experts in Internet and cyberspace concerns.

CFP: The RNF is no longer CCCC's best kept secret. We welcome all members of the composition/rhetoric field; new participants have found RNF a nice orientation to CCCC and the profession. Graduate students working on their theses and dissertations have found it extremely helpful to have the opportunity to share their research (at whatever stage they are at) with other individuals researching in similar areas. Whether you are a new Master's or Ph.D. student or as well published as Peter Elbow (who presented a work-in-progress at the 2005 RNF), inquiring minds want to hear about your latest research projects. Additionally, we need discussion leaders to lead thematic based round-tables of 4-5 work-in-progress presenters. Plan on arriving to CCCC the day before the conference for this exciting forum!

Please join us in New Orleans to present a Work-in-Progress or serve as a Discussion Leader (for those who are seasoned, established researchers who have completed their doctorates) or an Editor (for those who edit journals/presses). Electronic proposal forms are available at www.rnfonline.com for all participants (please check appropriate box' work-in-progress presenters must include their brief abstracts with the proposal).

Deadline: To appear in the official *CCCC Program* as a Work-in-Progress presenter, Discussion Leader, or Editor, please reply by October 1, 2007. You may appear on the *RNF Program* in addition to having a speaking role at the Conference on College Composition & Communications. The forum is free to CCCC convention participants, and you need not be a work-in-progress presenter to attend RNF.

For more information, please contact Risa P. Gorelick, RNF Chair, at rgorelic@monmouth.edu or risa1804@aol.com; telephone: 732-571-3623
Monmouth University, Dept. of English, 400 Cedar Ave.,
West Long Branch, NJ 07764

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Lovejoy, Kim Brian	Indiana U-Purdue U	am - 15	pm - 21
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Ritter, Kelly	Southern Connecticut SU	am - 23	pm - 27
Robinson, Rachel	Middle Tennessee SU	am - 18	pm - 26
Rodrigue, Tanya K.	Syracuse U	am - 08	pm - 12
Rogers, Susan	Texas Tech U	am - 09	pm - 27
Santos, Marc C.	Purdue U	am - 03	pm - 16
Saye, Neal	Georgia Southern U	am - 23	pm - 27
Selfe, Cynthia	Ohio SU	am - 21	pm - 07
Selfe, Dickie	Ohio SU	am - 19	pm - 10
Serviss, Tricia	Syracuse U	am - 13	pm - 19
Shumake, Jessica	York U	am - 10	pm - 24
Sitaraman, Deepa	Shawnee State U	am - 16	pm - 11
Skinnell, Ryan	California State U, Northridge	na	pm - 09
Smith, Allison D.	Middle Tennessee SU	am - 11	pm - 17
Smith, Catherine, plenary pm	East Carolina U-Greenville		
Smith, Trixie	Middle Tennessee SU	am - 17	pm - 06
Stansell, Amanda	U of California, Santa Barbara	am - 14	pm - 20
Stuckey, Zosha	Syracuse U	am - 01	pm - 03
Sutton, Mark	Kean U	am - 19	pm - 22
Svoboda, Michael	George Washington U	am - 07	pm - 25
Taylor, Paula M.	Kean U	am - 27	pm - 08
Teston, Christa B.	Kent State U	am - 21	pm - 20
Thompson, Stella	Prairie View A & M U	am - 27	pm - 19
Vagnetti, Cynthia	Michigan SU	am - 28	pm - 25
Verdi, Gail	Kean U	am - 24	pm - 18
Vitanza, Victor	Clemson U	am - 02	pm - 03
Vogt, Jo Ann	U of Missouri, Columbia	am - 05	pm - 09
Waldo, Mark	U of Nevada, Reno	am - 05	na
Watkins, Stacia	Middle Tennessee SU	am - 14	pm - 22
Webber, Jim	U of New Hampshire	am - 26	pm - 17
Webster, Trav	Miami U of Ohio	am - 15	pm - 21
Wells, Jennifer	San Francisco SU	am - 27	pm - 27
White, Terri Ann	Drew U	am - 17	pm - 19
Wilkerson, Abby	George Washington U	am - 01	pm - 06
Williams, Bronwyn T.	U of Louisville	am - 03	pm - 22
Wills, Katherine V.	Indiana U, Columbus	am - 14	pm - 18
Winslow, Dianna	Syracuse U	am - 28	pm - 13
Wright, Mary	Christopher Newport U	am - 19	pm - 10

<u>Participant</u>	<u>School/Association</u>	<u>Table #</u>	<u>Table #</u>
Yarbrough, Stephen R.	U of North Carolina, Greensboro	am - 20	pm - 07
Yonker, Madeline	Syracuse U	am - 22	pm - 10
Yoon, K. Hyoejin	West Chester U	am - 01	pm - 01
Young , Daren Allison	U of Oklahoma	am - 13	pm - 14

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Tara M. Madsen
Christina Peppers
Dan Peppers
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