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Graduate Research Network 2006

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Invention in Rhetoric and Composition, Lauer
Historical Studies of Writing Program Administration, Mastrangelo and L'Eplattenier, eds.
Rhetorics, Poetics, and Cultures (Expanded), Berlin
Reference Guide to Writing across the Curriculum, Bazerman, et al.
Composing a Community: A History of Writing across the Curriculum, McLeod and Soven, eds.
Teaching and Learning Creatively, Young et al., eds.
Revision: History, Theory, and Practice, Horning and Becker, eds.
Meaning, Language, and Time, Porter
Vienna Voices, Weinberger
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Graduate Research Network 2006

Computers & Writing 2006

still making knowledge on the

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A Few Resources in Computers and Writing

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

Alex Babione's Tips for New Attendees

Even the experts were once beginners:

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

Ask questions:

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

Speak out in sessions; share what you know:

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

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

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

Shy, timid, speechless?

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

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

Definitions and Useful Resources

By Locke Carter and Traci Gardner

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

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

ACW: Alliance for Computers and Writing

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

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

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

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

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

C&W: Computers and Writing Conference

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

CMC: Computer-Mediated Communication

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

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

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

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

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

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

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

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

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

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

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

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

OWL: On-line Writing Lab

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

WAC: Writing Across the Curriculum

WAD: Writing Across the Disciplines

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

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. Knows what "ACW" stands for:

2. Anyone who is not subscribed to the TechRhet listserv:

3. Past, present, or future *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:*

YOUR NAME: _____

EMAIL ADDRESS: _____

Notes

2006 Graduate Research Network Schedule

T E X A S   T E C H   U N I V E R S I T Y   E D U C A T I O N   0 1

7:30 – 9:00 am	Breakfast and Registration – Atrium
9 – 9:30 am	GRN Opening Remarks
9:30 – 11:45 am	Roundtable Discussions
Noon – 12:30 pm	Box Lunch –Courtyard
12:45 – 1:00 pm	Awards and Announcements
1:00 – 3:00 pm	GRN Job Workshop
3:00 – 3:30pm	Coffee/Tea 201

Notes

2006 Graduate Research Network: Presenters and Abstracts

Claire Bates, Middle Tennessee State University

Theirspace: Using Blogging to Teach Voice, Audience and Feedback

> *Many freshman students already blog before they even enter a college composition classroom. Students use blogs to vent about issues they face or more global interests. This writing can serve as practice for writing in an academic context; it can serve as freewriting, in the style of Peter Elbow. Because blogs potentially have an audience outside the classroom, students can see their writing in the context of the outside world and receive more content-based feedback, rather than overemphasizing issues of grammar and style. Ede and Lunsford's theory of audience addressed explains how students must also be aware of the audience they plan to address; with blogs, students must learn to potentially write for anyone with an Internet connection, thus bringing writing into a more global context than the insular composition class and the people contained within.*

Peter Bird, Clarkson University

Nanotechnology and Audience-specific Interface Design

> *Recent studies of online learning environments have shown that people make near instantaneous opinions about the value of a site largely on its immediate visual appeal (Lindgaard, Fernandes, Dudek, and Brown 2006). This presentation will discuss and examine an online learning site, funded by the National Science Foundation, created to introduce sophomore engineering students to the societal dynamics of nanotechnology. The site, to be used in multiple future classes, was created in collaboration with engineering professors who provided feedback on the initial content and who were themselves creating companion modules discussing technical advances and principles in nanotechnology. The site combines the hypertext nature of the Web with the function and admittedly traditional metaphor of a textbook. The overt "turn to the past" enabled us to take advantage of various interface and interactive design visual learning cues while at the same time create a non-linear learning environment. Thus, the design integrates familiar visual genres with emerging, new learning architectures. This familiarity was important for these engineering students who had limited exposure to non-linear design environments but were quick and predisposed to discredit the appropriateness and rigor of the course content (social aspects of technology). The presentation will provide examples from the module specifically highlighting the importance of audience-specific interface design for online learning. The presentation will conclude by noting several complications of the project including the integration of the social aspects module with the more technical modules developed by the engineers themselves.*

Pam Brewer, Murray State University

Intercultural Online Dialog

Intercultural online interactions are textual online dialog between interlocuters of different cultures. These online textual dialogs can take place synchronously or asynchronously, and together support much of the business communication that takes globally. The most recent issue of the Journal of Computer-Mediated Communication *(released in October of 2005) contains a special theme on Culture and Computer-Mediated Communication, but the articles in this issue focus on Web site communication rather than online dialog. Research is needed that helps us better understand these intercultural online interactions. Where do misunderstandings most often occur? What causes these breakdowns? Business people have long been prepared for the etiquette of communicating interculturally in face-to-face situations, but how should business people be prepared for the "netiquette" of*

communicating interculturally online? In order to better prepare people for global online communication, evidence is needed which can guide effective training. My research will focus in this area.

Lois Lake Church, Southern Connecticut State University

E-portfolios

With the advent of computer-aided writing and research, using electronic portfolios for interactive learning, support, and assessment in writing courses has become feasible, but has brought up pedagogical and rhetorical concerns. I am interested in learning about such programs that others have tried and discarded or adopted. My project, beginning in the fall, will be to implement an e-portfolios system for English Education majors at Southern Connecticut State University. By mid-year, I hope to extend my study to include ways in which composition teachers can help students use e-portfolio technology to support both critical and creative thinking. I sit on a University committee that studies ways to helps students make connections between their composition courses and university requirements in their other fields, and would like to know if other GRN participants can share anecdotal evidence of these connections. John Naughton, in David Crystal's book Language and the Internet, *calls computer technology "a force of unimaginable power." I want to help my students envision and enact ways to use that power to propel their learning in school and in life.*

Kami Cox, Georgia Southern University

Invesigating Possibilities

As an undergraduate student, I am a double major in Political Science and in Writing and Linguistics with a concentration in Professional and Technical Writing. I am interested in considering possible careers in law and/or rhetoric and composition (and especially computers and writing). I am also interested in investigating software packages such as Dreamweaver *and* InDesign *to learn more about their possible uses in the classroom and beyond.*

Barbara D'Angelo, Arizona State University and Texas Tech University

Using Outcomes and Electronic Portfolios for Program Assessment

> *To articulate curricular goals and to tie those goals to teaching and learning through program assessment, the Multimedia Writing & Technical Communication Program at Arizona State University has created program outcomes adapted from the Writing Program Administrators' Outcomes Statement for First Year Composition. Our outcomes incorporate information and technology as modifications suited to an applied writing program. To facilitate program assessment, we have tied our outcomes to courses using a curriculum matrix. We have also used outcomes to develop criteria for a scoring guide to evaluate capstone electronic portfolios. Preliminary research has facilitated the development of new program assessment procedures to be implemented in Fall 2006. These procedures will include the use of Phase 2 scoring. Students will compile portfolios using content as evidence in support of an argument presented in their cover statement to demonstrate their learning based on outcomes. Evaluation of portfolios will allow us to gather data to inform curriculum and program development as well as student performance. Questions we wish to answer are: how does correlation of outcomes to portfolios inform our understanding of information and technology as elements of writing/composing? does the use of Phase 2 scoring facilitate the link between assessment and teaching/learning?*

Andréa Davis, Michigan State University

Multi-media Delivery and the Contextualizing of Native Spaces

> *As writing instructors, we typically emphasize teaching our students only the first three canons of rhetoric -- invention, style and arrangement. Although recent attention (Porter, Lunsford, etc.) has focused on technology's impact on delivery, for the most part delivery and memory have been ignored in rhetoric studies. Delivery can be defined as that aspect of rhetoric that concerns the public*

> *presentation of oral or written discourse. Likewise, contemporary performance has been defined as a critical and persuasive tool within social contexts. Through digital and visual rhetoric, multimedia communicative acts encompass the same physicality of delivery and persuasion that physical gestures and vocal tricks of articulation or figures of speech such as tasis once provided.*

> *Pushing this notion of multimediated communication as rhetorical delivery farther than Laura Gurak's concept of reinscribing the body in virtual space, this presentation examines the parallels between multimedia communications and the canon of delivery. Calling on the works of Jay David Bolter, Robert J. Connors, Jim Porter, Sam Dragga and others, this work will analyze the example of the Our Universes gallery at the National Museum of the American Indian (NMAI), demonstrating how the multimedia displays are a contemporary performance of delivery. In this gallery, eight different tribes of the Western Hemisphere present their traditional philosophies through multimedia installations. Far from traditional museum displays which decontextualize objects to create tidy timelines, the multimedia installations at the NMAI recontextualize the museum holdings in light of contemporary practices that transcend fixed timelines and thereby engage the visitor in collaborative meaning-making. The eight different installations along with a multimedia story-telling introduction to each philosophy perform a rhetorical delivery in much the same way as the traditionally conceived canon.*

Keith Dorwick, The University of Louisiana at Lafayette

The Very Best Butter: Depictions of Technology in Children's Literature

> *Throughout its history, literature written primarily for children has been concerned with technology: one thinks, for instance, of the rather sad fate of the watch at Alice's tea party in* Alice in Wonderland*:*
>
> *"Two days wrong!"sighed the Hatter. "I told you butter wouldn't suit the works!" he added, looking angrily at the March Hare.*
>
> *"It was the best butter," the March Hare meekly replied.*
>
> *`Yes, but some crumbs must have got in as well,\' the Hatter grumbled: `you shouldn\'t have put it in with the bread-knife.\'*
>
> *Or, again, consider Madeline L'Engle's* A Wrinkle in Time*, a fantasy that uses technology ("tesseracts") to advance its plot and send its child heroes to a planet overtaken by IT, one of grimmest technological dystopias ever presented in any historical periods. The author of this work in progress will present some examples and also speculate on why this connection is so strong.*

Bill Doyle, University of Tennessee

Rhetorics of Place, Presence, and Immediacy

> *My initial reading and research for my dissertation has examined the rhetorics of place, presence, and immediacy in nonfiction works of travel, nature, and adventure as well as the ethical interactions between writers and readers in such works. What, you might ask, does this have to do with C&W? Here's the link. While assisting with another research project, I became interested in two things: 1) exploring the ways that writing classes might blend "outside" and online writing in useful ways, and 2) documenting the ways students create and signal various kinds of presence in radio texts. This latter interest may lead to research that examines links between the student writing-performances (based on the "This I Believe" series), other radio genres (like NPR's "Radio Expeditions" or "This American Life"), paper-based student texts, and the published creative nonfiction that's the staring point for my dissertation.*

Devon Fitzgerald, Illinois State University

The Economics of Information: Authorship and Genre in the Digital Age

> *Recent copyright laws, the Digital Millennium Copyright Act and Intellectual Property controversies, are beginning to view information as a product, a good, a commodity. I am interested in how this shift changes the way those who create digital*
>
> *information see their writing, the implications this shift has for the writing classroom and the opportunities it creates for new pedagogies. Few texts or genres focus on the economics of technology, of information. Science fiction, however, is a genre that investigates these issues. As teachers, we can use these texts in the classroom to discuss the economic impact of viewing information as a product to be consumed; as scholars we can analyze these texts to further examine the implications of information commodification. This research examines the production of information, the economic implications and the ways that science fiction texts can offer possible worlds to explore.*

Kathie Gossett, University of Illinois, Urbana-Champaign

Medieval Imagines Agentes and Multimedia "ImageTexts"?

> *The dissertation chapter that I am currently working on argues that several of the visual epistemological and compositional tools found within the medieval practice of rhetorical memory can be applied to modern multimedia "imagetexts." Although a number of scholars have made correlations between modern "new media" and medieval manuscripts (Bolter, 1993; Bolter & Grusin, 2000; Horn, 2001; Kress & van Leeuwen, 1996; Manovich, 2001; A. Wysocki, 2004) based upon superficial aspects of the two interfaces, I argue that the similarities need to be more closely examined and the relationships unpacked. I believe an examination of the ars memoria reveals a deeper rhetorical connection between medieval imagines agentes and modern multimedia "imagetexts," and that in recognizing these connections we can explore modern applications of these tools.*

Dene Grigar, Texas Woman's University

The Telematic Text

> *Telematics offers a useful theoretical base for a rhetorical study of electronic texts in that it envisions a "new order of the text" and "a new order of discourse" (189) that addresses the interrelationship of computers, telecommunications, and art (Shanken 1). As put forth by noted media artist Roy Ascott in his 1984 essay "Art and Telematics: Towards a Network Consciousness," it is described as a way of thinking about computer-mediated networks, a view that sees them as open systems (Ascott 193) whose texts are "participatory" (189), offering "shared activity" among readers--what he calls a "dance" and an "embrace" (199).*

> *This paper, then, takes text beyond the printed and spoken word to "graphic images, sound, animation, motion, video, [and] kinesthetic involvement" (Hayles 20) and suggests that implied in the notion of rhetoric is "media rhetoric," or those modes of expression that cross and encompass all media (for all people) and that extends the modalities of expression to images, sound, body action, and action, in addition to the traditional media of orality, inscription, and print; and finally that considers consciousness in its analysis of the individual as we communicate within and across networked systems.*

Marcia Hansen, University of Missouri, Columbia

Intersections: Digital Literacy, WAC, and ?

> *Writing Across the Curriculum programs have enjoyed continued success at many colleges and universities, and so too have instructional technology departments. I contend that WAC administrators are in a prime position to advocate digital literacies across campus while also encouraging a critical and reflective stance. In chapter one of my thesis, I will explore the connections and disconnections between and among scholars to discover the literacy practices the field values and look to the future at what emerging technologies the field should also consider. Next, I will discuss what digital literacies WAC advocates and what particular digital literacies they have the potential to advocate, but do not. From this discussion, I will evaluate what this suggests about the future direction for WAC. I don't know where I want to go next. What more could be done to integrate digital literacies? How do students use networks and digital technologies? What can we learn from students' use of new technologies? What is happening with programs that give students blogs, digital cameras and voice recorders, and iPods? How can students use these tools in addition to the ways they already use them to connect coursework with their own and others' lived experiences?*

Lennie Irvin, Texas Tech University/San Antonio College

Reflection in the Writing Process

My area of research interest is in the role of post-draft reflections in the writing process. Initial research has pointed to the important role these reflections play in helping a writer work on their rhetorical stance. Further implications point to the essential similarity between the activity of reflection and invention.

Kendall Kelly, Texas State University/Texas Tech University

Beyond Usability: A New Heuristic for Evaluating Computer Documentation

In a May 2005 lecture, Laura Gurak proclaimed, "We know how to write manuals." However, the Society for Technical Communication has identified "making content usable" (STC 5) as one of their three areas of interest for research grants. Clearly the technical communication profession has some confusion about documentation. I believe documentation has a problem, but not with usability. Rather, documentation has a problem because people don't read it (Horton 5), and an unread document is by definition a failed document. When we understand that the issue with documentation is not usability--we know how to write usable documentation--but rather persuasion, we can begin to ask more productive questions about how to write useful documentation. By examining the rhetorical nature of computer documentation and the common critiques of the genre that result from this view, I will develop a heuristic for computer documentation. By applying this heuristic to three representative and uniquely situated examples of hardware documentation, I believe we can begin to see the ways in which current documentation fails its users.

Sipai Klein, New Mexico State University

CMS: The No Paper Professor

Course management systems (such as WebCT and Blackboard) have entered the university system in recent years and I'm interested in investigating how ubiquitous is the use of this technology in composition classes. At New Mexico State, for example, all writing courses--this includes Rhetoric and Composition, Business and Technical Communication, and Scientific and Professional Communication classes--incorporate an online learning environment to the traditional classroom. In order to find out whether or not writing instructors across the country are employing similar teaching e-tools, I am releasing in the Fall of 2006 an online national survey about CMS directed at writing instructors. I hope that by surveying writing instructors I can begin to identify how prevalent course management systems are, how they are being used, and why.

Carrie Lamanna, University of Illinois at Urbana-Champaign

Disciplining Identities: Feminism, New Media, and the 21st Century Academy

Through a series of case studies of women academics in the field of writing studies, my dissertation 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. I am composing a Web-based companion piece to the dissertation that will include the case study video, audio and transcripts so the project as a whole will be a weaving together of many academic lives in various stages of development. In it, I also explore my own identity as a female academic through a variety of sources, including personal and academic writing, family photographs, letters, phone conversations, and personal oral reflections. Because the goal is to create a multivocal text (literally and figuratively) the dominant element in the piece will be sound, something that is impossible to achieve with a print document. I will analyze the web text and its composing process within the final chapter of the dissertation as an example of what I see as a viable feminist approach to new media composing in Writing Studies.

Amber Lancaster, Texas Tech University

Teaching Technological Literacy Skills in "Social Contexts"

Like many introductory writing courses, the technical communication service course presents a spectrum of subject-matter content and demands selective curricula choices. But because professional workplace communication also requires technology know-how, technical communication service courses must also emphasize technology as part of the core curricula. This poses additional challenges for teachers in meeting curricula goals within time limitations. One current solution is supplemental self-learning, in which students learn technology competencies outside the scope of the course. While this may be a practical solution for addressing time constraints placed on instructional foci, students may learn unnecessary skills or not learn the needed skills. But even more critical to teachers, we are losing an opportunity to guide the learning of technological literacy skills--the social context surrounding technologies. If we leave the learning of technologies up to chance, we lose the opportunity to tie in technological skills with critical rhetorical skills that we do want students to learn. So the students just learn the skills and not the way to put those skills into a meaningful context of workplace communication. To address these needs, we need an integrated approach that teaches both micro-level (skills with tools) and macro-level (implications for social interaction and knowledge making) technological literacy skills.

This presentation will show how two models compare in teaching both micro-level and macro-level technology skills. A "15-minute per day" integrated approach model is compared against a supplemental self-learning model to measure differences in learned micro-level and macro-level technology knowledge. Findings from the pre-course and post-course assessments indicate that both models are equally effective in teaching micro-level technology skills, but that the "15-minute per day" integrated approach more efficiently teaches macro-level technology skills, where students showed improved critical thinking about technology use in the broader social context of workplace communication.

Gina Merys, Creighton University

The Digital Palimpsest: Interiorization of Multi-Modality

This paper will examine how the integration of various digital tools such as blogs, wikis, and chat spaces change students' approaches to language and writing. By observing the layers of language that are created within and because of such tools, I plan to look at how these varying approaches enhance the learning environment through altering power structures, increasing collaboration, and deepening understanding of rhetorical situations.

Daisy Pignetti, University of South Florida

Online Communication During Times of Trauma: Creating Relevant Truth and Offering a Sense of Comfort, Trust, and Familiarity

From 9/11 to Hurricane Katrina, people's responses to tragedy have evolved and where "news-telling" occurs has expanded. Although I am a New Orleans native and the images broadcast during the time of the storm were painful to watch, I believe the immediacy of the Web allowed Web sites and Web logs such as Metroblogging New Orleans*, NOLA.com, and* The Interdictor *to have their own validity, levels of interaction, and concept(s) of truth, and thereby offer natives and evacuees much-needed comfort. The page designs of* Katrina.com *and* Craig's List *have permanently changed as a result of Hurricane Katrina, and my dissertation intends to evaluate how each site creates a sense of community among its users. This shift from televised media to new media affects teachers of writing as well as everyday citizens because it demonstrates the Internet's continuous flow and the importance of technological literacy. Through an exploration of the processes involved in the acts of witnessing, documenting, reacting to, and dealing with loss, I attempt to illustrate how the typically de-centered and diverse Web created knowledge and trust in a collective way more effectively than traditional media.*

Jim Purdy, University of Illinois at Urbana-Champaign

New Media: Two Projects

> *I might talk about one of two projects:*
>
> *1. my dissertation, which is a study of digital archive technologies and the ways in which they offer up ideas about appropriate writing and research practices through their design, or, more likely,*
>
> *2. my ongoing study (with Joyce Walker) of online research and citation practices of student researchers that suggests that digital spaces foster a researcher identity that challenges prevailing academic conceptions of research, asking us to reconsider the ways in which we define "scholarly" research.*

Jingfang Ren, Purdue University

Using the Electronic Portfolio As a Tool for Reflection in Professional Communication

> *While the use of the e-portfolio as an effective assessment method has been well documented in professional communication, insufficient attention has been given to its ability to facilitate students' reflection on their work. This presentation represents my effort to build a pedagogical model of promoting such reflection in the multimodal spaces created through the use of the e-portfolio. This model is grounded in Schon's theory of reflection in- and on- action. First, the speaker will present a brief summary of Schon's conception of reflection. Then she will explain how this theory can be applied in the construction of an e-portfolio project assigned to students in professional communication to achieve the pedagogical goal of transforming these students into the kind of reflective practitioners described by Schon. Not only will she explore the rich potentials of the e-portfolio for building multimodal spaces for verbal-visual reflection by integrating elements of various media, she will also share specific lesson plans for integrating such an e-portfolio project into her own professional communication classroom in the near future.*

Sarah Spring, Texas A&M University

The Computer Classroom and Metaphors of Place

> *The addition of computers into the composition classroom requires orientation within both the discipline of English and technology. In order to successfully orient ourselves, we must first consider the enduring questions of setting. What is the best way to "see" the computer classroom? What kind of theoretical place is it and how do we describe or understand our experience within it? A variety of metaphors have been offered in answer: a community, environment, tool/workshop, and alien space. But we do not always pursue the full implications of these metaphors, instead only using them as preliminary appeals to attract an audience or make us comfortable. Further investigation is then necessary, for these terms not only influence the ways we are encouraged to understand the place of the computer classroom, they also reflect individual ways of knowing or approaching the much larger issues of teaching, writing, and thinking about composition. I analyze some of these metaphors, as used in the discourse of computers and composition. A look at recent literature enables us to critique the way metaphors are used in relation to the computer classroom and to expose the unexamined assumptions beneath each metaphorical turn; such a study is also helpful in determining the most productive metaphor for approaching this space.*

Judith Szerdahelyi, Western Kentucky University

The Interactive Multimedia Syllabus

> *The focus of my current teaching and research interest is on exploring the pedagogical possibilities of using multimedia and video production for teaching writing. I am especially interested in constructing a "video syllabus" for both the face-to-face and the online writing class. My discussion questions will be targeted towards the theoretical and pedagogical underpinnings of teacher-produced*
>
> *multimedia and video projects, including the rationale behind the emerging new genre of the video syllabus, and the technical challenges encountered in their implementation. Creating a video syllabus also provides an opportunity for instructors to revisit some considerations regarding syllabus design in general. Ultimately, I am looking for advice and input on the "best practices" for syllabi designed for writing courses.*

Cynthia Villanti, Suffolk Community College

Collaborative Knowledge Creation: How Comp Theory & Open Source Can Improve Distance Ed

> *In 2005, I served on the SUNY Learning Environments Task Force to revise the SUNY Learning Network (SLN), the State University of New York's learning management system based on a homegrown system using IBM's* LotusNotes. *Since IBM is no longer supporting* Lotus *and its successor product won't serve our extensive and incredibly diverse state needs, our Task Force was charged with developing a plan by which to adopt and/or develop a new LMS. I'm thrilled that they've chosen to follow a components-based open source application for the statewide online teaching, learning, and research system (http://le.suny.edu/sln/sln_rpcbulletin.htm). At C&W2006, I'll be introducing SLN's technology solution (to be piloted this fall) and discussing the pedagogical, political, and union implications of such a significant and historical choice.*
>
> *As a DE practitioner and user of Drupal, I'm interested in doing some qualitative research on SLN, its history, its current transition, and its decision to go open source (reactions of administrators & faculty, etc.). Specifically, I'd like to explore the ways in which I believe that faculty and administrators could improve their distance education programs by increasing their awareness of theories of collaborative knowledge creation in both composition studies and in the open source movement.*

John Walter, Saint Louis University

Ong in Europe, 1950-1953: A Digitization Project

> *The first digitization project of the Walter J. Ong Manuscript Collection will likely be a travel diary Ong kept from March 1950-November 1953 as he traveled throughout Europe conducting research for his dissertation and nearly 200 slides of sites he saw during these travels. It was during this period, as he researched Peter Ramus, that he had his breakthrough which began his fifty-year study of orality and literacy contrasts. The initial project will likely consist of an introduction, an edited electronic version of the diary integrated with the slides, scanned images of the diary itself, and a thumbnail gallery of the slides. The goal is to create a framework upon which additional materials can be added, such as lectures Ong gave while in Europe, correspondence, and other related materials. During my work-in-progress discussion, I want to explore issues such as how the material might be organized and presented, metadata, media formats (stick with text and image or add audio recordings of passages or letters? A slide show option?), kinds of critical apparatus, etc.*

Christopher Wyatt, University of Minnesota

Missing Input: How Online Composition Can Reduce Instructor Feedback

Many composition instructors find online tools reducing their feedback to students. The causes range from poorly designed content management systems to a lack of comfort responding to students online. Students may be missing the benefits of additional questions and instructor insights. California State University, Fresno, uses the Blackboard Academic Suite. *Based on instructor interviews, better application design would enable more feedback for students. When universities select online systems, composition is seldom the primary concern. Even the most skilled instructors resort to inefficient "work-arounds" to respond to student compositions via* Blackboard. *As a result, responses diminish during the semester and instructors offer less individualized guidance to students. Most instructors surveyed to date for this study prefer traditional, handwritten responses. Some instructors resort to printing papers submitted online, allowing them to return a "hard copy" to students with feedback. This seems to defeat the purpose of an online system, sending a message to students that "real" composition results in printed pages.*

While simultaneously arguing for better CMS applications at our institutions, we should make use of existing tools. As teachers of writing, it is our duty to model for students how to utilize technology within the writing process. Computers and online systems should not be reducing the feedback students receive; we should be enhancing feedback. If instructors are trained to use the available tools, the composition course is greatly improved.

Computers and Writing Job Market Roundtable

Moderator
Cheryl E. Ball, *Utah State University*

Table Moderators

Anthony Atkins, *UNC-Wilmington*
Cheryl E. Ball, *Utah State University*
Matt Barton, *St. Cloud State University*
Jennifer Bowie, *Georgia State University*
Hugh Burns, *Texas Woman's University*
Kelli Cargile Cook, *Utah State University*
Michael Day, *Northern Illinois University*

James Kalmbach, *Illinois State University*
Amy Kimme Hea, *University of Arizona*
Heidi McKee, *Miami University of Ohio*
Rebecca Rickly, *Texas Tech University*
Kirk St-Amant, *Texas Tech University*
Janice Walker, *Georgia Southern University*

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

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

Table discussions might include addressing myths of the market; articulating your specialty in the field; reading and analyzing job ads to find your fit; preparing your print and Web portfolios; organizing materials for the search; interviewing dos and don'ts; negotiating offers; thinking ahead to and getting tenure; budgeting your time and money for the search; prepping a research agenda for post-job-market work; etc. Participants are encouraged to ask any job- or tenure-related questions (and to ask similar questions of many moderators to get a variety of feedback).
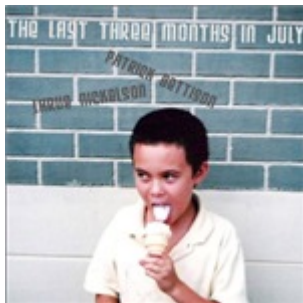
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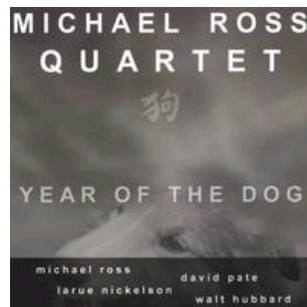Texas Tech University
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CFP: The Research Network Forum was founded in 1987 as a pre-convention workshop at CCCC. The RNF is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers. The forum is free to CCCC convention participants. You need not be a work-in-progress presenter to attend.

As in past years, the 2007 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 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 leaders.

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

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

Please join us in New York City to present a Work-in-Progress presentation or serve as a Discussion Leader (for those who are seasoned, established researchers) and/or Editor (for those who edit journals/presses). Electronic proposal forms will be available at www.rnfonline.com. **Deadline:** You may appear on the *RNF Program* in addition to having a speaking role at the Conference on College Composition & Communication. **Final Deadline for inclusion in the RNF Program is September 30th, 2006**.

For more information, please contact Risa P. Gorelick, RNF Chair, at rgorelic@monmouth.edu or risa1804@aol.com; telephone: 732-571-3623
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Graduate Research Network 2007

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Computers and Writing 2007 announces the eighth **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/2007/ or email jwalker@georgiasouthern.edu.

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New Dimensions in Computers and Composition
Gail E. Hawisher and Cynthia L. Selfe, editors

Published titles

Digital Youth: Emerging Literacies on the World Wide Web
> Jonathan Alexander
Role Play: Distance Learning and the Teaching of Writing
> *Jonathan Alexander and Marcia Dickson (eds.)*
Aging Literacies: Training and Development Challenges for Faculty
> Angela Crow
Datacloud: Toward a New Theory of Online Work
> Johndan Johnson-Eilola
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> Albert Rouzie
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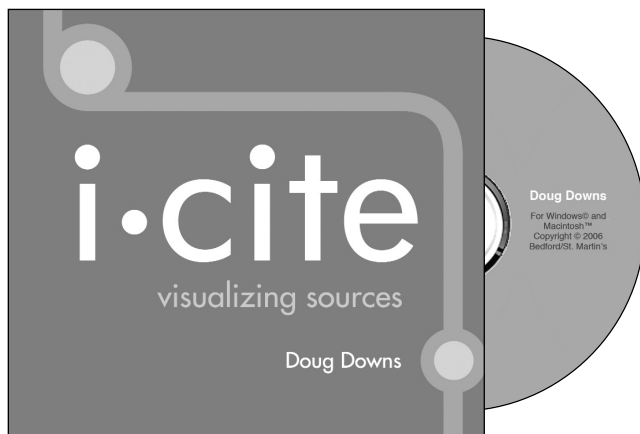
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