

COMPUTERS & WRITING CONFERENCE 2007

Wayne State University

Graduate
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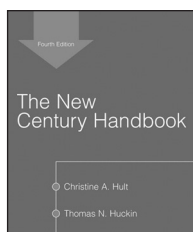
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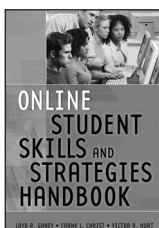
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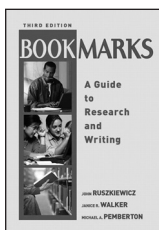
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Loyd R. Ganey, Frank L. Christ
& Victor R. Hurt

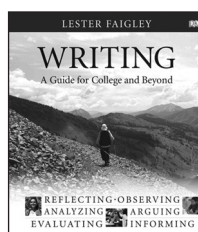
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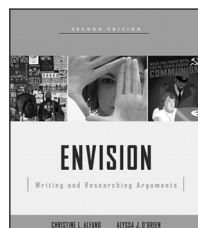
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Writing: A Guide for College and Beyond

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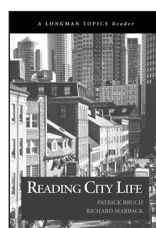
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Christine Alfano & Alyssa O'Brien

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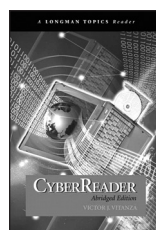


Reading City Life

(A Longman Topics Reader)

Patrick Bruch & Richard Marback

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CyberReader, Abridged Edition

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*Morning session only

**Afternoon session only

Notes

2007 Graduate Research Network Schedule

WAYNE STATE UNIVERSITY EDUCATION 01

7:30 – 9:00 am	Breakfast and Registration
9:00 – 9:30 am	GRN Opening Remarks
9:30 – 11:45 am	Roundtable Discussions
Noon – 1:00 pm	Box Lunch
1:00 – 1:15 pm	Awards and Announcements
1:00 – 3:30 pm	GRN Job Workshop
3:45 – 4:00 pm	Closing Remarks

Notes

2007 Graduate Research Network: Presenters and Abstracts

Phill Alexander, Miami University/Michigan State University

“What Can You Say?”: The Ethics of Person Based Research in an MMORPG

My current project focuses on the ethics of representation and the issues created by the public/private binary when researching MMORPGs. While researching the game City of Heroes, I encountered a number of ethical dilemmas in terms of the methods of data capture that I utilized and the level of access I was given to my participants. Is it ethical, for example, to allow a snippet of a third party's chat to be captured (or presented) in interview data? Is it ethical if a screenshot capturing a consenting participant in action also includes someone else who just happened to be running through the screen? And how do we protect the identity of a virtual participant? Perhaps the most important question I wish to explore is this: IS there a “public” in a digital domain, and do we treat that public the way we would the true, physical public? It's generally considered fine if I take a real photograph of a participant and there's an advertisement, or a brand logo, on the building behind her, but is that true online?

Stephanie Anderson, Bowling Green State University

Framed Language in Digital Literacies: Connecting Relationships Between Student Writers and Diverse Texts

“Of all disciplines,” Charles Bazerman writes in “The Case for Writing Studies as a Major Discipline,” “composition is best positioned to begin to put together the large, important, and multidimensional story of writing. We are the only profession that makes writing its central concern.” Likewise, Susan Miller engages in the sense of inquiry in student writing practices, especially highlighting the diverse experiences, realities, and literacies in specific discursive and literate acts, when she encourages us to view texts as more than just texts; in fact, ordinary, everyday textual making represents student writers’ “shaped graphic utterances” as “intellectual and expressive act[s] that intersect circulating discursive practices,” cultural conjunctions, as well as unique mobile literacies. These literacies include and employ technology which may range from using pen and paper to texting on a cell phone in order to compose but, more particularly, to communicate. It is to this end that this session extends current discussions, not only from Susan Miller but also Kathleen Yancey, Geoffrey Sic, James Inman, and those from DigiRhet, regarding technology application in composition courses with an eye towards connecting student literacies outside of the academy to research and learning objectives within. The session will also provide an example of a teaching unit that supports a rationale for authentic learning through hip-hop, gender, and technology connections -- ones that students would relate to and be motivated by the balance of the use of web-sites, music videos, discussion boards, and blogs. Consistent with educational practices, this session will ground the methodology proposed through instructional handouts that focus on exploration, explanation, elaboration, and evaluation.

Wendy Anderson, Purdue University

Use of New Media in Social Movement and Entertainment Contexts

Currently I am researching the use of new media in social movement and entertainment contexts. One of my dissertation research questions focuses on how Pro-White activists employ new media to recruit women and/or girls, and further, how new media contribute to and operate within extreme or radical social movements. Pro-White activists online have used new media, such as video games, to recruit young boys (Anti-Defamation League, 2003). However, no study has assessed Pro-White constructions of new media directed at women and girls. Studying entertainment new media, such as video games, can offer insight into dominant and oppressed ideologies and worldviews. As a case study, Pro-White activism online may contribute to the discipline's understanding of the various forms and uses of new media (Castells, 1997; DeLuca & Peebles, 2002; Diani, 2000; Rheingold, 2002; Van Aelst & Walgrave, 2002) and cyberactivism (McCaughy and Ayers, 2003).

Beth Brunk-Chavez and Shawn Miller, University of Texas—El Paso**

Race, Place, and Mapping the (new) Digital Divide

As Jonathan Sterne asked: "How did race get written out of computing? How did whiteness become a default setting for online culture?" (p. 191). We plan to discover if and how race and cultural orientation or background are factors in student (and instructor) approaches to, and perceptions of, collaborative learning and technology relative to two distinct campuses: The University of Texas at El Paso and Duke University.

*Through collected data and comparisons between these schools, we hope to understand the effects of physical place, space, and race on students regarding the political nature of technology, identity, and access. Texts such as *Race in Cyberspace* and *Race, Rhetoric, and Technology* do important work toward understanding these issues, but they provide little research that pertains specifically to the digitized writing classroom, and even less pertaining to races other than African American. We expect to find that the terrain of the digital divide is alive and well, though perhaps, quite different in appearance and obstacles than we have assumed.*

Selfe and Hawisher's concepts of layered literacies and cultural ecologies will help us to explore and answer several important questions: why and how is it that being in different spaces creates different approaches and attitudes toward teaching and learning with technology? And how is it that these particular ecologies at UTEP and Duke allow for some literacies and limit others?

Bill Caruthers, University of Oklahoma

Filling the "Gap": Educational Underwriters as the Research-Based Certification Intermediary

This article addresses not only the need for a Certification Intermediary (CI) in assessing the compliance of educational products with the NCLB mandate that all Federally purchased educational products be scientifically research-based, primarily from a vendor point of view, but also the evolution of the non-profit corporation, Educational Underwriters, Incorporated, as the entity to fill this need. While the author will focus on vendors, the title is derived from a phrase uttered repeatedly by an editor of a national educational publication during the course of an interview on this phenomenon, the absolute lack of a true, functioning CI in this area, thus presenting "a Gaping Hole" or "Gap" to be filled. Initially, this story reads like a tale from the Brothers Grimm. It is fraught with fears, dissatisfaction, hard work, trepidation, courage, naïveté, a little luck, and a mission that couldn't be ignored. It begins with a healthy dose of incredulity that usually accompanies one while car shopping or trying on a new suit. We've all heard it before: "You look great in that!" "Oh, really?"

Edmond Chang and Jentery Sayers, University of Washington

Virtual Office Hours

Edmond Chang and Jentery Sayers engage the potential and pitfalls, both pedagogical and technological, of "virtual office hours" that use instant messaging software such as Google Chat or AIM. How, if at all, do virtual office hours allow for "getting to know students better"? How do they change the rhetorical relationship between users, particularly the teacher-student power dynamic? And how do they constitute a "generic" transformation and translation of the classroom to the office to the dorm room? In other words, Chang and Sayers attempt to articulate how "space," "interface," and "interaction" are complicated, rearticulated, and prove to be "best practices" in teaching, communicating with, and identifying with students--and vice versa.

Andréa Davis, Michigan State University

Show And Tell: Multimedia Composition as A New Writing Space For Pedagogy And Research

Graduate TAs are perhaps uniquely situated in that our learning experiences often intersect our teaching experiences in ways which allow us to see various facets of composing practices. As students creating multimedia, we are required to perform rhetorical moves across multiple semiotic modes, which in turn requires cross-disciplinary knowledge. As authors of multimedia, our work necessitates deeper and richer discussion and consideration of Intellectual Property, particularly as we discover the persuasive power of remixing and reappropriation through multiple media. As instructors, we learn to apply our experiences of new media composing in order elicit greater awareness of the rhetorical processes of multimedia composition from our students. However, as instructors we are also faced with the challenge of assessing the multimedia we ask our students to produce. Assessment becomes recursive as we must rely on the knowledge we acquire through producing our own media to better understand the rhetorical moves our students make in their multimedia compositions.

My work examines producing a political argument through re-mixing multimedia to make deeper and richer connections to the classical rhetorical canon of delivery. I also explore how this richer understanding of classical rhetoric has impacted how I read and assess my students' compositions.

Douglas Eyman, Michigan State University

Defining Digital Rhetoric

My dissertation, Digital Rhetoric: Ecologies and Economies of Circulation, is situated within the new, interdisciplinary area of study known as digital rhetoric. But digital rhetoric is so new that there isn't yet a coherent definition of what it is or how it functions both within and against established fields. As I make the transition from graduate student to faculty, one of my goals is to help establish digital rhetoric as either a recognized area of study or a field in its own right. One of the methods I am using to promote this goal is the establishment of a digital rhetoric research center: but in order to secure funding for such a center, I need to be able to articulate just what digital rhetoric is and who is currently doing it. I've begun to assemble a collection of definitions and work by people who self-identify as explicitly engaging digital rhetoric, which is a start, but I am hoping that other folks at GRN can help me think through appropriate methods for developing a useful and usable definition of digital rhetoric and whether it should be considered an area of study or a field in its own right. At GRN, I'll present the work that I've done thus far, as well as a series of CFPs for volumes on digital rhetoric that I will be editing.

Devon Fitzgerald and Marie Moeller, Illinois State University

Women's Bodies as Medical Discourse: A Rhetorical Analysis of Women's Health Web Sites

In Michael Zerbe's article "What's up Doc?," he explains the significance of scientific and medical discourse to technical communication and first year writing programs. He states, "Science reflects and reinforces cultural biases, and it operates on the basis of negotiation and persuasion within specific ideological contexts" (184). We are interested in how cultural biases about women's bodies are played out within medical and scientific discourses. Specifically, we are intrigued by the plethora of websites devoted to women's health such as goredforwomen.com and komen.org. Web sites focusing on preventing heart disease and breast cancer. While these Web sites generate much needed awareness, revenue and support for women's health issues, they also render women's bodies as discourse. Further, the ways in which women use the sites to ground their identities allows women to frame themselves as discursive bodies. Our research explores the stories such Web sites tell about who we are as women, about what our bodies are and should be, about what is wrong with us and what is/ should be right with us.

Thom Foy, University of Michigan, Dearborn

Service Learning

I am currently working in a Writing Center, both with tutors and tutees. I am sending out feelers for a dissertation topic in the area of service learning and/or literature and/or writing center pedagogy.

Yowei Kang, University of Texas at El Paso

Massively Multiplayer Online Role-Playing Games and Composition Pedagogy

Massively Multiplayer Online Role-Playing Games (MMORPGs) refers to "any computer network-mediated games in which at least one thousand players are role-playing simultaneously in a graphical environment" (Felicia 87). Unlike traditional videogames, MMORPGs allow users to take part in the playing by creating their own characters (Felicia). The computer-generated "electronic contact zone" (Selfe and Selfe 1994) will enable users to "play an active role in modulating the transmissions that reach him, and has control over them" (Felicia 91). The fluidity of users and videogame designers has led to a unique rhetorical domain that deserves further study.

The application of videogames to facilitate students' learning of writing has been widely studied in game studies (Beavis; Gee; Prensky). The application of MMORPGs in teaching composition often relies on unique technical characteristics of MMORPGs. Although the study of videogame design in facilitate learning can be found in various contexts (Holland, Jenkins, and Squire), I plan to develop an activity-based videogame design theory, using the concepts discussed in Cheryl Geisler. In this study, I will also integrate Vygotsky's theory into the design of MMORPGs in teaching composition. Vygotsky argues that all human activity is mediated by tools or signs used in the process (Vygotsky qtd. in Warschauer 41-42). I argue that, as a technology, MMORPGs have fundamentally transformed the process of learning and teaching of composition.

Mary Karcher, Wayne State University

Hansel and Gretel in Cyberspace: Following Breadcrumbs in a Forest of Hypertext

The issue of confusion and user disorientation in a hypertextual environment is an area of concern for anyone who is involved with electronic writing/ hypertext, from Web site designers (Ted Nielsen; Keith Instone) to software engineers (Mark Bernstein) and now, with the advent of networked classrooms and the rise in interest in digital literacy, composition instructors (cf. Collin Brooke; Jay Gorden; John Slatin). At present there is a very real need to come up with both language (cf. Kathleen Yancey; Mark Bernstein) and pedagogy (cf. Joseph Janangelo; Jeff Rice; Craig Stroup) that allow us to address the problem of reader disorientation and the lack of coherence in hypertextual documents. By looking at how users orient themselves in a hypertextual environment through the use of various navigation tools, especially breadcrumbs, we can discover what methods users already employ to overcome disorientation and establish coherence for themselves. We can then use this discovery to inform our pedagogy and practices when creating hypertextual documents.

Kimberly Lacey, Wayne State University

Hyper-Gendered Bloggers: The Enforcement of E-Masculinity

This paper will argue that it is the male students who “gender” blogging in freshman composition courses. Even though blogs are initially androgynous spaces and participants have the choice to voluntarily “gender” themselves, I find that male students often hyper-gender these spaces to promote their “masculinity.” Masculinity can be asserted when men personalize their spaces by posting suggestive photos, sexist jokes, and songs all the while acknowledging that they are doing this “just because some girl is making them do so.” I am specifically interested in exploring the female instructor/ male student dichotomy and resistances to blogging as a course requirement.

In the classroom, I utilize blogging not only to arouse conversation about e-ppearance (a term my students and I employ to represent how we appear online) and censoring oneself, but, too, as a method of continual writing in a “personal” place as the semester progresses. Curiously, there is often hesitancy among the male students, for I have frequently read responses that blogs “are for girls,” and that they are just “some silly girl instructor’s way of sneaking in journal writing.”

Although students are accustomed to posting on popular sites such as MySpace, Match.com, and Facebook, blogging is often a new place for writing. What complicates blogging is that the students are actually quite knowledgeable of their online presence; however, because their online presence has never “counted” for anything outside of connecting with friends, once this virtual space is associated with the classroom, there is immediate resistance that needs exploring and reconsideration.

Dana Lauro, Kean University

Writing a Book

I have some generalized ideas for a book I want to write, about the rail system in NJ, actually. It's a personal interest spurred by our transit system. I'd love to get some ideas on how to even BEGIN such a research project, and then publishing, etc.

Jessica Rivait, Wayne State University

Designing the Network: Student-Based Community Service Organizations and Grassroots Computer Networking

Grassroots computer networking efforts, as framed by Simmons and Grabill, fall short when community members are not involved in the designing process. Project Opportunity, a coalition of student-based community service organizations initiated by former Sen. John Edwards (NC), is a prime example of why such efforts do not succeed in a university context: the needs and concerns of student-volunteer leaders are not considered in the process of design of these initiatives. Using Johnson's user-centered theories of technology, my goal is to involve student-volunteer leaders from research institutions around the country in conceptualizing an interactive website that would be used to facilitate networking and idea sharing among their respective student-based community service organizations. The purpose of such a website would not only be to allow the flow of ideas, but also for such organizations to find new ways to sustain, thrive, and increase their impact in local communities.

Ben Samples, University of Tennessee, Knoxville

Disability, Universal Access and Academic Web Sites

My presentation will discuss methods of online access for individuals with various disabilities along with the issues disabled people face when confronted with the sometimes very difficult task of navigating departmental and course Web sites. In particular, because English is fundamentally rooted in the processes of reading and writing texts, I will focus on ways in which we can help students with visual, motor, and cognitive disabilities use the tools that are available to get what they need from the information we present on the internet. In addition to an overview of the current state of assistive technologies, I will give practical, hands-on ways in which we as instructors can make life easier for the disabled students in our classes and departments.

Judith Szerdahelyi, Western Kentucky University

Data Mining Research Techniques in Support of Effective Online Course Design

During the past ten years, there has been an increased interest in using data mining techniques for research in higher education. The focus of my current teaching and research interest is on exploring how data mining techniques can be applied to distributed or distance learning in order to predict students' online behavior. Information regarding online students' learning preferences could help online faculty design better online courses. I would be interested in networking with those who have experience with data mining in writing courses and are knowledgeable about educational research design.

Derek Van Ittersum, University of Illinois**

Afternoon session only

John Walter, St. Louis University

Understanding Media Dynamics, or Technology Is Not a Genre

All too often, we aren't careful enough when we begin to discuss new communication technologies and how they function. It's quite common, for instance, to discuss a new technology as a (consider, for instance, early discussions of email, web pages, and blogging as genres) or to define a medium or a genre by its surface characteristics (consider, for example, the wide-spread use of multimodality to define digital texts or the non-discredited claims that those schooled in oral tradition must be illiterate). Essentially, the problem with both of these moves is that they mistake surface characteristics of a communication act for its deeper structures, for its media dynamics.

Whether we are discussing the oral, chirographic, print, electric, or digital communication, I think we need to consider at least four distinct criteria:

- 1) the medium of the communication act,*
- 2) the practice or genre of the communication act,*
- 3) the technology and materiality of the communication act, and*
- 4) the techno-cultural matrix of the communication act.*

In this work-in-progress presentation, I want to discuss my initial thinking on this subject and to seek feedback for moving this project forward.

Quinn Warnick, Iowa State University

Ethnographic Research of Knowledge Management Practices in a University Setting

Two of the central concerns of business and technical communication are 1) the process by which individuals make tacit knowledge explicit, and 2) the means by which that knowledge is recorded and used by others. In the past decade, a subfield within technical communication, commonly called "knowledge management," has claimed as its territory the use of computerized systems for archiving and disseminating institutional knowledge among workers.

With few exceptions, previous research on knowledge management systems have been either too enthusiastic about the ability of knowledge management systems to solve all technical-communication problems or entirely dismissive of such systems. My ongoing ethnographic study of a technical support center at my university suggests the need for a more nuanced understanding of how multiple and varied systems work together to serve the needs of a professional workplace. Indeed, I argue that no single system is capable of managing the complexity and the volume of information needed for technical employees to carry out their work.

I am interested in receiving feedback about my ethnographic research methods and suggestions for situating my work within the broader discipline of professional communication.

Douglas Walls, Michigan State University**

Social Networking, Value Systems, and Technological Infrastructures

If we believe that writing is a social act and that the value of that social act is constructed through social networks then it stands to reason that the investigation into the interplay between how and why social networks form, what technological infrastructures have to be in place for that forming, how do those social networks and technological infrastructures assessable, assess, and teach those notions of value all seem interesting questions. I am interested in researching those questions at both the educational and professional levels.

Suzanne Webb, Michigan State University

Show And Tell: Multimedia Composition As A New Writing Space For Pedagogy And Research

Graduate TAs are perhaps uniquely situated in that our learning experiences often intersect our teaching experiences in ways which allow us to see various facets of composing practices. As students creating multimedia, we are required to perform rhetorical moves across multiple semiotic modes, which in turn requires cross-disciplinary knowledge. As authors of multimedia, our work necessitates deeper and richer discussion and consideration of Intellectual Property, particularly as we discover the persuasive power of remixing and reappropriation through multiple media. As instructors, we learn to apply our experiences of new media composing in order to elicit greater awareness of the rhetorical processes of multimedia composition from our students. However, as instructors we are also faced with the challenge of assessing the multimedia we ask our students to produce. Assessment becomes recursive as we must rely on the knowledge we acquire through producing our own media to better understand the rhetorical moves our students make in their multimedia compositions.

It is perhaps the value of the recursive process which prompts Cheryl Ball to claim in her 2004 article "Show, not tell: The value of new media scholarship," that scholars "should take advantage of their technological talents...and show the rest of the field that new media texts can be as meaningful as print articles and webtexts" (422). In other words, only through our own multimedia composition can we better theorize the rhetorical processes and decision making that takes place in the composition process.

In our presentation, three graduate TAs in different concentrations of study in the Rhetoric and Writing program at Michigan State University will share multimedia compositions and discuss some of the issues of production and assessment in our experiences with new media. While Ball suggests that new media scholars might "show, not tell" their media work, we believe that it is necessary to show AND tell our composing practices in new media to explicate how multiple semiotic modes function as a new writing space for pedagogy and research.

Dundee will discuss how creating a digital film helped her negotiate issues of representation and authority, as well as how this project continues to reshape the ways she teaches research and the assignments she offers in her writing courses.

Andrea will examine how the process of producing a political argument and the incumbent issues of Intellectual Property and remixing in multimedia helped her to make deeper and richer connections to the classical rhetorical canon of delivery. She will also explicate how this richer understanding of classical rhetoric has impacted how she reads and assesses her students' compositions.

Sue will consider how her multimedia piece, "Grand Theft Audio" speaks to students in multiple modes. It helps students grapple with the complexities of copyright and fair use. It teaches multimedia concepts such as graphic design, color, and font choice. And, it aids in students' discovery of advanced PowerPoint techniques.

Terra Williams, Arizona State University**

Katherine V. Wills, Indiana University Purdue University at Indianapolis

E-Portfolios: From Digital Panacea to Disciplinary Panopticon

Kathleen Yancey (2004) asks "If digital portfolios call for a new definition of composition ... [H]ow will that affect the labor of composition, both in terms of our 'work' and in terms of the qualifications of those who teach composition?" (756). This paper-in-progress presentation examines how a state-mandated e-portfolio for Education majors and state accreditation impacted the pedagogy of gateway writing courses. What steps did writing faculty take to minimize the Education Department's intrusion into writing curricula while still participating in the Education Department's eport accreditation process for the campus.

This paper will unpack these questions about eports at our institution: what are the tacit assumptions about e-portfolios that confuse function and outcome; how might unexamined cross-disciplinary mandates for eports drive writing class pedagogy; what are the effects of digital portfolio technology on writing process and product; and what are potential (mis)uses of eports as hidden tools to evaluate teachers. Attendees will better understand the uses and limitations of eports as teaching tools. Distinctions will be made among eports used for information management, teaching/teacher evaluation, and student learning assessment.

Notes

GRN Job Workshop

Moderator

Cheryl E. Ball, *Utah State University*

Table Moderators

Cheryl E. Ball, *Utah State University*

Anthony Atkins, *UNC-Wilmington*

Janice Walker, *Georgia Southern University*

Michael Day, *Northern Illinois University*

Heidi McKee, *Miami University of Ohio*

Hugh Burns, *Texas Womans University*

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Nick Carbone, *Bedford/St. Martin's Press*

Kristin L. Arola, *Washington State University*

Doug Eyman, *Michigan State University*

John Walter, *St. Louis University*

Cindy Selfe, *The Ohio State University*

Joyce Walker, *Western Michigan University*

Kris Blair, *Bowling Green State University*

This afternoon session of the GRN focuses on finding and getting a job in the field of computers and writing (and its surrounding fields of composition, rhetoric, and technical/professional communication). The session will consist of roundtable discussions with table moderators. Participants will be able to ask questions of, get advice from, and hear stories about the job market in the computers-and-writing field.

Each table will have two moderators (a mix of junior tenure-track faculty, senior faculty, and staff from a range of institutions), and participants will be able to switch tables, a la speed-dating format, every 20 minutes to hear new stories, new advice, and receive a variety of tips from an impressive array of scholar-teachers.

Table discussions might include addressing myths of the market; articulating your specialty in the field; reading and analyzing job ads to find your fit; preparing your print and Web portfolios; organizing materials for the search; interviewing dos and don'ts; negotiating offers; thinking ahead to and getting tenure; budgeting your time and money for the search; prepping a research agenda for post-job-market work; etc. Participants are encouraged to ask any job- or tenure-related questions (and to ask similar questions of many moderators to get a variety of feedback).

NOTES

A Few Resources in Computers and Writing

- Traci's 36th List of Ten: "Ten Ways to Document Your Conference Participation," <http://www.tengrrl.com/tens/036.shtml>
- Traci's Lists of Ten, <http://www.tengrrl.com/tens/>
- The Graduate Research Network (GRN), <http://class.georgiasouthern.edu/writing/GRN/>
- GRN Discussion List, <http://www.letu.edu/mail/lists/listinfo/grn-l>
- TechRhet Discussion List, <http://www.intersivity.org/lists/techrhet/>
- 7C-L (CCCC Committee on Computers in Composition and Communication, <http://www.intersivity.org/lists/7c-l/>
- ATTW-L (Association of Teachers of Technical Writing), <http://lyris.acs.ttu.edu/cgi-bin/lyris.pl?enter=attw-l>
- College Talk, <http://www.intersivity.org/lists/college-talk/subscribe.html>
- NCTE-TALK (K-16 NCTE members), <http://www.ncte.org/listssubscribe/subscribe.aspx?list=ncte-talk&source=gs>
- WCenter (Writing Center discussion list), <http://lyris.acs.ttu.edu/cgi-bin/lyris.pl?enter=wcenter>
- Council of Writing Program Administrators (WPA), <http://www.wpacouncil.org/wpa-l>
- *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, <http://english.ttu.edu/kairos/>
- Kairos News, <http://kairosnews.org/>
- CCCC Blogging SIG Mailing List, http://kairosnews.org/mailman/listinfo/blogs_kairosnews.org
- Rhetoric and Composition Journal Editors, <http://mason.gmu.edu/~bhawk/journals/>
- Computers and Writing Site (info about the annual conference and more), <http://computersandwriting.org>
- Assembly on Computers in English (ACE), <http://aceworkshop.org>
- Association of Teachers of Technical Writing (ATTW), <http://www.attw.org/>
- Conference on College Composition and Communication (CCCC), <http://www.ncte.org/groups/cccc>
- CCCC Committee on Computers in Composition and Communication (7Cs), <http://www.ncte.org/cccc/gov/committees/7cs>
- International Writing Centers Association (IWCA), <http://writingcenters.org/index.php>
- National Council of Teachers of English (NCTE), <http://www.ncte.org>
- National Coalition for Electronic Portfolio Research, <http://www.ncepr.org/ncepr/drupal/>
- ReadWriteThink, <http://www.readwritethink.org/>
- Lingua MOO, <http://lingua.utdallas.edu:7000/>
- Media MOO, <telnet://media.moo.mud.org:8888/>
- Teaching and Learning in Cyberspace: Promises and Perils in a DotCom World, <http://www.engl.niu.edu/mday/wctela.html>
- The Online Job Search, Online Résumés, and Webfolios for the Job Search, <http://www.engl.niu.edu/mday/web/resume.html>
- Electronic Portfolios for First-Year Composition, <http://www.engl.niu.edu/mday/wctelaeporf.html>
- Critical Thinking and the Internet Links, <http://www.engl.niu.edu/mday/web/critthink.html>
- An Informal Rationale for Using Chats in the Composition Classroom, <http://www.engl.niu.edu/mday/web/chatrationale.html>
- The Online Writing Classroom: A Workshop for College Level Teachers, <http://www.engl.niu.edu/mday/eiu.html>
- Community and Internet Discussion Groups: An Informal List of Features, <http://www.engl.niu.edu/mday/listcomm.html>

Alex Babione's Tips for New Attendees

Even the experts were once beginners:

We all had to write our first paper to present. We had to figure out which clothes to wear. We were nervous. We were ignorant. We were brave. Some of us were spectacular the first time we gave a paper. Most of us were ordinary. We buried our noses in our typed sheets, afraid to look at the audience. We did not want to lose our place. We weren't cool. Find someone or a couple of people, perhaps your mentor to practice with you before you present.

Ask questions:

Questions flatter the presenter. Ask for clarification if you do not understand. The more challenging the questions, the livelier the discussion. No question is stupid, though you may think it is. Questions give the presenter an opportunity to elaborate. But also the questions help to verify the presenter's grasp of information. Challenge, explore, and listen.

Speak out in sessions; share what you know:

Do you know something about the topic? Speak out. Share your knowledge, but not in a way that upstages the presenter. Let others know you have researched the topic. Make people listen to you, no matter how brief the time. Presenters want feedback and want to learn from the audience.

Introduce yourself to those you admire and want to get to know:

See someone in the hall or dining room you want to know on a first name basis? Take a deep breath and introduce yourself. Sure you might say that dumb comment you wanted to avoid, but you also have said, "Hi, I want to get to know you." Sure, you take a risk, but so what? Just do it!

Shy, timid, speechless?

Find your mentor and arrange for your mentor to introduce you. Join a group and stand, sit quietly until the time is right, then ask your question or make a comment. People will take notice, look at your name tag, and perhaps even ask where you live and teach.

Attend the social events and walk around. Appear interested. Speak to those you do know and, again, ask to be introduced. Ask your mentor to introduce you. During meals, sit at tables where you do not know people. Sure, it's awkward, but most people will welcome you.

Definitions and Useful Resources

By Locke Carter and Traci Gardner

7Cs: The CCCC Committee on Computers in Composition. Advises CCCC on computers and technology in the college classroom. Michael Day is the current chair.

ACE: Assembly on Computers in English, an affiliate of NCTE for K-16 computer-using language arts/English teachers.

ACW: Alliance for Computers and Writing

ACW-L: Alliance for Computers and Writing discussion list. Predated Techrhet; no longer active.

Blog: Short for weblog, some believe that a blog is a sort of online journal, some that it's an interactive online journal, and yet others that it's an online discussion area.

C&C: *Computers and Composition* (a print journal, Ablex)

CCC: *College Communications and Composition* (a print journal, NCTE)

CCCC: Conference on College Composition and Communication (part of NCTE)

C&W: Computers and Writing Conference

CLI: Command Line Interface (as opposed to GUI, below) e.g., DOS as opposed to Windows

CMC: Computer-Mediated Communication

Daedalus: The company that created the Daedalus Integrated Writing Environment (DIWE).

ENFI: Electronic Networks for Interaction (originally English Natural Form Instruction)

FYC: First Year Composition. The gender-free alternative to "Freshman English."

Face to Face (F2F): face-to-face communication where both speakers are in the same geographical location

GUI: Graphic User Interface (as opposed to CLI, above) e.g., Windows as opposed to DOS

GRN: Graduate Research Network. A place to share your current work with other scholars. See Janice Walker for more details.

IRC: Internet Relay Chat. An Internet-based real-time space where those who log on can interact.

ITC: Instructional Technology Committee of NCTE. Advises NCTE on computers and technology in K-16 classroom. Rae Schipke is the current chair.

Lurkers: Subscribers to electronic forums who rarely or never send contributions to the discussions, content to read what others are writing.

MOO: MUD, Object Oriented. An Internet-based real-time space where those who log on can interact, build, and program.

MUD: Multiple-User Dungeon (Domain, for you PC folk). Another kind of real-time space where those who log on can interact. Originally used for Dungeons and Dragons adventures.

MBU (Megabyte University) A rhet/comp discussion list, founded in 1990 by Fred Kemp. Predated ACW-L and Techrhet; no longer active.

OWL: On-line Writing Lab

TechRhet: Online discussion list for folks interested in computers and writing.

WAC: Writing Across the Curriculum

WAD: Writing Across the Disciplines

Wiki: A specific type of collaboratively-authored Web document, from the Hawai'ian term, "Wiki wiki" meaning "super fast."

Notes

Special Thanks to our Sponsors!

- **2007 Computers & Writing Conference, Wayne State University.**
- **Web space provided courtesy of the Department of Writing & Linguistics, Georgia Southern University.**
<http://class.georgiasouthern.edu/writling/>
- **2007 C&W/GRN Travel Grant Awards Committee.** Cheryl Ball, Michael Day, Gail Hawisher, Amy Kimme Kea, Rich Rice, Cynthia L. Selfe, and Janice R. Walker.
- **Door prizes courtesy of** Columbia University Press, HarperCollins Publishers, and McGraw-Hill.
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RESEARCH NETWORK FORUM AT CCCC

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CFP: The Research Network Forum was founded in 1987 as a pre-convention workshop at CCCC. The RNF is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers. The forum is free to CCCC convention participants. You need not be a work-in-progress presenter to attend.

As in past years, the 2008 RNF will feature two plenary sessions, one in the morning and one in the afternoon, each a little over an hour long. These sessions include presentations from each plenary speaker followed by a brief question period.

At the subsequent roundtable discussions, work-in-progress presenters discuss their current projects (in an eight-minute presentation) and gain the responses of other researchers, including the discussion leaders.

Work-in-progress presenters are grouped by thematic clusters, in which they will discuss their projects with other researchers and a discussion leader who is a senior researcher. Participants also include editors of printed and electronic journals of composition/rhetoric who will discuss publishing opportunities of completed works-in-progress. Work-in-Progress Presenters should bring three typed questions which they should copy and distribute to participants at their table (15 copies for the two sessions will do).

We encourage participants to bring a copy of the journals they edit/publish, any other publications, and announcements, which will be displayed at the RNF meeting.

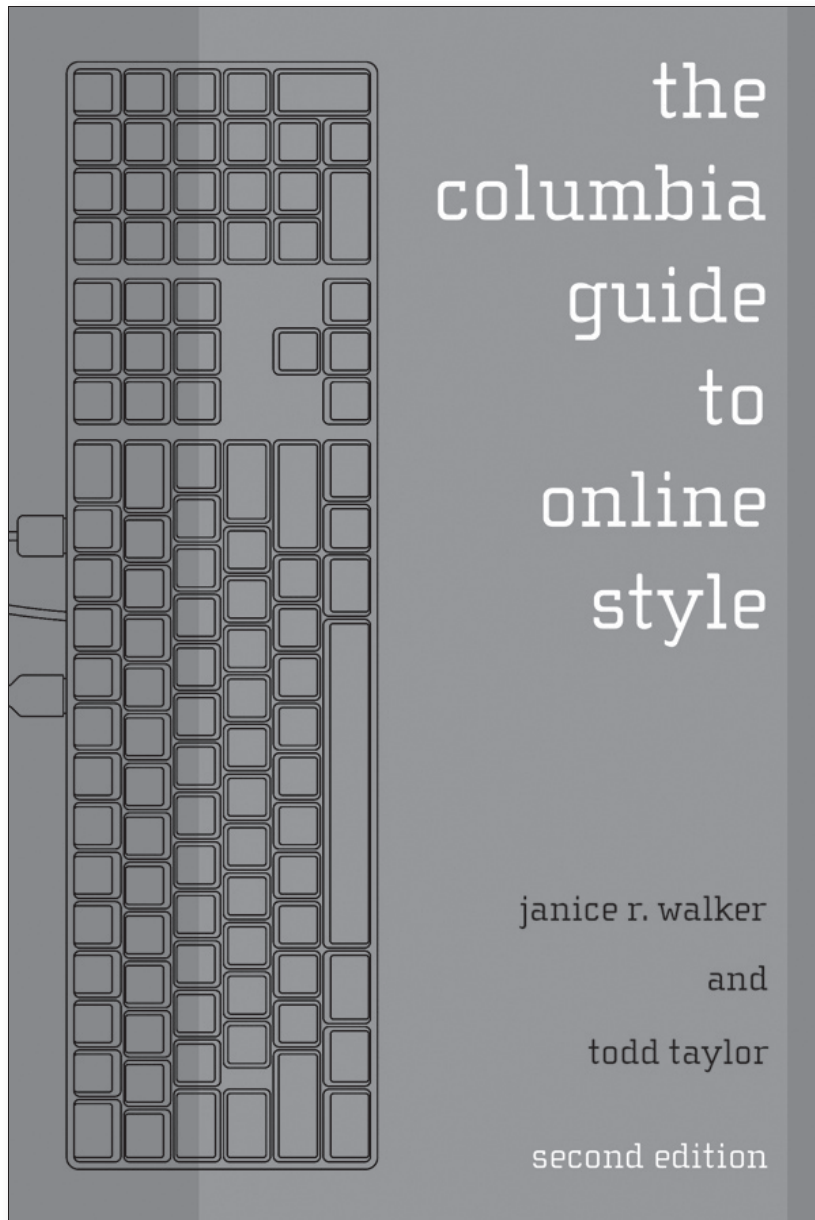
Please join us in New Orleans to present a Work-in-Progress presentation or serve as a Discussion Leader (for those who are seasoned, established researchers) and/or Editor (for those who edit journals/presses). Electronic proposal forms will be available at www.rnfonline.com.

Deadline: You may appear on the *RNF Program* in addition to having a speaking role at the Conference on College Composition & Communication. **Final Deadline for inclusion in the RNF Program is September 30th, 2007.**

For more information, please contact Risa P. Gorelick, RNF Chair, at rgorelic@monmouth.edu or risa1804@aol.com; telephone: 732-571-3623

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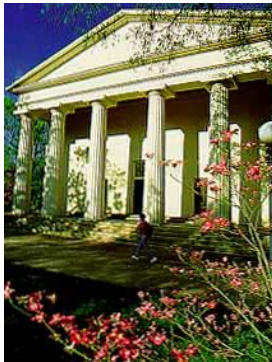
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Computers and Writing 2008 announces the ninth **Graduate Research Network**, a forum for discussion of research projects and work in progress related to Computers and Writing. The C&W Graduate Research Network is an all-day pre-conference event, open to all registered conference participants at no charge.

Roundtable discussions will group those with similar interests and discussion leaders who will facilitate discussion and offer suggestions for developing research projects and for finding suitable venues for publication. We encourage anyone interested or involved in graduate education and scholarship--students, professors, mentors, and interested others--to participate in this important event.

The GRN welcomes those pursuing work at any stage, from those just beginning to consider ideas to those whose projects are ready to pursue publication.

The Graduate Research Network is **free** to all registered conference participants. For more information, see the full Call for Proposals at <http://class.GeorgiaSouthern.edu/writling/GRN/2008/> or email jwalker@georgiasouthern.edu.

Visit the GRN Web site
at

<http://class.georgiasouthern.edu/writling/GRN>
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Graduate Research Network Shop

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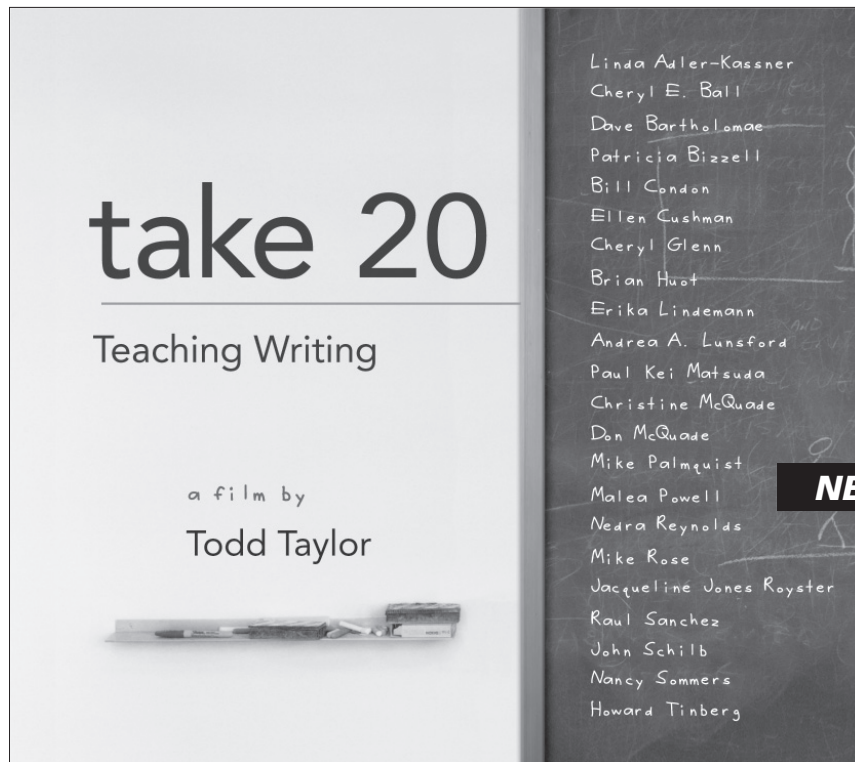
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