Research Network Forum at CCCC
23rd Annual Meeting Program

Kentucky International Convention Center and Marriott Louisville, KY
Ballroom V

Wednesday, 17 March 2010
Conference on College Composition and Communication
National Council of Teachers of English
61st Annual Convention

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2010 Research Network Forum at CCCC
Executive Committee

Chair: Risa P. Gorelick-Ollom / Ramapo College of New Jersey
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
Discussion Leader Coordinator: Gina M. Merys / Creighton University
Publicist: Katherine V. Wills / Indiana U — Purdue U — Columbus
Index 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
Past Chair/Historian: Ollie Oviedo / Eastern New Mexico University

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
Welcome from the RNF Chairs

On behalf of the Research Network Forum at CCCC Executive Committee, we would like to welcome you to Louisville, KY, for our twenty-third annual meeting. We are excited to be in Louisville for the first time and 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. We are excited to welcome Muriel Harris from Purdue University and Michelle Hall Kells from University of New Mexico. The plenary talks will start the RNF off by remixing research issues of writing centers and writing-across-the-curriculum rhetoric, including the graduate research culture in composition/rhetoric programs of both topics. Muriel Harris’ talk, “Rethinking What Writing Centers Say and Do,” will combine her writing center work with the rhetoric we use when writing to our various publics and a related interest in explaining what we do. Michelle Hall Kells’ address, “That’s So WAC: ‘Speaking Life as a Second Language’” considers how most of us come to the profession speaking and teaching English as our first language. After guiding multivariant cohorts of students through the academy, some of us alarmingly discover through our complicit enmeshment with the prescriptivist project of teaching academic discourse that we are in reality “speaking life as a second language” (“Sensation of Sight” Film, 2008). These research topics will lay the foundation for the day’s thematic table groupings which will explore a remix of research venues currently occurring in the field by both newer researchers and more experienced researchers. Thank you to Kim Brian Lovejoy and Katherine V. Wills for organizing the plenary session.

RNF continues its commitment to mentoring 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. Work-in-Progress Coordinators Sally Chandler and Mark Sutton have done a splendid job of grouping researchers into fascinating roundtables where the discussions offer endless opportunities for networking. Our work-in-progress coordinators worked closely with Discussion Leader Coordinator Gina M. Merys. Thank you to all of our 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 handling the formatting of the RNF program. Thank you to Katherine V. Wills and Kim Brian Lovejoy for printing the RNF program and making sure it arrived in Louisville for each of us to take one home. Thank you to Ollie Oviedo, past RNF chair and historian, for reminding us of where we have been as we continue to define where we are going.

With the success we experienced the last two years with the Editors’ Roundtable session, we have decided to keep this format where we share some innovative issue in composition/rhetoric publishing. This year, we focus on Stephen J. Parks’ new annual anthology of the “best” writing
in small independent journals. With his colleagues Brian Bailie, Collette Caton, and Linda Adler-Kassler, Steve contracted with Parlor Press, who has agreed to publish the anthology as well as to allow them to donate all proceeds to buying space at the CCCC’s exhibit hall each year for small independent journals who often can’t afford space. Also, when a new yearly issue comes out, previous issues will be available on-line which should increasing advertising and readership. Steve has agreed to share this interesting model with RNF attendees to support small journals with the ability link to new readers and technologies. This idea actually grew out of work being done through Steve’s community press, newcitypress.org, and Reflections, a journal he edits. Following Steve’s 10 minute talk, participants will be welcome to meet and mingle with all of the editors to see how to publish their work. Thank you to William Macauley for inviting and organizing the many editors at the Editors’ Roundtable.

Thanks to Carrie Wastal, who returned to the executive committee after a few years’ hiatus, for taking the time to create an index so people can easily find their tables. Additionally, Carrie agreed to coordinate 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.

Thanks to Graduate Research Network [GRN] Liaison Janice Walker (who returns to RNF after completing her duties on CCCC Executive Committee) for reminding the CCCC Executive Committee of RNF’s role at the conference. We encourage everyone to attend GRN at the Computers & Writing Conference at Purdue University. For more information, contact jwalker@georgiasouthern.edu.

As we have continued to grow, the budgets of our collective universities/colleges 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, Advertising Project Manager, Karen Melton Soeltz, Director of Marketing, Melissa Famiglietti, Marketing Assistant, and Keith Mistler, Junior 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.

As part of a continuing effort to support instructors in first-year writing, Pearson Longman will video record the two plenary addresses at the 2010 meeting of the Research Network Forum and offer these videos to composition instructors through its professional development site, Pearson CompPro (http://www.pearsoncomppro.com). In addition, throughout the day, Pearson Longman will be audio recording interviews with some RNF members about research in first-year writing, advanced composition, and composition and rhetoric courses, and these podcasts will be available on the open access CompPro Website. Pearson Longman is delighted to partner with the RNF to offer these resources for composition instructors! Thanks to Ginny. Blanford,
Senior Sponsoring Editor, for setting up this opportunity. The Executive Committee welcomes them to the RNF.

Please make sure you visit the fine people at Bedford/St. Martin’s Press and Pearson Longman 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 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 RNF’s founder and CCCC Past Chair Charles Bazerman for his vision of advancing research in the field and continuous support of RNF. Convention Manager Eileen Maley worked with us to ensure that all RNF participants received invitations and updates; she is a delight to work with each year, and we are grateful to Eileen for all she does for RNF. Please let the CCCC Executive Committee know how much you enjoyed your day with RNF.

The Executive Committee brings many years of experience in running the RNF. We are a completely volunteer organization. The individuals on the executive committee have given hundreds of hours of service, scholarship, and commitment to help shape composition/rhetoric research into what it is today.

Whether this is your first or twenty-third 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-Ollom  |  Deanya Lattimore
Chair  |  Assistant Chair
Ramapo College of New Jersey  |  Syracuse University

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Schedule of the Day

8:30-9:00  Registration

9:00-9:10  Welcome from the Chair: Risa P. Gorelick-Ollom

9:10-9:15  Introductions of the Plenary Speakers by Kim Brian Lovejoy and Katherine V. Wills

9:15-10:00  Plenary Addresses:

Muriel Harris, Purdue University
“Rethinking What Writing Centers Say and Do”

Michelle Hall Kells, University of New Mexico
“That’s So WAC: ‘Speaking Life as a Second Language’”

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
Stephen J. Parks, Syracuse University
“Best’ Writing in Small Independent Journals”

Meet the editors—all are welcome!

2:45-3:00  Break

3:00-3:10  Welcome from the Chair: Risa P. Gorelick-Ollom

3:15-4:45  Work-in-Progress Afternoon Presentations—Part II

4:45-5:00  Conclusion
Morning Tables

**Table 1: New Approaches to Designing Effective Writing Pedagogies**
Discussion Leaders: Diane Kelly-Riley, Washington State University; Frances Shapiro-Skrobe, Ramapo College of New Jersey

- Dana Gierdowski, North Carolina State University
  “Teaching the Sentence”
- Natalie Mahaffrey, Clemson University
  “Teaching the Sentence”
- Scott Rogers, University of Louisville
  “Reproducing ‘Trauma’ in Composition Studies: Examining the Uses and Limitations of ‘Posttraumatic Pedagogy’”
- Frances Shapiro-Skobe, Ramapo College of New Jersey
  “The Minute Paper: Instant Insights into Students’ Thinking and Learning”

**Table 2: Non-Traditional Rhetorics: Let’s Talk about Emotion, Narrative, Conflict, and Silence**
Discussion Leader: Dawn Fels, Indiana University of Pennsylvania; Paul Lynch, Saint Louis University; Ollie Oviedo, Eastern New Mexico University

- Lisa Bailey, University of South Carolina
- Eric Leake, University of Louisville
  “Rhetorics of Empathy: From Interdisciplinary Idea to Completed Diss”
- Matthew Novak, Michigan State University
  “Theorizing the Rhetorical Practices of Nonfiction Writing”
- Ollie Oviedo, Eastern New Mexico University
  “The Art of Writing Revisited: Thinking about George Orwell, Jean-Paul Sarte, and Joan Didion”

**Table 3: WYSIWYG Rhetoric: From the Classical Forms to Visual Images**
Discussion Leaders: Victor Vitanza, Clemson University; Kuhio Walters, West Chester University

- Mohammed Alghamdi, Creighton University
  “Rhetoric and Persuasion: A Continuum of Danger”
- Frank Hurley, East Carolina University
  “Trouble in Paradise?: The Language of Gay Tourism”
- Karen Neubauer, Ball State University
  “Elocution on Exhibit at the Chicago World’s Fair: Expanding the Definition of 19th Century Women’s Rhetorical Space”
- Amanda Stevens, University of Alabama
  “More than Meets the Eye: Do Candidate Photos Really Influence Undecided Voters and Are Media Outlets Trying to Persuade Voters with Photographs?”
Table 4: New Approaches to the Study of Teaching Writing
Discussion Leader: Jeff Hoogeveen, Lincoln University; Eunjyu Yu, State University of New York—Canton

Nicole Howell, Syracuse University
“Conversations about Composition Studies: Extending Current Trends”

Heidi Noyes, Southern Illinois University—Carbondale
“The Composing Process of Deaf College Students”

Eunjyu Yu, State University of New York—Canton
“Teaching Literacy Skills Metacognitively”

Table 5: Writing Centers & Writing Programs: Describing How Well We are Doing
Discussion Leaders: Ron DePeter, Southern New Hampshire University; William Macauley, The College of Wooster

Pisarn Chamcharatsri, Indiana University of Pennsylvania
“Visions of Improvement: Writing Center Interviews with Students, Tutors, and Instructors”

Celeste Del Russo, University of Arizona
“Writing Across the Pond: A Transnational Exploration of Academic Writing Theory and Practice”

Chloe de los Reyes, California State University—San Bernardino
“Composition and Applied Linguistics in the Writing Center”

Ron DePeter, Southern New Hampshire University
“Writing as Authoring: New Conversations on Straub’s Theory of Evaluating Student Discourse”

Table 6: Rhetorical Outcomes and Audience Perceptions - or Why Readers Matter
Discussion Leaders: Judy Arzt, Saint Joseph College; Diane Gavin, East Carolina University

Erin Cartaya, Creighton University
“The Role of the Audience in Social Media Rhetoric”

Kiatipong Rerkwanchai, The University of Alabama—Tuscaloosa
“The Visual Misrepresentation of Young Male Sex Workers: The Case of the UNICEF”

Nicole Snell, Clemson University
“Web Accessibility Best Practices for the Anticipated New Audience of Developing Countries: The Remapping of Arrangement Literacy through the Lens of a Visual Primary Audience”

Elizabeth Tomlinson, Kent State University
“Conceptualizing Audience in Digital Invention”
Table 7: From Research Papers to Stand-up Comedy: Analyzing Writing Assignments for College Composition
Discussion Leaders: Kim Brian Lovejoy, Indiana University—Purdue University, Indianapolis; Michael Pemberton, Georgia Southern University

James Hamby, Middle Tennessee State University
“Borat and First-Year Composition”

Julie Ann Hoffman, University of Colorado
“Is that It?: Research Writing and Rhetorical Activism in Composition Classrooms”

Mary Stroud, University of Arizona
“Facilitation through Frustration: A Qualitative Case Study in Postmodern Composition Pedagogies”

Table 8: Studies of Students in Virtual Spaces
Discussion Leaders: Randall McClure, Georgia Southern University; Timothy Ray, West Chester University of Pennsylvania

Bret Bowers, Bowling Green State University
“Digital Literacy and the Ivory Tower: A Study of Student Computer Literacy”

Katherine Bridgman, Florida State University
“Blogs: Writing in and to a Networked Community”

Collette Caton, Syracuse University
“Subjectivities on the Line: Love and Relationships in Cyberspace”

Joshua Shinn, California State University—San Bernardino
“The Conflict Space of Composition and the Hope of Reconstituting that Space”

Table 9: Teaching (and Evaluating) Writing in Digital Environments
Discussion Leaders: Cynthia Davidson, Stony Brook University; Cynthia Haynes, Clemson University

Brittany Cottrill, Bowling Green State University
“Hannah’s Portfolio: When Re-Seeing Assessment Practices Limits Students”

Cynthia Davidson, Stony Brook University
“Composing and Teaching in a Virtual Environment: Exploring Zones of Tolerance in a Second Life Writing Center”

Jennifer O’Malley, Florida State University
“An Examination of the Patterns of Gendered Communication Styles in the First Year Composition Class Blog”

Katherine Wills, Indiana University/Purdue University, Columbus
“How to ‘Teach’ EPortfolios: Student and Instructor Perspectives”
Table 10: More than One Way to Study Professional Communication
Discussion Leaders: Carolyn Miller, North Carolina State University; Kristin Pickering, Tennessee Technological University

Carolyn Miller, North Carolina State University
“GXB (Genres across Boundaries): Developing an International Online Academic Resource for Genre Researchers”

Kristin Pickering, Tennessee Technological University
“Cultural Differences between Academic and Industry Expectations for Web Design Graduates: Increasing Realistic Transferability of Knowledge”

Beth Sindaco, University of Scranton
“General Education and Professional Writing”

Glen Southergill, Clemson University
“A Study of Business Ethics”

Table 11: Writing Process in your Head and on the Page
Discussion Leaders: Kim Ballard, Western Michigan University; Rebecca Hawkins, University of Southern Indiana

Christine Dawson, Michigan State University
“Teacher Writing Groups and Writing Process”

Christine Garbett, Bowling Green State University
“Finishing Touches: Writing Conclusions that Work”

Donald Pardlow, Georgia Perimeter College
“Narrative Exercises for Thinking”

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

Table 12: Writing Centers, Writing Programs, Community and Assessment
Discussion Leaders: Bruce Chadwick, Kingsborough Community College—CUNY; John S. Dunn, Eastern Michigan University; Paul Walker, Murray State University

Bruce Chadwick, Kingsborough Community College—CUNY
“Community Organizing for Assessment”

Lisa Johnson-Shull, Washington State University
“Slouching toward Alignty: Pedagogy, Curriculum, Outcomes, and Assessment”

Lindsay Sabatino, Indiana University of Pennsylvania
“Visions of Improvement: Writing Center Interviews with Students, Tutors, and Instructors”

Paul Walker, Murray State University
“Writing Assessment in the ‘Blink’ of an Eye”
Table 13: Writing Centers, Online Resources, and Working One-on-One
Discussion Leaders: Diane Dowdey, Sam Houston State University; Deborah Martinson, Occidental College

Jason Helms, Clemson University
“Creating a ‘Second Lecture’ Experience; Clemson University Writing Center’s Online Resource Library”

Erin Herrmann, Creighton University
“The Centered Writing Center”

Karissa Kilgore, Indiana University of Pennsylvania
“Discrepancies between Working with Paper and Electronic Drafts in Writing Centers with ESL Students”

Tina Perdue, Indiana University of Pennsylvania
“Visions of Improvement: Writing Center Interviews with Students, Tutors, and Instructors”

Table 14: The Shadow of the Rhetorical Past: Persuasion from the Past in the Present
Discussion Leaders: Jamie Thornton, Kaplan University; Jennifer Wingard, University of Houston

Shawn Casey, The Ohio State University
“Literacy and the (Scottish) Rhetorical Tradition”

Tess Evans, Ball State University
“The Persuasion of Many in a Moderate Amount of Time: Preaching as the Root of Advertising”

Leigh Gruwell, Florida State University
“Image and the Construction of the Historical Subject: Portraits of 19th Century Women Rhetors”

Table 15: Writing Program Design and Assessment
Discussion Leaders: Linda Hanson, Ball State University; Mark Sutton, Kean University

Holly Bruland, University of Hawai‘i—Manoa
“The Methodological Challenge of Rendering Visible the Intellectual and Cultural Work of Writing Mentors to Multiple Audiences”

Jennifer Johnson, University of California—Santa Barbara
“What Are We Doing Here, Anyway?’ An Exploration of the Attitudes and Responses of TAs from Composition and from Literature Regarding Their TA Training”

Mark Sutton, Kean University
“Professional Development Programs for Part-Time Composition Faculty: An Exploratory Study”

Nicole Warwick, Indiana University of Pennsylvania
“Conditioned by the Myths of the Old Order’: Examining the Legacy of Preparation Programs for Teachers of Writing”
Table 16: Digital Writing and Participation: Protest, Access, and Creating Communities
Discussion Leaders: Beth Hewett, University of Maryland-University College; Will Hochman, Southern Connecticut State University
Brian Bailie, Syracuse University
“Social Networking Technology and Kenneth Burke”
Allen Brizee, Purdue University
“College-Community Partnerships: Designing a Sustainable and Participatory Literacy Program”
Deborah Kuzawa, The Ohio State University
“Myth of Access: Meaningful Access to Technology and the Two-Year College Student”
Anna Wilkerson, Clemson University
“Reciprocal Learning: An Evaluation of Tandem Language Acquisition in Virtual Environments”

Table 17: Women and Rhetoric: The Role of History in the Present and the Future
Discussion Leaders: Dawn Formo, California State University—San Marcos; Susan North, University of Tennessee—Chattanooga
Bonnie Markowski, University of Scranton
“Revisiting Feminist Theory in the New Media Classroom”
Carolyn Ostrander, Syracuse University
“Rural Rhetorics and Ritual Practices: Gendered Negotiations and Mutual Education in the Early Grange”
Rebecca Skinner, Florida State University
“Gazing Back: From Stunt Girls to Public Women”
Kimberly Vose, Binghamton University—State University of New York
“Still Trying to Climb the Ladder: Women in Composition Studies”

Table 18: New Perspectives on Generative Writing Processes
Discussion Leaders: Christopher Keller, University of Texas-Pan American; Matthew Levy, Pacific Lutheran University
Greg Baran, California State University—San Bernardino
“Composition, Creativity, and Visualization: Creating a Creative Process”
Lorelei Blackburn, Michigan State University
“An Exploration of the Generative Processes of Documentarians”
Elizabeth Campbell, Indiana University of Pennsylvania
“Ethnography as Collaborative Writing: Composing Community/University Connections”
Table 19: Rhetorics of Identity: How Who We (Think) We Are Shapes Representation
Discussion Leaders: Debra Dew, University of Colorado – Colorado Springs; Kevin Roozen, Auburn University
Erika J. Galluppi, East Carolina University
“Authority, Identity, and Femininity in the First-Year Writing Classroom”
Jerry Lee, University of Arizona
“Becoming Corean Colonizers: A Rhetorical Self-Fashioning of Korean American Identity”
Nicole McFarlane, Clemson University
“Iconography of the Color Line: Visual Rhetoric, the Photographic Archive of ‘African Americanicity,’ and American Institutional Campaigns”

Table 20: Writers, Writing, and Rhetorical Selves: Conditions and Consequences
Discussion Leaders: M. Wade Mahon, University of Wisconsin—Stevens Point; Joona Trapp, Waynesburg University
Sean Barnette, University of Tennessee
“Spiritual Autobiographies and Composition”
Kurt Stavenhagen, Syracuse University
“Bitzer’s Rhetorical Situation Reconsidered: Toward a Richer Consideration of Ecology”
Suzanne Webb, Michigan State University
“Theorizing the Rhetorical Practices of Nonfiction Writing”
Kimberly Wine, The University of North Carolina at Greensboro
“Authority, Identity, and Femininity in the First-Year Writing Classroom”

Table 21: Interpreting Interpretive Process: Re-thinking Genre, Gesture, and Other Assumptions
Discussion Leaders: Heather Lettner-Rust, Longwood University; Bronwyn Williams, University of Louisville
Wendy Blanchard, Clemson University
“The Image of Persuasion: Gesture as Language in Silent Film”
Anna Britt, University of Alabama
“Net Geners, Non-Profit Organizations, and the Rhetoric of ‘Change’”
Roy Keidrick, University of Arizona
“Dis/closure: Schizophrenia, Straitjackets, and (Experi)mental Paralogics”
Table 22: Writing that Works: Creating Literacy Communities
Discussion Leaders: Kelly Concannon Mannise, State University of New York—Canton; Billie Hara, Texas A&M University; Mike Michaud, Rhode Island College

Crae Brunger, Middle Tennessee State University
“Mind the Gap: Designing Structures to Bridge High School and Freshman Composition”

Mike Michaud, Rhode Island College
“The Reverse Commute: Adult Learners and the Transition from Professional to Academic Literacy”

Laura Rogers, Albany College of Pharmacy and Health Studies
“College in Prison: Power, Identity, and Resistance”

Sara Webb-Sunderhaus, Indiana University, Purdue University, Fort Wayne
“Literacy Inside and Out: The Retention of Basic Writers”

Table 23: Rhetorics of Online Representation
Discussion Leaders: Dylan Dryer, University of Maine; Tom Ferstle, Barry University; Karen Lunsford, University of California—Santa Barbara

Dylan Dryer, University of Maine
“GXB (Genres across Boundaries): Developing an International Online Academic Resource for Genre Researchers”

Joe Erickson, Bowling Green State University

Juliette Ludeker, Purdue University
“Real Parents, First Families, and True Identity: Child Adoption Rhetoric in New Media on the Internet”

Curtis Newbold, Clemson University
“Designing Engagement: A New Humanistic Approach to Online Communication”

Table 24: New Questions for Composition: What Happens When Writing Goes Online?
Discussion Leaders: Ethna Lay, Hofstra University; Janice Walker, Georgia Southern University

Toby Coley, Bowling Green State University
“Ethics and New Media: What are We Asking?”

Frank Gaughan, Hofstra University
“Plagiarizing the University”

Ethna Lay, Hofstra University
“The Sequels of Literacy: When the Essay is the Gloss”

Lindsay Steiner, Kent State University
“Teasing Apart Multimodality and Digital Publication: A Grounded Study of Print News Decline”
Table 25: Genre and the Construction of Success: On the Screen and On the Page
Discussion Leaders: Brent Henze, East Carolina University; Risa P. Gorelick-Ollom, Ramapo College of New Jersey; Deanya Lattimore, Syracuse University
Heather Bastian, University of Kansas
“Critical Innovative Uptakes in the Composition Classroom”
Anthony Collamati, Clemson University
“Shooting Supermen: The Transfiguration of Heroism and Death in Photography, Film, and Games”
Deanya Lattimore, Syracuse University
“Do You Know This Discipline? Friending Facebook with Composition Studies”

Table 26: Teaching College Writing: Correlating Comments on Student Papers, Curriculum, and Program Development
Discussion Leaders: Julie Myatt, Middle Tennessee State University; Lauren Rosenberg, Eastern Connecticut State University
Matthew Dowell, University of Louisville
“Institutional Ideologies and Classroom Contexts: Investigating the Relationship between Power Structures and Commenting Practices”
Mitzi Jones, University of Arkansas
“Intro to Writing Studies in First Year Composition as Faculty Professional Development”
Robin Oswald, North Carolina State University
“Transfer Skills: Envisioning a Change in First Year Composition”

Table 27: Taking a Fresh Look at Teaching First Year Composition
Discussion Leaders: Lance Massey, Bowling Green State University; Marjorie Stewart, The Art Institute of Pittsburgh
Wanda Lloyd, North Carolina State University
“What’re They Thinking?!?: Student Responses to and Perceptions of Instructor Feedback in an Electronic Medium”
Margaret McGill, Clemson University
“Trailer Trash: The Exploration and Exploitation of Media in the Classroom”
Dianna Shank, Southern Illinois University—Carbondale
“I Don’t Want to Hurt Anyone’s Feelings’: Using Race as a Writing Prompt in a Composition Classroom”
Chelsea Swick, Old Dominion University
“Missing Our Own Audience: The Perceptions of Audience in the Composition Classroom”
Table 28: Second-Language Writing and Rhetoric
Discussion Leaders: William Carney, Cameron University; Jay Jordan, University of Utah; Yingqin Liu, Cameron University

William Carney, Cameron University
“Rhetorical Preferences of Caribbean University Students”

Yingqin Liu, Cameron University
“L2 (English) Influences on L1(Chinese) at the Discourse Level”

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

Melissa Watson, Syracuse University
“Publishing Internationally: Experiences and Perceptions of Multicultural Faculty”

Table 29: Connections to the Communities of Learners: New Takes of First Year Composition
Discussion Leaders: Gina Merys, Creighton University; Steve Parks, Syracuse University

Elena Adkins Garcia, Michigan State University
“Learning from the Factory: Research Collaboration and Equality”

Emily J. Beard, Bowling Green State University
“Moving Past Red-Ink and Written Comments; Discovering New Ways of Responding to Student Writing in a Technological Age”

Cori Brewster, Eastern Oregon University
“From 4-H to First Year Composition”

Ryan Witt, Temple University
“The Dynamics of Literacy among Stakeholders in an Urban Welfare-to-Work Program”

Having Fun? Tell Everyone!
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Editors’ Roundtable
Journals and Editor Participants

Across the Disciplines
Michael Pemberton

College Composition and Communication
Kathy Yancey

Community Literacy Journal
Mare Mueller

Composition Forum
Michelle Ballif & Christian Weisser

Enculturation
Byron Hawk

Issues in Writing
M. Wade Mahon

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
Joonna Trapp

Journal of Teaching Writing
Kim Brian Lovejoy

Journal of Writing Assessment
Brian Huot

Cheryl Ball & Doug Eyman

Open Words: Access and English Studies
Bill Thelin

Pre/Text
Victor Vitanza

Programmatic Perspectives
Bill Williamson

Reader
Patricia Donahue

Readerly/Writerly Texts
Ollie Oviedo

The Reading Matrix
Adrian Wurr

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

Rhetoric Society Quarterly
Carolyn Miller

Technoculture
Keith Dorwick

WPA: Writing Program Administration
Glen Blalock, Debra Dew, & Alice Horning

Writing Center Journal
Lauren Fitzgerald

The Writing Instructor
Dawn Formo

WOE: Writing on the Edge
Eric Schroeder
Afternoon Tables

**Table 1: Aligning, Responding, Collating, Revisiting**
Discussion Leader: Tom Ferstle, Barry University; M. Wade Mahon, University of Wisconsin—Stevens Point

Lisa Johnson-Shull, Washington State University
“Slouching Toward Alignity: Pedagogy, Curriculum, Outcomes, and Assessment”

Bonnie Markowski, University of Scranton
“Revisiting Feminist Theory in the New Media Classroom”

Katherine Wills
Indiana University/Purdue University-Columbus
“How to ‘Teach’ Eportfolios: Student and Instructor Perspectives”

**Table 2: Battlefields: Conflicts and Composition Programs**
Discussion Leader: Debra Dew, University of Colorado – Colorado Springs; Risa P. Gorelick-Ollom, Ramapo College of New Jersey

Crae Brunger, Middle Tennessee State University
“Mind the Gap: Designing Structures to Bridge High School and Freshman Composition”

Nicole Howell, Syracuse University
“Conversations about Composition Studies: Extending Current Trends”

Joshua Shinn, California State University-San Bernardino
“The Conflict Space of Composition and the Hope to Reconstituting that Space”

Kimberly Wine, The University of North Carolina at Greensboro
“Authority, Identity, and Femininity in the First-Year Writing Classroom”

**Table 3: Rhetorical Analysis in Context(s)**
Discussion Leader: Geoffrey V. Carter, Saginaw Valley State University; Cynthia Haynes, Clemson University

Erin Cartaya, Creighton University
“The Role of Audience in Social Media Rhetoric”

Frank Hurley, East Carolina University
“Trouble in Paradise?: The Language of Gay Tourism”

Lindsay Steiner, Kent State University
“Teasing Apart Multimodality and Digital Publication: A Grounded Study of Print News Decline”
Table 4: Changing Worlds, Changing Identities
Discussion Leader: Mike Michaud, Rhode Island College; Connie Kendall Theado, University of Cincinnati

Jennifer Johnson, University of California—Santa Barbara
“What Are We Doing Here, Anyway? ’ An Exploration of the Attitudes and Responses of TAs from Composition and from Literature Regarding Their TA Training.”

Juliette Ludeker, Purdue University
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Natalie Mahaffey, Clemson University
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Chelsea Swick, Old Dominion University
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Sean Barnette, University of Tennessee
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Tess Evans, Ball State University
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Roy Keidrick, University of Arizona
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Karen Neubauer, Ball State University
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Jason Helms, Clemson University
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Lisa Bailey, University of South Carolina

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Heather Bastian, University of Kansas
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Bruce Chadwick, Kingsborough Community College—CUNY  
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Anna Britt, University of Alabama
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Karissa Kilgore, Indiana University of Pennsylvania
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Brent Warnken, Humboldt State University
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Anna Wilkerson, Clemson University
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Kiatipong Rerkwanchai, The University of Alabama—Tuscaloosa
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Julie Ann Hoffman, University of Colorado—Colorado Springs
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Frances Shapiro-Skrobe, Ramapo College of New Jersey
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Graduate Research Network 2010
Call for Proposals

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For more information Janice R. Walker, Dept. of Writing & Linguistics, Georgia Southern University, P.O. Box 8026 Statesboro, GA 30460  jwalker@georgiasouthern.edu
http://class.georgiasouthern.edu/writing/G

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Witt, Ryan  
Temple U 
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Young, Sandra  
Sacred Heart U 
14  

Yu, Eunjyu  
SUNY—Canton 
4  
17  

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Thank you for coming to the 2010 RNF!

We hope it was an excellent start to your 2010 CCCC experience.