

COMPUTERS & WRITING CONFERENCE 2005

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Stanford University



Graduate  
Research Network  
2005

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Where Writing Takes Wing

## ***Educational Software and Services for Collaborative Learning and the Writing Process***

Since 1988 The Daedalus Group has been leading the way with better technology products and training for the humanities. Here's how your students can benefit from our flagship product, the **Daedalus Integrated Writing Environment (DIWE)**:

- Class participation increases significantly.
- Students gain fluency while writing more often.
- Students learn to explore topics more deeply and broadly.
- Students give and receive better feedback for revising.
- Students easily create correct documentation for their sources.

DIWE, a suite of collaborative tools designed to run on a local area network, helps students develop their skills in writing and critical thinking. The software includes six primary features:

# 2005 Graduate Research Network

## 2005 Coordinators

Janice R. Walker, Georgia Southern University  
Susan Lang, Texas Tech University

## Executive Committee

Anthony Atkins, U of North Carolina, Wilmington (Publicity Chair)  
Sandy Anderson, Fayetteville Technical Community College  
Susan Antlitz, Illinois State University  
Cheryl Ball, Utah State University (Workshop Moderator)  
Tracey Clark, Purdue University  
Danielle Nicole DeVoss, Michigan State University  
Jenn Fishman, Stanford University (CCCC's GRN SIG Co-Coordinator)  
Traci Gardner, tengrrl.com  
Risa Gorelick, Monmouth University (RNF Liason)  
Robert T. Koch, Jr., Indiana University of Pennsylvania  
Susan Lang, Texas Tech University (GRN Co-Coordinator)  
Heidi McKee, Uof Massachusetts, Amherst  
Veronica Pantoja, Arizona State University  
Rebecca Rickly, Texas Tech University  
Janice R. Walker, Georgia Southern University (GRN Coordinator)  
John Walter, Saint Louis University

## Discussion Leaders

Cheryl Ball, Utah State University  
Matt Barton, University of South Florida  
Hugh Burns, Texas Woman's University  
Sharon Cogdill, St. Cloud State University  
Michael Day, Northern Illinois University  
Danielle DeVoss, Michigan State University  
Risa Gorelick, Monmouth University  
Gail Hawisher, University of Illinois, Urbana-Champaign  
Amy Kimme Hea, University of Arizona  
Jayne Higgins, Rockford College  
Erin Karper, Niagara University  
Susan Lang, Texas Tech University  
Karen Lunsford, University of California, Santa Barbara  
Heidi McKee, University of Massachusetts Amherst  
Joseph M. Moxley, University of South Florida  
Ollie O. Oviedo, Eastern New Mexico University  
Rebecca Rickly, Texas Tech University  
Cynthia L. Selfe, Michigan Technological University  
Janice Walker, Georgia Southern University  
Joyce R. Walker, University of South Florida, St. Petersburg

# **2005 Graduate Research Network Schedule**

**PETER WALLENBERG LEARNING THEATER**

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7am-?	Registration and Coffee – Stanford Writing Center, Room 020, Bldg. 460
9 – 9:30 am	GRN Opening Remarks and CW Mentors
9:30 – 11:45 am	Roundtable Discussions
Noon – 1pm	Lunch – Citrus Courtyard behind Wallenberg Hall
1 – 1:15 pm	Awards and Announcements
1:15 – 4pm	GRN Jobs Workshop

NOTE: The writing center will be open all day and will offer free coffee and pastries and computers with Internet connection, so folks can go there during break.



**Graduate Research Network 2005**  
**Computers & Writing 2005**  
**New Writing and Computer Technologies**  
June 16 - June 19 2005  
Stanford University

## 2005 C&W Mentors Committee

Anthony Atkins, [atkinsa@nsula.edu](mailto:atkinsa@nsula.edu)  
Alexandra Babione, [ababion@siue.edu](mailto:ababion@siue.edu)  
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Rebecca Rickly, [Rebecca.rickly@ttu.edu](mailto:Rebecca.rickly@ttu.edu)  
Janice R. Walker, [jwalker@georgiasouthern.edu](mailto:jwalker@georgiasouthern.edu)

## A Few Resources in Computers and Writing

- Traci's 36<sup>th</sup> List of Ten: "Ten Ways to Document Your Conference Participation," <http://www.tengrrl.com/tens/036.shtml>
- Traci's Lists of Ten, <http://www.tengrrl.com/tens/>
- The Graduate Research Network (GRN), <http://www.georgiasouthern.edu/~writling/GRN/>
- GRN Discussion List, <http://www.georgiasouthern.edu/~writling/GRN/grn-l.html>
- TechRhet Discussion List, <http://www.intersiverty.org/lists/techrhet/>
- 7C-L (CCCC Committee on Computers in Composition and Communication, <http://www.intersiverty.org/lists/7c-l/>
- ATIW-L (Association of Teachers of Technical Writing), <http://lyris.acs.ttu.edu/cgi-bin/lyris.pl?enter=attw-l>
- College Talk, <http://www.intersiverty.org/lists/college-talk/subscribe.html>

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- NCTE-TALK (K-16 NCTE members), <http://www.intersivity.org/lists/ncte-talk/>
- WCenter (Writing Center discussion list), <http://lyris.acs.ttu.edu/cgi-bin/lyris.pl?enter=wcenter>
- Council of Writing Program Administrators (WPA), <http://www.wpacouncil.org/wpa-l>
- Kairos: A Journal of Rhetoric, Technology, and Pedagogy, <http://english.ttu.edu/kairos/>
- Kairos News, <http://kairosnews.org/>
- CCCC Blogging SIG Mailing List, [http://kairosnews.org/mailman/listinfo/blogs\\_kairosnews.org](http://kairosnews.org/mailman/listinfo/blogs_kairosnews.org)
- Rhetoric and Composition Journal Editors, <http://mason.gmu.edu/~bhawk/journals/>
- Alliance for Computers and Writing (ACW), <http://www2.nau.edu/acw/>
- Assembly on Computers in English (ACE), <http://faculty.gvsu.edu/patterna/ace>
- Association of Teachers of Technical Writing (ATTW), <http://www.attw.org/>
- Conference on College Composition and Communication (CCCC),  
<http://www.ncte.org/groups/cccc>
- CCCC Committee on Computers in Composition and Communication (7Cs),  
<http://www.ncte.org/groups/cccc/com/7cs>
- International Writing Centers Association (IWCA), <http://writingcenters.org/index.php>
- National Council of Teachers of English (NCTE), <http://www.ncte.org>
- ReadWriteThink, <http://www.readwritethink.org/>
- Diversity University (DU) MOO, moo.du.org 8888, <http://moo.duets.org:8000/>
- Lingua MOO, <http://lingua.utdallas.edu:7000/>
- Media MOO, media.moo.mud.org 8888
- New Ideas in Language and Learning Conference Presentation,  
<http://www.engl.niu.edu/mday/web/niill.html>
- The Online Job Search, Online Résumés, and Webfolios for the Job Search,  
<http://www.engl.niu.edu/mday/web/resume.html>
- Webfolio Central: Electronic Portfolios for Class Assessment and Professional Development,  
<http://www.engl.niu.edu/mday/web/webfolio.html>
- Critical Thinking and the Internet Links, <http://www.engl.niu.edu/mday/web/critthink.html>
- An Informal Rationale for Using Chats in the Composition Classroom,  
<http://www.engl.niu.edu/mday/web/chatrationale.html>
- The Online Writing Classroom: A Workshop for College Level Teachers,  
<http://www.engl.niu.edu/mday/eiu.html>
- Electronic Portfolios: From the 3-Ring Binder to the “E”-Ring Binder,  
<http://www.engl.niu.edu/mday/ering.html>
- Community and Internet Discussion Groups: An Informal List of Features,  
<http://www.engl.niu.edu/mday/listcomm.html>

## Alex Babione's Tips for New Attendees

### *Even the experts were once beginners:*

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

### *Ask questions:*

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

### *Speak out in sessions; share what you know:*

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

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

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

### *Shy, timid, speechless?*

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

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

# Definitions and Useful Resources

By Locke Carter and Traci Gardner

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

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

**ACW:** Alliance for Computers and Writing

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

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

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

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

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

**C&W:** Computers and Writing Conference

**CLI:** Command Line Interface (as opposed to GUI, below) e.g. `fd 5 88 Tf 1 0 0 -1 600 40 TD(G)Tj 68 0D(t)Tjwl`

## Newbie Challenge!

How many of the following people can you get to autograph this page? Do not use the same person more than once. Turn in this slip with your name on it to Janice Walker or Michael Day before the Friday night banquet, when we will announce the winner!! Challenge open to first-time C&W Conference attendees only! Completed entries are eligible for drawing to determine the winner. Prize is priceless!

1. Collects C&W T-shirts:.
2. (In)famous toe person:
3. Kairos editor/editorial board member:
4. Anyone now working at, studying at, or who HAS studied at TTU:
5. Editor of Computers and Composition:
6. Used to be subscribed to MBU-L:
7. Has attended at least 10 past C&W Conferences:
8. Has NEVER attended a C&W Conference before (no fair signing your own name!):
9. Hosted a past C&W Conference:
10. Published an article in Kairos:

 Y U NAME: \_\_\_\_\_



# 2005 Graduate Research Network: Presenters and Abstracts

**Sandy Anderson, Kansas State University**

Participant

Areas of Interest: Pedagogy, Assessment, Rhetorical Analysis, Technical & Professional Communication, Electronic Publishing

**Anthony Atkins, University of North Carolina Wilmington**

Assessing Technology Training for Teachers of Writing

Because of technology and changes in literacy production, consumption, and distribution, we, as institutions and professionals, will need to understand more intimately and contextually the challenges of initiating a university-wide approach to the integration of technology and literacy, that reveal both its successes and failures. We should begin to compile a case log of such insights by conducting sophisticated close studies of institutional mission statements, technology initiatives, and in depth interviews with faculty and graduate students. By analyzing this array of artifacts, we have the potential to uncover university and department agendas, discerning the contextual nature of any technology and teaching effort. Without this close observation we, as a discipline, miss the opportunity to configure future rhetoric and composition programs that acknowledge in productive ways the interface of technology and new literacies. Exploring university and department goals will uncover the significance and value of both technology and new literacies. This kind of close analysis places the university and department in a position to assess, revise, and enact a mission statement that considers technology and literacy as necessary components, as cornerstones, of life-long learning. I will argue that this self-study method can contribute to future inquiry in composition research.

**Alexandra Babione, Southern Illinois University Edwardsville**

So What Will You Do When You Retire?

Year 1

I am a graduate!! My alma mater needs part-time teachers, so does the community college. If I get 2 courses at Slam-dunk U. and 3 at Winky CC, that will be X dollars.

Year 4 and 2 kids later.

I need a full-time job. Winky CC has an opening. I'll try for that job. .... Wonder why I didn't get the job? Oh, well, I still have my part-time jobs.

So it goes for the part-time teacher at the community college, college, and university levels. The part-time person fills last minute vacancies, is nice to have around because he/she is an acceptable, reliable teacher, and keeps the employing institution's costs down. Without realizing it, that part-timer begins a life long career of being just that: part-time. At retirement time what does the part-time teacher have to show for 20 years of dedication to the profession? What benefits will the part-time teacher enjoy?

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This presentation explores the potential pitfalls of becoming the career part-time teacher and offer some suggestions for the newly graduated students on ways to avoid problems and obstacles that prevent full-time employment as well as suggestions on how to become the successful career part-time educator.

### **Monica Bulger, Gevirtz Graduate School, UC Santa Barbara**

#### *Student Engagement in the Multi-Media Classroom* 125

More effort has focused on integrating instructional technologies into classrooms than has focused on assessing the impact of these technologies on teaching and learning performance. While observing composition classes held in on-campus computer labs, I noticed that student activities influenced the effectiveness of available classroom technologies. Specifically, the degree to which students were actively engaged with the lecture activities determined the effectiveness of the technologies used. Student disengagement from the lecture in favor of non-class related use of technology appeared to correlate with the organization and presentation of the lecture material. Further, the return of student attention to the classroom activity was often in direct response to specific cues in the lecturer's presentation. To test for a correlation between lecture cues and student engagement, I recorded student computer activities, such as keystrokes, applications used, and websites visited, and compared this with a time-stamped video recording of the lecture. Phases of student engagement reflected lecture relevance.

### **Josh Burnett, Kean University**

#### *Research In Digital Spaces: Issues, Challenges, and Possibilities*

In the broader field of composition and rhetoric, a variety of texts and collections have tackled issues of writing research. Many computers and writing scholars have reported on their digital writing research (see *Computers and Composition*, *Kairos*).

Very little work, however, directly addresses research practices and research methods with/in digital writing spaces. Thus, we will focus on how digital writing 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 and researchers. We focus on articulating how research practices have evolved--and will continue to evolve--with changing writing technologies. This panel presentation is to publicize our work for the book "Digital Writing Research: Technologies, Methodologies, and Ethical Issues."

### **Amanda Cash, University of Illinois, Urbana-Champaign**

#### *Participant*

Areas of Interest: Pedagogy, Historical, Literacy/Technological Literacy, Research, Distance learning, adult education

### **Wayne Chandler, Northwest Missouri State University**

#### *The Shoulders of Giants: Pre-Postmodern Tools Remade for the Posthuman Age*

The overall plan of this book-length project is to "fill in" the blanks most college educated Americans feel as they approach their 5th to 10th year out of college. These are the so-called Big Ideas that we all remember dimly and incompletely from lecture notes and textbooks, but were too busy concentrating on a major (or a frat kegger) to understand and/or appreciate. This project is aimed at a popular "trade" audience, but might be adapted to a quasi-Hirschian "cultural literacy" style composition or humanities course. The purpose for bringing these particular chapter outlines to the C&W GRN is to get feedback and critique for topics particularly focused on (and related to) 21st Century techno-literacies and posthuman issues. For the GRN, we plan to bring a working table

## GRADUATE RESEARCH NETWORK 2005

of contents, abstract materials for relevant chapters, and some substantial questions for roundtable participants regarding technophilia, neo-luddism, posthuman democracy, meme theory, and techno-rhetoric.

Co-Presenter: CJ Jeney [jeney@mwsc.edu](mailto:jeney@mwsc.edu)

### Trey Conner, Penn State University

#### Networked Pedagogies: Open Sourcing the Writing Classroom

Students today comprise a “new generation,” a student body interpellated as filesharing subjects. Administrators who manage educational delivery systems and the lobbyists who endeavor to encrypt creativity in legal technologies of control must reckon with students of the post-Napster era, who enter universities already experienced in digital media, more familiar with emergent forms and tools of writing than the print-based modes which have, for so long, informed our writing curricula and design.

Our panel engages the pedagogical possibilities posed by sea-changes in networked communication, collaboration, and education, focusing specifically on the use of wikis - relatively simple open source web presences - in the contemporary writing classroom. At Penn State, a pilot program of 10 wiki-based composition classes are underway, and the department is considering a proposal that would move all required writing sections online into a massive wiki presence by Fall 2005. All of this is taking place in the atmosphere of closure, marked by Penn State’s licensing agreement with “new” Napster, an agreement that figures students in peer-to-peer networks as consumers and potential pirates, instead of producers of value.

Reports on, projects developed in, and questions borne out of these developments will inform a three-part panel reporting on wiki-based experiments with network pedagogy and electronic collaboration.

### Anthony Ellertson, Iowa State University

#### Information Appliances and Electronic Portfolios: Rearticulating the Institutional Author

My presentation approaches the question of assessment in the context of the eportfolio, an emerging area of contention in our pedagogy. Although growing out of humanistic movements for individual expression and holistic learning, portfolios, and more specifically eportfolios, have been increasingly moving under the purview of institutions seeking new avenues of assessment. Critics in our field such as Kathleen Blake Yancey, Cynthia Selfe, and Gail Hawisher have warned that assessment systems using eportfolios increase the power of institutional authors at the expense of individual multimodal rhetorical expression. Addressing the concerns of the previously cited scholars, this presentation shows how a material rearticulation of an eportfolio assessment system may provide one solution that finds middle ground between networked information and individual multimodal rhetorical expression.

### Douglas Eyman, Michigan State University

#### Digitizing Classical Rhetoric

As James Zappen (2005) notes, current work toward developing digital rhetoric has thus far resulted in “an amalgam of more-or-less discrete components rather than a complete and integrated theory in its own right. These discrete components nonetheless provide at least a partial outline for such a theory, which has potential to contribute to the larger body of rhetorical theory and criticism” (323).

In this project, I look to both classical and contemporary rhetorical theory to support the development of what I see as a necessary framework for a functional digital rhetoric; this framework needs to be able to address argument as constructed through digital media (that is, methods of rhetorical analysis) as well as the production of new modes of communication and knowledge-making provided by the affordances of digital media (that is, a constructive techné that focuses not only on interpretation, but on making as well). Such an attempt to devise a comprehensive digital rhetoric must be layered, complex, and interdisciplinary; yet it must also

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present a cohesive structure. To that end, I present two overlapping frameworks for understanding and producing digital work, one that begins with classical rhetoric as a mechanism for theorizing and enacting digital techné, and another that

draws upon contemporary theories of rhetoric to help situate and locate digital rhetorical practices within socio-historical, community, and cultural contexts.

**Kathie Gossett, University of Illinois, Urbana-Champaign**

*Illuminating Medieval Rhetoric: Visualizing Memory and Composing the "Imagetext"*

Through an analysis of the medieval ars memoria and its rhetorical practice in illuminated manuscripts, I argue that medieval acts of multimodal writing, reading and composing closely resemble modern emerging practices, thereby making medieval rhetoric a more logical basis for a visual rhetoric than its classical predecessor.

**Douglas Grimes, University of California Irvine**

*Grading Time: Technology to the Rescue?*

Writing teachers face a time conflict: Effective writing instruction involves frequent writing assignments and substantial feedback to help students develop writing skills, but teachers are challenged to find the time to evaluate frequent essays. Two vendors, Vanguard Learning and Educational Testing Service (ETS), have responded with automated writing evaluation (AWE) software. Their web-based services use natural language processing (a type of artificial intelligence) to provide numerical scores and evaluative feedback on essays within a few seconds.

Numerous studies support the claim that AWE programs can score essays as reliably as human graders, but little research has been conducted on how students and teachers make use of AWE software. We are studying AWE use in four middle schools and one high school in Orange County, California. Our data sources include classroom observations, interviews with students and teachers, analysis of computer logs, review of writing samples, and a survey.

Our initial findings appear paradoxical at first: Although students and teachers have positive attitudes toward AWE programs, teachers use the programs relatively infrequently, students produce few revisions, and the revisions are principally spelling corrections. We explore possible reasons for this apparent underuse of AWE as an aid for writing teachers.

**Cynthia (CJ) Jeney, Missouri Western State College**

*The Shoulders of Giants: Pre-Postmodern Tools Remade for the Posthuman Age*

The overall plan of this book-length project is to "fill in" the blanks most college educated Americans feel as they approach their 5th to 10th year out of college. These are the so-called Big Ideas that we all remember dimly and incompletely from lecture notes and textbooks, but were too busy concentrating on a major (or a frat kegger) to understand and/or appreciate. This project is aimed at a popular "trade" audience, but might be adapted to a quasi-Hirschian "cultural literacy" style composition or humanities course. The purpose for bringing these particular chapter outlines to the C&W GRN is to get feedback and critique for topics particularly focused on (and related to) 21st Century techno-literacies and posthuman issues. For the GRN, we plan to bring a working table of contents, abstract materials for relevant chapters, and some substantial questions for roundtable participants regarding technophilia, neo-luddism, posthuman democracy, meme theory, and techno-rhetoric.

Co-Presenter: Wayne Chandler [chandlr@mail.nwmissouri.edu](mailto:chandlr@mail.nwmissouri.edu)

**Jennifer Kline, Humboldt State University**

Transparency in Teaching

I recently submitted a paper discussing the idea of transparency as seen in government and education. My idea is that this term, though already used in education to mean being explicit about your grading practices, teaching methodology, and assessment criteria, should be expanded. In the literature of anti-oppressive educators there is much talk about "not being neutral" by revealing your political views and taking a stance on issues that arise in the classroom. Transparency, then, could be used to mean "not neutral." I am interested in discussing this idea and researching its possible implications in schools as a part of our governmental and societal system.

**Carrie Lamanna, University of Illinois, Urbana-Champaign**

Disciplining Identities: Feminism, New Media, and the 21<sup>st</sup> Century Academy

Through a series of case studies of women in the field of Writing Studies, my dissertation project explores the political economy specific to academic women composing new media texts with a focus on the complex interactions between women, composing technologies, and systems of power. It claims that much of the scholarship on women's composing practices conducted by women academics is fostered by their own struggles to succeed as authors within the power system of the university and compares this trend in Writing Studies with similar feminist research patterns in other areas of English Studies.

**Ann-Gee Li, Bowling Green State University**

Secret Female Rhetoric

I will be investigating several historical instances of secret rhetoric used by females from the Middle Ages to the Present. I begin with Hildegard of Bingen and the secret language she created and used in her musical compositions. Second, I talk about the secret Chinese women's writing that illiterate women used to communicate. Third, I explored the Babington Plot, the conspiracy against Elizabeth I by her cousin Mary former Queen of Scots and her supporters. Fourth, I investigated the controversy of the possibility of secret codes used by runaways that were hidden in Underground Railroad quilts. I am further going to explore how technology has helped make secret rhetoric even more effective through encryption.

**Xiaoli Li, Bowling Green State University**

Design a User-Centered, Learning-Outcomes Oriented English Composition Class in China

Since the inception of using computers in writing instruction in 1979, by now computer has become a transparent and naturalized technology in the teaching of writing in the US. Intrigued by the statement made by Yancey (2003) that "it is not a question of whether you'll use technology to help students learn. It's a question of what kind of technology you will include--and when--," I was curious about the status of the use of computer technology in English writing instruction in China, especially the English departments at the eight foreign language universities. They have an obligation to better prepare their students to meet the demand for qualified professionals who can communicate effectively in English in the context of globalization. The purpose is to examine the motivations, and financial and institutional constraints and challenges in incorporating computer technologies into the writing instruction in these universities, what opportunities exist in expanding the teaching of writing with computers, what kind of technology to incorporate to assist a variety of in-class writing practices, how technology could support a learner-centered English writing class, how the use of technology reflects and affects the learning outcomes of a composition class.

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A survey was conducted to collect information about the initiatives taken by the English departments at the eight language universities in China in expanding the teaching of composition in the electronic environment; writing instructors' motivation, concerns, and difficulties they have faced in teaching with computers; their awareness of the latest trends in the field of computers and writing; the actual use of technology and the specific technologies employed in the writing classroom; and students' willingness in participating in the technology-based writing environment. I will also interview the English composition coordinators at national, provincial, and university levels about their understandings of the impacts of computer technologies on the established English composition teaching pedagogy in China.

This paper first explores the recognizable writing community, writing conferences, and publications on English writing instructions in China and what roles they play in promoting the reform of the teaching of writing in China in electronic environments. Then the paper presents the research methodology and findings regarding the current practices at various institutions and the difficulties they faced in expanding the use of technology in writing instruction. Based on the research findings, the paper analyzes the causes and factors that hinder the further expansion of the teaching of writing with computers. The paper also discusses the feasibility of transforming the writing instruction approaches and suggests several plausible ways to reform the writing curriculum design to

achieve the desired learning outcomes. Lastly, the paper offers a sample of writing unit plan, demonstrating the incorporation of such computer technologies as discussion board, blog, virtual classroom, online editing tools (track change, Acrobat), and email in the three stages of the writing process to assist students in expanding their writing practices. The paper calls language university administrators and English writing instructors to consider experimenting the suggested approach so as to better prepare future professionals.

### Jacklyn Lopez, Kean University

#### Writing Research in Digital Spaces: Issues, Challenges, and Possibilities

In the broader field of composition and rhetoric, a variety of texts and collections have tackled issues of writing research. Many computers and writing scholars have reported on their digital writing research (see *Computers and Composition*, *Kairos*).

Very little work, however, directly addresses research practices and research methods with/in digital writing spaces. Thus, we will focus on how digital writing 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 and researchers. We focus on articulating how research practices have evolved--and will continue to evolve--with changing writing technologies. This panel presentation is to publicize our work for the book "Digital Writing Research: Technologies, Methodologies, and Ethical Issues."

### Kelly Martin, University of Texas at Dallas

#### The Intersection of New Media, Rhetoric, and Translation

In my dissertation (which I am in the process of writing), I argue that translation offers a means of traversing the great theoretical and pedagogical divide between the zealots who claim that the medium is the message and the cynics who claim that the message transcends the medium. Therefore, I present a model of translation that allows readers to recognize translation's value and to appreciate the translation process, during which the translator uncovers and recovers the systems, layers, and spirits of meaning and media within a given work. Ultimately, the value of translation is an alternative approach and paradigm for investigating the relationship between new media and rhetoric. Two related issues that such an investigation brings about are

(1) associative thinking: my proposed methodology and paradigm foreground associative thinking because Internet-based new media are associatively constructed, such thinking affords the opportunity to examine new media and how it appropriates and assimilates existing media in addition to how it transforms existing media and, thus, language and communication. In short, we can examine new media for its "oldness," its "newness," and its "in-betweenness."

(2) the ability of this methodology and paradigm to move us beyond post-structuralism, if such a move is possible?

In locating translation at the center of such an investigation, I propose a new theory and practice of dynamics and dialogue that allow us to establish new perspectives (and possibly substantiate existing ones, such as post-structuralism) about the relationship between new media and rhetoric.

**Ollie Oviedo, Eastern New Mexico University**

*The Word Processor as a Digital Tool in the Pedagogy of Composition: Are Minority Students Benefiting from this Magical Tool?*

This paper is a short and revised version of the chapter "Why Composition Teachers Should Use the Word Processor to Encourage More Independent and More Creative Writing by Minority and At-Risk Students," which I am co-authoring with Don Pardlow for the book, *Digital Tools in Composition Studies: Critical Dimensions and Implications* that I am co-editing with

Joyce Walker and Byron Hawk, accepted for publication by Hampton Press. The paper will show that regardless of well-intended practices by the industry, educational institutions and instructor of composition, the word processor, the most commonly used digital tool in the teaching of composition is less accessible to minority students, including women, than by mainstream society students--affluent, male, white. Research shows the reason is that minority students "feel rejected" in environments where the use of Standard-English-Only and covert or overt ethnic, racial, sexist, and socio-economic behaviors are the norm. Thus, the acquisition of computer culture often becomes the privilege of those in the culturally domineering group.

Co-Presenter: Donald Pardlow

**Donald Pardlow, Georgia Highlands College**

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Co-Presenter: Ollie Oviedo

**Stacey Pigg, University of Tennessee, Knoxville**

*Online Spaces and the Embodiment of Academic Discourse*

For my M.A. thesis project next year, I am interested in researching if and how online chat forums and weblogs help students to acquire and strengthen academic literacies. Chat forums and blogs require students to communicate within environments constructed almost completely in language, which works both to remove students from what some may perceive as the hierarchical or limiting

## **GRADUATE RESEARCH NETWORK 2005**

nature of physical classroom space and to demand that they express their concerns in writing without aid from their physical bodies. Students in online spaces articulate first impressions, consider peer responses, and then work collaboratively toward conclusions--without the perceived danger of formulating academic language on the spot in front of what might seem like a room full of strangers. Meanwhile, blog and chat have unique potential for modeling academic discourse. The dynamic visual rendering of audience in online spaces gives students the opportunity to see and read direct and often immediate audience response to that which they compose. Likewise, in these online spaces, writing always becomes a response to other writing and an entering into conversation with an audience in a way that promotes a more dialogic, collaborative, and social view of composition and models academic discourse.

### **Jim Purdy, University of Illinois, Urbana-Champaign**

Participant

Areas of Interest: Pedagogy, Literacy/Technological Literacy, Research, Rhetorical Analysis, Electronic Publishing, Intellectual Property

### **Nathan Shepley, University of Alabama**

From the Forum to the Parlor: Blogging and Literacy

That blogging has taken off in recent years is no secret. Blogs, and with them fresh perspectives on empowerment and technological literacy, have entered academic discourse, sometimes while connected to Anne Ruggles Gere's and others' concept of the extracurriculum, or even Paulo Freire's concept of praxis. As such, blogs have received some well-deserved praise, for theoretically they give any internet user a voice and the ability to interact with a potentially large audience. I argue that with more people blogging, blogs, rather than retaining their democratizing aspects, are giving way to exclusivity. Whereas blogs were once defined in part by their tendency to encourage dialog, many now restrict posting options, or even admission. At issue, then, is what this means for internet users. I explore the implications of the restricted blog by using Aristotle's approach to dialectic and Kenneth Burke's notion of the intellectual parlor.

### **Janine Solberg, University of Illinois, Urbana-Champaign**

Participant

Technology and Early 20th Century Career Advice Handbooks for Women

### **Derek Van Ittersum, University of Illinois, Urbana-Champaign**

Memory and Computer Technology

By storing and retrieving written information in numerous ways, computers can act as valuable resources for a writer's future efforts at invention. Complex indexing and search capabilities are now available for most personal computers, yet these tools are often neglected by writers. To show their value, this presentation draws connections between the computer, conceptualized as an artificial memory system, and the rhetorical canon of memory, and discusses how a software known as "knowledge managers" offer writers new ways of conceiving the role of memory in our information age. In addition, the presentation examines the visual richness of the "memory palaces" constructed by ancient rhetors, using these constructions to highlight the limits of storage iconography (manila file folders and indistinguishable file icons) in current computer software.

Whose Line (of Code) Is It Anyway? The Rhetoric of Peer-to-Peer File Sharing

I am interested in presenting on the work I am currently doing for my dissertation on peer-to-peer file sharing and plagiarism. I would like to get feedback specifically on the qualitative aspects of this project, particularly the survey questions I plan to create and

the interviews I will hold. Also, I would like suggestions on potential places to publish selected chapters from the diss. The dissertation, in general, is structured as follows:

This dissertation seeks to examine the connections between peer-to-peer file sharing networks and plagiarism in the university writing classroom. By examining peer-to-peer (p2p) file sharing networks as rich sites for analysis, specifically looking at notions of community building and ethical practices, we can make connections to the more commonly understood practices of teaching about and guarding against plagiarism in the classroom. As more and more of our students rely on p2p file-sharing networks, how will we see this impact the teaching of writing, and, in particular, discussions of plagiarism and ethical behavior in the writing classroom? I

believe that we should interrogate the shifting notions of intellectual property and community building with our students, using the model of BitTorrent as, perhaps, a model of a new postmodern view of intellectual property.

**John Walter, Saint Louis University**

Memory and the Art of Database

Through the Renaissance, conceptions of memory focused not so much on the distinction between memory stored inside us and outside us but between natural memory, which was always internal, and artificial memory systems, which could be either internal or external. From this perspective, a simple mnemonic rhyme, a stone monument, a memory palace, a book, and a computer database are all equivalent in that they were artificial memory systems. In both the classical and medieval traditions, artificial memory systems were considered an important part of invention. Furthermore, in the medieval memory tradition the real fear was not in forgetting, but in information disorder, which was considered a sin against the virtue of Prudence, therefore memory system design and practice was of no little concern.

This project, which is in its early stages, seeks to place computerized databases in their historical context by examining the practices of early technologies of information storage and retrieval such as *topoi*, catalogue poems, the Ciceronian "Art of Memory," medieval florilegia, renaissance commonplace-books, indexes, libraries, card catalogues, and even the research paper note card, and exploring what light these earlier memory technologies may hold for what we might call an "art of database."



# 2005 Graduate Research Network Careers in Computers and Writing Workshop

## Moderator

Cheryl E. Ball, Utah State University

## Workshop Leaders

Anthony Atkins, Northeastern University  
Sharon Cogdill, Saint Cloud State University  
Michael Day, Northern Illinois University  
Danielle DeVoss, Michigan State University  
Amy Kimme Hea, University of Arizona

Erin Karper, Niagara College  
Cynthia Selfe, Michigan Technological University  
Janice Walker, Georgia Southern University  
Joyce Walker, University of South Florida

The afternoon session will include short presentations from a range of newly hired computers-and-writing faculty and staff members who will discuss how they portrayed their specific academic interests to tailor their job search, including building print and online job portfolios. Discussion leaders will highlight jobs that are typically advertised in our field and offer suggestions for interpreting and applying for them, negotiating a job offer, and keeping (or moving between) jobs in the C&W field. The session will conclude with tips from tenure-track faculty, tenured faculty, and departmental and university administrators about applying and interviewing for jobs, earning tenure, and preparing for academic life after tenure.

In the second half of the session, participants with similar interests will meet with discussion leaders who will facilitate workshops of participants' vitas and/or cover letters, offering revision suggestions specific to participants' specific fields of interest.

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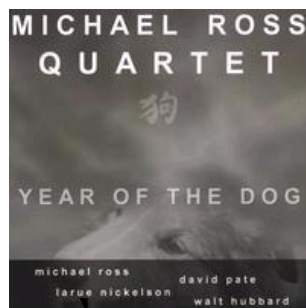
- **2005 Computers & Writing Conference.** Corinne Arráez, Chair, Computers and Writing 2005, Stanford University.
- **College of Liberal Arts and Social Sciences and the Department of Writing & Linguistics**, Georgia Southern University, <http://www.georgiasouthern.edu/~writling/>
- **2005 C&W/GN Travel Grant Awards Committee.** Tari Fanderclai, Gail Hawisher, Amy Kimme Hea, Jayne Higgins, Cynthia L. Selfe (Chair), and Janice R. Walker.
- **Contributors to the 2005 C&W/GN Travel Grant Awards Fund:**

Kathy Albertson  
Anonymous  
Anthony Atkins  
Cheryl Ball  
Elizabeth Beckemeyer  
Bedford/St. Martin's  
Lucy Garvin Brinson  
Kevin Brooks  
Larry Burton  
Tammy Conrad-Salvo  
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Tari Fanderclai  
Risa P. Gorelick  
Carolyn Handa

Gail Hawisher  
Ellen Hendrix  
Jayne Higgins  
Christine Hult  
Karen Lunsford  
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Donna Reiss  
Research Network Forum  
Mark Richardson  
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# Research Network Forum at CCCC

March 22, 2006  
Chicago, Illinois

Homepage: [www.rnfonline.com](http://www.rnfonline.com)

**CFP:** The Research Network Forum was founded in 1987 by Charles Bazerman and others 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 2005 RNF will feature two plenary sessions, one in the morning and one in the afternoon, each a little over an hour long. These sessions include 12-15 minute presentations from each plenary speaker followed by a brief question period.

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

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 include editors of printed and electronic journals of composition/rhetoric, literature, textual/ literary criticism, and pedagogies, as well as experts in Internet and cyberspace concerns. Selected abstracts of presentations will be published by participating journals (and all the [edited] abstracts) will also be published in a complete on-line text. Presenters should bring three typed questions which they should copy and distribute to participants at their table (15 copies for the two sessions will do).

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

**CFP:** Please join us in San Francisco to present a Work-in-Progress presentation or serve as a Discussion Leader (for those who are seasoned, established researchers). Electronic proposal forms are available at [www.rnfonline.com](http://www.rnfonline.com). **Deadline:** To appear in the official *CCCC Program* as a Work-in-Progress presenter or a Discussion Leader, please reply by **July 31, 2005**. Proposals received between August 1<sup>st</sup> and November 15<sup>th</sup>, 2005 will not appear in the *CCCC Program* but will appear in the supplemental *RNF Program*. You may appear on the *RNF Program* in addition to having a speaking role at the Conference on College Composition & Communications.

For more information, please contact Lisa P. Gorelick, RNF Co-Chair, at [rgorelic@monmouth.edu](mailto:rgorelic@monmouth.edu) or [risa1804@aol.com](mailto:risa1804@aol.com); telephone: 32-5 1-3623  
Monmouth University, Dept. of English, 400 Cedar Ave., West Long Branch, NJ 0 64

# Graduate Research Network 2006

**May 25, 2006**

## **Computers & Writing Conference Texas Tech University**

**Computers and Writing 2006** announces the seventh **Graduate Research Network**, a forum for discussion of research projects and work in progress related to Computers and Writing. The C&W Graduate Research Network is an all-day pre-conference event, open to all registered conference participants at no charge.

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

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

The Graduate Research Network is **free** to all registered conference participants. For more information, see the full Call for Proposals at <http://www.GeorgiaSouthern.edu/~writling/GRN/2006/> or email [jwalker@georgiasouthern.edu](mailto:jwalker@georgiasouthern.edu).

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### Recent Teaching Composition newsletters

Jennifer Barton, Paul Heilker, Dave Rutkowski,  
*Virginia Polytechnic University*

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