



**Research Network Forum**  
**At CCCC**  
**24<sup>th</sup> Annual Meeting**  
**Program**

Marriott Marquis Hotel  
Atlanta, GA  
Marquis Ballroom, Salon B

Wednesday, 6 April 2011  
Conference on College Composition and Communication  
National Council of Teachers of English  
62<sup>nd</sup> Annual Convention

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## Welcome from the RNF Chairs

On behalf of the Research Network Forum at CCCC Executive Committee, we would like to welcome you to Atlanta for our twenty-fourth annual meeting. This year, we are excited to welcome 216 participants from three community colleges, nine colleges, and 108 universities. We are happy to be in Atlanta and to share the latest research in our field with every one of you.

As in past years, we will start our day with two plenary addresses. Mike Palmquist's talk, "Find a Way into Research: Mentoring, Research Archives, and New Approaches to Publication," considers the challenges—some enduring and some unique to our historical moment—facing new scholars in rhetoric and composition. In "What Do Editors Want? Reflections on, and Suggestions for, Composing for Publication," Kathleen Blake Yancey discusses, through the lens of Lloyd Bitzer's rhetorical situation, the patterns of scholarship that is produced and circulated across editorships and years as seen in the pages of *College Composition and Communication*. We thank Mike and Kathi for taking the time to speak here this morning as well as Kim Brian Lovejoy and Katherine V. Wills for organizing the plenary session.

RNF continues its commitment to mentoring 168 Work-in-Progress Presenters on their research. At some of our home institutions, we find ourselves as the sole composition/rhetoric specialist (or one of a few), making it difficult to share our work with people who can offer assistance with our research projects. Sally Chandler and Mark Sutton have done a splendid job of grouping researchers into fascinating roundtables where the discussions offer endless opportunities for networking. Thank you to all of our 83 discussion leaders—many who come year after year—for your time and expertise. The RNF could not operate without our discussion leaders' willingness to fill this important role. Thank you to Katherine V. Wills for the publicity that draws the many proposals that allow us to organize such a wonderful RNF.

Thanks to Rob Lively for formatting the RNF program. Also, we give our thanks to Graduate Research Network [GRN] Liaison Janice Walker for handling the printing of the program and making sure it arrived in Atlanta for each of us. We encourage everyone to attend GRN at the Computers & Writing Conference 10-22 May, 2011 at the Sweetland Center for Writing at the University of Michigan, Ann Arbor. For more information, contact [jwalker@georgiasouthern.edu](mailto:jwalker@georgiasouthern.edu).

Thank you to William Macauley for inviting and organizing the editors at the Editors' Roundtable, and thank you to all the editor's who have taken the time to be with us to discuss placing finished work-in-progress pieces in future editions of their journals.

Deanya Lattimore continues her behind-the-scenes work as the Assistant Chair and Web Coordinator (and overall RNF electronic guru). Her tireless work on behalf of RNF allows us to keep track of our ever-growing annual conference. We could not do what we do without Deanya keeping tabs on everyone and everything. Thank you!

Thank you to Erin Anderson who assisted with the index so people can easily find their tables. Also, thanks to Carrie Wastal who coordinated the RNF participants' survey so we can receive feedback from participants and make changes to future RNFs. Please make sure you fill out the form and return it to one of the RNF Executive Committee members before you leave.

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As we have continued to grow, the budgets of our collective schools have continued to shrink in these trying economic times. Once again, Bedford/St. Martin's Press has provided us with a grant to cover our program printing and other expenses. Thank you to Nick Carbone, Director of New Media, Angela Dambrowski, Senior Advertising Project Manager, Caroline C. Church, Marketing Assistant, and Richard DiTomassi, Associate Designer, at Bedford/St. Martin's for their generous grant. Additionally, Joan Feinberg, President of Bedford/St. Martin's, continues to support what Research Network Forum values; she is indeed a good friend to RNF.

RNF is pleased to announce that W.W. Norton & Company, Inc. generously contributed to our effort as well. Thank you to Doug Day, Rhetoric and Composition Marketing Manager, Marilyn Moller, Editor and Vice President, and Cokie Sears, Advertising and Exhibits Assistant, for supporting RNF.

Please make sure you visit the fine people at Bedford/St. Martin's Press and W.W. Norton & Company, Inc. in the exhibit hall, thank them for supporting RNF, and share your RNF experience with them.

Without all of these wonderful people, RNF would not exist. Additionally, we must thank the Executive Committee of CCCC, chaired this year by Gwendolyn D. Pough, for its generous offer to keep the RNF fee-free for those who register for CCCC and allow us space to meet at the annual convention. Thank you to CCCC Convention Program Chair, Malea Powell, and Convention Manager, Eileen Maley, who worked with us to ensure that all RNF participants received invitations and updates. Please let the CCCC Executive Committee know how much you enjoyed your day with RNF.

Whether this is your first or twenty-fourth RNF, we hope you enjoy your day at the Research Network Forum. Please let us know if we can be of any assistance.

**Risa P. Gorelick**  
**Co-Chair**  
**The College of Saint Elizabeth**

**Gina M. Merys**  
**Co-Chair**  
**Creighton University**

## 2011 Research Network Forum at CCCC Executive Committee

**Co-Chair: Risa P. Gorelick** / The College of Saint Elizabeth  
**Co-Chair: Gina M. Merys** / Creighton University  
**Assistant Chair & Social Media Coordinator: Deanya Lattimore** / Syracuse University  
**Plenary Co-Coordinator: Kim Brian Lovejoy** / Indiana U — Purdue U — Indianapolis  
**Plenary Co-Coordinator: Katherine V. Wills** / Indiana U — Purdue U — Columbus  
**Work-in-Progress Co-Coordinator: Sally Chandler** / Kean University  
**Work-in-Progress Co-Coordinator: Mark Sutton** / Kean University  
**Publicist: Katherine V. Wills** / Indiana U — Purdue U — Columbus  
**Participant Information Coordinator: Carrie Wastal** / U of California — San Diego  
**Journal Editor Coordinator: William Macauley** / College of Wooster  
**Graduate Research Network Liaison: Janice R. Walker** / Georgia Southern University  
**Assistant to the Chairs: Rob Lively** / Truckee Meadows Community College  
**Assistant to the Chairs: Erin Andersen** / Fordham University  
**Past Chair/Historian: Ollie Oviedo** / Eastern New Mexico University

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**Thanks to Bedford/St. Martin's Press for their generous grant  
to cover the cost of printing our program.**

**Be sure to visit the Bedford/St. Martin's Press booth during CCCC.**

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## Schedule of the Day

8:30-9:00	Registration
9:00-9:10	Welcome from the Co-Chairs: Risa Gorelick and Gina Merys
9:10-9:15	Introductions of the Plenary Speakers by Kim Brian Lovejoy and Katherine V. Wills
9:15-10:00	Plenary Addresses:  Michael Palmquist, Colorado State University “Find a Way into Research: Mentoring, Research Archives, and New Approaches to Publication”  Kathleen Blake Yancey, Florida State University “What Do Editors Want? Reflections on, and Suggestions for, Composing for Publication”
10:00-10:30	Questions/Answers of Plenary Speakers
10:30-10:45	Break
10:45-12:15	Work-in-Progress Morning Presentations—Part I
12:15-1:30	Lunch (on your own)
1:30-2:45	Editors’ Roundtable Come meet the editors—all are welcome!
2:45-3:00	Break
3:00-3:10	Welcome from the Co-Chair: Gina M. Merys
3:15-4:45	Work-in-Progress Afternoon Presentations—Part II
4:45-5:00	Conclusion





## Morning Tables

### **Table 1: Rhetorical Realities: Distance and Performance**

Discussion Leaders: Lennie Irvine, San Antonio College; Star Medzerian, Nova Southeastern University

Jimmy Butts, Clemson University  
“Ostranenie, Mediality and Reality”

Star Medzerian, Nova Southeastern University  
“We Moved from Reality: Rhetorical Distance as a Measure of Stylistic Effectiveness”

Mary Stroud, University of Arizona  
“The Search for a Sophistic Ecology: Kreittôn Logos as an Ecological Model for the Writing Classroom”

Heather Trahan, Bowling Green State University  
“Teaching, Performance, and Silence: Flipping the Script on Some Worn-Out Tropes”

### **Table 2: Composition Ethos: New Perspectives on Identities, Texts, and Writing Process**

Discussion Leaders: Jennifer Consilio, Lewis University; Teddi Fishman, Clemson University; Ralph Wahlstrom, Buffalo State College

Ashly Bender, University of Louisville  
“Writing Silence”

Jennifer Consilio, Lewis University  
“Refuse, Reuse, Recycle: Constructing a (Re)New(ed) Ethos for Composition Studies”

Amanda Fields, University of Arizona  
“The Composing Process and Creative Writing: Complicating the Research”

Ralph Wahlstrom, Buffalo State College  
“The Believing Game and Writing in Flow”

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### **Table 3: More than the Usual Subjects: Rhetoric by Association**

Discussion Leaders: Tamika L. Carey, University of North Carolina-Pembroke; Kelly Concannon Mannise, Nova Southeastern University

Tamika L. Carey, University of North Carolina-Pembroke  
“Problems, Promises, and Prescriptions”

Andrea Alden Lewis, Arizona State University  
“Constructing Disorder: The Rhetoric of Mental Illness in the Public Sphere”

Lauren M. Mitchell, Clemson University  
“A Sensual Architecture of Rhetoric”

LaToya L. Sawyer, Syracuse University  
“When Barbie Talks Back: A Feminist Rhetorical Analysis of the Music of Rapper Nicki Minaj”

### **Table 4: Identity Counts: Embodied, Racialized Rhetorics**

Discussion Leaders: Doreen Piano, University of New Orleans; Jaqueline McLeod Rogers, University of Winnipeg

Megan J. Bardolph, University of Louisville  
“Athletic Rhetoric: Redefining the Boundary between Academic and Athletic Activity”

Katherine Bridgman, University of Florida  
“Mapping the Unbounded Authorial Body”

Nicole Ashanti McFarlane, Clemson University  
“The Racial Rhetoric of Cuteness as a Decorative Decorum”

### **Table 5: I've Got Writing on My Mind**

Discussion Leaders: Dawn Fels, Indiana University of Pennsylvania; Marc Santos, University of South Florida

Jean Bessette, University of Pittsburgh  
“The Composition of Collective Memory: Literacy, Pedagogy, and Identity in the Extracurriculum”

Mitzi W. Jones, University of Arkansas  
“Mapping WAW: Variations on a Theme”

Jaclyn Rea, University of British Columbia  
“Researching ‘Research’: Investigating Popular Conceptualizations of Research Activity”

Carrie Wastal, University of California, San Diego  
“Brain Imaging and Its Implications for Pedagogy”

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### **Table 6: Reader Implication and Cultural Bias: Conflict, (Mis)Representation, and Rhetoric**

Discussion Leaders: Rebecca Jones, University of Tennessee-Chattanooga; Steve Parks, Syracuse University

Cate Blouke, University of Texas

“Painful Laughter: Rhetoric and Uncomfortable Humor”

K. Shannon Howard, University of Louisville

“Recovering Mary Huston Turk as Silenced Summer Camp Director”

Jerry W. Lee, University of Arizona

“Colonial Memories Revised: Korea and Japan at the World Baseball Classic”

Rebecca Skinner, Florida State University

Nellie Bly and the Stunt Girls: Performing News in the 19<sup>th</sup> Century”

### **Table 7: Tune In, Turn On, Digg It: Using Networks in Writing Studies**

Discussion Leaders: Anthony Atkins, University of North Carolina-Wilmington; Ollie O. Oviedo, Eastern New Mexico University; Kim Richard, Saint Joseph College

Ollie O. Oviedo, Eastern New Mexico University

“Critical Dimensions and Implications of the Book, *Digital Tools in Composition Studies*: Its Relevance after its 2010 Publication”

Kim Richard, Saint Joseph College-CT

“Social Networking: Critical Thinking, Multimedia, and New Literacies”

Chelsea Swick, Kent State University

“Transactionality of Writing Processes: Web to Classroom”

Pamela S. Wright, University of California-San Diego

“This is Your Brain on Writing: Revising our Classroom Practices in a Networked World”

### **Table 8: Visual Literacies: Rhetoric Through the Looking Glass**

Discussion Leaders: William Hochman, Southern Connecticut University; Rebecca Rickly Texas Tech University

Lavinia Hirsu, Indiana University-Bloomington

“Visual Stasis and the Limits of Rhetoricity”

Christine Masters Jach, Western Illinois University

“Global Imagination and Visual Rhetoric in Google Earth”

Jeff Kirchoff, Bowling Green State University

“Gateway Literacies: Theorizing Literacy Acquisition in the 21<sup>st</sup> Century”

Sigrid Streit, Kent State University

“Touch Me Softly: The Use of Gestures in Touchscreen Technology”

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### **Table 9: Collaboration In Online Spaces: I Type, Therefore We Are**

Discussion Leaders: Judy Arzt, Saint Joseph College-CT; Lynn Lewis, Oklahoma State University

Judy Arzt, Saint Joseph College-CT

“Social Networking: Critical Thinking, Multimedia, and New Literacies”

Amy Chastain, Missouri Western State University

“Identifying the Reflective Place of the Blog in the Composition Classroom”

Chris Gerben, University of Michigan

“Redefining Collaborative Composition through Analysis of Writing in Social Online Spaces”

Jeff Swift, North Carolina State University

“Blogging the Academic Research Paper”

### **Table 10: Post- Pedagogical Approaches to Writing Studies**

Discussion Leaders: Heather Lettner-Rust, Longwood University; Valerie Perry, Lewis University

Alan Chu, University of Arizona

“Mixed Methodologies: Punk Perspectives in Social Collaboration”

Valerie Perry, Lewis University

“Refuse, Reuse, Recycle: Constructing a (Re)New(ed) Ethos for Composition Studies”

Daniel Richards, University of South Florida

“Pragmatism, Ethics, and Post-Pedagogy”

Charlene Summers, University of Kansas

“Effective Writing for Employers: Found within the Disciplines and Not FYC”

### **Table 11: Constructing Social Rhetorics**

Discussion Leaders: Katherine H. Adams, Loyola University New Orleans; Irene Clark, California State University-Northridge

Katherine H. Adams, Loyola University New Orleans

“Rhetorical Constructions of Women in the American Circus”

Irene Clark, California State University-Northridge

“Fostering Genre Awareness and Pedagogical Memory”

Leigh Graziano, Florida State University

“Visual Epideictic and Deliberative Rhetoric in Vernacular Memorial Sites”

Stephen J. Lind, Clemson University

“I’d Like to Say a Few Words: Religion, Media, and Charles Shultz’s *Peanuts*”

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### **Table 12: Resizing Giants: New Perspectives on Canonical Texts**

Discussion Leaders: David Beard, University of Minnesota-Duluth; Sarah C. Spring, Winthrop University

David Beard, University of Minnesota-Duluth  
“Rereading Ann Berthoff”

William Duffy, University of North Carolina-Greensboro  
“Kenneth Bruffee’s ‘Social Turn’ Collaboration: A Thirty-Year Assessment”

Amy J. Lueck, University of Louisville  
“Invisible Literacies: The Unintended Transmission of Nineteenth-Century Instructional Texts”

### **Table 13: A Distant Mirror: Reflections on Writing Studies’ History**

Discussion Leaders: Ethna D. Lay, Hofstra University; Holly Middleton, New Mexico Highland University

Lisa Arnold, University of Louisville  
“Historiography and the ‘Work’ of Rhetoric and Composition”

Amanda Athon, Bowling Green State University  
“Examining African American Self-Education Manuals in the Late 19<sup>th</sup> and Early 20<sup>th</sup> Centuries”

Danielle Koupf, University of Pittsburgh  
“(Re)Writing Originality”

Holly Middleton, New Mexico Highland University  
“The Use of Force: Emotion and Restraint in Academic Literacy, 1874-1910”

### **Table 14: The Difference within Writing’s Histories: Understanding the Past /Reinventing the Present**

Discussion Leaders: Charles Bazerman, University of California-Santa Barbara; Victor Vitanza, Clemson University

Lisa Bailey, University of South Carolina  
“Kairotic Silence: Possibilities for Invention through a Pedagogy of Silence”

Roseanne Carlo, University of Arizona  
“Hunting for Disciplinary Ethos: Rhetoric and Composition’s Emergence in the Modern University”

Katherine Fredlund, Bowling Green State University  
“The Collaborative Rhetorics of Ladies’ Literary Societies: Feminist Connotations”

David Stock, University of Wisconsin-Madison  
“Nineteenth-Century Rhetorical Education and the Emerging American University”

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### **Table 15: Rhetoric, Writing, and the Professions**

Discussion Leaders: Byron Hawk, University of South Carolina; Jeff Hoogeveen, Lincoln University

John D. Dinolfo, Clemson University

“An Inquiry into the Pedagogical Role of Writing and Visual Communication in Nursing Education”

Kimberly Elmore, Texas Tech University

“Autistic Women and Professional Communication”

Christian Damon Smith, University of South Carolina

“Reading, Neuroplasticity, and the Future of Text”

Christine Vassett, Mesa Community College

“Adjunct Education: Anticipating Resistance to the Unfamiliar Rhetoric”

### **Table 16: Rhetoric and Writing Across Technologies**

Discussion Leaders: Yingquin Liu, Cameron University; Justin Hodgson, University of Texas-Austin

Polina Chemishanova, University of North Carolina-Pembroke

“Revising Writing Process: Engineering Design and Context-Dependent Writing Model”

Caroline Garmon, Clemson University

“Cloud Computing: The Rhetorical Situation of the Workplace”

Yingquin Liu, Cameron University

“Technical Writing Student Texts and Technical Writing Class: An Interactive Genre Approach”

Josh Mehler, Florida State University

“Parks Canada’s Explora Program: Using GPS Technology to Reconfigure Rhetorical Situation”

### **Table 17: Ethics, Participation, and Service Learning: When It’s Not Clear on Whose Side You Are**

Discussion Leaders: Laurie Britt-Smith, University of Detroit Mercy; Julie Myatt, Middle Tennessee State University

Lucy Arnold, University of Louisville

“Composing Composition”

Julie Myatt, Middle Tennessee State University

“Looking Forward, Looking Back: Heeding Composition’s History of Service-Learning in Obama’s Culture of Service”

Rachael Wendler, University of Arizona

“Human ‘Subjects’ Protection for Service-Learning Clients?: Feminist, Decolonial, and Participatory Frameworks for Ethical Engagement”

Grace Wetzel, University of South Carolina

“Service Learning, Self-Representation, and the Problem of Audience”

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### **Table 18: Negotiation and Experience in Digital Spaces**

Discussion Leaders: Billie Hara, Texas A&M University-Corpus Christi; Karen Lunsford, University of California-Santa Barbara

Brian Dickenson Cope, Indiana University of Pennsylvania

“A Praxis of Teacher/Student Relation: An Ecological Theory of Negotiating Contested Spaces”

Walter Iriarte, Clemson University

“Poetry and Cinematics: A Digital-Oriented Poetry Writing Workshop”

Bonnie Lini Markowski, University of Scranton

“Spill Yall emotions out’: Composing Grief on Facebook”

Jenna Pack, University of Arizona

“Working Towards a Generative Pedagogy: Heidegger’s Saving Power as an Heuristic for Creating Online Writing Assignments”

### **Table 19: Cross-Cultural Studies of Language and Literacy**

Discussion Leaders: Susan V. Meyers, Oregon State University; Connie Kendall Theado, University of Cincinnati

Morgan Cooper, University of California-Davis

“Writing Under Occupation: A Survey and Case Study of Writing Curriculum in Higher Education”

Susan V. Meyers, Oregon State University

“Del Otro Lado: Constructions of Literacy in Rural Mexico and the Effects of Transnational Migration”

Renee Reynolds, University of Arizona

“When Natives Become Foreigners: An Examination of ‘Students’ Right to Their Own Language’ in a Digital Age”

Maya Sanyal, Drew University

“Defining Writing Center Work: WC Administrators, Writing Instructors, Writing Fellows, and ESL/ELL Students in the U.S. Undergraduate Class”

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**Table 20: Telling Stories: Literacy Narratives and Case Studies**

Discussion Leaders: Matthew Levy, Pacific Lutheran University; Donald Kenneth Pardlow, Claflin University; Marjorie Stewart, Art Institute of Pittsburgh

Mohammed Alghamdi, Creighton University  
“Found in a Language”

Donald Kenneth Pardlow, Claflin University  
“Teaching Narrative-Based Methods of Induction to Meet the Critical Literacy, Leadership, and Service Objectives of a Historically Black University”

Marisa Sandoval, University of Arizona  
“An Exploration of Rural Literacy and Its Effects on Students in College Composition Classes”

Jim Webber, University of New Hampshire  
“The Rhetoric of Literacy Instruction: A Case Study”

**Table 21: “I Am Whoever You Say I Am”: Reconsidering Assumptions about Identities in Writing Studies**

Discussion Leaders: William Carney, Cameron University; Jennifer Ann Pooler, University of Texas-Tyler

William Carney, Cameron University  
“Do As I Do’: The Tacit Dimension in the Training of FYC Faculty”

Jennifer Ann Pooler, University of Texas-Tyler  
“The No Future Paper: Queering the Institution’s Contested Representation(s) of Writing Center Work/Identity”

Dahlani Reynolds, University of Pittsburgh  
“Engaging Public Rhetorics of (Dis)Content: Project English, NEH Seminars, and the National Writing Project”

Katja Thieme, University of British Columbia  
“Researching ‘Research’: Where Students Think Research Happens and How They See Themselves Participating in It”

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**Table 22: Empowering Student Writers, The Next Generation**

Discussion Leaders: John Dunn, Eastern Michigan University; Denise Landrum-Geyer, Southwestern Oklahoma State University

Jonathan Lashley, Clemson University  
“Composing at Play”

Jennifer Marciniak, University of Louisville  
“The Farmhouse Online: Rural Literacy in the Contact Zone of Cyber Education”

Katharine Bassett Patterson, University of British Columbia  
“Researching ‘Research’: Investigating Arts Students’ Perceptions of the Mandate of a Research-Intensive University”

Susan A. Smith, Georgia Southern University  
“The Wordless Essay—The First Assignment for the First-Year Writing Class, *Beginning the Academic Multigenre Writing Process*”

**Table 23: Rhetorical Conflict: Making a Case through Discourse Analysis**

Discussion Leaders: Jamie Thornton, Kaplan University; Katherine Wills, Indiana University-Purdue University

Erin Cartaya, Creighton University  
“In Doubt, We Hope: Lacanian Drive and the Presence of Hope in Doubt”

Jessica R. L. Edwards, Washington State University  
“Environmental Justice and the EPA”

Jonathan Maricle, University of South Carolina  
“The Cartography of Deliberation: Relationality in Ontological Politics”

Keidrick J. Roy, University of Arizona  
“The Discourse of Hiding and the Rhetoric/s of Revelation”



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### **Table 24: Getting with the Program: Design, Assessment, and Curriculum**

Discussion Leaders: Susan North, The University of Tennessee-Chattanooga; Carl Whithaus, University of California-Davis

Matt Davis, Florida State University

“Undergraduate Rhetoric and Composition Majors in a Digital World”

Erin Herrmann, Metropolitan Community College-Omaha

“Meaning Mission: Mission Statement as Praxis in the Writing Center and Composition Classroom”

Tina S. Kazan, Elmhurst College

“Haunted by Ghost Stories: Understanding Power, Influence, and Authority in Writing Program Administration”

Susan North, The University of Tennessee-Chattanooga

“Assessment of New Freshman English Options”

### **Table 25: Creating Cultures of Writing across the Curriculum**

Discussion Leaders: Catherine Gabor, San Jose State University; Michael Pemberton, Georgia Southern University

Anita M. DeRouen, Millsaps College

“Conceptual Infrastructure of Writing Study at Millsaps College (CIWI Study)”

Catherine Gabor, San Jose State University

“Haunted by Ghost Stories: Understanding Power, Influence, and Authority in Writing Program Administration”

Al Harahap, San Francisco State University

“Helping to Invent Others’ Universities: Considerations by Writing Tutors and Fellows”

Sandra L. Tarabochia, University of Nebraska-Lincoln

“A Revisionary Approach to Cross-Curricular Literacy Work”

### **Table 26: You CAN Take It With You: Studying the Transfer of Writing-Knowledge**

Discussion Leaders: Dana Lynn Driscoll, Oakland University; Ed Jones, Seton Hall University

Dana Lynn Driscoll, Oakland University

“Exploring Transfer in First-Year Writing Courses and Beyond: Definitions of Writing, Attitudes, and Student Experiences”

Ed Jones, Seton Hall University

“Creating a Writing-Knowledge Transfer Survey Instrument”

Kenneth Walker, University of Arizona

“STEM Literature in FYW Classrooms”

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### **Table 27: New Wine in Old Bottles: Pedagogical Change in First Year Composition**

Discussion Leaders: Sarah Stanley, University of Alaska-Fairbanks; Eunjyu Yu, State University of New York-Canton

Ali Arnold, University of New Orleans

“Thinking Outside the 5-Paragraph Box: How to Teach Writing Beyond Form”

Jacqueline Megow, Oklahoma State University

“Eyesight and Insight: Visual Rhetoric and Critical Thinking Skills”

Sarah Stanley, University of Alaska at Fairbanks

“The Writer and the Sentence: A Critical Grammar Pedagogy that Values the Micro”

Eunjyu Yu, State University of New York-Canton

“At-Risk Students’ Perception and Implementation of Metacognitive Writing Strategies”

### **Table 28: What Do Writing Centers Do? And Once We Agree – Then What?**

Discussion Leaders: Pamela Childers, The Clearinghouse; Deborah H. Reese, Armstrong Atlantic State University

Beth Beggs, University of Georgia

“The University of Georgia Writing Center: An Investigation into Consultants’, Clients’, and Secondary Users’ Perceptions of Center Services in Efficacy”

Barrie Meadows, University of Louisville

“Faculty (Mis)Conceptions and the Writing Center Mission”

Elizabeth Chilbert Powers, Florida State University

“Invention in the Writing Center”

Deborah H. Reese, Armstrong Atlantic State University

“Examining Voluntary Versus Required Visits to Writing Centers”

### **Table 29: First Year Composition Forever!**

Discussion Leaders: Paul Dahlgren, Georgia Southwestern State University; Heather Urbanski, Central Connecticut State University

Paul Dahlgren, Georgia Southwestern State University

“Composition on the Tenure Track: Challenges and Opportunities”

Ruth M. Outland, Florida State University

“Teaching Composition as Rhetoric: A Participatory Model of Composition Instruction”

Mark Alan Williams, University of Louisville

“Negotiating the First Year Writing Classroom”

Heather Urbanski, Central Connecticut State University

“Resistant Student Writers in College Composition”

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### **Table 30: Personal Narratives, Cultural Texts, and the Psychology of Self-Representation**

Discussion Leaders: Mark Brantner, Binghamton University; Lance Massey, Bowling Green State University

Holly Bauer, University of California-San Diego

“This is Your Brain on Writing: What Neuroscience Teaches Us About Teaching Writing”

Ginger Jurecka Blake, University of Wisconsin-Madison

“Writing Spaces as Non-Places”

Mark Brantner, Binghamton University

“Subject of Voice: Object of Composition”

Anna Plemons, Washington State University

“Voices and Echoes: Place, Composition, Incarceration, and Mental Health”

### **Table 31: Digital Communities: Creating and Maintaining Connection**

Discussion Leaders: Deanya Lattimore, Syracuse University; Bronwyn T. Williams, University of Louisville

Joe Erickson, Bowling Green State University

“Designing and Maintaining Rhetoric and Composition Program Websites: An Empirical Study and a Heuristic Model”

Alison A. Lukowski, Northern Illinois University

“Writing Centers: Digital Tutoring and Community”

Jeffery Spruill, University of Oklahoma

“Social Networking, Formal Writing, and Literacy Crisis Narrative”

### **Table 32: New Identities/New Ideas: Contact Zones in the Composition Classroom**

Discussion Leaders: Keith Dorwick, University of Louisiana-Lafayette; Gina M. Merys, Creighton University

Jen Litton, University of Tennessee-Chattanooga

“Social Networks, Pop Culture, and Sexual Literacy: How Queer Theory Can Save College Composition”

Kristin Mock, University of Arizona

“Emergent Feminizations: A History of Rhetorica in the Writing Classrooms”

Danielle Shulamith Muller, Colorado State University

“The Rhetoric of Green and a ‘Vocabulary of Value’: Ecocomposition in the First-Year Composition Classroom”

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### **Table 33: When the Method is the Research: Methodological Studies**

Discussion Leaders: Elizabeth G. Allan, Oakland University; Elizabeth Kimball, Drew University

Elizabeth G. Allan, Oakland University

“When the IRB is the Audience: Undergraduate Ethnographers Writing for Real”

Elizabeth Kimball, Drew University

“Towards a Rhetorical Multilingualism”

Valerie A. Vancza, University of Rhode Island

“Participant Voices in Writing Assessment Practice”

Maja Wilson, University of Maine

“Rhetorical Case Study of Conflicting Views of Literacy and Assessment in a Middle School”

### **Table 34: Writing Programs and Perspective: It All Depends How You Look at It:**

Discussion Leaders: Lauren DiPaula, Georgia Southwestern State University; Mark Sutton, Kean University

Catherine Chmidling, University of Missouri

“Perception and Reality in Writing Intensive and Non-Writing Intensive Courses”

Laura J. Davies, Le Moyne College

“Perspectives on Professional Development: A History of the Syracuse Writing Program”

Lauren DiPaula, Georgia Southwestern State University

“Composition on the Tenure Track: Challenges and Opportunities”

Jennifer K. Johnson, Indiana University of Pennsylvania

“Developing a Teaching Identity: The Role of Disciplinarity in TA Preparation”

### **Table 35: Assessment: Learning from Past Performance**

Discussion Leaders: Nicholas N. Behm, Elmhurst College; Paul Walker, Murray State University

Nicholas N. Behm, Elmhurst College

“Moving Forward as We Look Back: Introducing a Fourth Wave of Writing Assessment Scholarship”

Bridget R. Cooper, North Carolina State University

“Re-Purposing the Portfolio: Assessing Assessment”

Collie Fulford, North Carolina Central University

“Discomforting Challenges: A Case Study of Discord and Creativity in Writing Program Evolution”

Justin Jory, University of Colorado–Colorado Springs

“WPA and Technology Reform: Assessing Existing Conditions, Mapping Responsive Change”

## Research Network Forum at CCCC / Atlanta, GA / 2011

### **Table 36: Fairness, Flexible Standards, and the Language of Assessment**

Discussion Leaders: Seth Mulliken, North Carolina State University; Bonita R. Selting, University of Missouri

Lama Alharbi, Creighton University

“Conspiracy of Silence’: Victim, Victimizer, and Witnesses in Classrooms”

Sarah DeBacher, University of New Orleans

“When Assessment Breaks Your Heart: Assessing Ethically and Empathetically After Katrina”

Lisa Mahle-Grisez, Sinclair Community College

“Standards or Standardization??: The Language of Assessment and Its Impact on Composition Studies”

Bonita R. Selting, University of Missouri

“Cross-disciplinary Conceptualizations of Writing Assessment Terminology”

### **Table 37: Building New Theories for New Media**

Discussion Leaders: Dawn Formo, California State University-San Marcos; Kathleen Ethel Welch, University of Oklahoma

Gina M. DeNardi, Kent State University

“Understanding the Modern Writing Center”

Steven Keoni Holmes, Clemson University

“Pierced by New Media: K@iros, Materiality, and Composition”

Kathleen Ethel Welch, University of Oklahoma

“The Teaching of Writing and Visual Argument”

Courtney L. Werner, Kent State University

“Developing the Discipline: An Archaeology of New Media”

### **Table 38: Closing the Loop: Programmatic and Curricular Assessment**

Discussion Leaders: Kim Ballard, Western Michigan University; Ellen Schendel, Grand Valley State University

Kim Ballard, Western Michigan University

“Outcome-Based Writing Center Assessment”

Christina M. LaVecchia, University of Cincinnati

“A Beginner’s Guide to Writing Program Assessment”

Wanda D. Lloyd, North Carolina State University

“Re-Purposing the Portfolio: Assessing Assessment”

Marc Scott, New Mexico State University

“WPAs, Assessment, and Curriculum Change: A Rhetorical Analysis”

**Table 39: An Appetite for Language: Cultural Views of the Food and Music Industries**

Discussion Leaders: William Macauley, College of Wooster; Thomas Ferstle, Barry University

Bill Doyle, University of Tampa

“Elitism or Ethics: The Rhetoric of Whole Food”

Liz Lane, DePaul University

“Creativity, Consumers, and Copyright: How the Internet and Consumer Usage Has Changed the Music Industry”

Katie Zabrowski, Creighton University

“The Rhetoric of Taste Education: Food’s Rhetorical Influence in the Creation of ‘Gastronome’ Principles and Identity”

**Table 40: Finding a Voice, Crossing Borders**

Discussion Leaders: Diane Kelly-Riley, Washington State University; John W. Pell, Elon University

Rachel Bloom, University of Kansas

“Translating International Service-Learning: Re-writing Voices of the Community into Immersion Reflections”

Juan M. Gallegos, University of Arizona

“Basic Writing as Borderland: Hybrid Identities in Hispanic-Serving Institutions”

Glenn Hutchinson, Johnson C. Smith University

“The Rhetoric of Immigration and Theater”

John W. Pell, Elon University

“(An)Other Way: Pragmatic Empathy as Inventive Methodology”

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**A special note of gratitude goes to all of our 2011 Discussion Leaders. Thank you for your dedication to promoting and supporting conversations about research in our field.**

## Editors' Roundtable Journals and Editor Participants

*Across the Disciplines*  
Michael Pemberton

*The Clearinghouse*  
Pamela Childers

*College Composition and Communication*  
Kathleen Blake Yancey

*Composition Forum*  
Christian Weisser

*Enculturation*  
Byron Hawk

*First-Year Honors Composition*  
CB Mckenzie

*The Journal for Undergraduate Multimedia Projects  
(The JUMP)*  
Justin Hodgson

*Journal of Basic Writing*  
Rebecca Mlynarczyk

*Journal of the Assembly of Advanced Perspectives on  
Learning*  
Brad Peters & Joonna Trapp

*Journal of Teaching Writing*  
Kim Brian Lovejoy

*Journal of Writing Assessment*  
Diane Kelly-Riley

*Kairos: A Journal of Rhetoric, Tchnology, and  
Pedagogy*  
Cheryl Ball and Doug Eyman

*Open Words: Access and English Studies*  
Bill Thelin

*Present Tense: A Journal of Rhetoric in Society*  
Allen Brizee

*Pre/Text*  
Victor Vitanza

*Programmatic Perspectives*  
Bill Williamson

*Reader*  
Patricia Donahue

*Readerly/ Writerly Texts*  
Ollie Oviedo

*Reflections: A Journal of Writing, Community  
Literacy, & Service Learning*  
Stephen J. Parks

*Taylor and Francis Journal of Listening*  
William Beard

*Technoculture*  
Keith Dorwick

*WPA: Writing Program Administration*  
Alice Horning

*The Writing Instructor*  
Dawn Formo

*WOE: Writing on the Edge*  
Eric Schroder

*Xchanges*  
Julianne Newmark



## Afternoon Tables

### **Table 1: Theorizing Assessment and (Teaching) Assignments**

Discussion Leaders: Catherine Gabor, San Jose State University; Lauren DiPaula, Georgia Southwestern State University

Beth Beggs, University of Georgia

“The University of Georgia Writing Center: An Investigation into Consultants’, Clients’, and Secondary Users’ Perceptions of Center Services and Efficacy”

John D. Dinolfo, Clemson University

“An Inquiry into the Pedagogical Role of Writing and Visual Communication in Nursing Education”

Lauren DiPaula, Georgia Southwestern State University

“Composition on the Tenure Track: Challenges and Opportunities”

Catherine Gabor, San Jose State University

“Haunted by Ghost Stories: Understanding Power, Influence, and Authority in Writing Program Administration”

### **Table 2: See What I See? Analyzing Perceptions of Writing Contexts**

Discussion Leaders: Star Medzerian, Nova Southeastern University; Ellen Schendel, Grand Valley State University

Star Medzerian, Nova Southeastern University

“Removed from Reality: Rhetorical Distance as a Measure of Stylistic Effectiveness”

Katharine Bassett Patterson, University of British Columbia

“Researching ‘Research’: Investigating Arts’ Students Perceptions of the Mandate of a Research-Intensive University”

Chelsea Swick, Kent State University

“Transactionality of Writing Processes: Web to Classroom”

Jim Webber, University of New Hampshire

“The Rhetoric of Literacy Instruction: A Case Study”

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## Research Network Forum at CCCC / Atlanta, GA / 2011

### **Table 3: Narratives of New Technologies and Scientific Theory**

Discussion Leaders: Byron Hawk, University of South Carolina; Rebecca Rickly, Texas Tech University

Josh Mehler, Florida State University

“Parks Canada’s Explora Program: Using GPS Technology to Reconfigure Rhetorical Situation”

Anna Plemons, Washington State University

“Voices and Echoes: Place, Composition, Incarceration, and Mental Health”

Carrie Wastal, University of California-San Diego

“Brain Imaging and Its Implications for Pedagogy”

### **Table 4: Re-Imagining Composition: Alternative Histories, Interpretations, and Contexts**

Discussion Leaders: David Beard, University of Minnesota-Duluth; John W. Pell, Elon University

David Beard, University of Minnesota-Duluth

“Rereading Ann Berthoff”

Rosanne Carlo, University of Arizona

“Hunting for Disciplinary Ethos: Rhetoric and Composition’s Emergence in the Modern University”

Matt Davis, Florida State University

“Undergraduate Rhetoric and Composition Majors in a Digital World”

John W. Pell, Elon University

“(An)Other Way: Pragmatic Empathy as Inventive Methodology

### **Table 5: Radical Re-Interpretations of Canonical Texts: Plato, Aristotle, Barthes, and Ladies Literary Societies**

Discussion Leaders: Mark Brantner, Binghamton University; Allen Brizee, Loyola University Maryland

Mark Brantner, Binghamton University

“Subject of Voice: Object of Composition”

Katherine Fredlund, Bowling Green State University

“The Collaborative Rhetorics of Ladies Literary Societies: Feminist Connotations”

Steven Keoni Holmes, Clemson University

“Pierced by New Media: K@iros, Materiality, and Composition”

## Research Network Forum at CCCC / Atlanta, GA / 2011

### **Table 6: Changing Literacy Values Outside and Inside the Academy**

Discussion Leaders: Matthew Levy, Pacific Lutheran University; Susan V. Meyers, Oregon State University

Tamika L. Carey, University of North Carolina-Pembroke  
“Problems, Promises, and Prescriptions”

Jerry W. Lee, University of Arizona  
“Colonial Memories Revised: Korea and Japan at the World Baseball Classic”

Susan V. Meyers, Oregon State University  
“Del Otro Lado: Constructions of Literacy in Rural Mexico and the Effects of Transnational Migration”

Katja Thieme, University of British Columbia  
“Researching ‘Research’: Where Students Think Research Happens and How They See Themselves Participating in It”

### **Table 7: Dynamic Spaces, Writing Places**

Discussion Leaders: Katherleen Ethel Welch, University of Oklahoma; Tom Ferstle, Barry University

Katherine Bridgman, University of Florida  
“Mapping the Unbounded Authorial Body”

Leigh Graziano, Florida State University  
“Visual Epideictic and Deliberative Rhetoric in Vernacular Memorial Sites”

Lauren M. Mitchell, Clemson University  
“A Sensual Architecture of Rhetoric”

Katheleen Ethel Welch, University of Oklahoma  
“The Teaching of Writing and Visual Argument”

### **Table 8: Particular Perspectives on Language: Discourse and Writing Process**

Discussion Leaders: Donald Kenneth Pardlow, Clafin University; Paul Walker, Murray State University

Polina Chemishanova, University of North Carolina-Pembroke  
“Revising Writing Process: Engineering Design and Context-Dependent Writing Model”

Amanda Fields, University of Arizona  
“The Composing Process and Creative Writing: Complicating the Research”

Nicole Ashanti McFarlane, Clemson University  
“The Racial Rhetoric of Cuteness as a Decorative Decorum”

Donald Kenneth Pardlow, Clafin University  
“Teaching Narrative-Based Methods of Induction to Meet the Critical Literacy, Leadership, and Service Objectives of a Historically Black University”

## Research Network Forum at CCCC / Atlanta, GA / 2011

### **Table 9: Programmatic Issues in Writing Studies**

Discussion Leaders: Dawn Fels, Indiana University of Pennsylvania; Diane Kelly-Riley, Washington State University

Bridget R. Cooper, North Carolina State University  
“Re-Purposing the Portfolio: Assessing Assessment”

Joe Erickson, Bowling Green State University  
“Designing and Maintaining Rhetoric and Composition Program Websites: An Empirical Study and a Heuristic Model”

Jennifer K. Johnson, Indiana University of Pennsylvania  
“Developing a Teaching Identity: The Role of Disciplinarity in TA Preparation”

Marc Scott, New Mexico State University  
“WPAs, Assessment, and Curriculum Change: A Rhetorical Analysis”

### **Table 10: The Web Generation’s Values and Rhetorics**

Discussion Leaders: Judy Arzt, St. Joseph College-CT; Janice Walker, Georgia Southern University

Judy Arzt, St. Joseph College-CT  
“Social Networking: Critical Thinking, Multimedia, and New Literacies”

Liz Lane, DePaul University  
“Creativity, Consumers, and Copyright: How the Internet and Consumer Usage Has Changed the Music Industry”

Jonathan Lashley, Clemson University  
“Composing at Play”

Jenna Pack, University of Arizona  
“Working Towards a Generative Pedagogy: Heidegger’s Saving Power as a Heuristic for Creating Online Writing Assignments”



## Research Network Forum at CCCC / Atlanta, GA / 2011

### **Table 11: It's Not the Tale, but How It's Told: Narrative and Ideology**

Discussion Leaders: John Dunn, Eastern Michigan University; Lennie Irvin, San Antonio College

Stephen J. Lind, Clemson University

“I'd Like to Say a Few Words: Religion, Media, and Charles Schultz's *Peanuts*”

Danielle Shulamith Muller, Colorado State University

“The Rhetoric of Green and a ‘Vocabulary of Value’: Ecocomposition in the First-Year Composition Classroom”

Dahlani Reynolds, University of Pittsburgh

“Engaging Public Rhetorics of (Dis)Content: Project English, NEH Seminars, and the National Writing Project”

Katie Zabrowski, Creighton University

“The Rhetoric of Taste Education: Food's Rhetorical Influence in the Creation of ‘Gastronome’ Principles and Identity”

### **Table 12: So What's the “Problem” with First-Year Writing?**

Discussion Leaders: Kelly Concannon Manniese, Nova Southeastern University; Dana Driscoll, Oakland University

Lisa Mahle-Grisez, Sinclair Community College

“Standards or Standardization?”: The Language of Assessment and Its Impact on Composition Studies”

Jacqueline Megow, Oklahoma State University

“Eyesight and Insight: Visual Rhetoric and Critical Thinking Skills”

Ruth M. Outland, Florida State University

“Teaching Composition As Rhetoric: A Participatory Model of Composition Instruction”

Mark Alan Williams, University of Louisville

“Negotiating the First Year Writing Classroom”

### **Table 13: Textual Bootstraps: Historical and Discursive Studies of Foundational Texts**

Discussion Leaders: Laurie Britt-Smith, University of Detroit Mercy; Gina Merys, Creighton University

Amanda Athon, Bowling Green State University

“Examining African American Self-Education Manuals in the Late 19<sup>th</sup> and Early 20<sup>th</sup> Centuries”

Amy J. Lueck, University of Louisville

“Invisible Literacies: The Unintended Transmission of Nineteenth-Century Instructional Texts”

Marisa Sandoval, University of Arizona

“An Exploration of Rural Literacy and Its Effects on Students in College Composition Classes”

David Stock, University of Wisconsin-Madison

“Nineteenth-Century Rhetorical Education and The Emerging American University”

## Research Network Forum at CCCC / Atlanta, GA / 2011

### **Table 14: The New 3 R's: Reviewing, Revisiting, Revising**

Discussion Leaders: Ollie O. Oviedo, Eastern New Mexico University; Ralph Wahlstrom, Buffalo State College

William Duffy, University of North Carolina-Greensboro

“Kenneth Bruffee’s ‘Social Turn’ Collaboration: A Thirty-Year Assessment”

Danielle Koupf, University of Pittsburgh

“(Re)writing Originality”

Ollie O. Oviedo, Eastern New Mexico University

“Critical Dimensions and Implications of the Book, *Digital Tools in Composition Studies*: Its Relevance after Its 2010 Publication”

Ralph Wahlstrom, Buffalo State College

“The Believing Game and Writing in Flow”

### **Table 15: Old Issues, New Theory**

Discussion Leaders: Nicholas N. Behm, Elmhurst College; Valerie Perry, Lewis University

Lisa Arnold, University of Louisville

“Historiography and the ‘Work’ of Rhetoric and Composition”

Nicholas N. Behm, Elmhurst College

“Moving Forward as We Look Back: Introducing a Fourth Wave of Writing Assessment Scholarship”

Valerie Perry, Lewis University

“Refuse, Reuse, Recycle: Constructing a (Re)New(ed) Ethos for Composition Studies

Susan A. Smith, Georgia Southern University

“The Wordless Essay—The First Assignment for the First-Year Writing Class, *Beginning the Academic Multigenre Writing Process*”

### **Table 16: . . . . : Silences in the Composition Classroom**

Discussion Leaders: Heather Lettner-Rust, Longwood University; Sarah Spring, Winthrop University

Lama Alharbi, Creighton University

“‘Conspiracy of Silence’: Victim, Victimizer, and Witnesses in Classrooms”

Lisa Bailey, University of South Carolina

“Kairotic Silence: Possibilities for Invention through a Pedagogy of Silence”

Ashly Bender, University of Louisville

“Writing Silence”

Heather Trahan, Bowling Green State University

“Teaching, Performance, and Silence: Flipping the Script on Some Worn-Out Tropes”

## Research Network Forum at CCCC / Atlanta, GA / 2011

### **Table 17: Narrating the Self into Being: Storytelling, Cultural Forms, and Composition**

Discussion Leaders: Steve Parks, Syracuse University; Lance Massey, Bowling Green State University

Mohammed Alghamdi, Creighton University

“Found in a Language”

Jean Bessette, University of Pittsburgh

“The Composition of Collective Memory: Literacy, Pedagogy, and Identity in the Extracurriculum”

Ginger Jurecka Blake, University of Wisconsin-Madison

“Writing Spaces and Non-Places”

Brian Dickenson Cope, Indiana University of Pennsylvania

“A Praxis of Teacher/Student Relation: a Ecologic Theory of Negotiating Contested Spaces”

### **Table 18: Theorizing New Approaches to Classroom Practice**

Discussion Leaders: Elizabeth G. Allan, Oakland University; Victor Vitanza, Clemson University

Elizabeth G. Allan, Oakland University

“When the IRB is the Audience: Undergraduate Ethnographers Writing for Real”

Jonathan Maricle, University of South Carolina

“The Cartography of Deliberation: Relationality in Ontological Politics”

Mary Stroud, University of Arizona

“The Search for a Sophistic Ecology: Kreittôn Logos as an Ecological Model for the Writing Classroom”

Pamela S. Wright, University of California-San Diego

“This is Your Brain on Writing: Revising our Classroom Practices in a Networked World”

### **Table 19: Casting a Wider Net: Creative Use of Internet Applications for Classroom and Workplace Writing**

Discussion Leaders: Kathie Gossett, Old Dominion University; Deanya Lattimore, Syracuse University

Caroline Garmon, Clemson University

“Cloud Computing: The Rhetorical Situation of the Workplace”

Christine Masters Jach, Western Illinois University

“Global Imagination and Visual Rhetoric in Google Earth”

Sigrid Streit, Kent State University

“Touch Me Softly: The Use of Gestures in Touchscreen Technology”

Jeff Swift, North Carolina State University

“Blogging the Academic Research Paper”

## Research Network Forum at CCCC / Atlanta, GA / 2011

### **Table 20: First-Year Writing Instructors: Who We Are and How We Teach**

Discussion Leaders: Irene Clark, California State University-Northridge; Paul Dahlgren, Georgia Southern State University

Ali Arnold, University of New Orleans

“Thinking Outside the 5-paragraph Box: How to Teach Writing Beyond Form”

Irene Clark, California State University-Northridge

“Fostering Genre Awareness and Pedagogical Memory”

Paul Dahlgren, Georgia Southern State University

“Composition on the Tenure Track: Challenges and Opportunities”

Christine Vassett, Mesa Community College

“Adjunct Education: Anticipating Resistance to the Unfamiliar Rhetoric”

### **Table 21: Composition Studies: Responding to Shifts in Audience, Theories, and Technologies**

Discussion Leaders: Anthony Atkins, University of North Carolina-Wilmington; Jamie Thornton, Kaplan University; Jennifer Consilio, Lewis University

Holly Bauer, University of California-San Diego

“This is Your Brain on Writing: What Neuroscience Teaches Us about Teaching Writing”

Alan Chu, University of Arizona

“Mixed Methodologies: Punk Perspectives in Social Collaboration”

Jennifer Consilio, Lewis University

“Refuse, Reuse, Recycle: Constructing a (Re)New(ed) Ethos for Composition Studies”

Ghanashyam Sharma, University of Louisville

“Pluralization Continued: Incorporating Alternative Epistemological Worldviews in Composition Studies”

### **Table 22: Reconfiguring Composition Theory: Social Networks and Online Communities**

Discussion Leaders: Justin Hodgson, University of Texas-Austin; Moriah McCracken, University of Texas-Pan American

Jen Litton, University of Tennessee-Chattanooga

“Social Networks, Pop Culture, and Sexual Literacy: How Queer Theory Can Save College Composition”

Jennifer Marciniak, University of Louisville

“The Farmhouse Online: Rural Literacy in the Contact Zone of Cyber Education”

Bonnie Lini Markowski, University of Scranton

“Spill Yall emotions out’: Composing Grief on Facebook”

Jeffrey Spruill, University of Oklahoma

“Social Networking, Formal Writing, and Literacy Crisis Narrative”



**Table 23: Who Gets Shut Up So Others Can Speak?: The Ethics of Voice**

Discussion Leaders: Rebecca Jones, University of Tennessee-Chattanooga; Heather Urbanski, Central Connecticut State University

Cate Blouke, University of Texas

“Painful Laughter: Rhetoric and Uncomfortable Humor”

Jessica R.L. Edwards, Washington State University

“Environmental Justice and the EPA”

Heather Urbanski, Central Connecticut State University

“Resistant Student Writers and College Composition”

Rachael Wendler, University of Arizona

“Human ‘Subjects’ Protection for Service-Learning Clients?: Feminist, Decolonial, and Participatory Frameworks for Ethical Engagement”

**Table 24: Perceptions Across Identities: Learning to Work Together**

Discussion Leaders: William Macauley, College of Wooster; Marjorie Stewart, Art Institute of Pittsburgh

Catherine Chmidling, University of Missouri

“Perception and Reality in Writing Intensive and Non-Writing Intensive Courses”

Morgan Cooper, University of California-Davis

“Writing Under Occupation: A Survey and Case Study of Writing Curriculum in Higher Education”

Juan M. Gallegos, University of Arizona

“Basic Writing as Borderland: Hybrid Identities in Hispanic-Serving Institutions”

Mitzi W. Jones, University of Arkansas

“Mapping WAW: Variations on a Theme”

**Table 25: Rethinking Rhetorical and Pedagogical Assumptions**

Discussion Leaders: Eunju Yu, State University of New York-Canton; Katherine Wills, Indiana University-Purdue University

Megan J. Bardolph, University of Louisville

“Athletic Rhetoric: Redefining the Boundary between Academic and Athletic Activity”

Lavinia Hirsu, Indiana University-Bloomington

“Visual Stasis and the Limits of Rhetoricity”

Jaclyn Rea, University of British Columbia

“Researching ‘Research’: Investigating Popular Conceptualizations of Research Activity”

Eunju Yu, State University of New York-Canton

“At-Risk Students’ Perception and Implementation of Metacognitive Writing Strategies”

**Table 26: Exploring Stigmatized Buzzwords and Images**

Discussion Leaders: Katherine H. Adams, Loyola University New Orleans; Ethna D. Lay, Hofstra University

Katherine H. Adams, Loyola University New Orleans  
“Rhetorical Constructions of Women in the American Circus”

Erin Cartaya, Creighton University  
“In Doubt, We Hope: Lacanian Drive and the Presence of Hope in Doubt”

Glenn Hutchinson, Johnson C. Smith University  
“The Rhetoric of Immigration and Theater”

LaToya L. Sawyer, Syracuse University  
“When Barbie Talks Back: A Feminist Rhetorical Analysis of the Music of Rapper Nicki Minaj”

**Table 27: Back in the “Good Old Days”: Gender, Single Women, and History**

Discussion Leaders: Holly Middleton, New Mexico Highlands University; Seth Mulliken, North Carolina State University

K. Shannon Howard, University of Louisville  
“Recovering Mary Huston Turk as Silenced Summer Camp Director”

Holly Middleton, New Mexico Highlands University  
“The Use of Force: Emotion and Restraint in Academic Literacy, 1874-1910”

Keidrick J. Roy, University of Arizona  
“The Discourse of Hiding and the Rhetoric/s of Revelation”

Rebecca Skinner, Florida State University  
“Nellie Bly and the Stunt Girls: Performing News in the 19<sup>th</sup> Century”

**Table 28: Fair and Balanced?: Complex Responses to Difference**

Discussion Leaders: Teddi Fishman, Clemson University; Jacqueline McLeod Rogers, University of Winnipeg

Sara DeBacher, The University of New Orleans  
“When Assessment Breaks Your Heart: Assessing Ethically and Empathetically After Katrina”

Andrea Alden Lewis, Arizona State University  
“Constructing Disorder: The Rhetoric of Mental Illness in the Public Sphere”

Shannon Walters, Temple University  
“Composition and Disability Studies Research Methodology”

Grace Wetzel, University of South Carolina  
“Service Learning, Self-Representation, and the Problem of Audience”

**Table 29: Mapping Knowledge: Survey Research in Writing Studies**

Discussion Leaders: Ed Jones, Seton Hall University; Bonita R. Selting, University of Missouri

Ed Jones, Seton Hall University

“Creating a Writing-Knowledge-Transfer Survey Instrument”

Justin Jory, University of Colorado-Colorado Springs

“WPA and Technology Reform: Assessing Existing Conditions, Mapping Responsive Change”

Meredith A. Love, Francis Marion University

“Revising the Picture: Taking a Fresh Look at Preparedness Using Institutional Data and Surveys”

Bonita R. Selting, University of Missouri

“Cross-disciplinary Conceptualizations of Writing Assessment Terminology”

**Table 30: Strategizing Writing Center Ethos**

Discussion Leaders: Jennifer Ann Pooler, University of Texas-Tyler; Deborah H. Reese, Armstrong Atlantic State University

Gina M. DeNardi, Kent State University

“Understanding the Modern Writing Center”

Alison A. Lukowski, Northern Illinois University

“Writing Centers: Digital Tutoring and Community”

Jennifer Ann Pooler, University of Texas-Tyler

“The No Future Paper: Queering the Institution’s Contested Representation(s) of Writing Center Work/Identity”

Deborah H. Reese, Armstrong Atlantic State University

“Examining Voluntary versus Required Visits to Writing Centers”

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**Table 31: Neural and Social Networks: Relationships between Writing, Technology, and Modes of Meaning-Making**

Discussion Leaders: Billie Hara, Texas A&M University-Corpus Christi; Kim Richard, St. Joseph College-CT

Chris Gerben, University of Michigan

“Redefining Collaborative Composition Through Analysis of Writing in Social Online Spaces”

Kim Richard, St. Joseph College-CT

“Social Networking: Critical Thinking, Multimedia, and New Literacies”

Christian Damon Smith, University of South Carolina

“Reading, Neuroplasticity, and the Future of Text”

Courtney L. Werner, Kent State University

“Developing the Discipline: An Archeology of New Media”

**Table 32: Where Policies Abound: Initiatives for Program Development, Administration, and Assessment**

Discussion Leaders: Sue Doe, Colorado State University; Jeff Hoogeveen, Lincoln University

Laura J. Davies, Le Moyne College

“Perspectives on Professional Development: A History of the Syracuse Writing Program”

Collie Fulford, North Carolina Central University

“Discomforting Challenges: A Case Study of Discord and Creativity in Writing Program Evolution”

Tina S. Kazan, Elmhurst College

“Haunted by Ghost Stories: Understanding Power, Influence, and Authority in Writing Program Administration”

Christina M. LaVecchia, University of Cincinnati

“A Beginner’s Guide to Writing Program Assessment”

## Research Network Forum at CCCC / Atlanta, GA / 2011

### **Table 33: Polarized Polemics: Destabilizing Cultural Texts and Assumptions**

Discussion Leaders: Connie Kendall Theado, University of Cincinnati; Doreen Piano, University of New Orleans

Jimmy Butts, Clemson University  
“Ostranenie, Mediality, and Reality”

Bill Doyle, University of Tampa  
“Elitism or Ethics: The Rhetoric of Whole Food”

Renee Reynolds, University of Arizona  
“When Natives Become Foreigners: An Examination of ‘Students Right to Their Own Language’ in a Digital Age”

Charlene Summers, University of Kansas  
“Effective Writing for Employers: Found Within the Disciplines and Not FYC”

### **Table 34: Witnesses and Witnessing: Providing Details through Composition Research**

Discussion Leaders: Denise Landrum-Geyer, Southwestern Oklahoma State University; Susan North, University of Tennessee-Chattanooga

Barrie Meadows, University of Louisville  
“Faculty (Mis)Conceptions and the Writing Center Mission”

Susan North, University of Tennessee-Chattanooga  
“Assessment of New Freshman English Options”

Valerie A. Vancza, University of Rhode Island  
“Participant Voices in Writing Assessment Practice”

Maja Wilson, University of Maine  
“Rhetorical Case Study of Conflicting Views of Literacy and Assessment in a Middle School”

### **Table 35: Improving Writing Programs and Programming**

Discussion Leaders: William Carney, Cameron University; Michael Pemberton, Georgia Southwestern State University

William Carney, Cameron University  
“Do As I Do’: The Tacit Dimension in the Training of FYC Faculty”

Anita M. DeRouen, Millsaps College  
“Conceptual Infrastructure of Writing Study at Millsaps College (CIWI Study)”

Erin Hermann, Metropolitan Community College-Omaha  
“Meaning Mission: Mission Statement as Praxis in the Writing Center and Composition Classroom”

Wanda D. Lloyd, North Carolina State University  
“Re-Purposing the Portfolio: Assessing Assessment”

**Table 36: Digital Post-Pedagogical Approaches to Teaching Writing: Cinematics, Comic Books, and Genre**

Discussion Leaders: Keith Dorwick, University of Louisiana-Lafayette; Marc Santos, University of South Florida

Walter Iriate, Clemson University

“Poetry and Cinematics: A Digital-Oriented Poetry Writing Workshop”

Jeff Kirchoff, Bowling Green State University

“Gateway Literacies: Theorizing Literacy Acquisition in the 21<sup>st</sup> Century”

Daniel Richards, University of South Florida

“Pragmatism, Ethics, and Post-Pedagogy”

Kenneth Walker, University of Arizona

“STEM Literature in FYW Classrooms”

**Table 37: Multilingual Connections**

Discussion Leaders: Elizabeth Kimball, Drew University; Sarah Stanley, University of Alaska-Fairbanks

Rachel Bloom, University of Kansas

“Translating International Service-Learning: Re-writing Voices of the Community into Immersion Reflections”

Elizabeth Kimball, Drew University

“Towards a Rhetorical Multilingualism”

Sarah Stanley, University of Alaska-Fairbanks

“The Writer and The Sentence: A Critical Grammar Pedagogy that Values the Micro”

**Table 38: Collaborative, Recursive Practices in Writing Center Space**

Discussion Leaders: Kim Ballard, Western Michigan University; Dawn Formo, California State University-San Marcos

Kim Ballard, Western Michigan University

“Outcome Based Writing Center Assessment”

Al Harahap, San Francisco State University

“Helping to Invent Others’ Universities: Considerations by Writing Tutors and Fellows”

Elizabeth Chilbert Powers, Florida State University

“Invention in the Writing Center”

Maya Sanyal, Drew University

“Defining Writing Center Work: WC Administrators, Writing Instructors, Writing Fellows, and ESL/ELL Students in the U.S. Undergraduate Class

**Table 39: Looking Back, Looking Forward: Identity in Writing Classrooms**

Discussion Leaders: Yingquin Liu, Cameron University; Mark Sutton, Kean University

Lucy Arnold, University of Louisville

“Composing Composition”

Amy Chastain, Missouri Western State University

“Identifying the Reflective Place of the Blog in the Composition Classroom”

Yingquin Liu, Cameron University

“Technical Writing Student Texts and Technical Writing Class: An Interactive Genre Approach”

Kristin Mock, University of Arizona

“Emergent Feminizations: A History of Rhetorica in the Writing Classroom”

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**Graduate Research Network 2011  
Call for Proposals**

We invite proposals for work-in-progress discussions at the twelfth annual **Graduate Research Network** at the 2011 Computers and Writing Conference, May 19, 2011, hosted by the University of Michigan.

The C&W **Graduate Research Network** is an all-day pre-conference event, open to all registered conference participants at no charge.

**Deadline for proposals April 25, 2011.**

For more information about the 2011 Graduate Research Network and the C&W/GRN Travel Grant Fund, visit our Website!

**<http://class.georgiasouthern.edu/writling/GRN>**

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**Thank you for coming in the 2011 RNF.  
We hope it is an excellent start to your 2011 CCCC  
experience, and an event in which you continue to  
participate in future years.**



## Research Network Forum 2012 Call for Proposals

Please join us in **St. Louis** on **Wednesday, 21 March 2012** to **present a Work-in-Progress** presentation, **serve as a Discussion Leader** (for those who are practiced, established researchers), and/or **participate as an Editor** (for those who edit journals/presses). Electronic proposal forms will be available at [www.rnfonline.com/blog](http://www.rnfonline.com/blog).

**Deadline: October 31, 2011.**

You may appear on the RNF Program in addition to having a speaking role at the Conference on College Composition & Communication.

**Questions:** contact [chairs@rnfonline.com](mailto:chairs@rnfonline.com).

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**For more information**

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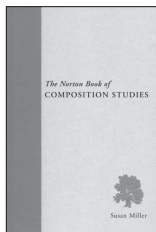
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