Conference at a Glance

Thursday, June 10

8:00 -12:00	Registration, Wireless Account Setup, Coffee and Juice
	Ohiʻa
8:00 - 12:00	Exhibit Setup
9:00 - 4:00	Graduate Research Network
	ʻIliahi 202A, B, C
9:00 - 12:00	Half-Day Morning Workshops
9:00 - 4:00	Full-Day Workshops
1:00 - 4:00	Half-Day Afternoon Workshops
4:00 - 5:00	Teacher Preparation Forum
	ʻIliahi 202 A, B, C
4:30 - 7:00	Opening Reception
	KapCC Lawn

Friday, June 11

7:00 - 9:00	Registration, Mentoring, Wireless Account Setup,
	Coffee and Juice
	Ohiʻa
8:00 - 9:15	Town Hall Session I
	Ohiʻa Cafeteria
9:30 - 10:45	Session A
11:00 - 12:15	Session B
12:30 - 1:45	Lunch
	Ohiʻa Cafeteria
	Featured Speaker: Stuart Moulthrop
2:00 - 3:15	Session C
3:30 - 4:45	Session D
6:00 - 9:00	Banquet and Awards Ceremony
	Pacific Beach Hotel Ballroom

Conference at a Glance

Saturday, June 12

7:00 - 9:00	Registration, Mentoring, Coffee and Juice
	Ohiʻa
8:00 - 11:00	Half-Day Saturday Morning Workshop
8:00 - 9:15	Session E
9:30 - 10:45	Session F
11:00 -12:15	Session G
12:30 - 1:45	Lunch, Featured Speaker: Nancy Kaplan
	Ohiʻa Cafeteria
2:00 -3:15	Session H
3:30 - 4:45	Featured Speaker: Douglas Kellner
	Ohiʻa Cafeteria
5:00 - 7:00	Picnic
	KapCC Lawn

Sunday, June 13

8:00 - 9:00	Registration, Mentoring. Coffee and Juice
	Ohiʻa
9:15 - 10:30	Session I
10:45 - 12:30	Town Hall Session II
	Ohiʻa Cafeteria
1:00 - 2:00	CCCC Committee on Computers in Composition and
	Communication Planning Meeting
	Kalia 104
2:00 - 4:30	Rainforest Hike
	Mānoa Cliffs Trail.

Mentoring

Michael Day and Trish Harris Marback will coordinate the mentoring program this year. If you have requested a mentor, or if you have agreed to serve as one, please get in touch with them at the conference and they will facilitate meetings. We will reserve some time at the Opening Reception for mentors and mentees to get acquainted.

Wireless Access

Wireless access available at various buildings on campus. Register your network card at the registation desk. Instructions and a form will be availablewhen you pick up your conference folder.

Cybernesia Cafe

The KapCC campus Internet cafe, Cybernesia, will be open for your use from 8:00 to 4:00 Thursday through Saturday. Internet access, basic software, and printing services are available at Cybernesia.

Parking at KapCC

On Thursday, June 10, you may park in any stall on the KapCC campus except those marked "staff," "reserved," and "handicapped."

Friday through Sunday you may park in any stall except those marked "reserved" and "handicapped."

Shuttle Service

A shuttle service will run every 20 minutes between 6:40 to 8:40 a.m. Meet in front of Pacific Beach Hotel. Shuttles will return to the Pacific Beach Hotel at the following times:

Thursday, June 10: 8:00 p.m.
Friday, June 11: 4:00 p.m.
Saturday, June 12: 8:00 p.m.
Sunday, June 13: 1:00 p.m.

Meet at parking lot behind the Ohiʻa Building.

Public Bus Service

"The Bus" runs between Pacific Beach Hotel and KapCC. The the fare is $2.00 per person per ride; transfers are free. If you pick up a bus schedule, keep in mind that Friday, June 11 is a state holiday and not a "normal weekday."

Buses from Pacific Beach Hotel to KapCC—#58 and #22

Bus Stop is behind the PB Hotel, Kūhio Avenue, East Bound (Ocean=South). Nearest prior departure point on public schedules: Ala Moana. Time from Ala Moana to PB Hotel, approximately 5-7 minutes (depending on traffic, conditions, etc.; be early).

Ask the driver for the KapCC arrival stop at the Diamond Head Park entrance. (There are two KapCC stops; this is the closest one to the conference space.)

Buses from KapCC to Pacific Beach Hotel —#58 and #22

Bus Stop is across from the Diamond Head Park entrance. Westbound. Nearest prior departure point on public schedules: Kahala Mall. Time from Kahala Mall to KapCC, approximately 3-5 minutes (depending on traffic, conditions, etc.; be early).

Arrival Stop is behind the PB Hotel, Kūhio Avenue and Liliʻuokalani St.

More detailed information on bus routes and times is included in your conference folder.

Walking between Pacific Beach Hotel and KapCC

Pacific Beach Hotel to KapCC—1.5 mile walk.

The first mile:
Go out the door on the ocean side of the Pacific Beach Hotel, and you will be on Kalakaua Avenue, across the street from Waikiki Beach.

Turn left on Kalakaua, walk past Kapahulu Avenue, past the entrance to the Honolulu Zoo, to Monsarrat Avenue where you turn left.

The Zoo will be on your left, Diamond Head up in front of you, and the ocean behind you.

On your right will be Kapi'olani Park. At the next stoplight, Paki Street, you will see the Queen Kapi'olani garden on the left.

Stay on Monsarrat and keep walking. Diamond Head will be on your right, soon.

After passing Paki Street and the Waikiki School, you will come to a small shopping center.

The 1/2 mile:

Have a cup of coffee at Bogart's. KapCC is only one half mile up Monsarrat from the small shopping center.

After your cup of coffee, proceed up Monsarrat for a half mile. You will be at Makapuu Street.

Somewhere between the shopping center and Makapuu, most likely when you go through "stone pillars," the name of the street you are on changes from Monsarrat to Diamond Head Road.

At the corner of Makapuu Street and Diamond Head Road, you are at the far corner of the KapCC campus.

Keep walking until you see a small white chapel and a driveway. If you enter the campus at the small white chapel entrance, you will see up in front of you a rather large cactus garden.

Walk up the path through the cactus garden and keep walking until you come to a large open grassy area.

On the Diamond Head side of the grassy area is the Ohi'a Cafeteria Building which will be a central organizing place for the conference.

KapCC to Pacific Beach Hotel—1.5 mile walk

Go out the exit through the cactus garden to the white chapel and turn right.

Walk straight down Diamond Head Road/Monsarrat Avenue to the ocean.

Turn right. Walk past the zoo, past Kapahulu Avenue, until you get to the Pacific Beach Hotel.

Kaimuki/Kapahulu Trolley—Walking Directions from the Kaimuki end of the trolley to KapCC

The Kaimuki/Kapahulu Trolley doesn't start running until 10:30 in the morning, but it may be an option for getting back to Pacific Beach Hotel in the afternoons. A trolley schedule is included in your conference folder.

You can take a $1 trolley ride from Kapahulu Avenue to the University of Hawai'i and to an end point about three long blocks from KapCC, at Koko Head Avenue and Waialae Avenue.

One block back on Waialae Avenue is Coffee Talk, another great place for coffee. Walk on Koko Head Avenue towards Diamond Head.

After crossing over the freeway, you'll be at the Kaimuki Fire Station. Turn left in front of the Kaimuki Fire Station and walk a short block to Ocean View Drive.

Turn right and walk along Ocean View Drive until you get to the campus. Keep walking through the campus, towards Diamond Head, until you see the big green grassy area.

Across the grassy area, you will find the Ohi'a Cafeteria Building which will be a central organizing place for the conference.

Sun and Sea Safety

The sun in Hawai'i is strong and direct. Wear a hat with a brim and use plenty of sunscreen. Make sure to drink lots of water throughout the day.

The most popular beaches in Hawai'i are generally careful about alerting visitors to potentially dangerous conditions (shore breaks, high surf, and jellyfish, for example), but keep your eyes open and know your own physical limits.

Kairos Computers and Writing Special Issue

Call for Webtexts

Kairos: A Journal of Rhetoric, Technology, and Pedagogy encourages present-ers at Computers and Writing 2004, both the onsite and online conferences, to submit their work for inclusion in the annual Computers and Writing issue that will be released in the Spring of 2005. Conference presentations will need to be revised into fully developed webtexts before they enter into the peer-review process for the journal.

Guest editors for this Computers and Writing issue of *Kairos* will be Judi Kirkpatrick, Darin Payne, and John Zuern.

For examples of the kinds of work published in *Kairos*, please see issue 8.2, *Discovering Digital Dimensions, C & W 2003* <http://english.ttu.edu/kairos/8.2/>

For more information, email the *Kairos* editors at kairosed@technorhetoric.net.

Awards

Computers and Composition **Awards**

Computers and Composition: An International Journal: (1) the Hugh Burns Award for the best dissertation, (2) the Ellen Nold Award for the best article in Computers and Composition Studies, and (3) the C&C Distinguished Book Award for the best book or large digital project work.

See <http://www.hu.mtu.edu/~candc/award.htm> for previous award winners.

Technology Innovator Award

The CCCC Committee on Computers in Composition and Communica-tion (7Cs) Technology Innovator Award honors outstanding teaching with computer technologies and the highest ideals of scholarship, teaching, and service. The award recognizes a continuing contribution to computer tech-nology in composition studies, including scholarly work in language, com-position, rhetoric, and pedagogy.

The recipient of the Technology Innovator Award has made a ground-breaking or foundational contribution to the field of computers and com-position; demonstrates outstanding teaching with computer technologies; provides support and encouragement to the community, in particular to those who teach with computer technologies; and contributes to the schol-arship and publications of the field as author and editor in print and elec-tronic media.

Technology Innovator Award Committee 2004: Lisa Gerrard, Gail Hawish-er, Fred Kemp, Charlie Moran, Cynthia Selfe, and John Slatin with the 7Cs logistical support by Corinne Arraez

Kairos/Lore **Computers and Writing Awards for TAs and Adjuncts**

Kairos, A Journal of Rhetoric, Technology, and Pedagogy <http://english. ttu.edu/kairos/> and *Lore, An E-Journal for TA and Adjunct Teachers of Writing* <http://bedfordstmartins.com/lore> are pleased to announce the fouth annual *Kairos/Lore* Computers and Writing Awards for TAs and Ad-

juncts. With sponsorship from Bedford/St. Martin's, we will be offering three $500 awards to TAs and Adjuncts who are presenting at the Computers and Writing Conference 2004. The *Kairos/Lore* Awards are based upon the three areas that guide a teacher's professional life: Service, Teaching, and Scholarship. We chose these areas because TAs and Adjuncts are in fact professionals who do work in these areas, but who face institutional constraints that often undervalue—or flat out don't recognize in some cases— the work they do. For many TA's and Adjuncts, their service, scholarship, and teaching often do not translate into simple acknowledgment, let alone higher pay, more travel funds, and better working conditions.

Kairos Best Webtext Award

Kairos: A Journal of Rhetoric, Technology, and Pedagogy will recognize outstanding Webtexts authored in 2003-2004 with its annual awards program.

KairosNews Academic Weblog Award

As a step toward recognizing the valuable contributions that weblogs are making to our field, *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* will be offering an award for Best Academic Weblog. The award will be given to the weblog which best meets the following criteria: the weblog must be at least six months old from the date of submission for consideration; it must be updated regularly (an average of at least once per week); it must actively engage other academic weblogs; in other words, the blogger must be a public intellectual; and it must deal with the kind of issues addressed in *Kairos* and other journals in rhetoric and composition studies.

The K-16 Participation Award
The NCTE Assembly on Computers in English (ACE)

The Computers and Writing Conference is a wonderful opportunity for K-16 teachers and teacher educators to gain practical theory knowledge and experience. NCTE recognized this last year by sponsoring a luncheon with Eric Crump and Traci Gardner. This year, the NCTE Assembly on Computers in English will award a stipend to one conference participant presenting in the K-16 strand. The stipend will cover pre-conference workshop(s) and registration costs for the best proposal submitted.

The K-16 Participation Award Committee for 2004: Nancy G. Patterson (Chair), Rich Rice (Associate Chair), Patricia Schulze (Secretary), Pamela Childers (Treasurer), Michael Day, Judith Kirkpatrick, Susan Lang (immediate past chair), Robert Rozema, Allen Webb

Nancy Kaplan
With my 1975 vintage PhD in English Literature from Cornell University, I have traveled a strange road. In the late 1970s, I focused on directing a writing center and tutorial project to help at risk students at an elite university succeed and, accidentally, began working with computers as writing tools at the very dawn of the PC era. In the early 1980s, while still directing the writing center at Cornell, my staff and I began to integrate computers into the writing curriculum. In 1987, together with two colleagues, I developed PROSE (Prompted Revision of Student Essays), a proto-hypertextual tool for supporting responses to written work and facilitating revision of that work. By the late 1980s and early 1990s, I had become engaged in working on a range of literacy issues the coming age of hypertext might bring. I left Cornell to become the director of the writing program at the University of Texas at Dallas. I wrote and delivered "E-Literacies: Politexts, Hypertexts, and Other Cultural Formations in the Late Age of Print" as the keynote address at the Second Domains of Literacy Conference held at the Institute of Education at the University of London. I had just moved to the University of Baltimore, joining the faculty of the School of Communications Design there, in order to further my work to expand our view of what it might mean to be literate in an age of digital everything. Two years ago, several of my colleagues and I formed a new academic unit at the University – the School of Information Arts and Technologies – and simultaneously launched a new Masters degree in Interaction Design and Information Architecture. The School offers four degrees, ranging from undergraduate curricula in Applied Information Technologies and a new degree in Simulation and Digital Entertainment, to an applied doctorate in Communications Design. In toto, I think I'm not in English anymore.

Douglas Kellner is George Kneller Chair in the Philosophy of Education at UCLA and is author of many books on social theory, politics, history, and culture, including *Camera Politica: The Politics and Ideology of Contemporary Hollywood Film*, co-authored with Michael Ryan; *Critical Theory, Marxism, and Modernity*; *Jean Baudrillard: From Marxism to Postmodernism and Beyond*; P*ostmodern Theory: Critical Interrogations* (with Steven Best); *Television and the Crisis of Democracy; The Persian Gulf TV War; Media Culture; and The Postmodern Turn* (with Steven Best). He has recently published a book on the 2000 presidential election, *Grand Theft*

2000: Media Spectacle and the Theft of an Election, and *The Postmodern Adventure. Science, Technology, and Cultural Studies at the Third Millennium* (co-authored with Steve Best). He has just published two books on *Media Spectacle* and on *September 11, Terror War, and the Bush Presidency*.

Stuart Moulthrop is Professor of Information Arts and Technologies at the University of Baltimore, where he directs the applied doctoral program in Communications Design and the new undergraduate degree in Simulation and Digital Entertainment. He has served as co-editor of the journal *Postmodern Culture*, program co-chair for the Hypertext conference, and was a founding director of the Electronic Literature Organization. Several of his essays have found their way into anthologies, including the *Norton Anthology of Criticism and Theory* and the *New Media Reader*. He is perhaps best known for his creative work, which includes *Victory Garden*, once called the "benchmark" for electronic fiction, and the widely known "Hegirascope" and "Reagan Library." His latest effort, "Pax: An Instrument," was selected for the juried show of the 6th international Digital Arts and Culture conference. He is currently working with 3-D graphics and trying not to emulate his ancestor, Reuben Moulthrop, an early American painter of extremely limited distinction.

All workshops will take place on Thursday, June 10, except for **Workshop W9, Sustainable Technology-Rich Education: Technological Activism and Learner-Centered Pedagogy**, which will take place on Saturday, June 12, 8:00 - 11:00. A description of this workshop appears in the schedule for Saturday.

Graduate Research Network

Thursday, June 10,
'Iliahi 202 A, B, C

Janice Walker, *Georgia Southern University*
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.

Full-Day Workshops
Thursday, June 10, 9:00 - 4:00

Workshop W7

Critical Play: Computer Gaming and Media Analysis
Thursday, June 10, 9:00 - 4:00
'Iliahi 129

Ken McAllister, *University of Arizona*
David Menchaca, *University of Arizona*
Jeffrey Reed, *University of Arizona*
Ron Scott, *Walsh University*

This full-day workshop will help teachers use computer games to examine media culture by helping them draft a course unit in which games become writing prompts. Participants will gain hands-on experience with a variety of computer game genres and be introduced to the interdisciplinary field of computer game studies.

Workshop W8

Re-visioning Composition with XML and <emma>
Thursday, June 10, 9:00 - 4:00
Olapa 204

Christy Desmet, *University of Georgia*
Ron Balthazor, *University of Georgia*
Bob Cummings, *University of Georgia*
Alexis Hart, *University of Georgia*

This day-long workshop introduces participants to XML (extensible markup language) and (Electronic Markup and Management Application), which employs markup for composition pedagogy. The morning session focuses on fundamentals of XML. The afternoon session introduces and considers the impact of markup on writing pedagogy. No knowledge of XML assumed.

Half-Day Morning Workshops
Thursday, June 10, 9:00 - 12:00

Workshop W1

EthnoTechno Pedagogies
Thursday, June 10, 9:00 - 12:00
Kalia 104

Amy Hawkins, *Columbia College-Chicago*
Suzanne Blum Malley, *Columbia College-Chicago*

This workshop explores notions of decolonization in terms of student writing and academic discourse. Drawing from experience teaching ethnographic methods and theories as a pedagogical treatment of first-year writing courses, the facilitators will focus on using technology in order to enrich and enhance student experience with writing to their own language. Specifically, we focus 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.

Workshop 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 - 12:00
Kalia 109

Steve Benninghoff, *Eastern Michigan University*
William Hart-Davidson, *Rensselaer Polytechnic Institute*
Steven Krause, *Eastern Michigan University*

This workshop is an opportunity for teachers with some knowledge of web page construction to work hands-on with Cascading Style Sheets - the powerful tool and web standard for consistent site design and abstraction of style and design from content. It will offer both practice in site design/management and the conceptual/pedagogical opportunities CSS affords.

Workshop W3

Introduction to Teaching Web-based Projects
Thursday, June 10, 9:00 - 12:00
'Iliahi 126

Amy Kimme Hea, *University of Arizona*
Susan Swan, *Texas A&M University-Corpus Christi*
Melinda Turnley, *New Mexico State University*

This introductory half-day workshop offers guidance for developing rhetorical strategies to teach web analysis and authoring in the computer composition classroom. The workshop will include an introduction to basic design principles, consideration of technical issues, discussion of a range of potential web-based projects, and information about WWW project management. The workshop will stress the importance of developing a contextualized approach to web design: one that emphasizes rhetorical situations rather than uncritical assumptions about the power of the Web.

Half-Day Afternoon Workshops
Thursday, June 10, 1:00 - 4:00

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Workshop W4

It's No Game: Serious Work/Play in the Classroom/on the Internet/ in 3-D Environments
Thursday, June 10, 9:00 - 12:00
'Iliahi 126

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Julie Chisholm, *University of Houston*
Heather Bigley, *University of Houston*
Patrick McKercher, *UC-Santa Cruz*

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.

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Workshop W5

The Learning Record Online: The New Wave of Online Portfolio-based Assessment
Thursday, June 10, 1:00 - 4:00
Kalia 109

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Bill Wolff, *University of Texas at Austin*
Peg Syverson, *University of Texas at Austin*

This workshop will introduce teachers and administrators to the Learning Record Online (LRO), a portfolio-based system that allows teachers and students to assess a student's learning process over time. Participants will explore the LRO application; evaluate sample Learning Records; and discuss classroom and administrative implications of adopting the LRO.

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Workshop W6

Making Decisions: Evaluating Writing Technologies for Distance-Learning Environments
Thursday, June 10, 1:00 - 4:00
Kalia 110

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Lisa Cahill, *Arizona State University*
Douglas Eyman, *Michigan State University*
Kevin Eric DePew, *University of Nevada, Las Vegas*
Teddi Fishman, *Clemson University*
Susan K. Miller, *Mesa Community College*
Colleen A. Reilly, *University of North Carolina-Wilmington*

This half-day workshop gives participants the opportunity to develop their own strategies for selecting and evaluating how writing/communication technologies can be used to address the needs of increasingly diverse teacher and student populations in distance learning courses. Participants will learn about options for achieving their teaching and learning objectives.

Teacher Preparation Forum

Thursday, June 10, 4:00 - 5:00
'Iliahi 202 A, B, C

The Teacher Preparation Forum is a free workshop offered at the Computers and Writing Conference that seeks to address issues of teacher training and technology. Since the influx of technology has greatly impacted the ways in which we teach composition and other English writing courses, there should remain a forum where discussions of teacher training with technology can take place. The Teacher Preparation Forum places together our concerns for technology, literacy, and teacher training. The forum is open to all participants. In the past, there have been panels of guests discussing training for new faculty and TAs, and last year, in West Lafayette, IN, the Teacher Preparation Forum boasted two presenters who facilitated a roundtable discussion about how rhetoric and composition graduate programs prepare TAs to teach in multiple classroom environments. This year's presenters are Susan K. Miller, Mesa Community College; Lisa Cahill, Arizona State University-East; and Brooke Estabrook-Fishinghawk, Mesa Community College. They will facilitate a roundtable discussion on designing technology that students can use and helping students increase their readiness to use technology. Susan and Lisa will focus on how to use the principles of usability testing to design effective instructional technology, and Brooke will describe a community college program that partners students and faculty to develop instructional technology.

Lisa Cahill, *Arizona State University-East*
Susan K. Miller, *Mesa Community College*
Designing Technology That Students Can Use

Teachers of writing feel increasing pressure to develop instructional technologies for their writing classes, and this presentation will focus on how to use principles of usability testing and assessment to design technology that students can use. The speakers will describe educational usability testing as a means of assessing the readiness and effectiveness of the design of instructional technology for writing, and they will discuss several different ways to conduct usability testing and to use the principles of usability testing to refine instructional technology design.

Brooke Estabrook-Fishinghawk, *Mesa Community College*

**Increasing Student Readiness to Use Technology:
The Student Technology Assistant Program**

This presentation will describe an innovative program that helps students develop their own skills in using technology. The Student Technology Assistant (STA) program promotes student learning while also helping the college advance its use of technology because it provides a partnership between students and faculty to develop new, innovative instructional technologies. Faculty request technological "projects" that they would like to complete, and then the STA's bid on which projects they would like to work on to advance their own skills in using technology. The design of the program allows students to determine what skills they would like to develop and refine and it matches those students with faculty who propose projects that require those skills. In addition, the STA program provides valuable professional development experience for the participating students as they work with faculty one-on-one and refine their communication skills.

Program Strands

Local Knowledge, Global Systems **B.4, B.6, C.2, E.5, E.6, E7, F.1, G.2, H.4**

Distance Learning in the Global Marketplace **B.1, C.5, E.6, F.2**

Computers, Writing, and the Future of Work **A.2, A.4, B.4, C.5, D.7, E.1, E.4, F2, F3, F9, H.1, H.2, I.1, W.9**

Languages, Technologies, and Bodies **A.6, B.3, B.7, C.2, E.8, F.8, H.4**

Teaching Writing and Literature in Postcolonial/Neocolonial/Imperial Contexts **B.6, H.8**

Computer-Mediated Communication and Learning Across Cultures B.3, E.5 , G.3, H.8, W.1

English and Other Languages **A.3, D.4, I.4**

Alternative Rhetorics in Emerging Networks **B.2, D.4, D.6, E.2, G.4, H.3, H.4**

Diversifying Hypertext/Multimedia Theory and Practice **C.6, D.1, D.4, E.1, E.3, F.5, G.6, H.6**

Writing and Visual/Spatial Design **C.1, C.8, D.1, E.2, G.1, G.5**

Activist Writing **E.2, E.7, F.1, H.1, W.9**

Computers and Writing Across Disciplines **A.2, B.5, C.3, D.2, E.4, F.6, I.5**

Computers and Writing Across Levels of Education **A.1, D.2, D.5, G.5, I.2**

Assessment in Computers and Writing **A.1, C.4, D.3, H.2, I.3**

Community Service and Community Computing **D.2, F.7, G.3**

Professional Issues in Computers and Writing **A.4, A.5, C.5, D.2, D.6, D.7, D.8, E.4, E.7, F.2, F.3, H.1, H.5, H.6, I.1**

Thursday, June 10 | Opening Reception

4:30 - 7:00
KapCC Lawn

Please join us on the Grand Lawn at KapCC for our Opening Reception. The Pacific Beach Hotel will provide an assortment of heavy pupus, and you will have a chance to reunite with old friends and to make new ones. Those of you who requested mentoring can meet your mentors and coordinate times to get together during the conference.

Hawaiian Blessing
Kawika Napoleon

Opening Remarks
Judi Kirkpatrick, Darin Payne, and John Zuern
Conference Coordinators

Welcome
John Morton, Chancellor, Kapiʻolani Community College

Joseph O'Mealy, Interim Dean of the College of Languages, Linguistics, and Literature at the University of Hawaiʻi at Manoa

Hawaiian Language Lesson
Kawika Napoleon

At a Glance

7:00 - 9:00	Registration, Meet with Mentors, Wireless Setup, Coffee and Juice Ohiʻa
8:00 - 9:15	Town Hall Session I Ohiʻa Cafeteria
9:30 - 10:45	Session A
11:00 - 12:15	Session B
12:30 - 1:45	Lunch Ohiʻa Cafeteria Featured Speaker: Stuart Moulthrop
2:00 - 3:15	Session C
3:30 - 4:45	Session D
6:00 - 9:00	Banquet and Awards Ceremony Pacific Beach Hotel Ballroom

Town Hall Session I

Multimedia Composing

Ohiʻa Cafeteria

Coordinator: David Blakesley, *Purdue University*

The focus of Town Hall I will be on multimedia authoring/writing and the challenges and opportunities of production. Some questions we'll raise promise lively discussion:

1. Why have we been rather slow to catch the wave when it comes to creating multimedia content, even while we've been fairly good at critiquing and analyzing our use of new media technologies?
2. How can we bring the creators of content closer to the means of producing and publishing that content?
3. Our journals and even publishers are hungry for multimedia content, as are readers, but who's producing it?
4. What technical challenges do we face?
5. What ideological forces militate against our efforts to write and receive recognition for composing multimedia?
6. How can we effectively teach our students to compose multimedia?
7. Have traditional pedagogical models of computer-assisted instruction failed us?
8. What does the future hold for multimedia composing?

Participants:
Jonathan Alexander, *University of Cincinnati*
David Blakesley, *Purdue University*
Madeleine Sorapure, *UC-Santa Barbara*
Michael Salvo, *Purdue University*
Bob Stein, *Night Kitchen*
Joyce Walker, *University of South Florida*

Panel A.1

New Strategies in Assessment I
Kalia 110
Moderator: Gina Merys Mahaffey, *Saint Louis University*

Darren Cambridge, *American Association for Higher Education*
The Learning Record Online: Scalable Assessment of Writing and Learning for Writing Programs

Composition is facing pressure for public accountability, a lack of information about students' experiences, high costs of program improvement, and the lack of a systematic way to share data. The Learning Record system can address these problems through a principled and humane model for research, student evaluation, and program assessment.

Michael Day, *Northern Illinois University*
Electronic Accountability:
Building Assessment into a Computer-Assisted Writing Program

This presentation will discuss the broader issues of assessing student and program performance in a composition program that heavily integrates computers into the curriculum and pedagogy. It will address two major questions: 1) how a large writing program can best assess its use of technology, and 2) how a large writing program can integrate an electronic portfolio system into its curriculum as the basis for a longitudinal university portfolio.

Judith Szerdahelyi, *Western Kentucky University*
Teaching, Learning, and Assessment in the Online Classroom:
Back to the Traditional Paradigm?

This presentation explores several concerns about how online instruction affects teaching and learning. Does online instruction pose an inherently greater risk for turning teaching and learning back to the Traditional Paradigm? Is technology responsible for teachers turning authoritarian and for students becoming passive receptacles, as Freire described in the banking model?

Panel A.2

Discourse and Interaction
'Iliahi 128
Moderator: Michael Salvo, *Purdue University*

Rohana Mahmud,
University of Manchester Institute of Science and Technology
Reveal the Discourse Relations:
An Approach for a Dynamic Computer Aided Writing

Computer-Aided Writing Tool (CAW) should support writers to improve their writing skill. However, most tools are static and only focused in improving the quality of the product. Students still prefer to consult their teachers rather than using the built-in help menu. This paper proposes an approach for developing a more useful CAW, which is by revealing the discourse relation structure.

Lynne Smelser, *Michigan State University*
Technology-Enhanced Presence and the Hybrid Writing Course

My presentation applies theories of technology-enhanced presence (TEP), specifically Short, Williams and Christie's work in social presence theory to the hybrid classroom. Drawing from many disciplines, TEP offers new veins of research for understanding how technology facilitates or disrupts interaction in the hybrid writing classroom.

Panel A.3

Computers and Writing and ESOL

Kalia 102

Moderator: Guy Kellogg, *Kapiʻolani Community College*

Liesbeth Opdenacker, *University of Antwerp*
Luuk Van Waes, *University of Antwerp*
Integrating Computer-Assisted Writing Tools in a Multilingual Online Writing Center

In this presentation we will give a short overview of the online writing center and the computer-assisted writing tools that are being developed at several European universities. We will clarify the basic principles of the integrated writing environment and reflect on the problems we have encountered during the integration process.

Guy Kellogg, *Kapiʻolani Community College*
Hanh Thi Nguyen, *University of Hawaiʻi at Mänoa*
ESOL Learners' Emergent Identities through Electronic Bulletin Board Postings

Examination of ESOL students' messages in an online group discussion shows how participants actively reconstruct their social identities and form new communities as they learn to use the language and take positions on cultural and political issues.

Panel A.4

Rhetoric, Ethics, and Surveillance

Kalia 104

Moderator: Michael Edwards, *University of Massachusetts at Amherst*

Christopher Carter, *University of Louisville*
Rhetorics of Surveillance and Resistance in the Wired Workplace

Corporate administrators depict worker surveillance as a means of stopping time-theft and protecting trade secrets, while critics associate it with speed-up production tactics and privacy-invasion. Analyzing web pages by groups on both sides of the debate, I argue that Internet discourse about workplace monitoring demonstrates the globalization of class antagonisms.

Teddi Fishman, *Clemson University*
When You Are The Man: Issues of Ethics in Policing the Academy

Criminal investigations and plagiarism inquiries have more in common than one might think. There are even some ways in which educators are actually allowed more investigative freedom than are the police. This presentation proposes that we become more critical of our own role as police of the classroom.

Panel A.5

Infusing Technology at the Turn of the Tide
Kalia 201
Moderator: Corrine Calice, *University of Toledo*

Corrine Calice, *University of Toledo*
Barbara Schneider, *University of Toledo*
Michelle Davidson, *University of Toledo*

This panel employs the metaphor of the culture shock that occurs after a red tide in order to address the difficulties of shifting departmental culture to make way for web-enhanced curricula. The panel presents three levels of professional perspective on departmental change; that of the administration, faculty, and students.

Roundtable A.6

Virtual Bodies, Virtual Management:
Student Perception of Teacher Control in a MOO Environment
'Olapa 204
Moderator: Rachel Brooks-Rather, *Ohio University*

Rachel Brooks-Rather, *Ohio University*
Paul Shovlin, *Ohio University*

This roundtable discussion will present preliminary results of a current research project examining how student perceptions of teacher control in a MOO environment might influence learning/outcomes and asks participants to engage in a discussion of the results.

Demonstration A.7

Demonstrations of Technology Development Projects
Kalia 203

See the Demonstrations insert in your conference folder for presenters.

Panel B.1

Critical Engagements with Course Management Tools I
Kalia 109
Moderator: Catherine Braun, *The Ohio State University*

Keith Comer, *Idaho State University*
RESISTANCE IS NOT FUTILE: Bypassing the Corporatized Educational Interface

This presentation examines the pressing need for individual approaches within corporatized delivery systems such as WebCT and Blackboard, and it demonstrates ways to bypass those interfaces. Though the edge of a browser window may be incorporated, everything within that space can be reclaimed by us and by our students.

Robert Samuels, *UCLA*
Riding the Wave of Automation: Mark C. Taylor and the Global Education Network

This presentation examines Mark C. Taylor's discussion of computer-mediated distance education and the Global Education Network (GEN) in his book *The Moment of Complexity.* It will be my argument that GEN represents many of the negative aspects of online distance education: standardized courses, lack of faculty rewards, profit-driven priorities, and the narrowing of the curriculum. Moreover, by looking at the rhetoric Taylor employs to discuss his theory of globalized education, I will point to the current tendency to see distance education as natural, inevitable, universal, and automatic. In fact, the ideology of naturalized technology slips into many of Taylors theoretical claims concerning contemporary culture.

Panel B.2

New Developments in Reading and Writing with <emma> (English Markup and Management Application)
Kalia 110
Moderator: Christy Desmet, *University of Georgia*

These three papers describe new developments in the use of EMMA (Electronic Markup and Management Application) in a FYC Program. They include: teaching students to master markup language; improving EMMA's functionality for analyzing texts; a commenting function for collaboration, peer, and instructor review; and an e-portfolio feature.

Bob Cummings, *University of Georgia*
Teaching First-Year Composition with Computer Programming Languages: XML & <emma>

Christy Desmet, *University of Georgia*
Using <emma> to Explore Shake-space

Alexis Hart, *University of Georgia*
Using <emma> to Teach Writing in the Public Sphere

Panel B.3

Theories of Technologies:
Rhetorics, Embodiments, and the Everyday
'Olapa 204
Moderator: Sibylle Gruber, *Northern Arizona University*

Sibylle Gruber, *Northern Arizona University*
Nancy G. Barron, *Northern Arizona University*
Assessing the Intersections of Rhetorics, Technologies, and Bodies

In this presentation, we explore the results of our study of two collaborative courses taught at a southwestern university, describing how the hybridity of these courses allowed for new understandings of how digital literacy influences the content as well as the context of teaching diversity, cultures, and technology.

Connie Sirois, *Nicholls State University*
Computers, Composition, and Theories of the Everyday

This presentation focuses on theories of the everyday that offer unique ways of assessing our technological lives and the effects that technological changes have on students' everyday lives. It also looks at how these theories work within composition classrooms that require higher levels of computer literacy.

Panel B.4

Re-Envisioning First Year Composition
'Iliahi 128
Moderator: Richard Colby, *Bowling Green State University*

Becky Rickly, *Texas Tech University*
Radical Transformations:
Distributed Learning, Distributed Teaching in First Year Composition

This presentation outlines and assesses the systematization of FYC at TTU: students meet in class only once per week; all documents are written, revised, and turned in outside class to a web-based internet data-base; papers are then queued, and instructors log in to grade blindly the papers in the queue, according to criteria specific to each assignment; all essay drafts are read twice, and the score averaged; those with a split of eight points or more are sent to a third reader.

Zachary Waggoner. *Arizona State University*
Localized Writing, Globalized Thinking:
Incorporating Sustainability into First-Year Composition

Explores how the concept of sustainability may be applied in two FYC hybrid courses (meeting in a CMC and online). Examines course assignments and student responses to analyze the effectiveness of the pedagogical approach.

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Panel B.5

OWLs in the Classroom: Faculty, Students, and the Invisible Tutor
ʻIliahi 129
Moderator: Krista Hiser, *Kapiʻolani Community College*

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Krista Hiser, *Kapiʻolani Community College*
Kimberly Fifita, *Brigham Young University Hawaiʻi*
Phuong Nguyen, *Kapiʻolani Community College*

Asynchronous technology such as email or other web-based platforms allows writing center tutors to critique essays online, at a distance. Researchers (David Coogan, Beth Hewett, and others) have explored the ways in which students respond to online feedback, but less is known about how the introduction of an external feedback element affects the faculty member. How are asynchronous tutorials used in writing classes? How are class structure and grading affected? How does external asynchronous tutoring impact the feedback faculty give to students? Does it lessen workload? Does it create dissonance? How does an external tutorial service differ from asynchronous online feedback from the instructor or a peer? We will explore the challenges and opportunities of (a) critiquing essays online and (b) incorporating asynchronous tutorials into college-level composition courses.

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Panel B.6

Don't Turn Your Back on Oceania:
Technological Currents(y) in the Indigenous Pacific
Kalia 201
Moderator: Alice Te Punga Somerville, *Cornell University*

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Together, our papers explore what is at stake when the "Pacific" goes "Global." Specifically, we consider two cases in which technology is explicitly mobilized in order to produce a text (film/ cyberspace) that catalyses and—in effect—controls the "going global" of indigenous Pacific identities, Maori and Rotuman, respectively.

Alice Te Punga Somerville, *Cornell University*
Whaleriding "In an International Transit Lounge": The (Global)
Technology of Film and the Migration of a (Local) Text

AnnaMarie Christiansen, *Brigham Young University Hawaiʻi*
Of Rotuma and Other Islands: Technological Tides of Representation

Roundtable B.7

Roundtable: Virtual Selves: The Ebb & Flow of Online Identity
Kalia 203
Moderator: Virginia Kuhn, *University of Wisconsin, Milwaukee*

Virginia Kuhn, *University of Wisconsin, Milwaukee*
Julie Estep, *Michigan Technological University*
Steven Tanaka, *University of Hawaiʻi at Mānoa*
Bruce Golden, *California State University, San Bernardino*

This roundtable discussion investigates the ways in which cyberspace is used as a means for relaying and creating identities apart from their material conditions. Looking at linguistic operations particular to e-space, the semi-anonymity of gay chat rooms, and online venues for marginalized groups, we will discuss the freedoms and constraints of cyber-identities.

Lunch and Keynote

Ohiʻa Cafeteria
Keynote Speaker: Stuart Moulthrop, *University of Baltimore*

No More Literacies

Anyone who has considered the term literacy knows it is subject to an endless list of permutations involving far too many modifiers: cultural literacy, visual literacy, media literacy, design literacy, cyberliteracy, and so on. In most cases "literacy" is invoked as metaphor for some fundamental skill or expertise, often very far from the root sense of writing and letters. This semantic drift illustrates the treatment of writing as touchstone for cultural competence. While the metaphor has been useful in the past, I argue it has become limiting and even dangerous, for our current understanding of media requires that we stop using literacy and writing as unmarked terms, the better to understand what they truly mean in the context of rapidly evolving information systems.

Among other things, literacy-as-metaphor has led us to expect that cybernetic systems will recapitulate the genealogy of writing, settling into stable paradigms for authorship, reception, genres, and markets. Every time we speak of "information literacy" we implicitly assume that networked computing will, through some steady process of "remediation," eventually yield forms analogous to letters, newspapers, books, and such, forms which have not fundamentally changed in centuries. Yet it is entirely possible that computing machines and networks will not follow this path, at least not soon. On the contrary, these systems may continue to pose a limit case for commodity, property, and the book: perhaps, as Lawrence Lessig suggests, they form a natural "commons" whose value inheres precisely in its divergence from the commercial media structure.

If we recognize the essential difference between writing and cybernetic systems—between literacy and whatever we might come to call its successor —how should we think about our work as teachers of writing? Borrowing from Walter Ong, we might invoke a "secondary literacy" —just as elements of oral culture survive, and indeed exert new influence in the climax phase of literacy, so writing resurfaces in cybernetic communication. I argue, though, that *secondary* in this case marks nothing more than sequence. Writing in a cybernetic context is never second-rate or second-

order: it remains centrally important. At the same time, we cannot accept *writing* as a second-hand term referring only to the literacy of books. I conclude by sketching an approach to writing informed both by second-generation hypertext theory, which has traded my generation's fetish of the link for a more canny approach to collections and archives, and by document markup as an interface layer between syntax and paradigm, writing and structure. I suggest that we create a pedagogy of collegiate writing based primarily upon the systematic design of documents.

Panel C.1

Wading in the Data Pool: Spatial Metaphors and the Three Dimensional Web

Kalia 109

Moderator: Kathie Gossett, *University of Illinois at Urbana-Champaign*

The Web, in its early stages, appropriated the methods and vocabulary of an earlier form: the printed word, which was eventually eclipsed by a second wave: the cinematic. However, we are now entering a third wave in the development of this global information space, and "space" is the operative term.

Joseph Squier. *University of Illinois at Urbana-Champaign*
Surfing the Third Wave of the Web

Joyce Walker, *University of South Florida*
Reaching Beyond the Grave: Locating the Dead in Digital Space

Kathie Gossett, *University of Illinois at Urbana-Champaign*
Walking Through the "Castel of Memorie":
Exploring Spatial Rhetorica

Panel C.2

Popular Culture in the Classroom
Kalia 110
Moderator: Amy Clary, *University of Louisiana at Lafayette*

Kevin Eric De Pew, *University of Nevada, Las Vegas*
Saving Stewart: How Popular Tropes Inform Strategies for Digital Empowerment

Sherry Turkle's (1995) case study of Stewart provides the backdrop for exploring 1) the implication of relying upon corporate and artistic tropes to understand how users attempt to empower themselves with computer technologies and 2) research strategies that recognize the users agency.

Barb Duffelmeyer, *Iowa State University*
Using Popular Culture Analysis to Enhance Students' Understanding of Globalization and Technology Issues

Theorists say that most members of our culture perceive the impacts of globalization as disconnected from their own lives. University students in a pop culture analysis course participate in activities to see more vividly the connections between their lifestyle choices, the culture of capitalism, the myths of technology, and global problems/issues.

Jill Sajdyk, *Michigan Technological University*
Instant Messaging in the Composition Classroom

Gee tells us we must be culturally embedded in order to learn effectively. I propose that we must also culturally embed ourselves in technologies in order to properly teach with them.

Panel C.3

The Many Faces of Drupal:
A Content Management System for Education
'Iliahi 128
Moderator: Charles Lowe, *Florida State University*

Charles Lowe, *Florida State University*
Jim Kalmbach, *Illinois State University*
Bradley Bleck, *Spokane Falls Community College*
Jeff White, *University of Alaska-Anchorage*
Terra Williams, *Florida State University*

Members of this panel seek to extend the discussion on database-driven writing environments begun at the CW2003 Online conference by exploring possible uses of Drupal, an open source content management system. CMS's such as Drupal offer flexible classroom environments capable of responding to the emergent needs of teachers and students.

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Panel C.4

Computers as Readers:
The Prospects of Data Mining for the Analysis of Written Text
'Iliahi 129
Moderator: Chris Anson, *North Carolina State University*

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Chris Anson, *North Carolina State University*
Joni Spurlin, *North Carolina State University*
James Cox, *SAS Institute*

This panel examines the potential of computer technology to analyze written text. The presenters will focus on the use of text mining software to analyze 27,000 samples of weekly writing produced by 1,000 first-year college students. Discussion will focus on future directions for the computer analysis of written text.

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Panel C.5

Delivering Local Programs with Distance Faculty
Kalia 104
Moderator: Barry Maid, *Arizona State University*

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Barry Maid, *Arizona State University*
Cindy Wambeam, *Arizona State University*
Mialisa Hubbard, *Texas Tech University*

This panel will look at the issues faced by a new program in technical communication when it discovered it needed to move online immediately, using teachers who are distant, in order to survive.

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Roundtable C.6

The Role of Multimedia Technologies in Writing Classes:

Or, "Do You Have to Teach 'Writing' to 'Teach Writing'?"
Kalia 203
Moderator: Steven Krause, *Eastern Michigan University*

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Steven Krause, *Eastern Michigan University*
Daniel Anderson, *University of North Carolina*
Joel English, *Old Dominion University*
Steve Benninghoff, *Eastern Michigan University*
William Hart-Davidson, *Rensselaer Polytechnic Institute*

This roundtable session will debate and consider the question posed by the second part of our title, which in effect questions the role of advanced multimedia technologies in writing classes at various levels.

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Demonstration C.7

Demonstrations of Technology Development Projects
Kalia 102

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See the Demonstrations insert in your conference folder for presenters.

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Poster C.8

MOOing in Three-Dimensions:

A Demonstration of the BrightMOO Interface
Ohiʻa Cafeteria

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Kevin Moberly, *University of Louisiana at Lafayette*

This poster session will demonstrate the features of the BrightMOO interface. With hands-on demonstrations, participants will learn how to navigate using BrightMOO, how to create and describe objects, and how to build landscapes from image libraries. This session will also demonstrate pedagogical applications of the BrightMOO interface.

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Panel D.1

Writing New Media
Kalia 109
Moderator: Michael Day, *Northern Illinois University*

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Elizabeth Birmingham, *North Dakota State University*
Be a Model: PhotoShop as Media Analysis

In this paper, I discuss how teaching students PhotoShop provides students with a "toolbox" for analyzing (and critiquing) visual media. This toolbox includes both a vocabulary for describing techniques used to create the images to which we are regularly exposed, as well as an understanding of the sophisticated ways in which images are manipulated to produce the effects (and affects) we experience as viewers.

Madeleine Sorapure, *UC-Santa Barbara*
gotoAndPlay(): New Media Composing in Flash

Drawing on work produced in Flash by students in my Writing in New Media course, I examine the ways that software affects the starting points and composing strategies of students as they create multimedia compositions.

Greg VanHoosier-Carey, *Centenary College of Louisiana*
The Essay as Experience:
Teaching Writing Through the Lens of Interaction Design

I argue that the field of interaction design can help us discover alternative means to convey the concept of rhetoric and foster rhetorical practices in students. I show how one can appropriate terms, concepts and examples from this field to explain and illustrate rhetorical action in a non-medium specific way.

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Panel D.2

Portfolios and Politics:
Breaking Disciplinary Boundaries with Digital Portfolios
Kalia 110
Moderator: Donna Winchell, *Clemson University*

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Donna Winchell, *Clemson University*
Morgan Gresham, *Clemson University*

A discussion of the expansion of the use of digital portfolios from small-scale use in individual classes to a campuswide graduation requirement, but also to providing outreach services to K-12 schools and working with the corporate world.

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Panel D.3

What, How Much, and Why?:
Four Theories for Evaluating Student Web Texts
in the Composition Classroom
ʻOlapa 204
Moderator: Jay Szczepanski II, *Florida State University*

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Jay Szczepanski II, *Florida State University*
Jessica Metzler, *Florida State University*
Ormond Loomis, *Florida State University*
Kate Brown, *Florida State University*

This panel will consider the weight that multiple-media literacies and textual literacy in student webzines might carry in composition courses during the grading process. The presenters examine four diverse approaches that variously privilege text, visuals, willingness to play, and an holistic approach that evaluates text and visuals as one discrete element.

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Panel D.4

Global Nets, Communal Links
ʻIliahi 128
Moderator: Rae Schipke, *Central Connecticut State University*

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Samantha Blackmon, *Purdue University*
Web of Lies: Toward an Understanding of Race, Networks, and Technology

While Mark Taylor's definition of network culture fits the current problems in computer in classrooms, I argue that it is crucial to interrogate the grid culture that preceded it. It is only through this interrogation that we can come to some understanding of the ramifications of teaching with technology.

Kevin Brooks, *North Dakota State University*
Beyond the Global Village: Marshall McLuhan's Laws of Media as Heuristic Device

Marshall McLuhan is remembered for The Medium is the Message and The Global Village—catchy slogans, but not productive analytical tools. This presentation argues for the value of McLuhan's heuristic device, the Laws of Media, as a powerful tool for new media analysis, extending current approaches to new media studies.

Chiponda Chimbelu, *Western Illinois University*
Hybrid Languages: Languages for the Future

The presentation will focus on a discussion of the process of creolization that will take place as use of English grows in the world using the theory of articulation of Stuart Hall.

Panel D.5

Spanning the Curriculum:
The Impact of Computer-based Instruction on Audience
'Iliahi 129
Moderator: Nancy Allen, *Angelo State University*

Nancy Allen, *Angelo State University*
Jeff Schonberg, *Angelo State University*

Dividing tasks equitably between automaticity and attention facilitates writers manipulation of global concepts such as audience. Based on writing classes that span the curriculum, Developmental English and Advanced Composition, the presenters will offer two perspectives of how computer-based writing instruction affects this cognitive balance in order to produce reader-based prose.

Panel D.6

Professional Issues in Computers and Writing
Kalia 104
Moderator: Amy Kimme Hea, *University of Arizona*

John Walter, *Saint Louis University*
Sharon Cogdill, *St. Cloud State University*
Judy Kilborn. *St. Cloud State University*
Weaving and Fraying: Threading in Professional Synchronous Discussions

Expanding upon our previous research in discourse analysis of synchronous discussion, we analyze roughly 20,000 lines of discourse from past Computers and Writing Online conferences to determine how members of this discourse community begin, identify, and contribute to discussion threads so that we can better understand how synchronous discussion works.

Keith Dorwick, *The University of Louisiana at Lafayette*
Keeping Up: Cautionary Tales for the Untenured Who Work in Technorhetoric

Untenured teachers working with computers may need to shift research away from the study and direct delivery of technologies, especially to our own departments; by focusing on theoretical readings of technology in a wider cultural field, in various historical periods, we can revitalize our work as technoculture, not merely technopedagogy.

Matt Smith, *University of Saint Francis*
Feeling Marooned?: Technology, Writing, and Small-College Work

Small-college work can be extremely rewarding and challenging because one often has multiple roles within the institution. These challenges and rewards become especially prominent in access, utilization, and funding of technology initiatives in departments and across programs. Through sharing strategies and stories, this roundtable will explore how we can best "get off our island."

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Panel D.7

Education, Compensation and Skills:
Technology in the Corporate University

Kalia 201

Moderator: Timothy Ray, *West Chester University of Pennsylvania*

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This panel will attempt to explore the place of computers in the classroom, question current practices and paradigms for teaching with technology from a labor standpoint, and encourage a new discussion and reflection on the technological imperative in our field.

Timothy Ray, *West Chester University of Pennsylvania*
The Rhetoric of Technology and the Technological Imperative

Deirdre Ray, *Cheyney University of Pennsylvania*
Who's in Charge? What's at Stake?: Skill-Building, Soft-Pedaling, and Negotiation in Technology Teaching

Margaret (Cortie) Ervin, *West Chester University of Pennsylvania*
Hard Skills, Soft Skills, and the Rhetoric of Human Resources Management

K. Hyoejin Yoon, *West Chester University of Pennsylvania*
Critically, Technologically Literate Citizenry at Discount Prices? A Question of Labor and Pedagogy for an eJournal Project in Writing and Computers

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Panel D.8

The Right Craft for a Rising Tide

Kalia 203

Moderator: Peg Syverson, *University of Texas at Austin*

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This panel reflects on our labs recent responses to the various challenges facing computers and writing organizations today. The papers will discuss our inauguration of a series of white papers and the redesign of our web presence, both of which embody our latest understandings and best practices in the field.

Peg Syverson, *University of Texas at Austin*
White Papers: The Next Big Wave

David Barndollar, *University of Texas at Austin*
Go with the Flow: The White Paper Process and Product

Bill Wolff, *University of Texas at Austin*
Beyond Surfing: Professional Representation on the Web

Banquet and Awards Ceremony

6:00 - 9:00
Pacific Beach Hotel Ballroom
Presentation: Lisa Gerrard, UCLA

The Evolution of the Computers and Writing Conference:
The Second Decade

At the Computers and Writing Conference in 1994, I discussed how the conference had evolved through its first ten meetings. On this twentieth anniversary of the conference, I will extend that talk, describing this community's rhetoric, intellectual concerns, fears, and values.

The original conference in October, 1982, consisted of 10-12 faculty software developers who discussed approaches to teaching with computers, the relationship between technology and composing processes, and the software they were developing. The subsequent conferences have retained the enthusiasm and energy of the first meeting, but over the years, our concerns have shifted.

1. Initially we defined "computers and writing" narrowly, as using computers (word processors, invention programs, and revision software) to help students write conventional academic essays. Later, we experimented with having students write hypertexts and web pages, but wondered whether this experience would have a salutary (or any) effect on their papers. Now we assume that students' zines, MOO rooms, webtexts, and videos are rhetorical artifacts that contribute as much to their learning as essays. We have expanded our definition of "writing" to include other media.

2. We still worry about control, but we think about it differently. At first we worried that computers would control our students, for example that invention software would restrict their imaginations. Later, we were concerned that students would abuse the technology through such practices as hate speech on electronic discussion boards. Now we focus on institutional control over our courses and worry that our institutions will foist bad computer-based practices on us, through

poorly conceived distance education curricula or course management software. In addition, we worry about becoming overwhelmed by all that this field demands of us?

3. We use more metaphors than we did in earlier years, and much of our figurative language comes from nature and the domestic world, which rarely appeared in earlier presentation titles. This rhetorical change suggests that we are more comfortable with digital technology than we used to be.

4. We've become established. The conference, once geared exclusively to the most experienced, now welcomes newbies. It has also become a venue for professional development of graduate students and faculty, offering them opportunities to give papers and advance their careers. We've also developed a history and an interest in this history, and have attracted the interest of commercial publishers (the vendors invited to the first two conferences declined to come). And we're getting bigger. Although the number of participants has remained constant at about 250, the conference has gotten larger in every other way. The first full-scale conference, 1984, offered 17 sessions, 51 speakers, 1 keynote address, and no workshops. The 2003 conference offered 92 sessions, 304 speakers, 4 keynote addresses, and 6 workshops. And we have more exhibits, give more awards, eat more, and play more.

5. Our language shows the richness and energy that has always characterized this conference. Though we're becoming an institution, we're still moving forward.

Awards

***Computers and Composition* Awards**
Computers and Composition

The Hugh Burns Award for Best Dissertation
The Ellen Nold Award for Best Article in *Computers and Composition*
The *Computers and Composition* Distinguished Book Award

***Kairos/Lore* Computers and Writing Awards for TAs and Adjuncts**
Kairos, A Journal of Rhetoric, Technology, and Pedagogy
Lore, An E-Journal for TA and Adjunct Teachers of Writing

***Kairos* Best Web Text Award**
Kairos, A Journal of Rhetoric, Technology, and Pedagogy

***KairosNews* Academic Weblog Award**
Kairos, A Journal of Rhetoric, Technology, and Pedagogy

Technology Innovator Award
CCCC Committee on Computers in Composition and Communication

The K-16 Participation Award
The NCTE Assembly on Computers in English (ACE)

At a Glance

7:00 - 9:00	Registration, Mentoring, Coffee and Juice
	Ohiʻa
8:00 - 11:00	Half-Day Saturday Morning Workshop
8:00 - 9:15	Session E
9:30 - 10:45	Session F
11:00 -12:15	Session G
12:30 - 1:45	Lunch, Featured Speaker: Nancy Kaplan
	Ohiʻa Cafeteria
2:00 -3:15	Session H
3:30 - 4:45	Featured Speaker: Douglas Kellner
	Ohiʻa Cafeteria
5:00 - 7:00	Picnic
	KapCC Lawn

Workshop W9

Sustainable Technology-Rich Education: Technological Activism and Learner-Centered Pedagogy
8:00 - 11:00
ʻIliahi 107

Dickie Selfe, *Michigan Technological University*
Susan Renee Ghiaciuc, *University of Louisville*
Gail E. Hawisher, *University of Illinois at Urbana-Champaign*
Karla Saari Kitalong, *University of Central Florida*
Catherine G. Latterell, *Penn State University-Altoona*
Bridget F. Ruetenik, *Penn State University-Altoona*
Stuart Selber, *Penn State University*
Cynthia L. Selfe, *Michigan Technological University*
Sean D. Williams, *Clemson University*
Katherine V. Wills, *University of Louisville*

Michigan Technological University Graduate Students
Lisa Dunnebacke
Julie Estep
Ann Mareck
Jill A. Sajdyk
Maura Taaffe

Using stories from the field about distance education and technology-rich environments, we will theorize and encourage an activist approach to developing technology-rich classes and programs.

Panel E.1

Technologies, Pedagogies, and Politics I
Kalia 109
Moderator: Joan Latchaw, *University of Nebraska-Omaha*

Catherine Gouge, *West Virginia University*
Technologies of Writing: Politics/Pedagogy/Praxis

Based both on theories of and first-hand experience designing, piloting, and assessing six web-based courses over the past two years, this presentation addresses concerns about teaching writing over the web and outlines a way to design web-based writing courses which are communal, interpretive, and dialogic platforms for student learning.

Georganne Nordstrom, *University of Hawaiʻi at Mānoa*
Ways to Promote Decentered Learning Environments:
Mapping Writing Center Pedagogy into the Networked Classroom

In this presentation, I will examine two locations noted as sites which promote decentering, the writing center and the networked classroom. Additionally, I will employ an analogy between a student-centered classroom and a user-centered computer design model provided by Robert Johnson to interrogate claims about decentered learning environments.

Jennifer Powers, *Kent State University*
Technology and the Writing Process: Two Case Studies

This PowerPoint presentation will highlight the results of a study of two high school students, one an avid writer and the other a reluctant writer. The focus of the study dealt with how both students perceived the use of technology in writing, how they used technology in the process of completing a writing project, and their reflections on that particular project.

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Panel E.2

The Place of the Blog in the Space of the Global
Kalia 110
Moderator: Shelley Buchanan, *Arizona State University*

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Joel Bloch, *The Ohio State University*
Blogging and the Globalization of English:
How Students used Blogs to Discuss the Plagiarism Controversy

This paper examines how blogging can create a space for discussing plagiarism in a basic level L2 composition course. We argue that blogging can be an important pedagogical tool for providing the students a safe house to examine controversial issues and a research tool to examine the globalization of English.

Elizabeth Kissling, *Eastern Washington University*
Blogging and Civic Education

This paper will discuss the design and implementation of a senior seminar using weblogs to explore the role of the Internet in democracy and grassroots advocacy.

Tim Lindgren, *Boston College*
The Rhetoric of Place-Based Blogging

Place-blogs are designed to create a healthy tension between life online and life in place, a rhetorical effect that has important implications for critical literacy, both as it relates to place and to technology.

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Panel E.3

Learning to Speak Digital:
Developing New Media Projects and Pedagogies
'Olapa 204
Moderator: Laura Bartlett, *The Ohio State University, Marion*

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As our field moves toward multimedia composition, how are teachers and students to balance the demands of learning new technologies while also covering course content? Our panel will address this question as we discuss three diverse multimedia projects on our campus.

Marcia Dickson, *The Ohio State University-Marion*
"Once More into the Breech, Dear Friends"

Laura Bartlett, *The Ohio State University, Marion*
The Database and the Time Clock: Doing Digital Media with Working Students

Lynda Behan. *The Ohio State University-Marion*
Beat Not the Poor Computer: Tutoring & Digital Media

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Panel E.4

Instructional Technologies and Technical Writing
ʻIliahi 128
Moderator: David Blakesley, *Purdue University*

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Nancy Allen, *Eastern Michigan University*
Caught in a Cross Current:
Computers and Writing and Technical Communication

This presentation will explore relationships and contrasts between Computers and Writing and Technical/Professional Writing. Both fields work continually with computers in writing classrooms, but their viewpoints and experiences are sometimes quite different. I would look for ways in which relationships between these two fields can be mutually beneficial.

Sherry Mitchell, *DeVry University*
Networking the Humanities:
Interdisciplinary Online Writing and the Technical Student

A discussion of how eCollege augments Humanities-based courses at the Seattle branch of DeVry University.

John Stenzel, *UC -Davis*
Using Technical Writing Classes to Improve Campus IT Services

When technical writing students address campus IT problems, their work gains real-world context and practical relevance, and can lead to significant improvements in important student services. My presentation shows how this approach has succeeded at UC Davis, providing practical advice and theoretical justification for such a curriculum.

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Panel E.5

Writing in Multiple Disciplines,
Three Local Contexts, and One Global Conversation:
An Online Collaboration Among Swedish and American Students
ʻIliahi 129
Moderator: Donna Reiss, *Tidewater Community College-Virginia*

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Magnus Gustafsson, *Chalmers Lindholmen University*
Donna Reiss, *Tidewater Community College-Virginia*
Art Young, *Clemson University*

We will analyze a collaborative conversation in which students from one Swedish and two American colleges communicated online about perceptions of themselves as writers; ways communication technologies influence their perceptions and expectations; and how communicating across institutions, disciplines, levels, and nations further complicates these perceptions and expectations.

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Panel E.6

Beyond Access: Emerging "Interfaces/Networks" of Information Technology and Writing Program Administration
Kalia 104
Moderator: Carl Whithaus, *Old Dominion University*

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Carl Whithaus, *Old Dominion University*
Grant Jenkins, *The University of Tulsa*

Students need to sit at computers to have access; students also need to have prior experience to have effective access for college-level writing courses. Research tends to examine access on a national or college-by-college level. By conducting a regional study, we examine how material conditions and prior experience determine access.

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Panel E.7

The Wake of Free Speech
Kalia 203
Moderator: Rich Rice, *Texas Tech University*

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Jeffrey Galin, *Florida Atlantic University*
Eroding Academic Fair Use: The Chilling Effects on Teaching and Scholarship

I argue that litigious activity over digital technologies have played the most significant role in disrupting the constitutional balance of copyright laws and have had the greatest chilling effect on academic work since the enactment of the 1976 Copyright Act.

Kevin Moberly, *University of Louisiana at Lafayette*
Spam Wars: the Sooper Sekrit Rhetoric of Frea Speech

Using genre theory to account for the anger that unsolicited commercial e-mail (spam) engenders, this paper will trace the roots of the spam debate, and attempt to place it in its larger social and economic context.

Rae Schipke, *Central Connecticut State University*
Free Speech, Internet Libel, and Jurisdiction: A Global Perspective

The Internet has created a host of new and challenging legal issues for the world's courts, and jurisdictional issues, in particular, are getting increasing attention as governments try to control online content and conduct originating beyond their borders. This paper will discuss the issue of cyber-jurisdiction from a global perspective.

Roundtable E.8

Making Waves, Charting Currents:

**On Feminism, Computers, and Composition
(The Past, The Present, and the Future)**
Kalia 201
Moderator: Morgan Gresham, *Clemson University*

Feminism has been crucial to the way computers and composition has developed as a field. This presentation considers the intersections of computers, composition and feminism—in the past, present, and future—and we ask others interested in feminist approaches to help us discuss the future of feminism in computer-mediated environments.

Hugh Burns, *Texas Woman's University*
Before Computers Were Common: Uncommon Women Pioneers

Angela Pettit, Texas Woman's University
CMC Feminists Second Wave: A Computerized Voice/Space of One's Own

Morgan Gresham, *Clemson University*
Making Waves: Rewriting the Master Narrative of Composition

Panel F.1

Extensible Literacies
Kalia 109
Moderator: Jonathan Alexander, *University of Cincinnati*

Steve Benninghoff, *Eastern Michigan University*
**The Correlation(?) between Expertise and Critical Awareness:
Investigating Global Tool Knowledge and Local Understanding?**

This presentation will report on a preliminary study investigating the correlation (or lack thereof) between expert knowledge with writing tools or technologies and critical/rhetorical knowledge and awareness related to the use of such tools. The valuable implications of this study include insights into the development of writing "expertise," as well as key pedagogical insights for approaches to technological instruction.

Susan Kirtley, *Western Oregon University*
Composing Computer Literacy: Writing a New Narrative

This presentation focuses on how students tell their histories through computer literacy narratives, often revising their stories as success stories rather than narratives of struggle and angst, and further examines the real-world implications of such revisions as re-inventions of identity.

Gina Merys Mahaffey, *Saint Louis University*
**Fall into the (Access) Gap:
Using Literacy Narratives to Address the Challenges of Digital Illiteracy in the Basic Writing Course**

Through the practice of reading and writing literacy narratives students come to new, and often, profound insights into the boundaries and limitations as well as the freedom and authority that comes from learning digital technology and composition practices simultaneously in the "basic writing" course despite previous denial of access to digital technologies.

Panel F.2

Critical Engagements with Course Management Tools II
Kalia 110
Moderator: Robert Samuels, *UCLA*

Catherine Braun, *The Ohio State University*
On Being WebCT'd: Stories from a Graduate Technical Assistant

In my presentation, I will discuss the struggles I have faced as my department's designated WebCT support person: (1) reconciling the pressure I feel to champion WebCT in spite of its flaws and (2) ensuring that I am viewed as a pedagogy expert rather than merely a WebCT expert.

Mark Crane, *Utah Valley State College*
Dancing with the Devil: Resisting, Appropriating or Accommodating Compulsory Courseware

Faculty at many colleges are invited or compelled to use courseware such as Webct, Blackboard, or other packages to manage their online courses. In this presentation I will discuss the range of possible responses to the implementation of courseware--resistance, appropriation, accommodation-- and what those responses teach us about the possibilities of agency and institutional change in the face of institutional edicts.

Terry Tannacito, *Frostburg State University*
Riding the Waves of Course Management Systems:
The Effectiveness of Blackboard 6 Communication Tools in an Online Business Writing Class

By illustrating, analyzing, and deconstructing my students effective communication using four tools in Blackboard 6, I will show that the current wave of course management systems is theoretically grounded and pedagogically sound. We must shape the tools that shape our students, and this new wave appears shaped to ride.

Panel F.3

The Error Engine: Creative Evolutionary Systems and Narrative
'Olapa 204
Moderator: Judd Morrissey, *School of the Art Institute of Chicago*

Judd Morrissey, *School of the Art Institute of Chicago*
Lori Talley, *School of the Art Institute of Chicago*
Lutz Hamel, *School of the Art Institute of Chicago*

We will discuss our software engine for the development of digital and interactive narrative works that are jointly authored by humans and machines. Our technology consists of a writing environment and a core processor that is continually learning how to write through analysis of prose written by the human author(s).

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Panel F.4

Technology and the Grading Process:
A Study of Responding to Student Writing in Large Composition
Programs
ʻIliahi 128
Moderator: Susan Lang, *Texas Tech University*

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Susan Lang, *Texas Tech University*
Kathleen Gillis. *Texas Tech University*

Network and database technology is rapidly changing the ways we teach and study writing pedagogy in large composition programs. This presentation introduces one such study, which moves beyond the confines of a few instructors and classes in order to open a discussion of what we term a grading process, one in which approximately 80 instructors work with one another as well as with 3,000+ students in an open system of writing instruction.

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Panel F.5

New Media: Ethics, Agency, and Understanding
ʻIliahi 129
Moderator: Cheryl E. Ball, *Michigan Technological University*

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This panel focuses on new media from four perspectives: rethinking aesthetic and ethical issues in using PowerPoint; determining ethos and creating arguments in web-based documents; empowering students with design knowledge to read new media texts; and implementing course objectives and assessment strategies for such texts.

Amy Hawkins, *Columbia College-Chicago*
So, Where is the Power in Getting to the Point?

Susan Delagrange, *The Ohio State University*
Documenting the U.S. Experience

Cheryl E. Ball, *Michigan Technological University*
Designing Knowledge: Teaching New Media Texts

Krista Homicz Millar, *University of Michigan*
Is it Academic Writing? Argument and New Media in the Writing Class

Panel F.6

Library/Writing Faculty Collaboration: the Virtually Researched Paper
Kalia 102
Moderator: Ellen Strenski, *UC- Irvine*

One librarian and two writing instructors make a case for collaboration to help students learn how to locate and evaluate increasingly digitized information. They will outline new challenges presented by internet information illiteracy, report survey data of instructors and undergraduates, and describe the freshman curriculum developed through their partnership.

Cathy Palmer, *UC- Irvine*
Congruence of American Library Association's Information Literacy Competency Standards for Higher Education, and Writing in Digital Environments

Elizabeth Losh, *UC- Irvine*
Enhanced Undergraduate Writing Competence and Use of Traditional Library Sources Resulting from Collaboratively-Designed Electronic Research-Based Writing Assignments

Ellen Strenski, *UC- Irvine*
Enhanced Professional Development of Writing Instructors and Enhanced Writing Instruction Resulting from Library/Writing Collaboration

Panel F.7

Service-Learning in Technical Communication: Renegotiating Technological Literacy in Community Contexts
Kalia 104
Moderator: Kristine Blair, *Bowling Green State University*

Kristine Blair, *Bowling Green State University*
Angela Haas, *Bowling Green State University*
Elizabeth Monske, *Bowling Green State University*

This panel overviews pedagogical approaches that better define and sustain service learning initiatives within not just technical communication but also computers and writing curricula, consistent with a connection between technological literacy and multimedia communication and social justice initiatives.

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Panel F.8

Accessibility, Writing and Technology: Definitions and Applications
Kalia 201
Moderator: Michael Salvo, *Purdue University*

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The panel presentations define and analyze technologies and definitions of accessible design and offers examples of applications of this theory. The second presentation specifically develops application of accessibility technology in the writing center.

Michael Salvo, *Purdue University*
Inclusive Web Design: Distinguishing Access from Accommodation

Tammy S. Conard-Salvo, *Purdue University*
Beyond Disabilities: Text-to-Speech Software in the Writing Center

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Roundtable F.9

Divergent Perspectives on Writing Environments and The Future of Online Textbook Publishing
Kalia 203
Moderator: Joe Moxley, *University of South Florida*

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Joe Moxley, *University of South Florida*
Nick Carbone, *Bedford/St. Martin's*
Janice R. Walker, *Georgia Southern University*
Mike Palmquist, *Colorado State University*
Rich Rice, *Texas Tech University*

Presented by four authors and one editor from college publishing who have created online textbooks, the roundtable will address the expectations of publishers and authors who consider creating online or hybrid textbooks, relationships between publishers and authors, potential forms of online textbooks, and reactions of teachers and students to early online and hybrid textbooks and curricula.

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Panel G.1

Visual Composition
Kalia 109
Moderator: Donna Reiss, *Tidewater Community College*

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Shelley Buchanan, *Arizona State University*
Is What You See Really What You Get?:
Using Visual Rhetoric And Weblogs To Enhance Student Writing

As blogs become increasingly popular in the composition classroom, more instructors are using them in and out of the classroom. In addition to the use of blogs, this paper examines how incorporating visual rhetoric into composition classes can stimulate and enhance students critical reading, thinking, and writing skills.

Cynthia Jeney, *Missouri Western State College*
M.C. Escher Stole My Brain:
Working on Graphical Design and Layout for a Web Authoring
Text Book

Screen shots, melted clocks, typefaces, gutters, marginalia, diagrams, charts, graphs, and digitally-enhanced graphical images are only a few of the elements that contemporary composition textbook writers must deal with as they develop materials for teaching web writing and design.

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Panel G.2

Instant Messaging: Connecting Instantly and Seeking Connection
ʻIliahi 128
Moderator: Beth L. Hewett, *Independent Scholar*

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Beth L. Hewett, *Independent Scholar*
Russell J Hewett, *Virginia Polytechnic Institute*

Instant Messaging is a digital tool with global implications for communication. This paper uses discourse, CMC and register theories to defines IM. We also consider some of the social and educational issues surrounding IM as a digital communication tool.

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Panel G.3

**You Can Lead the Horse to Water, But You Can't Make it Drink:
Tales of Techno-Community Service**
ʻIliahi 129
Moderator: Zachary Waggoner, *Arizona State University*

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Zachary Waggoner, *Arizona State University*
Lauren Yena, *Arizona State University*
Two Cautionary Tales

Social action and community service can ameliorate or reinforce existing inequalities. Two teachers share their experiences with technology-oriented community service projects. Each project presented distinct challenges as we attempted to serve two very different populations: urban high school students and university administrators.

Ulla Hasager, *University of Hawaiʻi at Mänoa*
Connecting for Change

Built on practical experience and anthropological research, this presentation illustrates and suggests explanations for the transcending potential of combining service learning with electronic communication and networking through computers and writing in a local as well as global context.

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Panel G.4

**Under the Radar of Composition Studies:
Digital Literacies in the 21st Century**
Ohiʻa 118
Moderator: Cynthia L.Selfe, *Michigan Technological University*

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This panel will provide case studies of individuals whose digital literacies exist under the radar of conventional composition programs. In particular, we focus on the narratives of four computer gamers whose literacies go unnoticed in composition classrooms because the acquisition and development of these literacies remain generally invisible to teachers.

Gail E. Hawisher, *University of Illinois at Urbana-Champaign*
Webs of Collaboration: The Importance of International Connections

Cynthia L.Selfe, *Michigan Technological University*
**The Literacy of Gaming among Adolescents and the
Future of Composition**

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Panel G.5

Historicizing Computers and Writing: Media and Methods
Kalia 104
Moderator: John Walter, *Saint Louis University*

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Steven Krause, *Eastern Michigan University*
Writing Spaces before Computers: How Changes and Innovations in Paper Technology Changed How We Taught Writing

This presentation will examine the writing space created by the introduction of inexpensive paper products, arguing that paper was and remains a significant technology that controls and changes how teachers taught writing.

Julia Romberger, *Purdue University*
Corporate Philosophy and the Evolution of Microsoft Word: A Historical Examination of the Rhetoric of the Interface

The evolution of rhetorically constructed aspects of the GUI of several versions of Word will be examined and how this evolution demonstrates the assumptions made about the default user. This assessment will be informed by literature on the Microsoft corporate culture. Implications for teaching critical technology literacy will be discussed.

Stephanie Vie, *University of Arizona*
Memetic Theory and Teacher Training in Technology

Memetics, combined with efforts to historicize the computers and composition movement, can allow us not only to analyze and critique the adoption of technologies, but attempt to explain why particular technologies are favored over others.

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Panel G.6

Expanding our Approach:
Applying Interdisciplinary Theories and Methodologies to the Analysis and Production of Electronic Publication
Kalia 201

Moderator: Colleen Reilly, *University of North Carolina-Wilmington*

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Each presenter in this session will argue for an interdisciplinary approach to the study and production of electronic publications. The session will explore how theories, such as genre theory and activity theory, in conjunction with methodologies borrowed from information science and information architecture can provide a basis for expanding our study and use of electronic publications.

Colleen Reilly, *University of North Carolina-Wilmington*
Determining What Counts: Evaluating Theoretical Approaches to Print Citations of Electronic Texts

Douglas Eyman, *Michigan State University*
Bibliometrics and Cybermetrics:
Using Information Science Methods to Study the Impact of Electronic Publications on Disciplinary Knowledge-Making Practices

Jeff White, *University of Alaska-Anchorage*
Databased:
Looking to Information Architecture in Designing User-Managed Interfaces for Online Publications

Lunch and Keynote

Ohia Cafeteria
Featured Speaker: Nancy Kaplan, *University of Baltimore*

Why We're Still Here: Rhetoric for the Era of Digital Information

The first Computers and Writing Conference took place in Minneapolis in 1982, a mere 22 years ago, yet our professional concerns and foci have already passed through three ages: BYO, LAN, and WWW. Along the journey, we studied how word processing was affecting the processes of composing and revising; we argued over the effects of GUIs and DMIs on the cognitive processes of developing minds; we praised or damned the potential of hypertext to provide new paradigms of writing. All these issues now seem just slightly quaint and antiquated. Word processing simply is "the way we WriteNow;" GUIs and DMIs have entirely supplanted command line interfaces except in the darkened, underground bunkers where Unix sysOps still hang out; and hypertext has, though not quite in the ways Bolter predicted, conquered the world, or perhaps vice versa.

Is it time for this community to pack its bags and go home? What is there to do after the Age of Invention (BYO), the Age of Deployment (LAN), and now the Age of Ubiquity (WWW)? Plenty. As we take on the task of redefining the term, writing is more central than ever to our professional commitments.

Panel H.1

Technologies, Pedagogies, and Politics II
Kalia 109
Moderator: Georganne Nordstrom, *University of Hawai'i at Mānoa*

Matthew Bunce, *Michigan Technological University*
A Study of the Community and Digital Literacy Practices of Learning-Disabled Students

In this paper, I will explore both the general community literacy practices and the more specific digital literacy practices of six learning disabled students; in discussing these practices of these students, I touch on their accumulation of literacies and the literacy sponsor who influenced them.

Michael Edwards, *University of Massachusetts at Amherst*
"Who Computes?" Now:
Class and the Wired Writing Classroom in the Global Information Economy

This paper examines the ways the literature of computers and composition has elided discussions of economics and class. The author contends that such discussions are essential to understanding the instrumental perspectives on technology associated with contemporary discourses of economic globalization and their concomitant marginalization of wired writing instruction.

Joan Latchaw, *University of Nebraska-Omaha*
Negotiating Troubled Waters: Demythologizing Electronic Utopia

The presentation analyzes the power dynamics and construction of knowledge occurring on two course listservs-- through Michel Foucault's regimes of truth and James Porter's communitarian theories. Findings suggest that compositionists should create alternative truth claims and apply ethical principles in negotiating conflicts in electronic environments.

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Panel H.2

New Strategies in Assessment II
Kalia 110
Moderator: Darren Cambridge,
American Association for Higher Education

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Charles Donelan, *UC-Santa Barbara*
Beyond the Grade Book:
Using Excel to Track and Store Data Generated by Connectweb in an
Electronic Communication Across the Curriculum Course

Excel may be a useful tool for teachers seeking a flexible middle ground between traditional grade books and portfolios when revising their methods of assessment for courses in electronic communication across the curriculum. Data generated in one tool, such as Connectweb, may become more meaningful when stored and analyzed in another, more analytically oriented program.

Fred Kemp, *Texas Tech University*
Mining 200,000 Student Drafts and Comments:
What Databases Are Teaching Us About Effective Commentary

Requiring databased online student submissions in a large composition program provides a scale of analysis never before encountered. Mining the data captured about the relationship between assignments, student writing, and teacher commentary engages a clarity and scope of analysis that constructs a new picture of what instructor commentary is and should be.

William Hart-Davidson, *Rensselaer Polytechnic Institute*
Research and Requirements for Lester 1.0:
A System for Making Writing Practices Visible and Intelligible

This presentation will discuss the basic functions of Lester 1.0, a new writing tool for making writing practices visible and understandable as resources for writers. The proposed design is based on three studies of writing visualization conducted in 2002 and 2003.

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Panel H.3

Alternative Places & Traces:
Exploring Critical Frameworks for Emergent Technologies
'Olapa 204
Moderator: Amy Kimme Hea, *University of Arizona*

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Technological and cultural shifts are influencing what it means to write, teach, and research. Thus, we as computer compositionists must develop critical frameworks to analyze the impact of such changes on our praxis. In our panel, we will explore these concerns in relation to an articulation of wireless networks and m-learning initiatives, the renegotiation of media frameworks, and the spatialization of text production.

Amy Kimme Hea, *University of Arizona*
Invisible Threads:
Implications of Wireless Networks & M-Learning Initiatives for
Computer Compositionists

Melinda Turnley, *New Mexico State University*
Trajectories, Transmissions, and Transformations:
The Potentials of a Mediological Method

Claire Lauer, *University of Arizona*
Composition as Thirdspace: Reconceptualizing the Potential of Text in
the Classroom

Panel H.4

Writing, Thinking, Gaming

ʻIliahi 128

Moderator: Elizabeth Birmingham, *North Dakota State University*

Amy Clary, *University of Louisiana at Lafayette*

Digital Nature: Representations of Wilderness in Contemporary Computer Games

Drawing on the work of Jean Baudrillard and H. Lewis Ulman, this paper will focus on the significance of fictive computer-game landscapes to an American cultural identity that is still inextricably bound to notions of wilderness, even in the wake of global environmental degradation.

Annie Olson, *LeTourneau University*

Language and Ideology: "Critical Interanimation" in the MOO

Bakhtin argues that all language is ideologically infused. MOOs, worlds made of words, embody ideologies which both shape and are shaped by student writers using the MOO. I will cite student work demonstrating that building in the MOO and MOO dialogue benefit students by promoting critical analysis of linguistic ideologies.

Ron Scott, *Walsh University*

"There is no spoon": Computer Games and Writing

This presentation explores the world of computer games and writing through a university-based gamers group.

Panel H.5

Transitions, Inversions, and Hypertext: How Mentoring Techie Teachers Globalizes Learning and Localizes Technology

ʻIliahi 129

Moderator: Will Hochman, *Southern Connecticut State University*

This session narrates and analyzes tech-enhanced mentoring relationships that honor a variety of pedagogies. After short presentations, open discussion will returns us, and the C&W Conference, to a reconsideration and re-valuation of some of the original energy that brought many of us here in the first place.

Will Hochman, *Southern Connecticut State University*

Hypertext Jeopardy:
Issues for English Departments Beginning to Use Computers and Cyberspace as Learning Space

Diane Masiello, *Southern Connecticut State University*

Technology and its Discontents:
Findings from a Qualitative Study of Student and Teacher Attitudes in Computerized, FY Composition Classroom

Matt Mroz, *Southern Connecticut State University*

Burning Student Humanware:
How a Graduate Teaching Instructor Prepares for Teaching with Computers

Chris Dean, *Southern Connecticut State University*

Mentoring and Being Mentored in Cyberspace:
Transitioning From the Newbie to Mentor and Back Again

Jonathan Alexander, *University of Cincinnati*

"The Word Count":
Using a Student Publication Project on the Web to Mentor a Program

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Panel H.6

Collaboration and the Hybrid Curriculum:
Rethinking General Education Courses in English
Kalia 102
Moderator: Keith Comer, *Idaho State University*

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Keith Comer, *Idaho State University*
Diane Comer, *Idaho State University*
Clark Draney, *Idaho State University*

This session explores ways to collaborate and integrate approaches to computer-assisted instruction in creating a more coherent general studies curriculum in English. We explore how combining the benefits of the electronic word and individual teaching expertise can create the convergences between theory and practice best suited to program development.

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Panel H.7

Administrative Issues in Computers and Writing
Kalia 201
Moderator: Krista Hiser, *Kapiʻolani Community College*

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Paul Bender, *Ohio Northern University*
Technology Planning: Reading into the Future of Administration

By examining technology plans as examples of and opportunities for what James Porter and Patricia Sullivan term institutional critique, we can better prepare ourselves and our departments for developing responsible technology policies.

Dwedor Ford, *University of Arkansas at Little Rock*
Computers and Composition in English Studies:
Attitudes and Issues Concerning Writing Teachers and Writing
Program Administrators

This presentation focuses on findings of a recent study that explored the current concerns of teachers and administrators, adopters and non-adopters alike, regarding the blending of computers and composition in English studies.

Roundtable H.8

Sharing Cultures:
Working and Writing in a Transnational Online Writing Classroom
Kalia 203
Moderator: Amy Hawkins, *Columbia College-Chicago*

Amy Hawkins. *Columbia College-Chicago*
George Bailey, *Columbia College-Chicago*
Rose Blouin, *Columbia College-Chicago*
Suzanne Blum Malley, *Columbia College-Chicago*
Sharon Silverman, *Columbia College-Chicago*

Demonstration H.9

Demonstrations of Technology Development Projects
Kalia 104

See the Demonstrations insert in your conference folder for presenters.

Keynote

Ohiʻa Cafeteria
Keynote Speaker: Douglas Kellner, *UCLA*

Technological Transformation, Multiple Literacies,
and the Re-Visioning of Education

In light of globalization and the proliferation of information and communication technology, I argue that educators need to cultivate multiple literacies for contemporary networked and multicultural societies, that teachers need to develop a range of literacies of diverse sorts, including a more fundamental importance for print literacy, to meet the challenge of restructuring education for a hi-tech, multicultural society, and global economy and culture. Drawing on Dewey, Freire, Illich, and others I argue for a reconstruction of education to increase democratization and to make education more relevant to the challenges of the contemporary era. In particular, I maintain that by introducing multiple literacies to empower individuals and groups traditionally excluded, education could be reconstructed to make it more responsive to the challenges of a democratic and multicultural society.

Picnic

5:00-7:00
KapCC Lawn

At A Glance

8:00 - 9:00	Registration, Mentoring. Coffee and Juice Sign up for Rainforest Hike Ohiʻa
9:15 - 10:30	Session I
10:45 - 12:30	Town Hall Session II Ohiʻa Cafeteria
1:00 - 2:00	CCCC Committee on Computers in Composition and Communication (7Cs) Planning Meeting Kalia 104
2:00 - 4:30	Rainforest Hike Mānoa Cliffs Trail. Sign-up and Instructions at the Registration table.

Panel I.1

Work and Professional Studies Electronic Portfolio Project
Kalia 109
Moderator: Carl Whithaus, *Old Dominion University*

Carl Whithaus, *Old Dominion University*
Mary Beth Lakin, *Old Dominion University*

This paper locates the WPS Electronic Presentation Portfolio Project within national trends towards using eportfolios (Cambridge 2001; Batson 2001); explains how we selected and customized the Open Source Portfolio software to meet our needs; and, reports on the use of the system from student, faculty, IT support, and administrative perspectives.

Panel I.2

From Literacy Gaps to Technological (Literacy) Gaps
Kalia 110
Moderator: Janice Walker, *Georgia Southern University*

Janice Walker, *Georgia Southern University*
Ellen Hendrix, *Georgia Southern University*

This panel will explore the gaps in technological literacy from three distinct vantage points: traditional first-year writing students; students and teachers in different physical locations in distance learning classes; and faculty in a first-year writing program at one particular institution.
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Panel I.3

Writing the Waves of Online Placement
ʻIliahi 128
Moderator: Richard Colby, *Bowling Green State University*

Richard Colby, *Bowling Green State University*
Donna Nelson-Beene, *Bowling Green State University*
Rebekah Shultz, *Bowling Green State University*

Because writing placement has been eliminated from our new student university orientation, our writing program is considering various means of online placement. Along with the positive changes manifest in a move to online writing placement, we intend to open a dialogue on the political, pedagogical, and technological issues involved.

Panel I.4

Effects of the Internet on ESL Writing:
Issues of Research, Intellectual Property and Academic Integrity
'Iliahi 129
Moderator: Faun Evans, *Columbia College Chicago*

Faun Evans, *Columbia College Chicago*
Madeleine Youmans, *University of Alabama-Huntsville*

This study reveals a recurrent theme concerning plagiarism via Internet use in ESL writing. Additionally, it addresses ways in which instructors and administrators may need to revise their pedagogical strategies for dealing with plagiarism and research issues raised by the impact of the Internet on ESL college-level writing.

Roundtable I.5

Connections Across California:
Building an Online Community with UC WRITE,
The University of California Writing Institute
Kalia 203
Moderator: James Donelan, *UC-Santa Barbara*

James Donelan, *UC-Santa Barbara*
Elizabeth Abrams, *UC-Santa Cruz*
Lisa Gerrard, *UCLA*
Patrick McKercher, *UC-Santa Cruz*
John Stenzel, *UC-Davis*

The creation of an informational site on UC writing programs and requirements, http://ucwrite.org, evolved into a forum for discussing teaching and research among the members of an online community, UC WRITE. Collaboration among participants required new modes of communication, providing a useful model for the ultimate function of the site.

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Town Hall Session II

Ohiʻa Cafeteria
Coordinator: David Blakesley, *Purdue University*

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The Politics and Prospects of Publishing in Computers and Writing

Most have heard about the so-called "crisis in academic publishing," which some people say has been precipitated by the interrelated problems posed by the economic structure of university presses, skyrocketing journal costs, shrinking library budgets, and the devaluation of digital publishing. Are the pundits right? If so, have we been complicit? Or have we led the way in changing our circumstances? To encourage frank and lively discussion of the politics and prospects of publishing in computers and writing, we have assembled editors, publishers, and content developers with considerable expertise in professional publishing. The focus will be on raising and discussing the issues with the Computers and Writing audience.

Participants:
Kris Blair, *Bowling Green State University* (*Computers and Composition Online*)
David Blakesley, *Purdue University* (Parlor Press, *The Writing Instructor,* WPA)
Cheryl E. Ball, *Michigan Technological University* (*Computers and Composition, Kairos*)
Nick Carbone, *Bedford/St. Martin's*
Douglas Eyman, *Michigan State University* (*Kairos*)
Gail Hawisher, *University of Illinois at Urbana-Champaign* (*Computers and Composition, New Directions in Computers and Composition Studies*)
James Kalmbach, *Illinois State University* (Author, *The Computer and the Page*)
Charles Lowe, *Florida State University* (*Kairosnews,* Drupal Open Source Development Community)
Colleen Reilly, *University of North Carolina, Wilmington* (*Kairos*)
Cynthia L. Selfe, *Michigan Technological University* (*Computers and Composition, New Directions in Computers and Composition Studies*)

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**CCCC Committee on
Computers in Composition and Communication (7Cs)
Planning Meeting**

1:00 - 2:00
Kalia 104

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Anyone thinking of hosting a future Computers and Writing face-to-face or online conference, or interested in the planning process, is welcome to attend.

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Rainforest Hike

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2:00 - 4:30
Mānoa Cliffs Trail
Hank Snider, *Kapiʻolani Community College*

Hank Snider is trained as a marine zoologist and teaches general biology at Kapiʻolani Community College. He has migrated from marathons to running daily on the Na Ala Hele Oʻahu trail system, which includes the Mānoa Cliffs Trail.

The proposed hike is fairly level, 3-5 miles, and has great views.