

COMPUTERS & WRITING CONFERENCE 2011

Sweetland Writing Center, University of Michigan

Graduate
Research Network
2011

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EQUIPMENT FOR LIVING



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

Visual Rhetoric and the Eloquence of Design
Edited by Leslie Atzmon [2011]

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]

The Best of the Independent Rhetoric and Composition Journals 2010
Edited by Steve Parks, Linda Adler-Kassner, Brian Bailie, and Collette Catonn [2011]

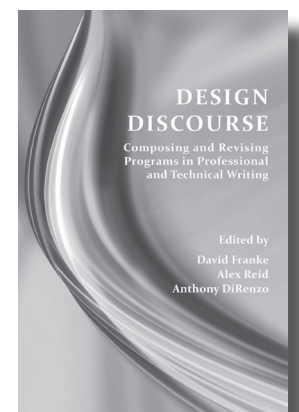
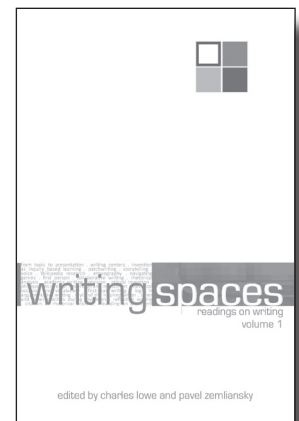
Design Discourse: Composing and Revising Programs in Professional and Technical Writing
Edited by David Franke, Alex Reid, and Anthony DiRenzo [2010]

Writing Spaces, Volumes 1 and 2
Edited by Charlie Lowe and Pavel Zemliansky [2010]

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

In the pipeline . . .

On the Blunt Edge: Technology in Composition's History and Pedagogy, Edited by Shane Borrowman; *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 Proppen; *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.



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2011 Graduate Research Network

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2011 Graduate Research Network Schedule

UNIVERSITY OF MICHIGAN SWEETLAND WRITING CENTER

Assembly Hall, Rackham Graduate School

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

Susan Antlitz, South University Online

Spiritual Landscapes for Composing: A Multimedia Adventure

"Spiritual Landscapes for Composing" began as an experiment in multimedia invention and composing and explores the intersections of creativity, spirituality, and composing processes. Composed as a text of 140+ PowerPoint slides, the project combines my paintings, photographs, music, and reflections. It grew out of an experience I had one evening while praying, when a visual image of an egret (a white heron) flashed across my imagination. Following this, one day an egret came to visit the little pond next to where I live. I grabbed a camera, took some pictures, and that began my summer adventures of photographing wildlife. Eventually, circumstances brought a flute into my life, and I began to put my photos and videos together with music. Through these photographic adventures, conversations, and moments of reflection, "Spiritual Landscapes for Composing" has come into being. Now that the project has come together in over 140 slides, containing more than 50 pages of written text, I am ready to re-examine it and discover where my adventure might lead me next.

Dawn Armfield, University of Minnesota

Understanding Ethos through Anonymous Identity in PostSecret

In the online development of anonymity, users have, as Sherry Turkle asserted, constructed identity based on a looking-glass environment. The medium of the postcard, while perpetuating the concept of the looking glass since it was first introduced in 1861, is now being used to construct a space for identity construction in the online community of PostSecret. PostSecret, a project in which secrets are anonymously written on postcards, mailed in and posted online, develops the anonymous identity using both textual and visual mediums. This research will focus on understanding through anonymous identity construction of the writers of PostSecret postcards. I will explore the shift from a one-to-one to a one-to-many exchange in postcard communication and how that has changed not only the identity of the senders, but the philosophical transference to concepts of ethos. Since I am just starting my research on this, I'm open to all suggestions/ideas.

Amanda Athon, Bowling Green State University

Honoring Language Diversity in the Online Classroom

If we agree that honoring language diversity in the classroom is critical in FYC, then we must consider the unique challenges associated with this task in the online classroom, where there could potentially be fewer opportunities for sharing our diverse experiences. In this presentation, I analyze the various strategies that online writing teachers might use in order to increase linguistic awareness in the growing setting of online classrooms.

Anthony Atkins, University of North Carolina, Wilmington

Mobile Technologies and Mobile Learning

Given that teachers of writing often teach from various venues and theoretical perspectives, our methods of distributing writing education require significant re/consideration. Aside from teaching writing with common Web 2.0 tools (like blogs, wikis, and social network sites) and common CMS's (like Blackboard), students are accessing assignments and readings using a myriad of hardware, for instance, iPhones (smart phones), iPads (notebooks, etc), laptops, desktops, and/or e-readers (nook, etc.). Teachers are posting and duplicating course materials in a number of ways, requiring teachers to address the impact of mobile pedagogies and mobile learners. For example, shifting file formats for video, text, image, or presentations often require teachers and students to understand how various devices will respond to accessibility of course materials. Likewise, composition textbooks are integrating course materials in formats for multiple types of mobile devices.

Roger Austin, University of Michigan-Flint

Computers/writing in Writing Center

While most of the students we see in the writing center are as steeped in and as comfortable with computers and other composition technology as we are, we do yet encounter issues of technological unease in a significant group. Most of the time, these tech traps are limited to the quick and easy stuff: how to print a paper; how to format a hanging indent; how to log into the school's public drive. A crucial few of our students, however, are severely challenged by the use of computers and technology in writing. Regardless of what causes this frustration, it can impede the student's engagement in the tutoring session, and diminishes the value of our assistance — sometimes critically so. While the greater cause of these issues may be beyond the scope of a tutor to fix in a single session, we can still help reduce the severity of the symptoms. Drawing from research into how students engage with technological challenges in writing and education in general, we can create additions to the tutor's toolkit designed to mitigate these frustrations and keep the session focused first and foremost on the reason the students are in our center: writing.

Jeannie Parker Beard, Georgia State University (Unable to attend)

Student Produced Documentaries as an Extension of the Writing Process in the Composition Classroom

The primary purpose of my study 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. By incorporating current theory and practice in the field of composition and rhetoric in regard to digital literacy and new media studies, and implementing a case study method, this research aims to support the use of new media in writing studies, and establish the academic foundations for using digital video as academic text in the context of general education coursework.

Ann Biswas, University of Dayton

Understanding Plagiarism and the Internet Generation

My research interests focus on whether students' understanding and acknowledgement of authorship and originality are shifting as a result of technology and social media. If so, how is this impacting their attitudes toward copying, repurposing texts, and plagiarism? What generational changes are occurring that may be driving these changes? Do students incorporate (e.g., summarize, paraphrase, quote) texts into their own papers differently when those sources are found online versus in print? Likewise, are some students more willing to accept plagiarizing in their work (and in their peers' work) when the original source is found online. I hope to explore these issues as I research what we can learn about this shifting dynamic, how it impacts academic integrity in the digital age, and how we might alter our approach to teaching research-based writing across the curriculum.

Jessie Borgman, Lake Michigan College

Exploring Course Design and Genre Studies in the Online College Writing Classroom

Last fall, I took a webinar hosted by Penn State University on building effective online programs and it has partially inspired what I wish to explore with online college writing courses. I've always been interested in curriculum and course design, but my interests have really begun to focus on online college writing course design. Eventually, in my career, I want to be a writing program director in a program that has both a traditional in seat and an online version of its college writing course. I currently teach online at several universities and out of them, I am able to design only one of the courses; the rest are already designed. I've seen what works and what does not in the online college writing classroom and I'd now like to do some research about it. In my daily life, I work with multiple online platforms and teach with many different curriculums, and I am faced with a personal and professional need to sort some of these things out. Specifically looking at online college writing courses, I am searching for frameworks that will allow me to negotiate both the online college writing courses I teach and the ones I design and teach. I am also searching for frameworks that will allow me to understand the methodologies behind designing online courses, the effectiveness of design, and the learning that takes place, as well as how I can improve the learning that takes place. Though not yet fully developed, my project will focus on course design in the online college writing classroom. The research and final project will look at two related things: (1) what models are effective in online college writing courses; specifically the design elements, such as assignments, readings, discussions, and pedagogy, and (2) how one could design an online college writing course using a genre studies

approach/model. Specifically, I'd like to see how I could apply the PARC approach (a concept from my co-authored CCCC presentation) to an online college writing course within a program that allows me to design my own courses. I see this project as ongoing and with potential to morph into a larger research study on course design both in the traditional college writing classroom and the online college writing classroom. Yet, I also see this project having potential for becoming a dissertation (with modifications) or a presentation for a college writing/distance education, but for now, I think this would become a research article that analyzes, discusses/springboards on the idea of building a successful online college writing course and further explores how to design effective online college writing courses. I see myself using one of my classes (the one I get to design) as a sort of test course, and a place to collect data for my article.

Leslie Bradshaw, University of Massachusetts, Amherst

Mediation, Subjectivity, and the Digital Self

Attempts to understand and theorize the writer are at the heart of the field of Composition and Rhetoric. But we have struggled to articulate a theory of the writer able to attend to multiple levels and degrees of influence. This project will examine influences working on writers that are both specific and locatable, as well as ideological and diffuse, in order to theorize the writer in a way that attempts to understand the ways overlapping, contradictory, and intersectional mediations function for and upon writers. The self is always mediated via writing. But this mediation acquires even greater complexity with online writing, where layered onto the already-present mediations of writing are an increasing number and configuration of mediations. The design of computers (both material and symbolic), data mining, social media, new and remediated genres, and the instantaneousness of all of the above, create various writing selves, in part due to the various mediations encountered. An individual writer's thoughts, ideas, and preferences are subject to these various mediations as well as the product of them. Therefore, an examination of those mediations can allow us to better understand how writers interact with the world and understand themselves as producers of culture.

Allison Carr, University of Cincinnati

The Failure Project

Launched in October 2010, The Failure Project (thefailureproject.wordpress.com) is a digital public archive of failure narratives that aims to generate and circulate healthy conversations about creative failure. It rests on the premise that a fear of failure inhibits collaboration, innovation, and risk-taking, and it poses two questions: What would our schools, workplaces, and communities look like if we weren't afraid to fail? What would our world look like if we took bigger risks? With these questions, the archive seeks to make failure a speakable, de-stigmatized part of our lives so that we might begin to see failure as something to celebrate rather than fear, as something to experience productively rather than as a final pronouncement of who we are and what we're capable of. Itself an exercise in failure, the challenges of generating and sustaining interest in a web archive are tremendous. How can archivists create a rhetorically inviting space where strangers will want to share stories of vulnerability and disappointment? What motivates a person to visit, to contribute, and to return to the archive regularly? How do we make the "rewards" of this sharing economy explicit and enticing? What public is created here, and is it just? Discussion about these and other questions welcome and appreciated.

Genevieve Crite, The Ohio State University

At the End of the Lifespan: Temporary Technology Adoption in Literacy Narratives

One key theme that emerged from the research Cindy Selfe and Gail Havisber have done with literacy stories over the last decade is that, as they put it, technology literacies have lifespans (2004). However, their development of this concept is oriented toward the uptake of new technologies and not the decline. This project explores why technologies are cast aside, quickly or slowly, even when the exigency hasn't changed significantly from when a person picked up the technology in the first place. While there has been more significant discussion on why people begin to blog, text, or tweet, there hasn't been as much discussion on why people stop. Collecting literacy narratives about why people stop using technology would be one way to go about studying this topic. I hope to get feedback on literacy narratives as a method and generate ideas for how to go about studying an issue that is relevant to computers and writing.

Linh Dich, University of Massachusetts, Amherst

Affordances of Community: The Intersections of Technology and Participants' Motivation and Context

My dissertation, Technologies of Racial Formations: Asian-American Online Identities, is based on a fifteen month, ethnographic study of self-identifying Asian-American members on the social network site, Xanga. This study examines how Xanga's technology provides participants the opportunity to share their everyday experiences in ways that transform stereotypical representations of Asian Americans. In this presentation, I plan to cover chapter three of my dissertation on community formation. For the Asian-American participants in this study, their interactions, through writing, among a supportive community is crucial to their sense of self-formation in a culture that readily dismisses their identity as peripheral. That is, in a hyper-mediated culture that largely conveys the Asian body through versions of the Yellow Peril logic and coupled with the lack of empowering representations, Asian Americans continue to experience what Larry Gross calls "symbolic annihilation." For this particular community on Xanga, its sustainability stems from the technology that provides the necessary infrastructure and "space." But, it is also due to the larger cultural context in which Asian-American representations are lacking that motivates members to fashion a community that, in turn, allows them to be "be heard" as complete and complex Asians and Americans rather than media spectacles.

Katherine Ericsson, Washington State University

Interrogating Online Writing Course Development "Best Practices"

I am currently researching online course development best practices. I have been an online writing instructor for four years and have worked for a variety of types of institutions. Prior to teaching online, I taught as a graduate T.A. for two years. Often, online instructors do not get to actually develop or modify the courses they instruct online; the instructor is required to teach an already developed course. Other times, instructors are allowed to make modifications or completely revise the course. Some questions that I'd like to explore during the GRN discussion are:

- 1. How does teaching a previously developed online writing course help introduce online writing instructors to best practices of online writing pedagogy?*
- 2. Does allowing an online writing instructor to develop his/her own online writing course give him/her more of an opportunity to "migrate" face-to-face teaching strengths into an online form? What about new teachers with limited face-to-face teaching experience?*
- 3. How do institutional policies impact whether or not an online instructor can develop a completely new online course?*
- 4. What steps can a department or program take to create a collaborative and supportive network that assists online writing instructors in their teaching and course development endeavors?*

Michael Faris, Penn State University

Social Media, Privacy, and Materiality

I am currently working on my dissertation on privacy as it is understood and practiced in social media settings. This dissertation explores popular discourses, the affordances of technological interfaces, and users' practices related to privacy. My focus is less legal or rights-based, and more social: how do conceptions and practices of privacy relate to how users relate to each other using social media, such as Facebook, location-based services, instant messengers, and online dating sites? I would like to focus on my chapter on materiality, which focuses on uses of mobile devices and laptops in public spaces like cafés, as well as material and rhetorical responses to those uses. Increasingly, people are texting, working, checking out Facebook on their smart phones, and so forth, in shared public spaces, and popular discourses have responded with narratives about isolated people in public. What do social anxieties around the uses of mobile technologies in public spaces reveal about conceptions and practices of privacy, publicity, space, and place?

Erin Clark Frost, Illinois State University

Digital Guerilla Media in Responses to the Deepwater Horizon Disaster

This work deals with risk communication in relation to communities affected by the Deepwater Horizon oil spill of 2010. In conducting this study, I will draw upon localized, experiential knowledge collected during a weeklong stay in the small Gulf Coast community of Dauphin Island, Alabama, in June 2010. Dauphin Island borders the southwest side of Mobile Bay and relies largely on tourism for the health of its economy. The digital spaces created by Dauphin Island residents in response to the Deepwater Horizon disaster were largely concerned with defining and mitigating the potential risks the oil spill had created for the specific region of coastal Alabama, and they utilized a number of rhetorical techniques to construct that risk in more positive ways for local interests. Meanwhile, messages directed at

Gulf Coast citizens by British Petroleum PLC as the spill unfolded often used community centers as spaces for dissemination. Given this unusual reversal in terms of delivery and the tension between constructions of ecological and economic risk, I will analyze the implications of using guerrilla strategies versus digital “guerrilla media-weapons of the weak” that open up media spaces to marginalized groups” to talk about the spill (Ding 330).

Tamara Girardi, Indiana University of Pennsylvania

Break the "Silence": How to Foster Interaction in Asynchronous Online Learning Environments

One of the greatest challenges in asynchronous online learning environments is fostering interaction between the students and the professor and among the students. As online learning has grown in the past decade, tools such as blogging, Twitter, and wikis have provided increased opportunity to truly interact with students online. Yet, we are faced with balancing the use and understanding of such technologies with the benefits they bring to our classrooms. This roundtable discussion will feature techniques used to foster interaction and discussion in the asynchronous classroom and provide a forum for participants to further brainstorm ways we might break the “silence” of online classes.

Steven Hammer, North Dakota State University

Electronic Music and The Composition Classroom

My current research, leading toward my doctoral dissertation, explores the connections between electronic music composition/performance (from turntablism to open-source synthesizers to circuit bent/chiptune) and the traditional codex-based composition classroom. Specifically, I am exploring both of these spaces and events as multimodal literacy events, hard/soft/wet ware relationships conducive to Latour's Actor Network Theory, and so on. The research is still in its infancy, as I am working on drafts of two chapters and planning an ethnography. If possible, I would like to discuss ethnographic methodological approaches, multimodal literacy, or performance art in connection with composition.

Stephanie Hedge, Ball State University (Unable to attend)

Investigating Student Identity Across Digital Media and Material Spaces

My current research is centered around the ways that students construct a “student” identity in both digital and physical spaces, and how shifts between and across spaces influence and inform those constructions. I am looking specifically at first year composition classes that meet face to face but also have a digital component, like class blogging. My focus is on the ways iterations of identity are constrained and defined through spaces and writing/ technologies and iterated through embodied practices. I am currently doing a short pilot case study of my eventual larger research plan, and am looking for feedback on the gaps in my current methods and places where my future research can go.

John Hepler, Indiana University Pennsylvania (Unable to attend)

Wikis as Communities of Practice in ESOL Classrooms

ESOL instructors face many challenges in the classroom, some of which are common to educators in other programs of study. One such challenge is to engage students with a mandated curriculum that some may find unresponsive to their needs and experiences, discouraging classroom interaction. A tool frequently selected by instructors is a blog. Instructors choose blogging in order to create opportunities for students to learn English through self-expression. Unfortunately, there are limitations to the functionality of blogging; these limitations impact adult ESOL students more than other student populations. Less experienced adult ESOL students may be intimidated by both the technology (both computer and Internet) and by the amount of writing expected as part of the communication flow of a classroom blog. One possible solution is to use a website that allows ESOL students to create, edit, and delete information at the same time. One type of real-time collaborative editing system is a wiki. Researchers investigating the use of wikis in other educational subject areas frequently point out that wikis support several approaches to knowledge acquisition, most frequently the constructivist and cooperative/ collaborative paradigms. Wikis can facilitate knowledge acquisition and cooperation through student interaction and group work with the wiki interface itself.

Steven Hopkins, Oklahoma State University

Meet the Gregory Brothers: A Case Study of New Media Success

In my paper, I want to look at what determines success in new media. Using the criteria for successful new media established by Michele Knobel and Colin Lankshear, Jeff Rice, Marshall McLuhan, and Alex Reid, I will examine The Gregory Brothers, a group that has reached some level of internet fame with YouTube videos such as “The Bed Intruder Song” and “The Double Rainbow Song” among others. Through a personal interview with Evan Gregory, a member of the group, and by using criteria from these scholars in the realm of new media, I hope to show that success in this realm is based not on sharing and relationship building, where expertise and authority are subservient to creation and participation.

Franny Howes, Virginia Tech

Toward a Theory of Webcomics

*I am a comics creator as well as a rhetoric graduate student, and I am presenting my own comic in a robust digital form for the first time as an installation here (it's called “Oh Shit, I'm in Grad School!”). However, this is only part of my intellectual work. I am experimenting with making a webcomic to get a start on theorizing how they work differently from print comics. The most prominent theorist of comics, Scott McCloud, wrote about webcomics in his *Reinventing Comics* (2000) but that work is quite dated. I am interested in how webcomics creators do rhetoric as well as navigate the subcultural economics of making a living off of comics. I also want to take into account the metadata capabilities that digital comics have, which may be able to make them accessible to blind readers. Since there is little work on webcomics specifically, what scholarship in digital rhetoric would be most helpful? They're not quite blogs, they're not static websites, they may include forums but are not necessarily constituted by them, and I don't believe they have a necessary relationship to print comics. I would love to tackle these issues at the GRN.*

Sonia Kline, University of Illinois at Urbana-Champaign

Teachers' Learning and Digital Literacies: Looking Within and Thinking Beyond a NWP Summer Institute

This study examines the perceptions and practices of teachers who participated in a National Writing Project summer institute that features digital literacy as central to its program. Focusing on the digital compositions and digital life history interviews of four teachers, who together help to illuminate the findings of the larger research project, the study aims to capture complexity of experience. Turner's concept of liminality provides a useful analytical lens to investigate the institute space and digital space. Findings indicate that the teachers perceived the summer institute as a valuable time for learning aside from the constraints of everyday teaching practice. They, with one notable exception, perceived the coupling of personal and professional learning at the institute as not only comfortably coexistent but also genuinely beneficial. The participants assigned different meaning to the term digital literacy depending on the context, and their perceptions and practices of digital literacy inside and outside of the classroom frequently did not align. These findings are particularly pertinent within the context of government policy on technology in education and the National Staff Development Council's new definition of professional development.

Yu-Kyung Kang, University of Illinois at Urbana-Champaign

Early Study Abroad Trajectories in US Higher Education: Literacy and Rhetorical Development of Korean Undergraduate Students in Neo-Capitalism

My dissertation research will explore the literacy and rhetorical experiences of South Korean and Korean-American undergraduate students at the University of Illinois at Urbana Champaign (UIUC). More specifically, my ethnographic project will focus on literacy and rhetorical strategies and practices of South Korean and Korean-American undergraduate students with early study abroad experience in English speaking countries prior to their matriculation. I aim to show how these students strategically reinforce, blend and appropriate rhetorical and literacy skills obtained across time and spatial borders. Furthermore, I will not only examine how these students adopt and adapt to surrounding factors including, but not limited to, institutions, individuals, objects, texts, and technologies, but also how these factors have responded and adapted (or not) to the students' rhetorical and literacy practices as they navigate through college life. At the GRN roundtable, I would like to discuss how I might approach the technological aspects in exploring the complexities that accompany these transnational individuals' literacy experiences, as new technologies might be altering the spatial-cultural ecologies of these students.

Eileen Lagman, University of Illinois at Urbana-Champaign

Transnational Digital Literacies

My research examines the transnational literacies of migrant professional laborers. In my research, I ask: In a globalizing world consisting of overlapping flows of people, labor, technology, and capital, what kinds of literacies do migrants develop as they engage in processes of transnational movement and assimilation? I am especially interested in examining digital technologies as social actors that influence the lives of migrants, and also in examining digital literacies in the context of postcolonialism. I plan to examine factors in the country of origin—such as the technological infrastructure, the relationship to the U.S. and to English, the position in the global economy, and the nature of diaspora connections—in order to understand how different factors influence the acquisition and practice of digital literacies. I am in the early stages of research, and would like feedback on methods for engaging in this type of research, as well connections this project may have to other types of research in digital literacies.

Karen Langbehn, University of South Florida

Repurposing the Writing Process: There's a Map for That

"Re-purposing the Writing Process..." details my hypothesis that mapping is both more illustrative of and more productive for what Rhetoric and Composition has theorized as "the writing process." My proposal intends to complicate Flower & Hayes four points about cognitive writing process theory - in particular, focusing on audience as it is always implicated throughout the writing process. Research questions addressing the meta-topic of audience include questions like, "How is the map's own hierarchical structure- which mimics the hierarchical organization of thinking, prewriting, writing, rewriting - serve the primary audience (writer him/ herself) and secondary audience (the audience to which the writer intends the writing ... the audience with which the writer hopes to communicate his/ her argument)?" Most importantly, this proposal echoes Ede & Lunsford in "Audience Addressed/ Audience Invoked: The Role of Audience in Composition Pedagogy": in their assertion that to ignore or devalue audience is to "risk distorting the writing process as a whole" (169).

Christina M. LaVecchia, University of Cincinnati

Affect and the WPA-L: Exploring the Creation of a Public through Emotional Response to Rejection

Discourse on listservs like the Writing Program Administrators listserv (WPA-L) circulates in a very public way through email, an often-private genre. As a result, participants tend view the listserv as a privately mediated public space and the listserv becomes a unique and performative modality that allows for intimate moments of confession and the public handling of emotion. In this essay, I explore the ecology of the listserv focusing on the processing of rejection, a feeling that strongly circulated on the WPA-L in the fall of 2010 after decision announcements disseminated for the 62nd annual CCCC (Conference on College Composition and Communication). This project seeks to explore the sense of loss, unfairness, hopelessness, and frustration that governed the discourse surrounding 2011 CCCC decisions on the listserv through the creation of, in the spirit of Ann Cvetovich, an "archive of feelings." This paper will first examine the WPA-L itself—its characteristics, how it functions, its modalities—and then also examine the rhetorical situation surrounding the proposal review and decision process. Then, in building a context for my study, examine the ways in which the introduction of a new category, Section 113, at the conference caused unusual concern among WPA-L members in the wake of acceptance decisions and further shaped the discourse that circulated on the listserv that autumn.

Yazmin Lazcano-Pry, Arizona State University

Producing, Circulating, and Resisting Coalitions in Online Media in Response to Arizona's SB1070

Arizona's Senate Bill 1070 has sparked heated debate resulting in a frenzy of rhetorical motion online. My work examines the theoretical dynamics of online discussions, including those centering on the question of whether immigration is a feminist issue or not. Public deliberation and negotiation of SB 1070 in the context of feminist commitments necessarily draws on the intersectionality of issues such as gender, class, race, and nationality, and is moreover carried out through discursive strategies resting on rhetorical choices. The broader cultural significance of these online public deliberations lies in what they reveal about efforts to both form coalitions among various civil rights and feminist groups, as well as motivations for constructing arguments to resist this effort.

Chris Lindgren, North Dakota State University

The Unseen Materiality of Digital New Media Literacies

In Writing New Media, Anne Frances Wysocki argues that new media texts need to be explored more in writing classes because of their focus on what she calls materiality. She defines new media texts as "those that have been made by composers who are aware of the range of materialities of texts and who then highlight the materiality" (15). Wysocki's definition and application of new media texts are meant to grant us "infinite agency," (18) so we can see how "these technologies take shape in context of everything else that matters to us" (19). Considering this definition of new media texts and its implications, does the composition field need to consider courses that explore the architecture underneath the new media compositional tools within which we compose? Do we need to bring in the objects of code to grant us agency within these writing structures, so we can "stay alert to how and why we make combinations of materials, not simply that we do it" (19)?

Adam Liszkiewicz, SUNY Buffalo

AFEELD and Digital Literature Publication

AFEELD (<http://www.afeeld.com>) is a collection of playable intermedia and concrete art compositions that exist in the space between poetry and videogames. Using the creation of AFEELD as a starting point, I propose to discuss the current state of digital literature publication, particularly the lack of digital literature journals, and the utter absence of presses devoted to publishing collections of digital literature. I am especially interested in examining potential alternatives to traditional models of publication, and determining how such models might be applied to digital literature and intermedia collections. How can we promote and preserve collections of digital literature? How might we credential such work in a manner comparable to traditional book-length publication?

Tim Lockridge, Virginia Tech

Print Delivery & Digital Memory: Rethinking the Canons

In "Why Napster Matters to Writing" (2006), DeVoss and Porter situate delivery, "the often-neglected rhetorical canon," within the context of peer-to-peer file sharing. I'd like to extend that work by considering the rhetorical canons of delivery and memory within networks of print and digital distribution. How might we rethink delivery in terms of digital circulation? How might we revisit memory within the context of storage media or digital distribution? My current project is a study of print zines and their connections to counterpublic/ counterculture organization, and I see this reconsideration of delivery and memory as another component of that work. In addition, I can also visualize this as a separate project: A history that examines delivery and memory first as components of print-based communication and then traces those arcs into digital spaces.

Vyshali Manivannan, Montclair State University (Unable to attend)

"I think writing is a pretty cool guy. eh makes meaning and doesnt afraid of anything": Grammatical Memes and Linguistic Practice on 4chan's /b/

4chan's Random - /b/ board has reconfigured linguistic practice by both policing and adopting the grammatical incorrectness specific to online language. While lolspeak and other solecisms are heavily derided, correct usage of such incorrect grammar serves to establish community within /b/ by distinguishing between longtime denizens and new or casual users. As such, the evolution of online language carries sociolinguistic implications for both written communication and online community formation, particularly through policing and adoption processes.

Casey McArdle, Ball State University

Unraveling Student Voices in Digital Spaces

As current collegiate students become even more immersed in Web 2.0, educators are looking for ways to see how students use these spaces for interaction. This presenter followed several basic writing students online for an entire semester and observed their interaction via Web 2.0, Blackboard, and face-to-face classrooms via the Ball State University Writing Program. The results show that students are collaborating on essay topics, research agendas, peer reviews, and even partially composing elements of their academic texts via chats, wall posts, and tweets. What this presentation/discussion hopes to accomplish is to examine some of the results from the research project and contemplate future research – research that not only extends the current project, but the future of digital research.

Kristi McDuffie, Illinois State University

The Role of Mass Media in the Controversy over the DEA's Call for Ebonics Linguists

On August 23, 2010, the alternative online news site The Smoking Gun released a story about the Drug Enforcement Administration's (DEA) hiring of nine Ebonics linguists via a publicly posted Request for Proposal (RFP). Within minutes, other online news sources and blogs picked up the story, and the public commentary to this response flowed in via comments to the stories and forum postings. Most of this commentary was negative and reveals standard language ideologies about non-standard dialects. An analysis of these comments reveals that much negative perception about Ebonics is driven by popular media, including Airplane (1980) and The Wire (HBO, 2002-2008). I investigate this issue through a multimodal composition. Specifically, my video explores the motivations behind the negative response to the DEA's RFP with a focus on the mass media that informs this debate.

Rebecca Miner, Michigan Technological University

Online Voices: Reconstructing One's Own Map Using Online Illness Narratives

This paper argues that online forums can contribute to an enhanced way of understanding illness narratives, especially in ways that fragmented stories combine, collaborate, and make meaning for the collective whole. Additionally, using Arthur Frank's work as a framework on narrative, I examine the fragmented stories and posts from the online discussion group as an anecdote to demonstrate how collaborative online storytelling can change how the affected person views their post-diagnosis identity – as a way of 're-mapping' their post-diagnosis world by sharing information on complex aspects to living with a chronic illness. To illustrate this, I begin by discussing the parameters of the study and the online group community. While there are a myriad ways to contribute to Frank's narrative types, I focus my critique on the complex mix of life experiences like motherhood and performing basic life functions – experiences that often get left out of the traditional illness narratives. I then demonstrate how illness narratives in an online forum, collaborative in nature, can make meaning and 're-map' life experiences for the collective whole of the group.

Joy Mullett, University of Houston-Downtown (Unable to attend)

Standardizing Control Center Computer Screen Displays for Large, International Engineering Projects

My research investigates the processes created to develop and promulgate computer graphic standards across a sprawling engineering project developed in several countries by multiple corporations simultaneously: the international space station (ISS). It also reviews the educational, professional and personal attributes of the people who developed the standards. Generically, large, complex projects require some work products be created before the project's final outcome is fully specified. This was true for the ISS, assembled in space using hardware and software developed in the United States, Russia, Japan, and several European countries. To meet deadlines, some departments, including training and testing, had to start their work before graphical and documentation standards were set. On the ISS, lack of standardization could be life-threatening. The astronaut crew and flight controllers on the ground use control computers to monitor the ISS and maintain its functionality. In all scenarios, the health and safety of the crew is the paramount consideration. Icon and screen design must support that priority and never be ambiguous or confusing. I'm interested in the decision-making processes and their output that brought icon and screen design standardization to the ISS control computers and if they are in any way related to educational requirements.

Titus Ochieng, International Health Sciences University

Policy Response to Urban Slum Service Delivery

Perceived policy inadequacy to respond to essential service delivery in urban slums in Uganda bares the implication that previous interventions toward the slum dwellers especially of Kisuugu slum remain skewed, low impact or even non-interventionist. Ultimately, life for the slum dwelling household never improves or even gets worse and the slum conditions reflect this development immobility. Public health remains dependent on subsidies and essential services bypass beneficiaries while brilliant policy documents often lie in government offices. This paper seeks to identify relevant Laws and policies that affect urban service delivery. Beyond failed policy implementation, an alternative to the current practices is sought.

Donald Pardlow, Claflin University

Preparing Critical Thinkers for the Multicultural, Digital, and Global “Age of Conception”

The genre of narrative can be used not only as a common ground to exploring the other modes of prose discourse but also as a means to teaching students a variety of ways to write, to read, and to think. In this era, which Daniel Pink prophesizes to be a cultural transition from an “Age of Information” to an “Age of Conception,” coincides with numerous advances in neurological and neurolinguistic science, advances which are directly applicable to the teaching of the writing process, advances which can aid in teaching the second-language or second-dialect composition student, who is engaged in a highly-creative learning process, in developing his or her language competence and performance in his or her target language. This action research examines how a composition instructor at a historically-Black university uses narrative-based instruction to develop his students’ critical literacy skills. The research also attempts to explain how the instruction prepares those students to meet the university goal known as the Claflin Imperative: “preparing students for leadership and service in a multicultural, global, and technological society.”

Rachel Parish, Illinois State University

Fan Fiction: Authorship in Motion

I hope to take my presentation for Computers & Writing and explore future trajectory within the GRN round table discussion. My presentation is titled "Origins and Ownership: Fan Fiction as Authorship in Motion" and centers on Fan Fiction's role as a form of authorship transference from the recognized 'original' author to reader, who then takes on the author role by writing their own fan fiction. While my discussion centers on authorship, who "owns" the material, and how it is being contested and defying contesting, this presentation invites inquiry into fan fiction's future, its educational uses, and what defines "originality" in literature. I hope to discuss my presentation with the round table and gather further insights and hopefully gain new perspectives on how my presentation's conversation can be expanded, for the conference that weekend and for possible publication.

Lisa Phillips, Illinois State University

Meeting Grounds: An Ethics of Seeing Faye HeavyShield

What does it mean to allow images to speak for themselves--to respect the excess that inheres to images and their resistance to language? Assuming that the question is not meant rhetorically, I suggest that it is a way for the image to speak to the mind's eye with direct clarity. From that position, writing with images gives the writer a different role when engaging with images. The image becomes a partner to the text as a source of critical creative thinking. The writer that pairs text with image becomes a curator as much as a an analyst. My project considers non-Western ideas about art and its purpose, considers a Native American context through images, and highlights Faye HeavyShield's 2004 "blood" installation and exhibit catalogue. I offer a creatively engaged meeting ground for writers, artists, and curators. It is a potential space where we can consider alternatives to unconsciously settled methods of meaning-making when looking at images from a Western perspective. I suggest an ethical paradigm shift from the European based art canon to one that is indigenous to this continent in order to consider a different source of critical creative thought that is more in tune with our land-based environment.

Steve Rakoczy, Oakland University (Alumnus)

The Current State of Video Game Studies Or: How I Managed to Play Video Games all Summer and Get College Credit

The field of video game studies is still in its infancy and as a result of this, there are many competing philosophies as to how to best instruct students and future researchers. The lack of consistency in the field is not exactly harmful to

the overall study of video games as there are always multiple approaches to a new field of study and as the field matures, the stronger approaches will gain momentum and spread throughout the rest of academia. After finding several courses to study, the instructors were contacted (as well as other instructors and professors in the field to supplement any non-responses). This is an overview of some of the differing types of courses offered in video game studies throughout American colleges and universities in order to help delineate the differences between these programs and how the methods of each might help or hinder the growing field of video game studies.

Flourice Richardson, Illinois State University

Technical Communication and New Media Studies

My research interests are in two areas of technical communication. My presentation will discuss how my use of digital methodologies in composition studies aid in developing appropriate methods for approaching an analysis of doctor/patient communication. It is my belief that inadequate patient-doctor communication negatively influences medication compliance, self-management of chronic disease, and overall health outcomes. I plan to triangulate the qualitative data from the case studies with the quantitative data from surveys and other documentation to attempt to provide unbiased assessment health disparities in the African-American community. My second area of interests relates to the integration of new media technology into traditional and online courses. I use student comments, pre- and post technology assessments and final grade from common examination to determine if the implementation addresses some of the relevant educational gaps (needs) that could be reduced by using Information and Communication Technologies for Education (ICTE) in a traditional or online course. By identifying the educational gaps then determining the methods for course delivery, I am able to identify the appropriate media to use to present relevant material. In this research, I take more of an ethnographic approach.

Vincent Robles, Texas Tech University

The Student-to-Machine Relationship: Have we become Post-Student?

In present research, I am exploring some concerns about human communication in digital environments, especially as they relate to face to face versus screen to face instruction. My research explores how this concern often invokes a vague notion of "humanity," and by doing this, the concern raises theories of humanity and post-humanity in current digital pedagogical practices. To what extent shall digital and online interfaces (blackboard, moodle, MOOs, etc.) be used in classrooms which are designed to be "face to face"? What does "face to face" mean, and what values undergird this invocation? Does the current exploration of computer-aided instruction attempt to recreate face to face learning? How does this relate to theories of human community? As thoughtful scholars, like those at conferences such as Computers and Writing, engage in deep thinking about how to improve student learning through advanced technology, my on-going research seeks to explore this discourse as it relates to theories of technology and humanity. Theorists and scholars who have explored this concern are welcome to engage in the conversation and to help reify the student to machine relationship which is so often discussed in this field.

Daniel Ruefman, Georgia Southern University

Second Life of First-Year Writing: Digital Teaching in the Age of New Media

In 2010, Scott, an Assistant Professor teaching at a public university in western Pennsylvania decided to revitalize his own first-year writing classroom through the use of digitally-based, new media technologies. Throughout the semester, he used digital spaces provided by Facebook and Second Life to supplement instruction in his real-world classroom. Informed by scholar, James Paul Gee, as well as his own experiences, this instructor attempted to guide learning in a "video game like" atmosphere with mixed results. Through naturalistic observations, artifact analysis, and personal interviews, this investigation retraces his experience to better understand the use of technology in this classroom context and to identify the larger instructional implications.

Jennifer Sano-Franchini, Michigan State University

Facilitating a Rhetoric of Collaboration: A Resource for Learning/Teaching Research

I'm developing a web-based resource for college-level writing students and instructors, which will include pages of user-contributed links pertaining to contemporary cultural issues. The rationale for this project is that huge changes in information accessibility alongside shifts in the broader Academy regarding the way we do research (via developments like open access journals, unconferences, enhanced collaborative

research, and engagement with digital media) warrant changes in the way we teach students to do research. Thus, the purpose of this project is to facilitate more collaborative understandings of writing, research, and knowledge-making through an interface that enables user participation across institutions and geographies through user-contributed links, a space for users to share discussion questions, and student and teacher discussion boards. Thus, users will be encouraged to freely draw from others' work (while, of course, citing their sources), work together to build bodies of knowledge, and add to larger conversations by discussing issues pertinent to those bodies of knowledge. Beginning with the domain of intellectual property, I will develop pages on: history of intellectual property, copyright/copyleft, remix, read-write culture, plagiarism, fair use, torrent communities, piracy, authorship/ownership, design imitation in fashion, and intellectual property across cultures.

Hilary Selznick, Illinois State University

Fibromyalgia: The Invisible Disability

Fibromyalgia is a syndrome categorized by wide-spread chronic pain and fatigue. Although fibromyalgia has in the last few years garnered more attention by the medical community and pharmaceutical companies, the illness still fights for legitimacy and recognition. Those who have fibromyalgia know it to be a debilitating and "real" illness which is overlooked because it defies any Western medicine organic disease criteria. For my project, "Fibromyalgia: The Invisible Disability" I have created an interactive Prezi in the form of a human body with fibromyalgia. In order to be diagnosed with fibromyalgia, a person must exhibit pain in eighteen trigger points on the body. My project makes these trigger points visible and welcomes viewers to see the inside of the disability. The project is multimodal and incorporates personal narrative, videos, images, audio clips, and disability studies scholarship. The result for the viewer is a complex understanding of fibromyalgia and other invisible disabilities and how normalcy rhetoric and the rhetoric of sentiment and pity undermines those persons learning to live with these conditions.

Kellie Sharp-Hoskins, Illinois State University

Pedagogical Bodies: Sticky Technology and Leaky Emotions

In this presentation I use social theories of emotion to address and renew discussions of technology in the classroom. While much scholarship has taken on or taken up students and teachers as users of technology in the classroom, I argue that we must account for the way that emotions circulate and stick in classrooms to both teachers and students as they rely on, work with, and navigate technology there. More specifically, I investigate the ways that emotion sticks to technology circumscribes the potential for intersubjective relationships and actions in the composition classroom.

Ryan Shepherd, Arizona State University

Facebook Use Among First-Year Composition Students

I am currently in the process of creating a pilot survey about Facebook use among university students in first-year composition classes. This survey seeks to get greater insight into how first-year composition students see the intersections between writing that they do on social networking sites (SNSs) like Facebook and writing that they do in composition classrooms. I hope that the data gathered from the both the pilot survey (and the larger survey I hope to conduct in the fall of 2011) will be useful for trying to use SNSs in the composition classroom to teach writing skills and rhetorical concepts. By the time of the conference, I will be finished with the pilot survey but would like feedback on the results that I've gathered and help turning the information into a larger survey for the fall of 2011.

Jennifer Sigler, Colorado State University (Unable to attend)

WIKIs as Collaborative Writing Tools

Wikis provide a rhetorically rich writing environment for high school students. Construction of a Wikipedia article would fulfill the outcomes of collaborative writing, consideration of a public and diverse web audience, attention to multiple purposes (inform, entertain, recruit), introduction to web ethics, and analysis of authority/expertise. This assignment would also increase students' understanding of the impermanence and fluidity of Wikipedia, and would enhance their evaluative skills during research. My research would focus on how

current research supports the idea that wiki writing can indeed reach these outcomes. I think the most interesting thread to follow would be my last point--understanding Wikipedia so as to use it appropriately in research.

Jensie Simkins, University of Michigan-Flint

Blogging and Autobiography: Let's Take the Genre Online

Personal narrative is popping up all over online - blogs are a dime a dozen (and yet they keep saying the blog is dead). Can we fit personal blogs into the genre of autobiography/memoir? What do we gain if we do? Specifically, how are women using online space to document their stories? What about other traditionally marginalized groups? Who is blogging? More importantly, who is not? Is the Internet more "democratic" than other spaces? What about communities and blog rolls that accompany these blogs? Who is participating? Is it just another clique in a different venue? Does the word "community" need an asterisk in a digital situation?

Brent Simoneaux, Miami University

Rhetorical Memory and the Zooming Interface Paradigm

The recent proliferation of the Zooming User Interface (ZUI) designed for visualizing data, composing, and searching (e.g. Google Maps, Microsoft Seadragon, Prezzi.com, Raskin Desktop) poses significant problems, many directly related to the novel ways in which users interact with information. Though the literature in Human-Computer Interaction has been well developed over the last twenty years, having both identified inherent problems of the user interface (e.g. Jul and Fumas, 1998) and proposed various solutions (e.g. Ghosh and Shneiderman, 1999; Pook et al., 2000; Hornbæk, 2002), these are not solely technical problems--or solutions. They are also rhetorical problems with rhetorical solutions (Johnson-Eilola, 2005; Selber, 2004). The ability to compose, scale, and arrange vast amounts of information on virtually limitless composition spaces poses significant problems for composers and readers alike as no clear or adequate rhetorical models readily exist. In this project, I propose that a rooted understanding of the rhetorical canon of memory is vital to composing and interacting with/in multi-scale, large information spaces. In particular, I focus on how contemporary ZUI design can be informed by ancient and medieval mnemonic practices based on the arrangement of visual space--practices that can help rhetors productively interact with vast amounts of information.

Shelah Simpson, Liberty University

Online Writing Centers

I'm still two years away from beginning a dissertation, but I've created and now direct an Online Writing Center with asynchronous and synchronous tutoring options. I would like to conduct qualitative studies on the effectiveness of online writing tutoring for fully online students, particularly fully online L2 writers.

Cortney Smethurst, California State University, Long Beach

Online Video and Participatory Culture

Geoffrey Carter and I are preparing a presentation entitled "Participatory Publics: From MEMorials to MEMEmorials." Drawing on the recent proliferation of memes on video sharing sites like YouTube, we seek to extend the implications of Gregory Ulmer's personalized MEMorial to a more participatory MEMEmorial. The latter is a digital, collective site where serious issues, such as those of crime and catastrophe, are critiqued and performed by the culture at large. Using examples like the "Bed Intruder Meme" and "The Lisztomania Brat-Pack Meme," our presentation will show how these participatory sites complicate our understanding of historical preservation. To compliment the theme of our panel, we may even explore how MEMEmorials give rise to publics that do not require membership, but potentiate processes of belonging. I began questioning how YouTube's topological architecture informs the making of memory. Rather than understand memory and memes according to biological delimitations, I am interested in how the relationships between humans and new electronic technologies potentiate a making of memory that extends beyond the self or nation-state: a making of memory that involves, what Ulmer calls, "attuning the zone". I am looking at the two aforementioned memes to illustrate the chorographical processes and potentials of MEMEmorials.

Barbi Smyser-Fauble, Illinois State University

Horror Genre's "Final Girl": An Evolution of Society's Stereotypes of Women

Utilizing the foundational works of Carol Clover's "Her Body, Himself" (1987) and "Men, Women, and Chainsaws" (1993) in the identification of the character known as the "final girl" of horror genre films, this presentation aims to incorporate the viewpoint that society's own prejudice or bias towards women and is what dictates and shapes the interpretations of this character. The "final girl" has evolved with time reflecting society's progress, or lack thereof, in its view of women. Regardless of the original intent of the creators or directors of this character, the "final girl" has become a historic pathway identifying and directly correlating to society's backlash towards feminist movements, thus creating a visual record of women's struggle for equality.

Evan Snider, Virginia Tech (Unable to attend)

Templates and Personal/Professional Identity Construction

This work-in-progress is in the very early stages of development. I am interested in exploring how users adopt and adapt (tweak) themes and templates on personal and professional websites and blogs to create something they consider uniquely their own, an artifact that comes to stand in for themselves. Template usage, with a few exceptions, has not been studied, so I'm interested in investigating template usage broadly. How prevalent are templates on personal and professional websites and blogs? What templates attract what audiences, and why? What are the rhetorical strategies available to users who are mostly using WYSIWYG editors or adopting themes and templates wholesale? How do users view their options, their skill with template editing, and their resulting sites/blogs? I am particularly interested in exploring what research methods can best answer these questions. I would also like to begin to develop a theoretical framework for the project.

Kyle Stedman, University of South Florida

The Rhetoric of Sound

Rhetoricians are well versed in discussing images, fixed in time and graspable. But the question of how composers of sound apply rhetorical principles is less well explored--the temporal, unfixed nature of sound complicates things. To develop a rhetoric of sound, I interviewed music composers about influence, emotion, form, and computers in their work. In my C&W presentation, I'll report on their compositional ideas and techniques. But I'd still like to discuss the ways that music has meaning: associatively, emotionally, contextually, non-discursively, and so on. What particular strengths can rhetoric and composition scholars add to discussions of musical meaning (which, after all, take place in musicology all the time)? How can I best articulate the scholarly gaps that this sound-oriented work fills? What are the advantages and disadvantages of my composer-centered approach?

Kristen Strater, Georgia Southern University

Sisters Speak Out: African American Women's Motivations in Pursuing Information Technology

"Changing Mental Models of the IT Professions: A Theoretical Framework" (Agosto, Gasson, & Atwood, 2008) discovered that not only are females graduating at an alarmingly low rate in the Computer Sciences--the overall (male and female) enrollment in Information Technology Programs is decreasing. Results from an undergraduate research project that examines African American woman's motivations for pursuing a Bachelor's degree in Information Technology at Georgia Southern University will be presented. Unlike many other gender and minority studies that attempt to use either gender or minority status separately, this project aims to emphasize the need for research of African American women as a particular identity and community.

Judith Szerdahelyi, Western Kentucky University (Unable to attend)

Online Instructors' Technology Options for Responding to Student Papers in Multimedia-Rich Writing Courses

As Knoblauch and Brannon's study suggests, the most valuable facet of a writing teacher's practice seems to be "commenting on individual student texts in order to facilitate improvement" (285). Online instructors can choose from a variety of digital tools to respond to student papers, including text-, audio-, and video-based technologies. Instructors who provide text-based feedback usually use Microsoft Word's Track Changes or Comment functions or mouse over annotations (screen tips). The latest technology innovations allow us to insert audio or video comments in students' written assignments. Video-based feedback can be delivered via screen-capture, iTunes, Tegrity, or YouTube. The question is which of these options do online students perceive as the most helpful? Which option results in maximum learning, enhanced performance, and increased learning satisfaction? This presentation is geared towards answering these questions and make recommendations for teacher commentary regarding methodology and technology solution.

Kathryn Trauth Taylor, Purdue University

Digital Writing, Public Rhetorics, and Graduate Literacy

The presenter is exploring the role of emotion in graduate students' sense of community, especially during online collaboration. For the research forum, she would like to take her collaborators through her research efforts--from collecting literacy narratives from grad students to designing a webspace that addresses the affective and collaborative needs of graduate students in English. This webspace will function as an online open-source database of cross-university graduate student reading notes, reflections, presentations, and conversations. The webspace will be a space where grad students across universities can upload their "readings" of articles, books, book chapters, and reviews. The main purpose in creating such a site is to preserve the hours of work (thinking, reading, note-taking, appropriating, and self-assimilating) graduate students spend on their assignments, readings, and projects. The site will serve as an active archive of graduate work and be available as 1) a community-based support system for English grad students nationwide and 2) a collection of graduate practices available to program directors and professors of grad classes who plan coursework and program designs around the particular needs of graduate students. The research network is the perfect opportunity to receive suggestions and revisions before she begins creating the webspace.

John Tinnell, University of Florida

Mobile Applications as Authoring Software

As more and more people upgrade to smartphones, the technology of "augmented reality" promises to become a cornerstone in everyday life. As such, augmented reality apps designed for mobile devices stand as important sites of digital writing that, given their novelty, have yet to be rigorously addressed in computers and writing scholarship. My research project aims to take an initiatory look into the rhetorical significance of this burgeoning mediascape by examining four particular augmented reality apps from a hybrid of related theoretical perspectives including grammatology, visual rhetoric, and posthumanism.

Crystal VanKooten, University of Michigan

Assessing New Media Composition in the Writing Classroom

Assessing new media compositions that students produce in writing classrooms can be tricky and complex. Composition theory tells us that effective assessments are linked to instruction, value both process and product, involve students in the evaluation process, and should take shape in accordance with the audience and purpose for the assessment. With this in mind, I offer a model for assessment of new media and multimodal compositions that can be used to start discussion in classrooms and adapted to meet local needs. My questions for discussion about the model include the following:

- 1. How is a new media assessment model like this useful for writing instructors and their students? Should grading criteria and/or models always be developed locally?*
- 2. Does the model place value on both composition process and product?*
- 3. What are the affordances and limitations of providing students with a printed model like this on paper, versus using an interactive, digital assessment model?*

Suzanne Webb, Michigan State University

Living with David Foster Wallace: The Inquiry Process of Learning about Inquiry Processes

*I am researching the inquiry processes of nonfiction writers in respect to how we as writers can use these processes as well as how we as instructors of writing can help our students use them. I focus on the late David Foster Wallace's nonfiction essays to begin this quest... As part of my own inquiry, I set up two online notification alerts so that potential data could come to me. This, I thought, would save time, as well as grant access to information I might otherwise miss. With Wallace's posthumous novel *The Pale King* hitting the bookstore shelves on April 15, activity has skyrocketed, and I am overwhelmed with potential "data." Today is April 10. So far this month, I have received 96 digest notifications from the Wallace-I listserv and 40 Google News Alerts. Each of these links to one or more articles on Wallace. The sheer volume of potential "data" flowing at me is simultaneously crushing and awe-inspiring. How do I negotiate this plethora of potential knowledge? Are there mechanisms to help me negotiate the influx? How do I distinguish what is pertinent, what is peripheral? How do I sort, categorize? What guidance can the GRN offer to help me with the mental aspects of knowing so much about this man's work, his ideals, and his suicide? How do I live with all that is still—today—David Foster Wallace and remain focused on my actual project?*

Erich Werner, University of North Carolina, Chapel Hill

A Controversy of Affect: The Rhetoric of the Reaction Video

*My project examines that the reaction video, a genre of short, amateur video that captures the reaction of an individual, or group of individuals, as they encounter a particular text, usually a short media clip. My working argument is that the reaction video--and publicly-sharable webcam video generally--provide new and far-reaching pathways for the relay of bodily affect: for transmitting what might be called feeling or sensation through facial, vocal, and gestural movement. For its case study, it describes how *Twilight* readers, mostly girls and young women, harnessed YouTube, the webcam, and the reaction video genre, for rhetorical purposes--namely, to intervene in the controversy surrounding the publication of the *Twilight* novel *Breaking Dawn*. The reaction video's affordances for the relay of affect made it an apt venue for participating in this controversy, which can be described as an "affective controversy"--not a conflict of ideas, but rather a conflict of bodies and feelings. Because it is central to webcam video, spatially and otherwise, my project tracks affect especially as it is relayed through the human face. This will be an intertextual rhetorical analysis of *Breaking Dawn* reaction videos, comments on those videos, and "Video Responses" posted to YouTube as direct replies to those videos. To complement and complicate this analysis of these text's symbolic "meaning" or "message," this chapter draws on vocabularies from psychological and cultural theories of affect, including psychologist Paul Ekman's Facial Action Coding System, in attempting to describe how these texts relay bodily affect. The hope is that this account will help to answer to increasingly urgent calls within the field Rhetoric and Composition for research into the affective dimensions of communication.*

Edward Williams, University of California, Santa Barbara

Technologies and Writing: What Should We Teach Kids First?

Given the infusion of technologies in education, the expectations of students at more advanced educational levels, and the demands of an increasing competitive job market the value of what and how we develop students' skills with technology becomes more and more important. Therefore, in the primary years of school, should we focus more on teaching students to write with a pen and paper; or should we shift to more of a focus on the keyboard and text in the process of teaching students how to become better readers and writers? On the other hand is a more integrated method that draws on the principles of both mediums a better process for keeping with writing traditions and the integration of new technologies?

Becca Woodard, University of Illinois

Complicating "Writing Teachers Must Write": Studying Teaching & Writing Practices across Contexts

Both writing process proponents and the National Writing Project have claimed that "writing teachers must write". However, only a small body of research has focused on "teachers as writers," and little research documents how teachers' writing practices inform their teaching practices. This is important because we, as a field, need to better understand the complexities of teaching writing. My early research project was a one-month case study where I documented a middle school teacher's writing practices outside of school and her teaching practices in school, as well as her personal writing history, in order to understand how she enacted and appropriated writing and teaching practices across contexts. I found that the teacher gained more from her out-of-school writing practices than just satisfaction or reflection time. She appropriated some of her writing practices into her instructional practices, particularly ways of talking about writing. However, most of her practices across settings were discrepant. Although her professional development and curriculum offered a coherent

approach to writing instruction, her goals for her own writing and her students' writing were discrepant. I am looking for feedback on how to incorporate a focus on technology and extend this work for my dissertation.

Jin Zhao, Georgia State University

Web Localization: Culture, User, and Design

This presentation focuses on how cultural contexts affect web design and the user's local use. An analysis of a Chinese social networking website in comparison to Facebook and a study of the use patterns and experiences of Chinese and U.S. users will be presented. The complexity of "culture" and the user's role as co-designer in the Web 2.0 context will be discussed.

NOTES

GRN PROFESSIONAL DEVELOPMENT WORKSHOP (AFTERNOON SESSION)

Moderator: Cheryl E. Ball, Illinois State University

In this afternoon session of the Graduate Research Network, we will continue into our sixth year of providing professional development advice to GRN participants (and anyone else who'd like to attend during the afternoon!). In past years, this session has focused on job market advice, but in response to the diverse status of attendees at GRN last year who gave us excellent feedback on the need to discuss professional development issues that are encountered career-wide (from choosing a graduate program to life post-tenure), we have expanded the scope and time of workshop offerings, to provide more in-depth Q&A periods on more topics. There will be concurrent tables with different topics during two 40-minute sessions, as marked below:

1:30-1:40pm	Intro to afternoon workshops
1:40-2:20	Concurrent Session A
2:20-2:30	Break
2:30-3:10	Concurrent Session B
3:20-3:30	Wrap-up (stay for evals & door prizes!)

SESSION A

- choosing a grad school
- alt-ac (alternate academic &/or primarily administrative) jobs
- planning for the academic job market
- managing new faculty-hood and preparing for 3rd-year review
- planning your tenure portfolio
- speed-dating table [an "open topics" discussion]

SESSION B

- choosing & working with a comps or diss committee
- getting your foot in the publishing door
- planning for the academic job market
- teaching at a two-year college
- grant-writing
- professional life after tenure
- speed-dating table [an "open topics" discussion]

Table Moderators

Angela Haas, Illinois State University
Cindy Selfe, The Ohio State University
Daisy Pignetti, University of Wisconsin—Stout
Dickie Selfe, The Ohio State University
Doug Eyman, George Mason University
Doug Walls, Michigan State University
Janice Walker, Georgia Southern University
Jason Palmeri, Miami University
Jill Morris, Baker College
Kristin Arola, Washington State University
Michael Day, Northern Illinois University
Patrick Berry, University of Illinois—Urbana-Champaign
Scott DeWitt, The Ohio State University
Shelley Rodrigo, Mesa Community College

C&W/GRN Mentoring Sessions

Like the pre-conference Graduate Research Network, C&W Mentoring Sessions consist of roundtable discussions. Each session will have two Discussion Leaders, so bring your projects, ideas, or questions!

Discussion Leaders:

Cheryl Ball, Nick Carbone, Michael Day, Douglas Eyman, Angela Haas, Karen Lunsford, Michael Palmquist, Cynthia Selfe

Friday

Session A	10:15-11:30 AM
Session C	3-4:15 PM

Saturday

Session E	8:30-9:45 AM
Session G	2:45-4pm

Special Thanks to our Sponsors!

- **2011 Computers & Writing Conference, Sweetland Writing Center, University of Michigan**
- **Web space provided courtesy of the Department of Writing & Linguistics, College of Liberal Arts and Social Sciences, Georgia Southern University.**
- **2011 C&W/GRN Travel Grant Awards Committee.** Kristin L. Arola, Michael Day, Kathie Gossett, Amy Kimme Hea, Suzanne Blum Malley, Cynthia L. Selfe, Janice R. Walker, Bob Whipple.
- **Contributors to the 2011 C&W/GRN Travel Grant Awards Fund:**

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Cheryl Ball
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- Ride2CW, <http://www.ride2cw.org>
- [WIDE Research Center, Michigan State University,
http://www.cal.msu.edu/centers/WIDE.php](http://www.cal.msu.edu/centers/WIDE.php)

Publication of this program partially funded by a grant from the Faculty Service Committee at Georgia Southern University.

TAKING WRITING WHERE WRITING HAS NEVER GONE BEFORE.



At the WIDE Research Center, we investigate how digital technologies change the processes, products, and contexts for writing. Actively involved in the creation of scholarship and tools, we focus on the transfer of this knowledge into school, workplace, and community contexts in a manner that promotes learning, citizenship, and the advancement of knowledge work.

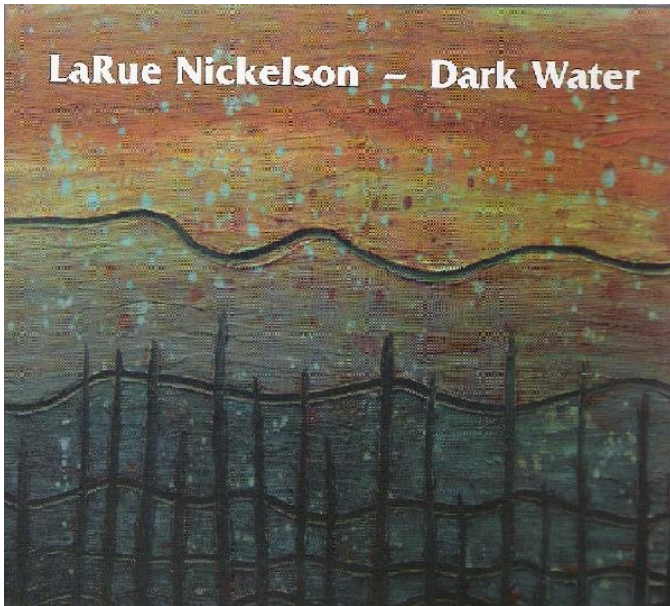
Two projects are currently under development at the research center: Eli Review and Work Streaming. Each delivers a collaborative, interactive, user experience designed to take writing where it has never gone before. Through our writing research, we are working not only to understand, but to transform the activity of writing. In so doing, we help to develop the next generation of digital writing professionals.



Writing In Digital Environments Research Center

for more information on projects
like ELI Review or Work Streaming
visit wide.msu.edu.

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25th Anniversary
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Proposal Deadline: Friday, October 31st, 2011
HOME PAGE: <http://www.rnfonline.com/blog/>

Questions? Email Risa Gorelick or Gina Merys: chairs@rnfonline.com

CFP: Please join us in St. Louis to present a Work-in-Progress presentation or serve as a Discussion Leader (for those who are experienced, established researchers) and/or Editor (for those who edit journals/presses).

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

As in past years, the 2012 will feature three plenary addresses focusing on “Gateways to the Future of Research.” This year’s distinguished speakers will be Rebecca Moore Howard and Sandra Jamison, Charlie Lowe and Pavel Zemlianski, and Rich Haswell.

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 that 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.

Electronic proposal forms are available at www.rnfonline.com. You may appear on the RNF Program in addition to having a speaking role at the Conference on College Composition & Communication.

MEET ME IN ST. LOUIS!

digital writing research

technologies, methodologies, and ethical issues

edited by Heidi McKee and Danielle 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?

CONTENTS

Foreword by James E. Porter

Introduction by the Editors

Part One: Researching Digital Communities: Review, Triangulation, and Ethical Research Reports

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



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19,976 Total number of searches conducted

15,662 Total number of instructors who've logged in

5,589 Total number of students who've logged in

1,214 Total number of assigned pages

186 Number of instructors who assigned pages

73 Number of times a Quick Help page was assigned

3 Number of searches for "citing youtube"

2 Number of searches for "little few"

1 Number of searches for "writing math"

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- Presenters may qualify for our travel grant
- Identify potential venues for publication



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Submit Online at

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For additional information contact:

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