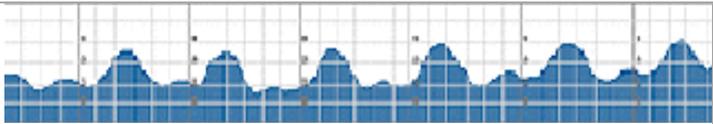


computersandwritingconference2004
WRITING IN GLOBALIZATION
 currentswavestides



University of Hawai'i **Kapi'olani Community College**
 and the **University of Hawai'i at Mānoa**
 honolulu **hawai'i** june **10-13** 2004

CONFERENCE REGISTRATION

ATTENDEE INFORMATION

Presenters must register by **April 15, 2004** to appear in the program.
 All conference attendees (both presenting and non-presenting) must complete registration.

Name _____

Institution _____

Address 1 _____

Address 2 _____

City _____

State/Province _____

Postal Code _____ Country _____

Phone (day) _____ Fax _____

E-mail _____

REGISTRATION AND WORKSHOP FEES

Registration fee includes the Thursday reception, conference meals on Friday and Saturday, a CW 2004 t-shirt, the conference program, and more.

Conference Registration	\$195	before April 15	\$225	after April 15	
<i>For descriptions of workshops, see page 2</i>		<i>choose workshops</i>			
Half-day Pre-Conference Workshop	\$35	W1	W2	W3	Saturday Half-day
	\$35	W4	W5	W6	\$35 W9
Full-day Pre-Conference Workshop	\$70	W7	W8		

GUEST MEALS

If you would like to bring guests to the conference reception and dinners, please indicate the number of guests and check the applicable options.

Thursday Reception	\$25	x number of guests	_____	= \$	_____
Friday Banquet	\$35	x number of guests	_____	= \$	_____
Saturday Dinner	\$30	x number of guests	_____	= \$	_____

Fees Subtotal \$ _____ **+ Guest Subtotal \$** _____ **= Total Fees \$** _____

PAYMENT METHOD Enter total enclosed: \$ _____

Make checks payable to **Kapi'olani Community College**.
 Purchase orders should use the UH Tax ID# **99-6000354**.

Or charge to: **MasterCard** **Visa**

Name on Card _____

Account Number _____ **Expiration Date** _____

Authorized Signature _____

CONDITIONS

Refunds of registration, workshop, and guest fees will be granted if written cancellation notice is received before **May 10, 2004**. No refunds will be granted for cancellations within 30 days of the conference. The University of Hawai'i is not responsible for costs due to cancellation. Registration confirmation will be mailed if registration is received before May 10. After May 10, registrants may pick up receipts at the conference.

Fill out, print, and fax this form to:

1-808-734-9447
attn: cw2004

or mail to:

Kapi'olani Community College
 Non-credit Registration Office
 Ilima 106A
 4303 Diamond Head Road
 Honolulu, HI 96816
 USA
attn: cw2004

For questions about registration email:

cw2004@hawaii.edu

or phone: 1-808-734-9211

Is this your first Computers and Writing Conference?

Yes **No**

Would you like a mentor at the conference?

Yes **No**

Would you like to serve as a mentor at the conference?

Yes **No**

I require auxiliary aids or services. Please contact me regarding appropriate arrangements.

T-shirt size:

S **M**
L **XL**
2XL **3XL**

For more information about the Computers and Writing 2004 Conference events, travel, and accommodations, visit the conference web site at

www.hawaii.edu/cw2004

The University of Hawai'i is an equal opportunity/affirmative action institution.

TRAVEL AND ACCOMMODATIONS

The conference fees do not include the cost of travel and accommodations.

TRAVEL

Summer, like any other season for Honolulu, is a busy travel time, so be sure to book your flights early. The Honolulu International Airport is served by all major airlines. The airport code **HNL**. Taxis and shuttles from the airport into Waikiki typically cost \$20-\$25 each way.

This year the C&W Travel Grant Awards Committee is working to raise funding to help adjuncts and graduate students travel to the conference. Please feel free to contribute what you can.

ACCOMMODATIONS

The Pacific Beach Hotel <<http://www.pacificbeachhotel.com>> is located across the street from Waikiki Beach near Diamond Head. The Pacific Beach Hotel will charge \$135.00 plus tax for conference attendees. Please be sure to identify yourself to get that rate. You may reserve rooms at Pacific Beach Hotel online by following the link on the C&W Conference 2004 web site. Use the following login information when you visit the online room reservation service:

Group Offer = **cw2004** / Promo = **cw2004**

Accommodations will also be available at the Pagoda Hotel near the Ala Moana Shopping Center <<http://www.pagodahotel.com>> and, on a limited basis, at the East-West Center on the UH-Manoa campus <<http://www.eastwestcenter.org>>. If you choose to stay at either of these alternative locations (or another location in Honolulu), you should consider renting a car to ease travel to conference events.

PRE-CONFERENCE WORKSHOPS

Please indicate your workshop choices on the Conference Registration form (page 1 of this document).

WORKSHOP SCHEDULE

HALF-DAY MORNING

Thursday, June 10 9:00 am - 12:00 pm

W1 EthnoTechno Pedagogies

W2 Integrating Global and Local Control: A Workshop in Cascading Style Sheets for Composition Teachers Who Want to Create Consistent Web Sites or Use a concrete Web Example to Teach a Rhetorical Approach to Style

W3 Introduction to Teaching Web-based Projects

FULL-DAY

Thursday, June 10 9:00 am - 4:00 pm

Graduate Research Network

W7 Critical Play: Computer Gaming and Media Analysis

W8 Re-visioning Composition with XML and EMMA

HALF-DAY AFTERNOON

Thursday, June 10 1:00 pm - 4:00 pm

W4 It's No Game: Serious Work/Play in the Classroom/on the Internet/in 3-D Environments

W5 The Learning Record Online: The New Wave of Online Portfolio-based Assessment

W6 Making Decisions: Evaluating Writing Technologies for Distance-Learning Learning Environments

HALF-DAY SATURDAY MORNING

Saturday, June 12 8:00 am - 11:00 am

W9 Sustainable Technology-Rich Education: Technological Activism and Learner-Centered Pedagogy

WORKSHOP DESCRIPTIONS

Graduate Research Network (free!)

Janice R. Walker

jwalker@GeorgiaSouthern.edu

The Graduate Research Network is 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.

Submissions: Use the online submission form at <http://www.georgiasouthern.edu/~writing/GRN/2004/submit.html>, or send brief (100-200 word) abstracts, in hard copy and on 3.5-inch IBM-formatted diskette, to:

Janice R. Walker

Coordinator, CW2004 Graduate Research Network

Department of Writing and Linguistics

Georgia Southern University

P.O. Box 8026

Statesboro, GA 30460

Submissions may also be sent by email to: jwalker@GeorgiaSouthern.edu. All electronic files must be in IBM-readable format, please.

All submissions **must** include the following information:

- * Your name
- * Institutional affiliation
- * Email address
- * The topic or theme of your project
- * Statement of goals
- * Title of your project
- * 100-200 word abstract or discussion of project
- * URL if available

If you will need any equipment to present your project or work-in-progress (LCD projectors, network connections, pc, overhead projectors, etc.), please specify. (We cannot guarantee availability of equipment, but we will try to make available what we can.) Please bring printouts or handouts, if appropriate, with your name, university affiliation, and contact information, an abstract of your project, and any research questions you may have, to share with 12-15 people since we cannot guarantee the availability of technical resources. You may also bring along a laptop with locally-saved files if you prefer.

Submissions received by April 20, 2004, will be included in the printed program!

If you cannot make the April 20 deadline, you can still participate in the Graduate Research Network. Contact jwalker@GeorgiaSouthern.edu for more information.

Discussion Leaders: We are seeking experienced researchers, mentors, editors, and others willing to volunteer to serve as Discussion Leaders for the Graduate Research Network at C&W 2004. If you are interested in being a part of this exciting project, use the online submission form and check "Discussion Leader." We also hope you will encourage your graduate students to be part of this special event.

Half-day Morning Workshops \$35

(Please note that **W9** Sustainable Technology-Rich Education: Technological Activism and Learner-Centered Pedagogy will take place on **Saturday, June 12 from 8:00 am - 11:00 am.**)

W1 EthnoTechno Pedagogies

Thursday, June 10 9:00 am - 12:00 pm

Amy Hawkins

ahawkins@colum.edu

Suzanne Blum Malley

sbmalley@colum.edu

This interactive workshop focuses on the ways in which technology can be implemented in order to honor the literacies with which students enter the classroom, the many different dialects and languages with which they already deftly interpret the world. In providing the opportunity for students to write about what they know and have experienced in the context of the academy, we work to create a space for student writing that un-writes traditional academic discourse.

How can technology and ethnography be understood in conversation with each other, rather than as viewing either aspect-technology or ethnography-as a mere tool for the teaching of writing? Technology allows for the possibility of non-traditional, post-colonial view of language and communication. The workshop will include the examination of online communities, the implementation and use of technologies such as discussion boards and BLOGs in the writing of field notes, and the presentation and exploration of student work and reflection. Participants will explore connections among student literacies, languages, cultures and technologies. Through grassroots, student-centered classroom pedagogies, participants will address the dichotomy between globalization and de-colonization.

W2 Integrating Global and Local Control: A Workshop in Cascading Style Sheets for Composition Teachers Who Want to Create Consistent Web Sites or Use a concrete Web Example to Teach a Rhetorical Approach to Style

Thursday, June 10 9:00 am - 12:00 pm

Benninghoff, Steve

steve.benninghoff@emich.edu

Steve Krause

skrause@emich.edu

William Hart-Davidson

hartdw@rpi.edu

This half-day workshop will provide individualized direction for composition teachers who seek to employ Cascading Style Sheets for their course web sites, providing instruction on building style sheets, linking to multiple web pages, and so publishing consistent web sites, and designing attractive, usable pages. Course Web sites, Internet resources, and online communication tools are a standard option for teachers of writing today. Yet, many teachers who have made the move online may not have the time to learn more developed techniques like Cascading Style Sheets, which can supply not only a means of global design and control, but new pedagogical avenues to illustrate rhetorical concepts, such as style. With three instructors facilitating the workshop, participants will benefit from significant guidance within each step of the web production process. Ideally, participants will come prepared to modify a web site or set of pages for a specific course, which will be modified using Cascading Style Sheets, to facilitate uniform look and feel, or used in a course "webzine," or to open up discussions of content and style, and used for their courses immediately after the workshop. The workshop facilitators will offer specific advice so each participant can create usable web sites.

Topics that will be covered in the workshop will include the following:

Cascading Style Sheet basic text formatting

Layout and Document

Structure with CSS

The Layering Effect of CSS (hence "cascading")

Questions of Style and Content and their illustration with CSS

W3 Introduction to Teaching Web-based Projects
Thursday, June 10 9:00 am - 12:00 pm

Amy Kimme Hea
kimmehea@u.arizona.edu

Susan Swan
Susan.Swan@mail.tamucc.edu

Melinda Turnley
mturnley@nmsu.edu

We want to engage the particular aesthetic and technical components of Web production and publication. In our half-day workshop, we will offer strategies for developing and managing rhetorical web-based projects. Drawing upon our own experiences as coordinators of instructor training in computer classrooms and teachers of web-based projects, we will work with participants to build frameworks for creating effective and empowering web-based pedagogies. We will begin our workshop by offering a rhetoric of web development assignment. Through small group discussions, hands-on activities, and other supplemental materials, participants will be introduced to basic design principles, technical issues, a range of potential web-based projects, and WWW project management. Participants will leave our workshop with the tools necessary both to understand a range of rhetorical possibilities for the WWW and to begin developing their own contextualized web-based projects.

Half-day Afternoon Workshops \$35

W4 It's No Game: Serious Work/Play in the Classroom/on the Internet/in 3-D Environments
Thursday, June 10 1:00 pm - 4:00 pm

Chisholm, Julie
kaui@uh.edu

Patrick McKercher
pmmckerc@ucsc.edu

Heather Bigley
hbigley@uh.edu

Mark Arnold
mark@aweduserve.org

This workshop is a hands-on, multidimensional introduction to preparing college students for the 21st century employment world. Participants will have the opportunity to investigate efficiently integrated online, 2-and-3D learning projects created by instructors at the University of Houston and University of California, Santa Cruz. Special emphasis will be placed on transcending traditional classroom boundaries and making global connections in order to promote awareness and understanding of the post-graduate work culture. Participants will leave the workshop with a sense of the scope and potential of live, interactive learning environments and tools for integrating 2-D course management systems with 3-D simulation software. Welcome to the future!

Participants will be able to play and evaluate some of the games used in technical writing courses such as off-the-shelf computer games (e.g. Roller Coaster Tycoon, Restaurant Empire), played collaboratively, as tools promoting systems thinking and simulation which offers an interactive and dynamic method of testing the technology student's knowledge of career concepts. One course shared at this workshop is a WAC/WID honors course in human resource management/business writing taught partly on the Internet, developed specifically for hospitality industry majors, which integrates online, 2-and-3D applications to help students see and present themselves more clearly as valuable employees. Participants will tour the online "Virtual Hotel" developed for this course, remotely led by student volunteers four time zones away. A similar demonstration of a course shows a prototype virtual company housed in a virtual reality 3D headquarters, with students, industry professionals and artificial intelligence avatars playing roles in a simulation to produce end-user documentation, proposals and other types of technical writing. Participants will get a preview of this cutting-edge course under construction, and have the opportunity to contribute to its development via discussion.

A director of an Intercultural Education Alliance, will expand on the collaborative nature of online 3D environments, and explain how national and international educational institutions and corporate agencies have utilized these environments to create distance mentoring programs and facilitate unique partnerships between students and professionals.

In closing, representatives from several international universities will join the workshop via an online, 3D chat, in the hope of laying the groundwork for future global collaborations.

W5 The Learning Record Online: The New Wave of Online Portfolio-based Assessment
Thursday, June 10 1:00 pm - 4:00 pm

Bill Wolff
wolffwi@mail.utexas.edu

Peg Syverson
syverson@uts.cc.utexas.edu

People learn best when they have the opportunity to explore a subject in terms of its theoretical grounding, concrete application, and social context. The Learning Record Online (LRO), is an online portfolio-based system that creates an environment in which teachers and students can observe and assess a student's learning process over a period of time. The Learning Record system differs from traditional portfolio systems by providing instructors with an ability to begin to more fully understand how their assignments are engaging students and affecting their learning process. In the workshop, participants will learn about the rhetorical and sociological theories that frame the Learning Record system; explore the Learning Record Online web-to-database application; evaluate and discuss sample student Learning Record portfolios; and participate in a discussion that explores the classroom and administrative implications of adopting the Learning Record Online.

The Learning Record system should be of particular interest to instructors and administrators seeking a reliable, pedagogically sound alternative to online course management systems (Blackboard, WebCT) that can be implemented at the classroom, department, and university levels. The Learning Record provides a way of accounting for learning that is richer and more meaningful than standardized testing, yet provides much more consistency and comparability across student populations than conventional portfolio assessment. Teachers reading Learning Records in pairs in public moderation readings help assure the quality of teachers' judgments, while sharing best practices and learning together.

W6 Making Decisions: Evaluating Writing Technologies for Distance-Learning Learning Environments
Thursday, June 10 1:00 pm - 4:00 pm

Lisa Cahill
lisa.cahill@asu.edu

Susan K. Miller
susan.miller@mail.mc.maricopa.edu

Colleen A. Reilly
reillyc@uncw.edu

Shelley Rodrigo
rrodrigo@mail.mc.maricopa.edu

Kevin Eric DePew
depewk@unlv.nevada.edu

Teddi Fishman
tfishma@clemson.edu

Veronica Pantoja
veronica.pantoja@cgcmail.maricopa.edu

Douglas Eyman
eymandou@msu.edu

This workshop seeks to support the intersection between the tides of web-based writing classes and the waves of diversified student and instructor populations by encouraging thoughtful currents in web-based writing class designs. We will begin this half-day workshop by eliciting participants' goals for developing and/or revising their distance education writing courses. Subsequently, we will address how to identify, choose, and use software to accomplish specific rhetorical goals. A software overview will include:

- (1) open source and shareware that are widely and inexpensively available;
- (2) pre-packaged course management applications, the use of which is often dictated by institutional policies (e.g. WebCT, Blackboard); and
- (3) various other writing and communication technologies (e.g. email, IM, MOOs, MS Word, PowerPoint, web sites).

Workshop participants can expect to leave having worked through several heuristics for selecting and evaluating writing and communication technologies in the context of a global learning environment.

Full-day Workshops \$70

W7 Critical Play: Computer Gaming and Media Analysis
Thursday, June 10 9:00 am - 4:00 pm

Ken McAllister
mesmer@u.arizona.edu

Jeffrey Reed
jkreed@u.arizona.edu

David Menchaca
menchaca@email.arizona.edu

Judd Ruggill
jruggill@u.arizona.edu

Lonni Pearce
lonni@U.Arizona.EDU

Games, in short, make learning both fun and transparent. But what exactly do computer games teach college students? And what could they teach them under more controlled circumstances? This workshop will walk participants through a variety of currently popular computer games and game genres, facilitating a conversation about how games may be used effectively in classrooms to help students critically analyze both new and established media. The leaders of this workshop will use their extensive experience in teaching with and studying computer games to help interested teachers imagine new ways to integrate these nearly ubiquitous technologies into their curricula.

In the first half of the workshop, participants will be familiarized with the major game genres (first-person shooter, role-playing, real-time strategy, simulation, massive multi-player online, etc.) and will be given hands-on experience with each. The second half of the workshop will have the participants focus their hands-on work in ways that address their specific professional needs. Based on the participants' pedagogical diversity, teachers will draft a substantial course unit in which computer games become prompts for both critical thinking and critical writing. The facilitators have considerable experience not only in teaching with computer games (including desktop, console, handheld, and arcade systems), but also in game development. Additionally, all of the facilitators have published on the subject of digital game-based learning.

W8 Re-visioning Composition with XML and EMMA
Thursday, June 10 9:00 am - 4:00 pm

Christy Desmet
cdesmet@english.uga.edu

Ron Balthazor
rbaltha@uga.edu

Bob Cummings
rec@uga.edu

Angela Mitchell
amitchel@english.uga.edu

Alexis Hart
hart@english.uga.edu

Anita de Rouen
derouen@uga.edu

The University of Georgia EMMA Working Group teaches participants the fundamentals of XML coding and application of that knowledge to writing environments. Attendees need not have XML experience. Participants will be asked only to provide in digital form (RTF or TXT format), some data that they wish to "XML" - for example, some information from a hobby or professional pursuit, a piece of text that they might use in the classroom (e.g., a poem or essay), or a piece of student/teacher prose. The afternoon session introduces participants to a computer application that employs XML markup for composition pedagogy. EMMA (The Electronic Markup and Management Application) proposes to revise the way in which students write, edit, and submit compositions for review, as well as the way in which instructors and peers can respond by using markup technology.

Participants will learn a) to enter their documents into EMMA; b) to upload those documents into the EMMA database; and c) to display the documents in a variety of formats.

Saturday Half-day Morning Workshop \$35

W9 Sustainable Technology-Rich Education: Technological Activism and Learner-Centered Pedagogy
Saturday, June 12 8:00 am - 11:00 am

Dickie Selfe,
rselfe@mtu.edu

Katherine V. Wills
kvwill01@gwise.louisville.edu

Sean D. Williams
sean@clermson.edu

Stuart Selber
selber@psu.edu

Karla Saari Kitalong
kitalong@ucf.edu

Bridget F. Ruetenik
bfr2@psu.edu

Cindy Selfe
cyselfe@mtu.edu.

Gail E. Hawisher
hawisher@uiuc.edu

Susan Renee Ghiaciuc
srghia01@louisville.edu

Catherine G. Latterell
latterell@psu.edu

MTU GRADUATE STUDENTS

Maura Taaffe

Cheryl Ball

Ann Mareck

Lisa Dunnebacke

Jill A. Sajdyk

Julie Estep

In this highly interactive half-day Saturday morning workshop, facilitators and participants will interrogate our disciplines' responses to online instruction, distance education, and technology-rich environments in general. The workshop facilitators all study, manage, and teach in technology-rich environments. Our research and experiences have convinced us that we need to develop an activist agenda that will encourage English studies teachers (young and mature) to engage in a dialog with the decision makers and design teams who manage-typically in a top-down fashion-the creation of online teaching and learning environments. Our contention is that online environments are still highly experimental (D. Selfe, 2003), and that they require sustained attention and assessment.

Facilitator Position Statements:

1. Technology activists, not technology advocates
2. The Anti-usability of DL classes
3. Pragmatics 101: Pedagogical Goals, Budgeting, & Technology
4. Ecological waste and the consequences of computer technology
5. "It's not a sprint; it's like training for a marathon"
6. Innovation, Change, and "Dangerous Moments"
7. There IS such a thing as "The Vision Thing." (MM Mentors)
8. Working conditions of technology-prone teachers
9. What we have to learn from our students