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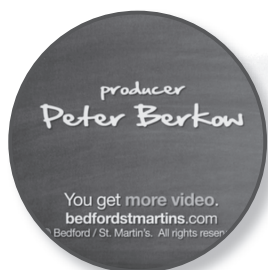
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New Titles of Interest

New Media Theory Series, edited by Byron Hawk

New Media/New Methods: The Academic Turn from Literacy to Electracy
Edited by Jeff Rice and Marcel O'Gorman [2008]

The Two Virtuals: New Media and Composition
Alexander Reid [2007]
Hon. Mention, JAC / Winterowd Award 2007 for best book in composition theory.

Visual Rhetoric Series, edited by Marguerite Helmers

Writing the Visual: A Practical Guide for Teachers of Composition and Communication
Edited by Carol David and Anne R. Richards [2008]

Ways of Seeing, Ways of Speaking: The Integration of Rhetoric and Vision in Constructing the Real
Edited by Kristie S. Fleckenstein, Sue Hum, and Linda T. Calendrillo [2007]

Transforming English Studies: New Voices in an Emerging Genre
Edited by Lori Ostergaard, Jeff Ludwig, and Jim Nugent [2009]

From Oracle Bones to Computers: The Emergence of Writing Technologies in China
Baotong Gu [2009]

Peers, Pirates, and Persuasion: Rhetoric in the Peer-to-Peer Debates
John Logie [2007]

In the pipeline . . .
Mics, Cameras, Symbolic Action: Audio-Visual Rhetoric for Writing Teachers by Bump Halbritter; *Locating Material, Visual Rhetorics: The Map, the Mill, and the GPS* by Amy Propen; T*he Available Means of Persuasion: Mapping a Theory and Pedagogy of Multimodal Public Rhetoric* by David M. Sheridan, Anthony Michel, and Jim Ridolfo; *Suasive Iterations* by David M. Rieder; *Writing Spaces I and II* edited by Charlie Lowe and Pavel Zemliansky.
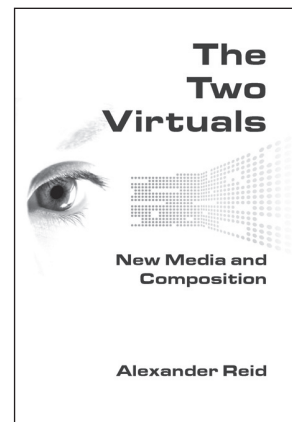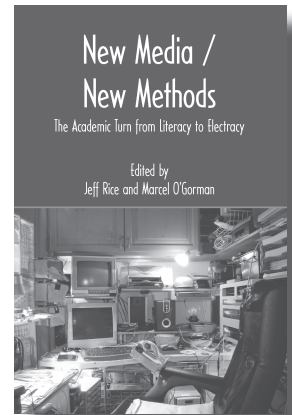
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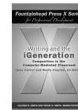
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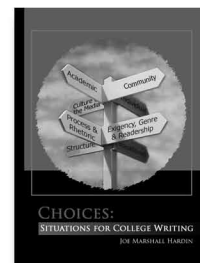
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Notes

2009 Graduate Research Network Schedule

U N I V E R S I T Y   O F   C A L I F O R N I A ,   D A V I S

T C S   B U I L D I N G   (A R T   A N N E X)

9:00 – 9:30 am	GRN Opening Remarks
9:30 – 11:45 am	Roundtable Discussions
Noon – 1:30pm	Lunch
1:45 - 2 pm	Awards and Announcements
2:15 – 4:15 pm	GRN Job Workshop
4:15 – 4:30 pm	Closing Remarks

Notes

Presenters and Abstracts

Lethia Cobbs, California State University, Long Beach

Heuristics and Obstacles in School Attendance

> *The journey to school for many is uneventful unless the route is fraught with well-known dangers faced by a child who lives in an urban environment. This proposal was written as a means to explore the possibility of technology to facilitate an understanding of the heuristics used by someone who faces many obstacles and few options in physically attending school. One way in which this proposal could be implemented is the use of a gaming algorithm written from the perspective of individuals who face this circumstance.*

> *In Marshall McLuhan's Understanding Media: The Extension of Man he states: "games, like institutions, are extensions of social man and of the body politic, as technologies are extensions of the animal organism" (316). The act of gaming both socializes and teaches its participants the rules within the environment of gaming. Most games are modeled on our psychological lives that embody "particular" cultural values and ethos. This algorithm would be specifically oriented towards teachers and community participants who work with at-risk populations in order to promote empathy and a civic awareness through active digital participation.*

Erin Frost, Illinois State University

Reading Public Bodies: Explorations in Medical Rhetoric, Critical Theories, Visibility and Technical Communication

> *I recently completed a digital portfolio of some of the work I did while earning my master's degree. This portfolio, which can be found at http://students.english.ilstu.edu/eaclar4, includes works from several of my areas of interest, but especially concentrates on the intersection of medical rhetorics and postmodernism. Specifically, I have critiqued the ways in which the fetal ultrasound procedure is presented to pregnant people. I have suggested that the medical industry needs to commit to a more open method of dialogue between professionals and patients, but I also examine the ways in which patients purposely position themselves as subalterns. I am interested in learning more about the various fields that pertain to my work and what avenues of research established scholars might suggest as I continue. I also hope to receive feedback on how to incorporate my specific areas of interest into courses I teach.*

Shreelina Ghosh, Michigan State University

Ethnography in Virtual Spaces: Methodology and the Challenges

> *In my dissertation project, I will aim to explore the performance and preservation the artistic tradition of Indian classical Odissi dance in Digital Gaming practices. My focus will be on Second Life (SL). SL provides opportunity for performance of different dance-like movements. Dance, especially classical dance-forms of the east and west are sublime arts, are embodied cultural practices. The embodied arts of Classical dance are disembodied in virtual performances and consequently hypermediated dance evolves beyond the theoretical conventions of performance. This is the place from where my research and exploration starts.*

> *My attempt will be to address the ethos of the digital age that that tends to believe in hypermediating knowledge and memory as the most permanent means of preservation/digitization projects of ancient arts. I look forward to my ethnographic study of Second Life performers of dance in understanding these experiences. In the GRN session, I am interested to interact with researchers involved in virtual ethnography. As I am in an early dissertation stage, feedback and advice from people in the field about virtual ethnography and research in Second Life will be on immense value to me.*

Allison Himelright, Sacramento State

Facebook and 21st Century Literacies

> *This presentation will discuss the possible benefits of integrating social networking tools such as Facebook into the classroom. Specific topics that will be discussed are: the collaborative benefits of Facebook; literacy skills acquired/developed through reading and responding to other members; privacy issues; as well as any possible drawbacks. Due to the dearth of scholarship available on Facebook in the classroom, I would also love to hear from other scholars in the field and share ideas about how to possibly integrate this social networking site into the classroom.*

Mary Karcher, Wayne State University

Does that make sense?: Discovering Coherence in Digital Environments

> *Coherence is recognized as being a key component of "good writing" (Halliday, Hassan, Faigly, Phelps). Essentially, to create coherence in a text is to make meaning and to pass that meaning on to the reader. In print texts, this is done through language and the logical (primarily linear) presentation of ideas and concepts. In digital texts, however, where texts can be visual and hypertextual, and where the "digital" logic of juxtaposition and pattern recognition is used, how can coherence be created? Simply applying the criteria of print coherence to digital texts is not sufficient or reasonable. My project attempts to address this question of what happens to coherence in digital environments, focusing in particular on how coherence is created in/through different online tools and Web 2.0 software. Specifically, I will be using a combination of actor-network theory and complexity theory as a lens for looking at how coherence "morphs"/changes in various online environments that utilize Web 2.0 and social software.*

Sipai Klein, New Mexico State University

Digital Architectonics: A Case Study of Educator Designed Multimodal Texts

The role of educators is changing from composers of print texts to designers of multimodal texts for the screen, otherwise known as new media texts. The shift from print to screen creates a scenario whereby educators attempt to transfer their print-based design assumptions to the design of new media texts, instead discovering the affordances of the screen as a new medium of communication (Jewitt, Moss, & Cardini, 2007; Kress, 2003). The phenomenon of educator designed multimodal texts, defined by DeVoss, Cushman, and Grabill (2005) as "writing with multiple sign systems within technology-mediated environments" (p. 17), therefore, needs to be studied in order to meet the demands of new teaching and literacy practices. That is why this case study examined the rhetorical considerations of the composition process of three university educators adapting to the possibilities and practicalities of meaning-making processes of multimodal composition. This study gathered information on the design process using semi-structured interviews, think aloud observations, video logs and blog-based journals and analyzed the data, including the multimodal texts designed by educators, using multimodal text analysis and discourse analysis. This research, then, aimed at offering an in-depth description of the rhetorical considerations of the composition process of educator designed multimodal texts.

Jennifer McAvoy, Southern Illinois University, Edwardsville

"Are You My Other?": Overcorrection in the Classroom

In recent decades, the student body of American universities has changed as diverse populations have gained access to higher education. Such access gives the physical space of the classroom additional rhetorical and pedagogical opportunities to celebrate difference, teach tolerance, and invite discourse. As students and instructors encounter differences in appearances, abilities, and beliefs, they perform codes of behavior that are deemed appropriate for their roles. In some instances, this Foucauldian self-policing manifests as overcorrection.   In this paper, I argue that the instructor's hypersensitivity to overt physical differences or perceived cognitive differences detracts from the quality of learning in the composition classroom.

Sarah Mellon, Texas Tech University

Teaching with Online Resources

The ideas of context and consideration of the audience may seem simple to the experienced communication professional, but introducing this concept to new (freshman & sophomore) communication students is often difficult to describe to a diverse audience. In my Essentials of College Rhetoric course, I introduce the concepts of historical, social, and political context in one lesson using a time line of music video analysis from 1986 through 2008.

I had noted that the political and social atmosphere in late 2008 was highly reflective of that of the late 1980s, and could clearly see similarities in the way music artists responded to political and social/economic situations through visual rhetoric in their videos. Students were highly interested in learning about history through this form of visual rhetorical analysis (students are especially enthusiastic about anything involving music) and many noted in a post test assessment that their appreciation of social and political context was enhanced by the lesson. Students reported feeling confident in the revision of their own analysis papers (which were in progress when the visual rhetoric lesson was introduced) and noted that they would take more consideration in the social, political and economic reflections in their own work both in class in their area of major. Thanks, You Tube.

Andrea Murphy, Old Dominion University

Building a Better Foundation for Multimodality

Over the past decade, Gunther Kress's work on multimodality has contributed to a call for the inclusion of the visual into the cannon of English Studies. Based on James Gibson's (1979) idea of affordances, which argues that different objects have different culturally determined predispositions for use, Kress argues that different modes of communication (e.g. speech, gesture, music, writing, or image) offer different affordances for communicating information (Kress, 2000, 2003, 2005). However, entailed in his theory is Kress's contention that our current period of digital communication is marked by a fundamental change in communication practices from those dominated by writing, which is based on a logic of time, and the medium of the book, to an age dominated by the use of images on a screen, which depend on a logic of space. Moreover, Kress (2005) concludes that the image is superior to writing in that it can more accurately depict and efficiently communicate information. After outlining current disagreement with these two points, this paper will argue that a theory of multimodality, when based on a stronger historical foundation and displaying an awareness of the oral-aural as well as the written word and images, better describes current multimodal composing practices.

Lillian Namukasa, National Council for Disability, Uganda

Disability Mainstreaming in Uganda

Mainstreaming disability in the development agenda is a strategy for achieving equality for persons with disabilities. It's the mandate of National Council for Disability to review issues that have hindered disability mainstreaming in Uganda. Though Uganda has 1.1 million people with disabilities, most organizations don't plan for them in constructing new buildings, even when they are public utilities. We are building new roads and repairing others but ignoring the concerns of disabled people such as special walkways and audio signals to cross streets for the visually impaired. And such provisions are a cardinal requirement of modern architecture and engineering yet Ugandan constructors seem to get away with plans that don't provide for people with disabilities.

Taking part in this conference will assist in giving views to be incorporated in mainstreaming disability perspective, processes of assessing the implications for mainstreaming disability in any planned action, including legislation, policies or programmes, in any area and at all levels. The conference deliberations will improve on the skills to design, implementation, monitoring and evaluating policies and programmes in all political, economic and societal spheres, so that persons with disabilities are included in all government programs in Uganda.

Tara Porter, University of California-Davis

Why Don't We Just Create a New Exam for Engineering Students?

> *This question was asked during a 2008 meeting of the University Writing Program faculty at the University of California at Davis (UC Davis). Composition faculty members were discussing the differences in junior-level writing assessment scores amongst majors. Engineering students, in particular, were scoring significantly lower on the writing assessment exam. This faculty member's suggestion seems to be a possible issue to explore. If students in various disciplines are performing differently on the junior-level writing assessment exam, then test administrators need to determine whether the exam incorporates the values that the various disciplines need evaluated. Patricia Lynne writes that "assessment would be meaningful in relation to the needs and values of those within the assessment context" (Lynne 2004). "Context" generally refers to institution-based context; however, I would argue that the context within an institution varies significantly. The expectations in a Biological Sciences course differ from the expectations in a humanities course. In this study, I will examine the language of the different rubrics used at UC Davis and show the strong differences in writing values among majors. I will also show how the values of various disciplines sometimes collide with the values measured in the junior-level writing assessment exam. Based on this information, I hope to answer the question: Can an analytic scoring of a writing assessment sorted by discipline help inform us of the varied writing values that each discipline holds? I also propose a possible analytic scoring database to help communicate student performance on these writing values.*

Lisa Randall, Indiana University of Pennsylvania

(I Can Get) Satisfaction: Improving Online Writing Instruction

> *Many composition classes have some online component in terms of supplementing face-to-face (F2F) material, constructing and sharing writing via email or discussion boards, researching online, or writing to online audience(s), so any findings on how to best teach online writing could help us to better teach writing.*
>
> *While there is no concrete set of best online teaching practices that will work for everyone, to best serve online writing faculty and students we need to evaluate online writing instruction's benefits and caveats by assessing student and instructor satisfaction. There has been much written on online instruction that we can glean student and instructor satisfaction data from. This presentation will review research on student and instructor perceptions of online learning from available articles and studies on distance education. By analyzing what is known about distance education and what is known about online writing, we can narrow in on learner and instructor perceptions of online writing instruction and work to increase writing instructor and student satisfaction.*

Kathy Rowley, California State University Stanislaus

Fresh Text: A New Perspective on Text Messaging in the Composition Classroom

> *While most professors perceive non-negotiable communication boundaries between their space and the space of their students "outside of class," ignoring the opportunities afforded by utilizing text messaging as part of instruction systematically hinders progress in the composition classroom. Text messaging between professors and students creates new avenues of positive power-play. As students engage in contacting their professor via texting, they appropriately de-center authority in the classroom while inviting professors into their "space," a whole new arena of valuable student empowerment. This bond of communication encourages contact when students need to inform their professor about their attendance or request help on an assignment, especially vital as they write their essays. Professors conveniently engage students with information such as ideas in response to earlier questions in class. Epiphanies pertaining to improved composition come and go, but texting communicates them before they are gone. Encouraging text messaging between the professor and students opens up communication on a higher and more responsive and professional level in the composition classroom.*

Jentery Sayers, University of Washington

Three Case Studies on the Emergence of Collaboration and Expertise in the Digital Humanities

> *At C&W 2009, I am giving a talk and moderating a panel, which I organized, of undergraduate researchers. Here's a brief description of each:*
>
> *"Three Case Studies on the Emergence of Collaboration and Expertise in the Digital Humanities"*
>
> *Mobilizing a theoretical approach to the digital humanities through three cases studies in academic collaboration, this talk attends to how researchers might sustain the trajectories of their work across projects, courses and classrooms, with an emphasis on how digital technologies function toward new understandings of expertise.   The case studies include my participation in three collaborations, in the following roles: as an instructor in the 2008 Summer Institute in the Arts & Humanities (on "Media and the Senses"), a participant in the HASTAC Scholars Program, and a University of Washington Huckabay Teaching Fellow. These interdisciplinary opportunities intersect with my investments in participatory learning and technology-integrated instruction and include my collaborations with not only arts and humanities faculty, but also graduate and undergraduate students.*
>
> *"Sustained Systems, Sustainable Research: A Look at Undergraduate, Project-Based Approaches to the Digital Humanities"*
>
> *How might courses that include humanities computing engage students in long-term undergraduate research projects, and how might students mobilize digital humanities curricula through future-oriented inquiry, toward novel modes of knowledge-making, and with innovation in mind? Using these questions as a framework for this panel, four University of Washington undergraduates present their ongoing digital humanities projects.*

Mary Lourdes Silva, University of California, Santa Barbara

From Google to Pegasus: A Case Study of the Online Navigational Practices and Writing Development of Composition Students

> *In a pilot study of my research composition course at the University of California, Santa Barbara (UCSB), I will present findings on a case study of the online research processes and writing development of three college students. I employ a mixed-method experimental design that includes the distribution of instructional videos that I've designed to teach students how to do online research in online spaces, such as Google, Wikipedia, and Pegasus (the UCSB library database); the use of a screen-capture software to record all screen activities, both online and offline; a think-aloud protocol of the screen recording; and a textual analysis of nine drafts in total.*

> *A clearer understanding and empirical evidence of college students' online research practices and writing practices are necessary for several reasons. First, a digital divide will continue to widen so long as educators assume that digital natives possess the cognitive skills and strategies to navigate between authoritative and non-authoritative online spaces. Second, many students do possess sophisticated navigational and cognitive skills that are not transferred to online educational environments, such as libraries and course management systems, because of students' assumptions about and self-representation within these online education spaces. Last, the development of academic prose and an academic ethos does not only entail involvement with institutional structures and systems, such as libraries, library databases, government agencies, and publication agencies.*

Sarah Spring, Texas A&M University

Computers, Tools, and Instruments: Academic Dependence on Machine Terminology and Its Effect on Student Perceptions of the Computer Classroom

> *While the field of composition desires to view the computer classroom in a variety of positive ways (community, space, place), a survey of the scholarship reveals a deeply rooted dependency on tool and machine metaphors. This dependency indicates that, despite our intention to move away from what critics have dismissed as a simplistic instrumental mindset, we may be unable to escape the terminology that accompanies it. The presence of these metaphors is a possible explanation for why students do not engage with the idea of the computer classroom as we would like them to. Fully committed to the computer-as-tool metaphor, they fail to grasp alternatives. Ironically their persistent instrumentalism may be abetted by the mixing of metaphors in academic writings. While theoretical and critical works favor spatial, geographic, and social metaphors, textbooks and teaching materials tend to revert to tool tropes, inadvertently influencing how students read both computers and the computer classroom.*

Ryan Trauman, University of Louisville

Institutional Reconstructions of "Writing" in Response to Emerging Technologies

> *Most of the scholarly discourse related to changing definitions of writing has examined texts written for a scholarly audience. What hasn\'t yet emerged from these discussions is an analysis of the arguments that scholars construct when writing, as administrators, for local audiences such as fellow administrators at their home institutions, the students affected by these changes, and the people who will engage with and enact these adjusted definitions.*

> *The project focuses on how these administrators construct these arguments within local, institutional contexts. Specifically, this presentation will identify larger cultural narratives associated with literacy and technology that scholar-administrators draw from in order to appeal to these audiences. This presentation will then contextualize how these narratives are shaped in light of local material conditions.*

> *Specifically, this project investigates two sites, both four-year Midwestern research universities, and involves a rhetorical analysis of archival documents related to programmatic changes as they have been enacted at different times over the last several years. The study also involves interviews with the administrators who authored them. The project will offer insights into the ways writing program administrators draw from specific cultural narratives of literacy and technology and reshape them in the context of local material conditions.*

Annette Vee, University of Wisconsin-Madison

Literacy/Proceduracy: Parallels Between Writing and Computer Programming

> *The initial integration of text into medieval European government, social organization and commerce in the 11th and 12th centuries meant that people "began to live texts" regardless of their ability to read them (Stock, 1984). At the turn of the 21st century, people's lives are now being circumscribed by another technology of literacy: computers. As computer code defines more of our legal, intellectual, and even social spaces and is rapidly growing in power, we must attend to its associated literacy. This dissertation attempts to do so by examining the historical parallels between programming and writing as infrastructural information technologies, and theorizing the social, technical and ideological components of the literacies that are required to manipulate them. Through interviews with programmers and comparative historical analysis of the periods in which these technologies have led to paradigm shifts about information, this dissertation extends the history of writing as told within literacy studies to include the writing technology of computer code.*

Douglas Walls, Michigan State University

Objects of Attention: When Knowledge Objects Localize and Travel

> *The goal of this dissertation is to trace when patterned localized knowledge and rhetorical activity develop and move through distributed rhetorical situations, what I call the development of Knowledge Objects. This project addresses when digital rhetorical practices and tools are used in conjunction with interpersonal and community relationships to assemble, construct, and disseminate knowledge objects that are useful for both user and community. My project will compare the individualized knowledge object practices and tool assemblage patterns as they interface and assemble, or fail to, across networks of knowledge formation. This mapping should provide evidence of when patterned localized knowledge and rhetorical activity develop as well as providing a useful tool for tracing knowledge construction across rhetorical situations.*

Jennifer Wells, Indiana University of Pennsylvania and Mercy High School

Status Update: Using Facebook as a Location for Interviews

As a high school teacher studying in the field of (college) composition, I often hear how woefully under-prepared high school students are for first year college composition, and by extension, college in general. Usually the blame is placed squarely on the shoulders of high school teachers. For my dissertation study, I am following the Mercy High School class of 2009 as they go through their first year of college (community colleges, state universities, private colleges) to find out if they feel there is a gap between what they learned in high school (particularly about reading and writing) and what they are expected to do in college. I am also looking at if and how students are able to transfer what they learned in high school to college, and if not, why not.

In order to do this, I will be conducting monthly interviews via email and Facebook. For this presentation, I will focus on the idea of using Facebook as an interview "location" and discuss what I see as some of the potential benefits, as well as the potential drawbacks, of using a social network in this way.

Matthew Wendling, Illinois State University

Talking Back to our Teachers: Undergraduate Research in Multimodal Composition

In Fall 2008, as an undergraduate student in Dr. Cheryl Ball's Multimodal Composition course, I attended the Thomas R. Watson Conference on Rhetoric and Composition at the University of Louisville. The theme of the conference was "The New Work of Composing" and the organizers wanted our class to document the conference using multiple media and to engage in the proceedings through our experiences as undergraduates, who are not often present at such academic gatherings. Our major project for class was to use the collection of media gathered to compose several pieces of digital scholarship to submit to the conference hosts for consideration in the first "born-digital" scholarly book in English studies, The New Work of Composing. *This book is under consideration by the first all-digital, academic press in the humanities, Computers and Composition Digital Press. Our chapter proposal title was "Talking Back to our Teachers: Undergraduate Research in Multimodal Composition." Each section speaks to the perceptions of undergraduate students' technology use as presented by the relevant scholarship in the field, by attendees at the Watson conference, and by campus initiatives and documentation about technology-based pedagogy. I have assumed responsibility for revising each of the three pieces in preparation for publication. Additionally, I am documenting my revision process as a part of ongoing research regarding revision strategies in multimodal composition.*

GRN Job Workshop

The afternoon session of the GRN focuses on choosing and getting through grad school, and finding, getting, and keeping a job in the fields related to computers and writing. The session will be modeled on the game show Jeopardy!, with 12 panelists representing each of the topic areas (grad school, job-seeking, and getting tenure), plus 3 experienced judges from the field who will comment on and respond to the panelists' Jeopardy answers. GRN participants will have the chance to choose answers they want questions to and win prizes!

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Cheryl E. Ball, *Illinois State University*

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Ryan Trauman, University of Louisville
Bre Garrett, Miami University of Ohio
Jim Purdy, Duquesne U
Aimee Knight, Michigan State U
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- ➢ **Web space provided courtesy of the Department of Writing & Linguistics, College of Liberal Arts and Social Sciences, Georgia Southern University.** http://class.georgiasouthern.edu/writling/

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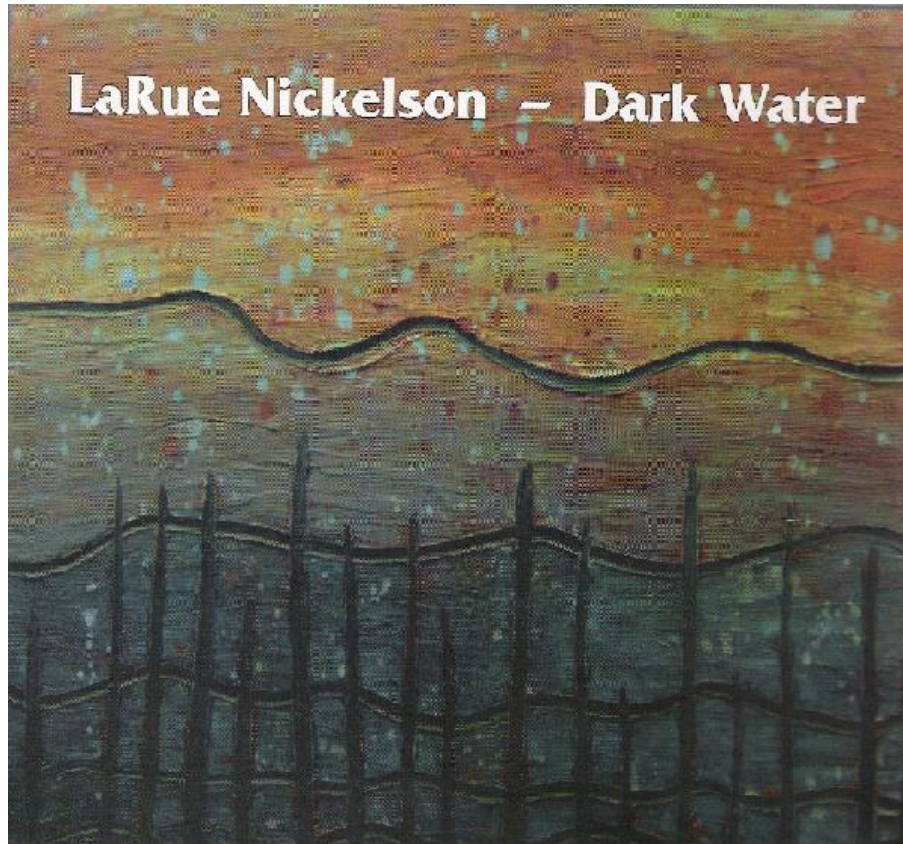
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Call for Proposals

Graduate Research Network 2010

We invite proposals for work-in-progress discussions at the eleventh annual **Graduate Research Network** at the 2010 Computers and Writing Conference, May 20, 2010, hosted by Purdue University.

The C&W **Graduate Research Network** is an all-day pre-conference event, open to all registered conference participants at no charge. The **GRN** consists of roundtable discussions, grouping those with similar interests with discussion leaders who facilitate conversations and offer suggestions for developing your projects and determining suitable venues for publication. We welcome those pursuing work at any stage, from those just beginning to consider ideas to those whose projects are ready to pursue publication.

http://class.georgiasouthern.edu/writling/GRN

For more information

Janice R. Walker
Dept. of Writing & Linguistics
Georgia Southern University
P.O. Box 8026
Statesboro, GA 30460
jwalker@georgiasouthern.edu

CALL FOR PROPOSALS
23ʳᵈ annual

RESEARCH NETWORK FORUM AT CCCC

Kentucky International Convention Center & Marriott
Louisville, KY
Wednesday, March 17, 2010

HOMEPAGE: WWW.RNFONLINE.COM
Questions? Email chairs@rnfonline.com
Deadline: Saturday, October 31ˢᵗ, 2009

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 last year' RNF, the 2010 RNF will feature one plenary session in the morning featuring:

> **Muriel Harris, "Rethinking What Writing Centers Say and Do"**
> Professor Emerita of English, formerly Writing Center Director, Purdue University
> *Writing Lab Newsletter*, Editor

> **Michelle Hall Kells, "That's So WAC: 'Speaking Life as a Second Language'"**
> Associate Professor, Interim Director of Rhetoric & Writing, University of New Mexico

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 and highlighted at the Editors' Roundtable.

Please join us in San Francisco 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/blog.

Deadline: October 31, 2009. 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.

digital writing research
technologies, methodologies, and ethical issues @

edited by Heidi McKee and Dànielle Nicole DeVoss
now available from Hampton Press (1-57273-705-0)

"The key epistemological breakthrough here: doing digital writing research is not merely a matter of shipping old methods and methodologies to a new research locale—for instance, the Internet, the World Wide Web, synchronous chat spaces, virtual classrooms. Rather, **technologically mediated research locales demand changes in method and methodology...** Digital Writing Research is the perfect title for a work that celebrates the achievement of a well-established field while simultaneously pushing that field into a new identity. This volume makes a strong case for the distinctive and important nature of computers and writing research." (James Porter, Michigan State University)

All royalties from book sales will be donated to the Computers & Writing/Graduate Research Network Travel Grant award funds.

OVERVIEW

Computerized writing technologies impact how and what we write, the ways in which we teach and learn writing, and, certainly, computers and digital spaces affect our research approaches. *Digital Writing Research* focuses on how writing technologies, specifically digital technologies, affect our research—shaping the questions we ask; the sites we study; the methodologies we use (or could use); the ethical issues we face; the conclusions we draw; and, thus, the actions we take as scholars, researchers, and teachers.

The chapters in this collection focus on articulating how research practices have evolved—and will continue to evolve—with changing writing technologies. The chapters provide experienced researchers with a means to reflect upon various aspects of their research and offer researchers new to composition studies or new to computers and writing research an introduction to possible approaches and related methodological and ethical issues.

FOCUS

Some questions authors consider include, but are not limited to:

- How have researchers adapted methodologies for digital writing research? For example, how might a researcher conduct an ethnography in an online community? What approaches are available for the coding of digital text?
- What methods are being used by researchers studying sign systems beyond the textual? What research is being conducted on visuals? What methods are being used by compositionists for studying multimedia texts?
- What constitutes appropriate human subject research in online environments? When is consent needed, especially when working in diverse cultural and technological forums? What new issues related to person-based research does writing in networked spaces create?
- How are computerized technologies, particularly global technologies, raising new (or remediating old) ethical issues related to privacy, individual rights, and representation?
- How have electronic journals and other methods of publishing writing research influenced our research directions and the distribution of research findings?

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Part Five: Researching the Research Process and Research Reports