COMPUTERS & WRITING CONFERENCE 2010

Purdue University

Graduate
Research Network
2010

PARLOR PRESS
EQUIPMENT FOR LIVING

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]

Genre: An Introduction to History, Theory, Research, and Pedagogy
Anis S. Bawarshi and Mary Jo Reiff [2010]

Walking and Talking Feminist Rhetorics: Landmark Essays and Controversies
Edited by Lindal Buchanan and Kathleen J. Ryan [2010]

Bibliographic Research in Composition Studies
Vicki Byard [2009]

Argument in Composition
John Ramage, Micheal Callaway, Jennifer Clary-Lemon, Zachary Waggoner [2009]

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; *The 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.
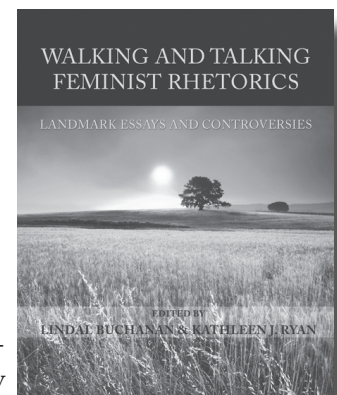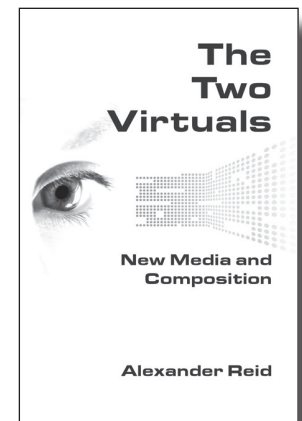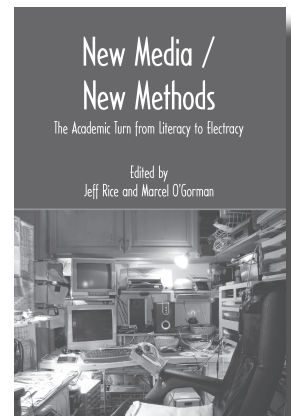
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WALKING AND TALKING
FEMINIST RHETORICS
LANDMARK ESSAYS AND CONTROVERSIES
EDITED BY
LINDAL BUCHANAN & KATHLEEN J. RYAN

2010 Graduate Research Network

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Writing for Wows:
Interactive Peer Review

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2010 Graduate Research Network Schedule

P U R D U E   U N I V E R S I T Y
S T E W A R T   2 0 6

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

Presenters and Abstracts

Phill Alexander, Michigan State University

Mapping the Non-White User in Digital Spaces

> *While "the user" is an ever-present part of C&W scholarship and research, all too often that user seems to be left as implied. This "implied" user, at least on the surface, appears to generally regarded as a student and is treated in much of the text as racially and socially (and perhaps even gender and sexual orientation) neutral. The goal of my current research project is to bring to the fore considerations of cultural and socio-economic elements of user difference that have a direct impact on end user experiences.*

Susan Antlitz, South University Online

Interference, Inclusions, and Refraction: Crystalline Metaphors for Emergent Textual Structures

> *My project explores alternate structures and forms for writing and scholarship, using insights from the mineral kingdom as helpful metaphor for composition. An exploration of crystalline structures and the factors that influence the formation of a crystal can provide insight into new possibilities for multimedia and hypertext compositions. Crystals don\'t just grow according to their own internal pattern, but also are affected by the environment around them, much in the same way thought, being, writing, and research are. Crystals take many forms: Some have been broken and then have grown back together to create unique formations; in some, one mineral morphs into another or forms a layer over another, while in others, vanished influences leave intricately etched designs, or fractures or inclusions create luminous rainbows or shine like silvery mirrors. A piece of optical calcite even creates a double-image. These patterns of interference and refraction have their corollary in the efforts of writers. Instead of seeing challenges and set-backs in writing as problems, perhaps they can be the very tools that encourage writers and their texts to accept new structures and models for composing.*

David Bailey, Georgia Southern University

Aggregate Integration Analysis: Environmental Scanning, Futuring, and The Future of Research

> *Aggregate Integration analysis is my reinterpretation of two separate processes known as environmental scanning and futurology. These two processes have held mystical and poor reputations, but the advent of RSS and cloud computing could integrate the two into a powerful new form of research and thought.*

Ruffin Bailey, North Carolina State University

Detecting Patchwriting: Designing Technology to Identify Textual Reuse

> *The readiness with which writers can \"borrow\" digitized text has, in some ways, returned authorship to the free-wheeling reuse seen before modern copyright laws. At the same time, the attitude towards compositional reuse remains largely disciplinary. If, as Rebecca Moore Howard has suggested, such reuse is not necessarily the result of unengaged students but is a difficult to identify strategy of patchwriting, how is a teacher to identify when this strategy is used? The pun in the name of Turnitin.com, an online service whose motto is, \"Prevent Plagiarism. Engage Students,\" remains unfortunate. This service is designed as much to turn in offenders in a wild west of networked digital composition as it is a place for students to deliver their composition. Yet it is difficult to escape this dated knuckle-rapping approach to composition without ignoring the issue altogether. Alternatives to*

commercial products for evaluating compositional style like turnitin.com include emailing departmental listservs asking if a paper seems familiar or Googling a few choice, uncharacteristic words from a student composition. Both of these and strategies like them are time-consuming processes, fighting the wildfire of the multitudinous, networked Internet author with a local bucket brigade.

The goal of this research project is to create an open source framework for storing text and detecting word reuse, while at the same time resisting the unnecessary adoption of the politics of a commercial service or of treating compositional patchwriting as plagiarism which must be policed. The code to absorb text files and identify reuse has already been prototyped. The goal of sharing this research is to discuss how to approach textual reuse, and how best to marshal individual efforts at identifying its use using relational database technology.

John Benson, Northern Illinois University

Toward a Mutual Ethics of Video Games and Writing

My paper considers how attitudes about unethical behaviors in two seemingly disparate contexts--video games and writing--intersect and inform one another. Certain behaviors in these environments are often labeled "cheating" and "plagiarism," respectively, yet some are viewed as more egregious than others.

I conducted a pilot study in which I asked 40 participants to evaluate ethical scenarios that pertain to writing (academic environments) and gaming (non-academic environments). My initial findings demonstrate significant disagreement among respondents (mostly writing instructors) in both scenario types; therefore, these grey areas can illuminate how we think of these constructs and how our decisions made in one context may carry over to another. Because contemporary games are characterized by rhetorical choice, and because more people are playing video games than ever, the attitudes of both beginning writers and their instructors are important to understand in an academic context where the consequences of these choices are not virtual, but real.

Sarah Brown, DePaul University

Researching the University-Wide Transition to a new Learning Management System

The university from which I will graduate in June is transitioning from Blackboard to Desire2Learn in the next year, and I will be working with faculty to facilitate this transition. Such a large-scale change in learning technology will provide a rich area for research, but I\'m not sure yet what I ought to be "looking for" as this process unravels. I\'d like to discuss research techniques and objectives with others to get a sense of what information on this topic would be of interest to the field, as this will give me a clearer sense of what data to collect and what research methodologies to employ.

Amber Buck, University of Illinois, Urbana-Champaign

Tracing Literate Activity across Social Network Sites

In a description of the findings from the Stanford Study of Writing, Andrea Lunsford noted that students were, in fact, doing more writing than ever before, 38% of which takes place outside of the classroom. Much of this writing is online and in social network sites, such as MySpace, Facebook, and Twitter. My in-progress dissertation research involves situated case studies of users of social network sites to consider the integration of online social media into individuals' everyday literacy and identity practices. I build on Prior and Shipka's (2002) notion of "chronotopic lamination," the dispersed chains of people, places and artifacts that become part of one's literate activity, to discuss the ways in which social networking sites are embedded in these individuals' daily lives. Writing on these sites is often dispersed, as individuals frequently send updates from both wireless laptop computers and mobile devices, and I argue that their activity on these sites requires individuals to negotiate their identities among many different communities of practice, both online and offline. In this Graduate Research Network, I would especially like receive feedback on my initial data collection and discuss tips for managing and analyzing digital data collected through qualitative research.

Maggie Christensen, University of Nebraska

Embodied Rhetoric in Digital Writing

With multimodal composing and increasing possibilities for deploying multiple media within a composition comes renewed interest in our senses and what happens in the brain when we compose with images, sound, and movement, as well as text. This interest in sensory perception, including affect, memory, and cognition – and all the attendant conversations around the mind-body, logic-emotion splits – becomes important as neuroscience confirms assertions made by philosopher Susanne Langer fifty years ago: that is, our senses and affect permeate all aspects of writing and do not function discretely. This intermodality of the senses may usefully inform our work with digital writing. Joddy Murray's "non-discursive rhetoric," which connects symbolization, affect, and multimodal writing, and Kristie Fleckenstein's "embodied literacies" – connections between images, words, affect, imagination, and memory as they relate to our writing processes – help us theorize writing outside of traditional, logical, discursive text, particularly in digital environments. Currently in my pre-dissertation stage, I am exploring this idea of embodied rhetoric through the intermodality of the senses in digital writing.

Genevieve Critel, The Ohio State University

Representations of Student Participation in Scholarship on Computer-Mediated Composition

I am studying the function of student participation in the teaching of writing for my dissertation. One segment of this project will focus on the issue of participation and the incorporation of computer technologies in first-year writing. This is one of the few spaces in which participation has been discussed in the literature and a more narrow analysis will allow for an explanation of why this is so, which is particularly of interest because the computer-mediated classroom is not so much an alternate site of participation as it is quickly becoming as common as the traditional classroom as a space for writing instruction. This chapter will report on data collected in the a national survey to be distributed electronically. In the GRN, I am hoping to get feedback on the survey tool as well as further direction for understanding why computers and writing has been one of the few spaces in composition studies in which participation has been discussed.

Linh Dich, University of Massachusetts, Amherst

Technologies of Racial Formations: Asian American Online Identities

In the field of composition and rhetoric studies, there is little work that addresses Asian Americans as a historically and socially constructed racialized group; there is even less scholarship that considers the relationship between Asian Americans and writing technologies. Therefore, I aim to theorize Asian American online identity constructions in order to examine how such constructions are informing social structures and hierarchies. While tending to the wider context of social/media representations of racial tropes, my main focus will be in using an ethnographic approach to explore how writing done by self-identifying Asian American users can help the field understand the ways Asian American are positioned as a racial identity. Focusing on the everyday writing practices of users in social networking sites will allow me to consider if these online spaces and practices provide writers the means to resist, confirm, or transform disempowering racialized tropes. In short, I will be asking what Asian Americans are doing when they write about their identities, and examining the motivations/reasons behind these writing acts. It is my hope that this research can highlight how race informs students' use of Internet technology, and the pedagogical lessons that can speak to such uses in more profound ways.

Erin Frost, Illinois State University

Poaching (Re)Production: A Proposal for a Healthcare-Based Pedagogy

At nine months pregnant, Joy Szabo will travel 300 miles to a hospital that allows her to make choices about the technology used during her labor. Szabo is an oddity in her quest for agency, as evidenced by national media coverage of her predicament. The spotlight on such situations and the current national debate on healthcare creates an excellent teaching moment in which to discuss

the intersection of technology and agency. I will discuss the rhetoric of risk in medical discourses surrounding reproductive technologies and examine how it affects patient agency. I plan to use Michel de Certeau's theories of production as a framework for my examination of the decisions made in medical settings, which will help me show where opportunities lie for intervention in the status quo.

I will then show how such a study can be a powerful teaching tool for technical communicators and compositionists, and I will situate these critiques within a feminist pedagogy that provides opportunities for students to place their classroom and non-academic experiences into conversation. I hope to demonstrate that, because such concerns affect entire communities, such a project will be one that invigorates and excites students and provides practical, service-oriented contexts for learning.

Susan Grogan, Illinois State University

Mobile Multimodal Composition

I returned to college with an unusual goal and it is one that I need help bringing to fruition. I would like to create a non-profit, mobile art and composition program to serve students in the public school system. Using a bank of portable technology (most likely lap tops) loaded with software, the program would travel to multiple schools in multiple districts. No Child Left Behind is robbing students of much needed funding for the arts. The program would not only give students in the public school system exposure to fundamentals art and design, but could also be combined with written composition. This addresses the changing nature of contemporary composition. While the "basics" of writing are invaluable, going beyond those skills and composing in multimedia formats opens opportunities to reach wider audiences in a variety of means. At this stage, I know I would need grants. Beyond that, I have no idea how to move forward.

Jennifer Haigh, Humboldt State University

"What's on your mind?": Using Facebook to Supplement First Year Writing Instruction

Facebook has rapidly become one of the most popular social networking sites in recent years. As members of Facebook, people have the ability to write and create texts in an increasing number of ways. A large number of students today are members of Facebook and often engage in personal writing online. This personal writing often employs rhetorical choices and patterns that instructors in first year composition courses are required to teach students in these same composition courses. This project aims to analyzing the writing that youth do online in a space like Facebook through analysis of actual Facebook pages as well as interviews with the authors. I intend to look specifically at the rhetorical patterns and choices that youth are making to see how that writing could be used to supplement the goals of a first year writing class. Helping students see that they are already making various rhetorical choices in the writing they are already doing and showing them how they can transfer those skills to academic writing could be a way to teach the writing skills that are necessary to succeeding in academia.

Ashley Hall, University of North Carolina, Chapel Hill

Show & Tell: Answering Ball's Appeal to Show Not Tell

Interest in new media is growing in rhetoric and composition as scholars work to theorize (Ball, Bolter & Grusin, The New London Group, Selfe, Wysocki) and produce digital mixed-media compositions (Anderson, Taylor, Reid). Increasingly, we are teaching with new media by asking students to produce visual texts. Such work, especially in first-year composition, can heighten student engagement through a multiliteracies pedagogy. Yet doing so almost always immerses students in complex networks of power when students "sample" images, remix them, create new meanings, and circulate their work publicly. My conference presentation will address the opportunities, challenges, and successes of a unit I designed teach visual argument as cultural criticism and I will argue for the value of exposing students to debates about copyright in relation to extra-alphabetic composing practices. For the GRN, I hope to discuss and get feedback on how I can transform my presentation into a webtext that I can submit to Kairos. *Specifically, I hope to get feedback on extending the webtext beyond the primary focus of the conference presentation and craft an argument about the role graduate student instructors can (should?) play in helping shape curricular goals and programmatic standards for teaching and composing with/in new media.*

Allison Himelright, Sacramento State University

Mashup Lesson Plans: Alternative Lesson Planning through Wiki Collaboration

Finding alternative, non-traditional ways to collaborate is the reality of many writing teachers today. This interactive presentation will explore implications of idea sharing networks that encourage teachers to create and consume, share and sample, and participate as co-authors in the transformative process of the mashup lesson plan. Sharing information in the public domain through online networks such as Wikis allows teachers to freely connect and communicate. Built on the premise that a healthy public domain is essential to creativity, a Wiki Mashup site allows teachers to share lesson plans and sample from others. The reality of our field is that many teachers create lesson plans in isolation from their colleagues, and miss the opportunity to be part of an exciting, growing discourse community of writing teachers. A Wiki Mashup site aims to increase writing teachers' active participation in this community by creating a space where everyone's knowledge becomes more than the sum of its parts. The beauty of the Wiki Mashup site is that any teacher can edit and contribute. Presenter will discuss her own project and demo the mashup process of combining and modifying.

Laura Howard, Georgia State University

Women, Technology, and Distance Education: A Pedagogical Perspective

This paper will seek to connect the relationship of women and technology to the need for gender-based design of assignments in online classes. It will address the male-dominated world of technology and question women's place in it, treating the relationship of women and technology as an accessibility concern. Additionally, this discussion will demonstrate why it is so critical we consider female online learners in assignment design and how we can better address their online educational needs by considering the unique position of women as users (typically not producers) of technology. Drawing from research on female-preferred ways of learning and writing, this paper will also make pedagogical recommendations for designing assignments to meet the needs of female learners in online classrooms. This paper will discuss such assignments as tools to assist critical, collaborative, and feminist pedagogues in achieving agency in an online classroom limited by the design and structure of classroom management software.

Rik Hunter, University of Wisconsin-Madison

Wiki-Mediated Collaborative Writing in Game Culture

My dissertation draws on and contributes to a growing body of evidence regarding the cultural shift toward mass authorship afforded by the development digital media. Specifically, I examine the collaborative writing occurring in a gamer community of writers who have worked together to construct one of the world's most popular online encyclopedias, the World of Warcraft Wiki (WoWWiki). While others have argued that fan and gamer practices provide powerful new models for learning and engagement (cf. Gee, 2003; Jenkins, et al, 2006), we also have to understand how this phenomenon is changing what we think of as writing and how this writing gets done. As my work shows, the direction of this digital "extracurriculum of composition"(Gere, 1994) is toward much more collaborative notions of authorship but ones in which both the meaning of "collaboration," "authorship," and "audience" is redefined. In this study, I look systematically at new collaborative practices, shifting notions of authorship and textual ownership, as well as changing relations between readers and writers. Questions I have include: What other studies are similar to mine and would be valuable in moving forward? And what needs to be done to turn a computers and writing dissertation into a book?

Sonia Kline, University of Illinois, Urbana-Champaign

Computer-based Writing Assessment Programs in the era of Common Core Standards and Race To The Top Assessment

Over the 2009-2010 academic year our research team conducted an extensive search and evaluation of existing computer-based programs used to assess writing. In this presentation I provide a selective review of these programs. Building on socio-cultural, cognitive, and multiliteries perspectives, I present four key understandings about writing that computer technology has great

potential to promote, but that are frequently neglected in writing assessment – 1. Writing is social. 2. Writing is non-linear and recursive. 3. Writing is diverse in form and function. 4. Writing is one of many mean-making practices. First, I delineate these understandings and their implications for students of writing. Next, I consider how these programs align with these key understanding, and how they conflict with them. Findings suggest that although technology provides great potential for promoting these four key understandings about writing, in general, these programs largely neglect this potential and instead align with the narrow view of writing currently dominant in our era of testing and accountability. At a time when technological innovations are considered as a key factor in the overhaul of state assessments – as evident in the Race To The Top Assessment Program – these findings have important implications.

Les Loncharich, Michigan State University

Visual Composition in Everyday Life

Barton and Hamilton, in Local Literacies, *identify groups of "vernacular literacies" in which the texts are "… of everyday life, the texts of personal life, generated in the course of everyday activities…". It follows that where there is literacy and texts there is rhetoric and composition. Arranging ordinary flowers or food on a plate, organizing a workspace, expectorating chewing gum onto a walkway: such mundane acts are compositions because they are arrangements of information for meaning (Selfe). These quotidian visual compositions begin with the material choices of constructing daily life that inform others about us, situate us socially and culturally, reveal negotiations with power and tactics for coping with post-modern consumer culture (de Certeau). In this presentation, I want to talk everyday visual compositions as texts that are situated outside of the alphabetic tradition of making meaning, and the affordances of non-alphabetic composition. I would also like to discuss a definition of visual composition that might facilitate exploration of quotidian arrangements, and possible implications of this research for the boundaries of rhetoric/composition.*

Juliette Ludeker, Purdue University

I Finally Know Who I Am: "Real" Families and "True" Identity in Child Adoption Rhetoric Online

This presentation is an overview of my work-in-progress dissertation project, which examines ways that online sers create child adoption language in the contexts of both traditional, static pages and user-interactive spaces. Because adoption rhetoric takes many forms online, I chose to analyze the treatment of the much-covered adoption of a three-year-old Vietnamese boy by American celebrity Angelina Jolie in March 2007 as it appeared in text and visual-based language across blogs, celebrity gossip pages, and traditional news sites. Focused specifically on the prevalence of metaphor in adoption language, my data indicate a reliance on clichéd and frequently narrow concepts to rhetorically construct various members of the adoption triad (adoptees, biological parents, adoptive parents) and also reveal adoptees' complicated and often silenced challenges to larger cultural beliefs that child adoption is an entirely positive and simplistic event. These constructions become particularly important to examine alongside the global rise in transnational and transracial adoptions (often children of color from developing nations) by white, wealthy Westerners.

Jennifer Michaels, The Ohio State University

Remediation, Hypermediation, and Narrative in the Blogosphere: A Case Study

This paper draft examines a series of online life narratives published on the popular Boingboing blog in 2008. By applying theories of remediation and hypermediacy (Bolter and Grusin, 2000; Yancey, 2004), online life narratives as cultural and literacy artifacts (Selfe and Hawisher, 2004; Brandt, 2001) and narrative theory (Gergen and Gergen, 1983), the paper asserts that contemporary blogging practices both remediate earlier media forms and operate within larger discourses of narrative, autobiography, and relational positioning. The Boingboing case study, in which U.S. blog correspondent Xeni Jardin claims to be telling the story of rural Guatemalan villagers "in their own voices" through highly mediated video footage and text commentary, exemplifies the often-complex multimodal and multivocal life narratives in contemporary blogs and vlogs. The case study suggests that a framework of remediation, hypermediacy, and narrative theory has useful pedagogical implications for rhetoric and composition students, who could employ the same framework to engage critically with the blogs that they read and write for their

coursework. In a broader sense, this paper argues for remediation and hypermediacy as pedagogical tools for students who engage with any emerging digital media space, including spaces outside the blogosphere.

Kathleen Miller, Illinois State University

Not Just Funny Videos: Using YouTube as a Teaching Tool in First Year Composition

This presentation will discuss how YouTube videos can be used to teach important skills we expect First Year Composition students to understand upon completion of the course. In my own FYC course, I use YouTube videos to teach students about revision, on both a local and global level, by analyzing songs that have been revised or remixed. I also use YouTube videos to discuss intentional and unintentional plagiarism with my students, the consequences of both, and the differences between the two. Finally, my students have honed their summary, critique and analysis skills (both in formal essays and informal responses) by examining the rhetorical situation of YouTube videos and determining, among other things, how the creators of the videos fulfill their purpose, target their audience, and establish their ethos. Due to the variety of ways YouTube could be used in the FYC classroom, I am also interested to hear from other scholars/instructors to obtain more ideas of how I can implement this website, as well as others, in future courses.

Jonathan Myers, Illinois State University

Masters thesis; Narrative theory, design, and co-authorship of MMORPGs

I am seeking guidance and input for my masters thesis. My plan is to combine/re-purpose three or four papers I have written though the course of my studies into a single document. The intended propose of this document, outside of it being my graduate thesis, is to provide potential employers or universities I may apply to in the future for further graduate work a "portfolio" of my work and how I think.

Some of the overarching concepts of these papers are that of narrative modes, methods of narration, interactivity, and co-authorial interaction found in Massively Multiplayer Online Role Playing Games. These concepts manifest in ways that need remediation form their original written form to be interactive demonstrative artifacts to provide greater clarity of concept. Given this, I have questions about the best way to recompose these new versions of integral ideas, layout, and if the idea is sound.

Rachel Parish, Illinois State University

"Farmville" and Simulation: The Oversimplification of the Farmer Identity and Agricultural Community

Computers and writing scholars have increasingly become interested in social networking and how its virtual realities have the power to prescribe embodied identities, lives, and experiences. Given this interest, this presentation will examine the effects of the Facebook application "Farmville" on the agricultural community. Specifically, my goal is to analyze "Farmville" and how its graphic interactive media simulates the farming experience in order to develop a deeper understanding of the effects of such simulation, not only on how the view of agricultural is portrayed and skewed, but even depictions of farmers themselves in such simulations. I will demonstrate how media is creating a more generalized and accessible view of farming, but the long-term effects are oversimplifying and prescribing negative associations about the agricultural community. I hope to receive feedback on how I can further develop my analysis and understand supplemental ways of examining the relationships between virtual representations, social networking, and power relationships between virtual and lived communities.

Jeannie Parker-Beard, Georgia State University

Student-Produced Multimedia Texts as an Extension of the Writing Process

Digital media is changing the way we compose and the way we think about writing. Remediation of print literacy and the concepts of media convergence are influencing and expanding composition pedagogy. Twenty-first century pedagogy should be design centered.

These shifts are reflected in the scholarship I have chosen for my primary focus in my dissertation research. The purpose of my research is to examine the production of digital video as text in the composition classroom, and determine the validity of multimedia productions as a form of scholarship in addition to traditional academic essays. This study will determine the components of multimedia texts that are similar to traditional writing, and measure the value of composing these non-traditional texts as an extension of the writing process. How are multimedia texts similar to traditional essays? How are they different? What is the academic value of composing multimedia texts? How do students apply rhetorical skills to the production of multimedia texts? My research will attempt to provide answers to these questions and demonstrate the value of video production as an extension of the writing process. Please see my YouTube channel for playlists of student work as well as my own scholarly videos on this subject. http://www.youtube.com/user/jcparker4u

Denise Paster, University of Massachusetts, Amherst

Practices of Value: A Materialist View of Going Public with Student Writing

Grounded in my interests in the possibilities presented by digital distribution and composition's focus on the public turn, this project questions what a move to the public means for writing students. Building on the work of compositionists, such as Bruce Horner, John Trimbur, and Amy Lee, who question the ways in which teaching practices and contexts position our students, I examine the public turn to better understand the implications of the assumption that going public itself leads students to value their texts more highly. To this end, I researched my pedagogy to study the relationships between student texts, valuation, and distribution through the lens of circulationùan understanding of the interconnected nature of production, distribution, exchange, and consumption grounded in Marxist thought. Circulation stresses not only the ways student texts move, but also how such movement shapes the ways student writers approach the act of composing and the relationships they establish with their labor. Only by investigating such relationships can we truly assess what kind of "value" accrues in writing that "goes public" for both the writer and the larger textual economies in which she is working.

Lisa Phillips, Illinois State University

The Greatest Show on Earth: Decolonial and Feminist Inquiry of the Circus via Second Life

The prominent works of Edward Said's Orientalism and Laura Mulvey's Visual Pleasure and Narrative Cinema are two theoretical frameworks that enable scholarship and investigation of colonial and dominant ideologies in Western knowledge acquisition and propagation. I will demonstrate how interdisciplinary, decolonial, and feminist inquiries transgress the ways in which Western knowledge has been reproduced as a colonial curriculum in schools and society. To explain, dominant visual rhetorics of Otherness promoted by Western knowledge contribute to oversimplified representations of ethnicity and gender, which reinforce hegemonic Western ideologies. In response, I will share my feminist, decolonial virtual display of circus imagery constructed in Second Life to illustrate my points of inquiry and steer dominant visual rhetoric in a more inclusive direction.

Cornelia Pokrzwya, Oakland University

Going Digital with Community History

In 2009, I began work on the Rochester Oral History (ROHA) Project, an initiative to collect oral histories of Rochester residents (ages 55 and over) that emphasizes web-enabled sharing. Oakland University students enrolled in first-year composition courses with a community-engagement component are invited to participate in the project. Funded by a grant from Building the Civic Net (a local philanthropic organization) and the Meadow Brook Writing Project, with resources and support from the Department of Writing and Rhetoric at Oakland University, the ROHA mission includes making technology accessible to seniors, building a resource for citizens of all ages involved in local history projects, and engaging college students in digital archiving.

This project depends on social media delivery channels (Facebook and Twitter), and presents special challenges and opportunities,

including exploration of conflicts or tensions between digital delivery and traditional archiving. I would like to explore the ways that social media might create new audiences, new connections, new delivery opportunities and possibly new frames for community history projects.

Evelyn Reid, Brookdale Community College/City College of New York

Digital Composition/Web 2.0

Web 2.0 applications can enable access to academic, collegiate, local, and global communities, many of which are new and contested spaces for non-traditional students. By engaging with existing online communities and creating authentic bridges between digital and face-to-face communities via blogs and other applications, students are trained in the rhetorical modes and discourses that qualify what it means to be literate in each of these spaces. Blogs and other Web 2.0 applications also can also enable these students to engage in service-learning activities that would otherwise be impossible. I am at the very beginning of a research project that seeks to explore the role that digital activism can play in cultivating multiple literacies and providing access to communities that non-traditional students typically feel excluded from. I taught an undergraduate course that incorporated many of these ideas in the Fall of 2009, so my brief presentation will also include some samples of student work.

Katie Retzinger, Old Dominion University

Screennames and Front: Understanding Identity in Online Contexts

In many virtual environments, a person's screen name is usually the first thing a person sees when he/she begins to interact with others online. Thus, audiences use the social and cultural context as cues for understanding others' virtual appearance through their screen name. This paper will explore how four specific websites' users explain the meaning of their screen names in response to a prompt on a discussion board thread. I argue, by using Goffman's notion of front and by looking at how individuals explain their screen names, we can better understand how people convey an identity in an online environment and the rhetorical choices they make when choosing a screen name for a specific context online. Through the Graduate Research Network, I am hoping to find ways to turn this into a paper for publication.

Shubhabrata Roy, Scruola Superiore Sant'Anna

Designing a Stochastic Data Mining Algorithm for a Distributed Framework

The research objective is to analyze possibility and then designing/enhancement of a model, capable of predicting a system outcome using techniques like the stochastic approaches in the data mining algorithm that would be implemented in a distributed framework like Google's Hadoop Map/Reduce. The main idea is to create a sequential data model that would have enough precision to prove its usefulness in prediction. A suitable data mining algorithm is vital to determine the critical relationship and parameter to put into the model. This model would be build from modification and/or adaptation of existing randomized algorithm like the sampling method and the data stream algorithm. Associated mining would be adopted to look for connection between a large numbers of different patterns in the data. This, given an input pattern X the model can be made to predict the probability of an event Y with sufficient accuracy. Typical application of the system is weather forecasting where a huge amount of distributed data viz. the processed output of the satellite images are to be to be used to make a predictive system.

Jennifer Sano, Michigan State University

Talking About Methodology: Mixtapes, TAP, and Rhetorical Arrangement in Digital Composing

Since the heated debate between Flower & Hayes and Cooper & Holzman of the early 1980s, cognitive approaches to understanding composing processes such as thinking-aloud protocols (TAP), have fallen out of popularity in Rhetoric & Composition. I suggest that we re-examine methods like TAP in the context of new media and multimodal digital composing, for

example, in the genre of mixtapes, or digital playlists. Mixtapes are a particularly interesting form of digital composing in that when creating a mixtape, composers perhaps rely foremost on the rhetorical canon of arrangement--they are not writing the songs themselves, but rather arranging songs from their library of music to create an integrated whole. TAP can be useful for understanding the micro-level decision-making processes involved in multimodal digital composing such as in the making of mixtapes. To test this argument, I will conduct a small-scale study using TAP to examine and rhetorically analyze the decision-making processes of participants composing mixtapes, in order to address the following questions: What kinds of factors do people take into consideration when composing mixtapes? What does the formulation of arrangement look like in the domain of new media? What are the affordances of using a method such as TAP? What are other viable methods for doing research on digital composing? In sum, I believe that we need to see more work examining the details of multimodal digital composing, and I consider what our methods might look like for doing this kind of work.

Brent Simoneaux, Miami University

An Emerging Rhetoric of Presentation Interface

In the past decade, significant shifts have occurred in the ways that we compose and deliver visual/verbal presentations. Emerging interfaces such as Prezi.com, Ahead.com, and Slideshare.com, to name only a few, are forging new possibilities for multimodality and spatial arrangement as well as digital afterlife and backchannel in networked ecologies. Indeed, these new possibilities require presenters to adapt and develop new rhetorical practices. Though some have pointed to these emerging interfaces, a comprehensive examination that is both theoretical and practical has yet to emerge. This project seeks to theorize this emerging rhetoric of presentation interface and examine its practical applications both inside and outside the academy.

Christian Smith, University of South Carolina

Graphesis and the Visual Rhetoric of Science

In Robert L. Scott's 1967 work, "On Viewing Rhetoric as Epistemic," the idea that rhetoric could be conceived as a "way of knowing" was still novel enough to spark debate. Twenty-three years later, Barry Brummett famously publishes an essay eulogizing the demise of epistemic rhetoric. While this debate continues to generate discussion, particularly within the rhetoric of science community, there has been a point of stasis which has yet to be resolved regardless of how many times the debate is articulated. This paper aims to resuscitate, to stir, the debate once more by introducing Johanna Drucker's work with the concept of visual epistemology into epistemic rhetoric. Speaking recently at the NEH-Vectors seminar at the University of Southern California's Institute of Multimedia Literacy, Johanna Drucker defined visual epistemology as "the ways in which knowledge creation and production actually take visual form and expression." Drucker's use of visual epistemology, which she approaches through her work on graphic and visual design, affords us a way in which to work through the difficulties of epistemic rhetoric and highlights many of the questions at the center of the relationship between epistemology and rhetoric.

Kristen Strater, Georgia Southern University

Language Change in Progress: Observations of World of Warcraft Gamers Key to New Research Potential

I am interested in expanding a term project from an upper-level undergraduate course on Modern English Grammar. In my original paper, I emphasized the need for more research on the writing and language habits of English-speaking players of the massively multiplayer online role-playing game (or MMORPG) World of Warcraft (WoW). Not only do many players of the game interact inside of the game through text communication and voice chat, but they also discuss the game elsewhere online such as WoW-themed blogs and specialized wikis. World of Warcraft players create their own sort of subculture with specialized words and language patterns. As the number of users not just playing but almost "living" online games increase, research and observation could give us an idea of the future of mainstream writing composition. I intend to present some of the observations of my original project, as well as seek knowledge about the research and experimentation process as it relates to online data collection. As this is very much a work in progress, I welcome any ideas on the direction of this project.

Douglas Walls, Michigan State University

Objects of Attention: When Knowledge Objects Localize and Travel

The goal of this dissertation is to trace when emerging professionals understand and assemble people and digital tools to construct knowledge both professional and personal. This project addresses when digital rhetorical practices and tools are used in conjunction with interpersonal and community relationships to assemble, construct, and disseminate knowledge that is useful for both user and community. This project will compare the individualized rhetorical practices and rhetorical tools assemblage patterns of its participants as they interface and assemble. This mapping should provide evidence of when patterned localized knowledge and rhetorical activity develop. My dissertation will address the need for research that indexes what exigencies help to form, shift, and assemble types of knowledge infrastructures. I will produce an account of when individualized infrastructures are assembled as well as what elements move through differing knowledge spaces by mapping when young adult learners deploy and construct knowledge for different audiences. This mapping should also provide a guide trail of signposts indicating how and when participants construct culturally significant ways of understanding self, tools, information, and professions, in other words knowledge, in relation to other elements of the knowledge making networks. Such a mapping may provide significant insight into how to educators and community activists can better integrate digital rhetoric instruction into the existing knowledge structures while eliminating "black box" claims about cultures or generational gaps.

Jennifer Ware, North Carolina State University

The Blueprint Posting: Communication Structure and Power Navigation in Crisis Discussion Forums

Effective communication with family and friends is crucial during times of crisis, disaster and catastrophes. This project examines and analyzes a "blueprint posting" narrative form and structure that establishes legitimacy, and distributes knowledge within an online cancer discourse community. By studying the discursive practices of posters on community.lls.org, the Leukemia & Lymphoma Society Community discussion forum, this project identifies the potential for similar uses of form and structure to aid effective communication across multiple sites during times of disaster and catastrophe.

Suzanne Webb, Michigan State University

If A Traditional Academic Essay Falls in the Forest, Does Anybody Hear it?

Too many times students are required to write academically, to us, the instructor, in an "essay" format. That is 12-point, Times New Roman, Double-spaced, with 1" margins, using MLA style. I ask you: Where will those words *ever* be heard? Sadly, that approach will—no matter the message—be only heard by teacher and classmate. Student voices must go public!

Kathleen Blake Yancey asked us, years ago, to help students "Compos[e] in a New Key." She asked that we help our students be members of the Writing Public. I want academia to embrace a new way of thinking about written "essays" – I want students to script and storyboard; to sway and persuade. I want them to be heard; to reach their audience; To get their writing to *do* something. I want them to make change.

1. *What are some ways to try and change the existing requirements for "essays" in first-year writing programs--so that it's acceptable and encouraged for students to write in other forms?*
2. *What alternative forms might be acceptable? Are there substitutes, or must students write "the essay" and then "remix" it?*
3. *Where can students publish? YouTube, personal web space, JUMP? …Where else?*

Alan Williams, Illinois State University

Multimodal Composition in Print-based vs. Digital Media

My dissertation research focuses on comparing print-based versus digital multimodal composition projects in the college classroom. This past semester, I taught a multimodal composition class for an internship at Illinois State University, in which I required students to create both a print-based and a digital multimodal text. The print-based text was in the form of a comic book, and students could choose their own type of digital text (webtexts, digital videos, digital photo essays). My presentation explores the differences and similarities in teaching the two projects and the ways that digital multimodal composition practices can inform print-based practices and vice versa.

Michael Wojcik, Michigan State University

Computational Rhetoric

I'm starting a Master's thesis on Computational Rhetoric, defined - analogous to fields like computational linguistics and computational biology - as the use of information technology to instrumentalize rhetorical theory. Much excellent work has been and continues to be done in \"digital rhetoric\": examining rhetorical affordances of digital information and communication technologies, adapting traditional rhetorical theories to those domains and creating new ones, using new digital media in reconsidering rhetorical ideas, and so on. Computational rhetoric is different in that it seeks to formulate computable (if usually heuristic) algorithms from rhetorical theory and implement them, using IT to reify formulations of those theories and apply them in ways infeasible without it; not simply rhetorical computing but computing rhetoric. I'll begin by sketching out a reductive but useful schema for the domain of computational rhetoric as I see it, starting with a division into analytical computational rhetoric - using IT to perform rhetorical analysis of texts and arguments - and synthetic computational rhetoric, which is creating arguments or rhetorical effects with IT. At GRN, I'd work on refining this schema and discuss ideas about computational rhetoric in general and some specific cases of it.

Fida Yasin, Governors State University

Traumatic Legacies: The Effects of Racial Oppression on Personal and Communal Identity Formation

Toni Morrison in Unspeakable Things Unspoken maintains that "the trauma of racism is, for the racist and the victim, a severe fragmentation of self…" (141). The effect of racial oppression on black identity formation is a major concern in her trilogy--Beloved, Jazz, and Paradise. Morrison's novels humanize a people who have been historically misrepresented and devalued. Her narratives made their way into American literature when she decided to write an African American story from an African American perspective that she, an African American, wanted to read. Morrison tells the stories of ordinary African American men, women, and children whose stories have been excluded from American literature. This exclusion is challenged in content--as characters struggle to recover from their personal and collective traumas of slavery, resist the definitions enforced by dominant society, and claim their personal and communal identities--and in form as Morrison challenges the grand white narrative with her African American postmodernism and black form. In her trilogy—Beloved, Jazz, and Paradise—the individuals engage in a process of attaining and maintaining a black identity—together--with the active participation of the reader.

Josh Zimmerman, Ball State University

External Action Research: Attitudes and Assessments in Ball State University's Project-Based Learning Pilot for English Language Learners

Pedagogical variation in the ESL classroom has grown and developed, but it has not matched that of the increasing diverse population in the United States among a technologically driven generation. School culture differences make the ESL classroom unique and challenging, particularly when new methods are introduced. Ball State University's Intensive English Institute (IEI) recently implemented a project-based learning (PBL) pilot to all Level Five students using a web-based magazine as an online

portfolio in an attempt to increase immersive learning opportunities for English language learners (ELLs). I conducted observations four hours a week for the seven-week period of the pilot, and I then interviewed three teachers and nine students. Despite not initially understanding the project and having team difficulties, the majority of students found PBL useful for their linguistic and interpersonal development, changing their attitudes over the course of the session. Teachers' collaboration improved during the pilot, and they were easily able to assess students' progress and learning as they would with traditional courses.

2010 Graduate Research Network

Addendum

Presenter & Abstract

Jean De Clerck, Michigan Technological University

Critical Thinking and Collaboration in Hybrid and Virtual Classrooms: Using a Game-Play Model for STEM Education

I am studying the potential of game-play pedagogy for STEM (Science, Technology, Engineering and Mathematics) education as a strategy to develop the analytical and rhetorical processes necessary for problem solving. Much of game research has addressed the potential of game play strategies in composition classrooms, but game play has relevance in other disciplines as well, due to games' potential for interactivity, identity formation, contextual problem-solving and creativity. Drawing upon the research of James Gee, Teena Carnegie, Cynthia Haynes, Margaret Daisley, Beth Kolko, John Huizinga and others, this paper will explore pedagogical considerations related to technology and game play – including the features of good games, learning communities, accountability, telepresence, technological literacy, and agency. The game play features and processes of my research are contextualized using a NSF ethics education program for STEM graduate students.

Tim Lockridge, Virginia Tech

Technology, Self-Publication, and Social Action: A History

I'd like to write a history of self publishing in the U.S., exploring the roles of various technologies in that history (how technological shifts have facilitated social action through self-publishing). Beginning with Thomas Paine's Common Sense, I'd like to move through major moments in self-published works--for example, science fiction zines of the 1930s and 40s, underground comics of the 70s and 80s, etc--and consider how specific technological affordances (the printing press, the photocopier, the computer) enabled a means of counterpublic production and collaboration.

This study would ultimately bring me to the current moment, in which digital spaces are a tremendous source of self-publication. I'm operating from the hypothesis that much of the current web--from Twitter to fanfiction--is a means of self publication. And I'm connecting this to Bolter and Gruisin's notion of remediation--that new media has an inherently recursive, remediated nature. As such, a history of self publication--through an analysis of medium, technology, and rhetorical influence--could be especially valuable.

I hope that the GRN can help me consider how I might make this project manageable—-wrangling it into a possible dissertation (and a continued project afterwards).

GRN Job Workshop

This afternoon session of the GRN focuses on choosing and getting through grad school, and finding, getting, and keeping 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 open, 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, switching tables, a la speed-dating format, every 30 minutes to hear new stories, new advice, and receive a variety of tips from an impressive array of scholar-teachers.

Table discussions might include determining which schools to apply to depending on your areas of interest; addressing myths of the application process and/or job market; articulating your specialty in the field; reading and analyzing job ads to find your fit; preparing your print and Web portfolios; finishing your dissertation (and maybe even doing it digitally); organizing materials for the search; interviewing dos and don'ts; negotiating offers; thinking ahead to and getting tenure; finding a mentor; budgeting your time and money for the search; prepping a research agenda for post-job-market work; etc. Participants are encouraged to ask any school-, job-, or tenure-related questions (and to ask similar questions of many moderators to get a variety of feedback).

Moderator
Cheryl E. Ball, *Illinois State University*

Panelists:
Kristin Arola, Washington State University
Hugh Burns, Texas Woman's University
Michael Day, Northern Illinois University
Douglas Eyman, George Mason University
Anne Ruggles Gere, University of Michigan
Angela Haas, Illinois State University
Gail Hawisher, University of Illinois-Urbana-Champaign
Jim Kalmbach, Illinois State University
Amy Kimme Hea, University of Arizona
Michael Salvo, Purdue University
Jentery Sayers, University of Washington
Cynthia Selfe, The Ohio State University
Janice R. Walker, Georgia Southern University
Carl Whithaus, University of California-Davis

The Research Exchange
supporting scholars in rhetoric, composition, and related fields

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The Research Exchange (http://researchexchange.colostate.edu), forthcoming in Fall 2010, is a peer-reviewed publication and resource designed to support the development and distribution of research findings from studies in writing, rhetoric, communication, literacy, and related fields. Publishing in the *Exchange* involves three stages:

Stage 1: Researchers can register their projects with the *Exchange*. Registration involves listing questions, goals, and participants. **All writing researchers are invited to register and make their work known to the writing community.**

Stage 2: Researchers can request a mentor, an experienced researcher who will offer guidance and feedback on research conceptualization, design, execution, and dissemination, including conferences and publications. **All mentored researchers will be invited to publish a 500-word abstract in the *Exchange*.**

Stage 3: **Researchers, with mentor support, will submit a text for peer-reviewed publication in the *Exchange*.** *Research Exchange* genres include short-form research reports, articles, monographs, and webtexts. Blind peer-review will be conducted by two members of the *Research Exchange* editorial board, and mentors will serve as facilitators, assisting researchers in responding to reviewers' comments.

Researchers at all stages of their careers are invited to use the *Exchange* as a resource for improving and sharing their work. Registration is open to everyone, and both mentorship and publication are designed to complement rather than replace additional professional opportunities (e.g., mentoring at home institutions, publication in other venues).

The Research Exchange will be available in this new form in Fall 2010. For more information, please contact Jenn Fishman at jennfishman.phd@gmail.com, Joan Mullin at jmullin@ilstu.edu, Glenn Blalock at glennblalock.phd@gmail.com, or Mike Palmquist at Mike.Palmquist@ColoState.edu.

Special Thanks to our Sponsors!

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 Two: Researching Global Citizens and Transnational Institutions
Part Three: Researching the Activity of Writing: Time-use Diaries, Mobile Technologies, and Video Screen Capture
Part Four: Researching Digital Texts and Multimodal Spaces
Part Five: Researching the Research Process and Research Reports

Writing, Rhetoric, and Composition Studies @ the University of California, Davis

Faculty and students in the Designated Emphasis (DE) in Writing, Rhetoric, and Composition Studies (WRaCS) at UC Davis work on a wide array of projects including:

- multi- and interdisciplinary approaches to writing studies,
- the importance of understanding multilingual and/or international writers,
- the impacts of information and communication technologies on writing, and
- writing in the sciences.

Drawing on faculty from the Writing Program, the School of Education, Classics, Comparative Literature, Cultural Studies, English Literature, Linguistics, Performance Studies, and Spanish, the WRaCS program is at the forefront of envisioning graduate work in Writing Studies as an interdisciplinary and international field. In addition, the University Writing Program at UC Davis has been recognized by *U.S. News and World Report* as one of the outstanding Writing in the Disciplines (WID) programs in the U.S.

Students interested in enrolling apply any one of the five affiliated PhD programs and the Designated Emphasis.

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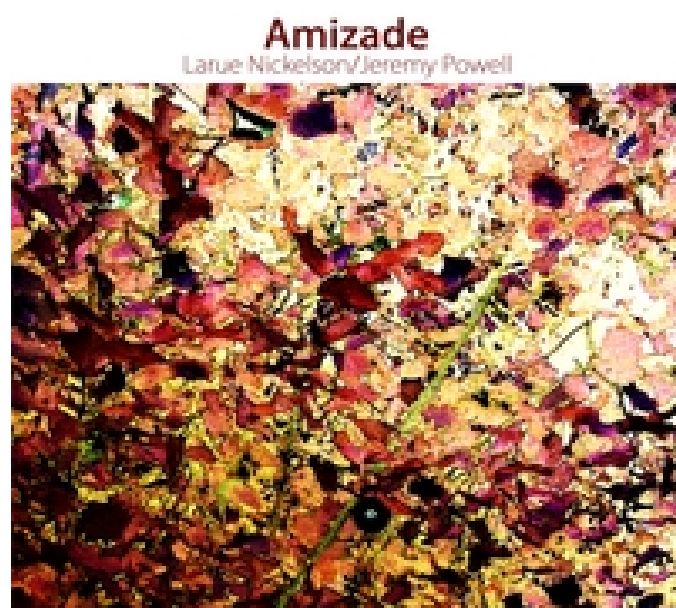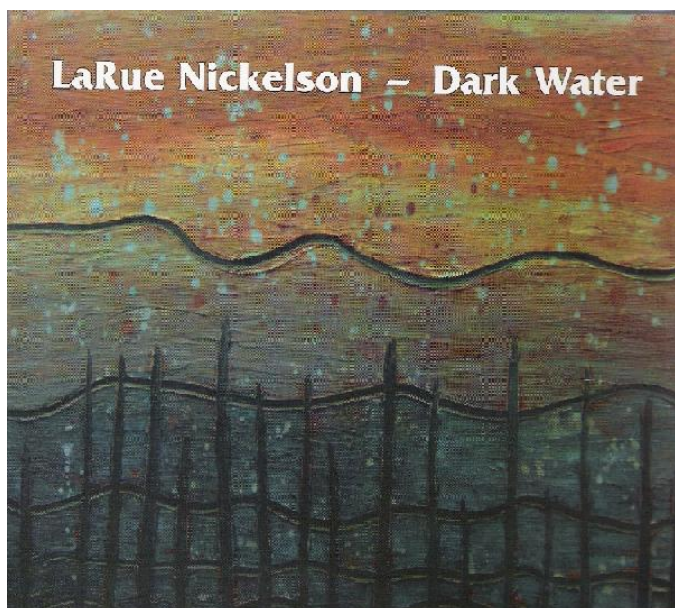http://writing.ucdavis.edu > Program Information > PhD Designated Emphasis

Carl Whithaus
Chair, PhD Emphasis in Writing,
Rhetoric, and Composition Studies

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CALL FOR PROPOSALS
24th Annual

RESEARCH NETWORK FORUM AT CCCC

Atlanta, Georgia
Wednesday, April 6, 2011 from 8:30 a.m. – 5:00 p.m.

HOMEPAGE: WWW.RNFONLINE.COM
Questions? Email chairs@rnfonline.com
Deadline: Sunday, October 31st, 2010

CFP: The Research Network Forum was founded in 1987 as a pre-convention workshop at CCCC, and continues to be an excellent 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's RNF, the 2011 RNF will begin with a morning plenary session featuring two scholars:

- Kathleen Blake Yancey, "The Making of Knowledge in Rhetoric and Composition's Contested Space and Contested Knowledge: Mapping Assumptions, Inquiry, Claims, and Evidences in the 21st Century"
- Mike Palmquist,   "Find a Way into Research: Mentoring, Research Archives, and New Approaches to Publication"

At the subsequent dialogic roundtable discussions, held in the morning and afternoon sessions, **Work-in-Progress Presenters discuss their current projects and gain the responses of other researchers**, including the discussion leaders, who are senior researchers. Rather than present a formal conference paper, Work-in-Progress Presenters are grouped by thematic clusters in which they will discuss their projects with 3-5 other researchers and discussion leaders, **in an eight-minute writers' workshop presentation**. Work-in-Progress **Presenters should bring fifteen copies of their abstract, working bibliography, and 3-5 typed questions, which they are encouraged to distribute in hardcopy to participants at their tables in an effort to have their questions answered to turn their work-in-progress into finished pieces of research. Multi-media equipment will NOT be available for Work-in-Progress Presenters to use.**

The afternoon session will start with the **Editors' Roundtable where all will be able to discuss their research with editors from printed and electronic journals of composition/rhetoric who will discuss publishing opportunities of completed works-in-progress**. 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 **Atlanta** on **Wednesday, April 6th, 2011 from 8:30 AM-5:00 PM** to **present a Work-in-Progress Presentation**, **serve as a Discussion Leader** (for those who are seasoned, established researchers), and/or **exhibit publications as an Editor** (for those who edit journals/presses). Electronic proposal forms will be available at www.rnfonline.com/blog. **Deadline: October 31, 2010.**

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.

Call for Proposals

Composition 20/20: How the Future of the Web Could Sharpen the Teaching of Writing

Special Issue of *Computers and Composition*
Guest-edited by Randall McClure and Janice Walker

Kevin Kelly (2008) has suggested the first lesson of the Web is that we "have to get better at believing the impossible." According to Kelly, the editor of *Wired* magazine, the Web is only 5,000 days old and its growth to this point was unimaginable to those working with the Web just ten-plus years ago. Additionally, Tim Berners-Lee (2007) has argued that "it is incumbent on all of us to understand what our role is in fostering continued growth, innovation, and vitality of the World Wide Web," innovation Kelly believes will make the Web *the* operating system in the future of computing and, in doing so, create a future Web that is inseparable from writing. In the spirit of these comments, we dedicate this issue to looking 5000 days ahead, to the future of computers and composition ten-plus years from now.

This special issue examines the theoretical, practical and pedagogical issues and implications of future versions and uses of the Web for the teaching of writing. The issue suggests what the relationship might be between computers and composition in the early years of the next decade—a vision for 2020—and beyond.

Questions to consider include the following:
1. In what ways will enhancements in portability or mobility change how students receive information and compose with computer technologies and what, if anything, should composition teachers do to accommodate or recognize such changes in reading and writing?
2. In what ways will the increasing individualization and customization of the Web, such as virtual worlds and personalized avatars, impact the teaching and learning of writing?
3. In what ways will improvements in global access to the Web change the nature of composing with computers?
4. In what ways will the Web and web applications become more ubiquitous in our lives, and how will the Web's increased presence change the teaching of writing?
5. In what ways will application genres evolve over the next decade and how might they change composing with computers?
6. Which vision of the future Web is most promising/concerning for work in computers and composition?
7. In what ways will semantic technologies and/or intelligent applications change the ways in which students access and use information in the process of composing with computers?
8. In what ways will the assessment of writing change to accommodate developments of the Web?

The guest editors invite proposals that answer these or other questions regarding the future of the Web and its influence on the teaching of composition.

Proposals should be one page, single-spaced (approximately 500 words). **Deadline for submission of proposals is July 1, 2010**. Please send proposals via email to Randall McClure (**randallmcclure@georgiasouthern.edu**). Queries are welcome. Final manuscripts will be 15-30 pages in length, double-spaced. Manuscript deadline for accepted abstracts is September 15, 2010. Final manuscripts are scheduled to be due in February 2011, and the special issue is scheduled to be published in Fall 2011.

Call for Proposals

Graduate Research Network 2011

University of Michigan, May 19, 2011

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

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

Deadline for proposals April 25, 2011.

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

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

For more information

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