List of Presentations with Abstracts

E-Forum Presentations
(for more information visit http://english.ttu.edu/cw/CWO2006/Forum1.html)

Session #1: Feb. 6-10

If evidence from journals and listservs such as TechRhet are any indication, more and more RhetComp academics are becoming involved in the building of information systems, whether building them from scratch or adding to an existing CMS like Drupal, PHPNuke, or XOOPs. In fact, composition-oriented content management systems built by independent professors for classrooms have even become relatively high-profile mainstream media items, with USA Today, C-Net, and Wired all featuring articles in early 2005 regarding this trend, focusing on one of the more successful "homebrewed" systems, Qualrus.

What we'd like to propose is a forum discussion of content management systems made by Rhetoric and Composition professors. The discussion would include topics ranging from practical coding issues to the political aspects of dealing with administrations that want to use proprietary software. The delivery system for this online panel will be forum software that allows discussions on various aspects of creating and using a CMS in an academic environment to take place over the five days of the conference. We would like to host this discussion on our own server while simultaneously mirroring the discussion on the C&W site, so that participants can use either portal for entering the discussion. Discussions will be prompted and spurred on by questions we will present, but participants will be encouraged to start their own threads on topics they are interested in.

Allowing participants to aid in defining the conversation is part of a larger strategy. On our server, the discussions will take place in a XOOPs-based CMS. All participants will be given administrative rights to the site and will be invited to take a hands-on approach to the site, allowing them to explore a CMS they might not be familiar with as well as providing them with places to blog about their experiences and link to their own software for feedback. These discussion can then be mirrored using RSS feeds onto the C&W site, and vice versa.

We hope our discussion will generate enough useful data to then develop a web-based resource for other professors interested in building their own information systems.
Session #2: Feb. 11-15
“(Com)posers or Consumers? A Reconsideration of the Impact of New Media Writing Technologies on Today’s Composition Students.” Dr. Randall McClure, Minnesota State University, Mankato

In their 2003 essay, "Under the Radar...," Danielle DeVoss, Joseph Johansen, Cindy Selfe, and John Williams open with the following question: "What understandings of "text" and "composing" will students bring with them to the college classroom in this decade, especially those students habituated to reading and composing new-media texts?" (157). Now, it is easy for those teaching composition today to comprehend the fact that most students are quite familiar and comfortable with the reading of new-media texts. In teaching in computer environments for nearly a decade, I have observed the steady increase in student comfort level with reading such texts. Unfortunately, students have yet to develop anywhere near the skills needed for or interests in composing new-media texts, despite their pervasiveness in their lives.

This paper presents the initial findings of a survey of more than 500 composition students’ new-media reading and composing practices. One initial finding suggests that today’s students have become primarily, if not exclusively, consumers of new-media texts. Further, it is suggested that students composing with new-media are nothing more than "(com)posers"--students using and reading new-media, but not composing themselves with it, critically assessing it and its influence on culture and literacy practices, or redefining their notions of “text” or “composing” as Devoss et al imply. Much like the "posers" in area skate parks and rock clubs, "com(posers)" have an awareness and perhaps an interest in new-media, but they are far from the cultural center of the technology, simply consuming it on a superficial level.

Work Cited:

Session #3: Combined Feb. 16-20

#7 "Online Work: Theories, Challenges, and Perspectives." Pavel Zemliansky, James Madison University and Kirk St. Amant, Texas Tech University

Online communication technologies (OCTs) are continually changing how we think about both the workplace and business interactions. The ever-increasing availability and accessibility of online workplaces technologies allows employees to perform many tasks outside of traditional workplaces and timeframes. Perhaps one reason for this shift is the advantages offered by virtual organizations - or groups that interact solely through OCTs. Many organizations have reported
high levels of satisfaction related to virtual workplace models. E-work not only changes workplace dynamics, but also appears to reduce absenteeism, bolster employee loyalty, and increase employee productivity.

Theorists and teachers of composition, rhetoric, and professional communication who use computer technology need to be aware of these trends as such awareness will help them better understand the directions of professional applications of OCTs and to prepare their students to understand and use these technologies in the professional world. The proposed panel presentation will review the rise of e-work to prominence, outline current issues and challenges and discuss some practical implications the topic has for teaching and research. As each presenter comes from a different discipline and takes a different approach to OCTs, the overall panel presentation will provide attendees with a more holistic perspective on OCT use as well as present models and methods for using OCTs as a basis for collaborative teaching within and across departments.

and

"Writing on the Computer: Craft or Knack?" Shaun Slattery, DePaul University.
(Note: These presentations are similar, and presenters have been contacted and have agreed to "co-habit" this presentation space.)

How one writes on the computer is highly idiosyncratic. Operational-level choices, such as functionalities, quick-key commands, and input devices, as well as higher-level choices such as personal information management and software, are often the product of highly-individualized experience. But these choices, made either made strategically or as a result of habit, can affect how computer-mediated writing is experienced and the resulting products in significant ways. Richard Young (1980) summarizes classical distinctions between purposeful strategy (craft) or mere habit (knack), calling craft "the knowledge necessary for producing preconceived results by conscious, directed action" and knack "habit acquired through repeated experience" (p.56). Such a distinction is important to teachers of writing.

This disjunct between the way in which a "knack" for computer-mediated writing is learned and our pedagogical goals for helping students become strategic and critical choosers and users of digital technologies is problematic for the field. This presentation will discuss findings from a recently completed study of the mediated composing processes of a group of technical writers and their varying awareness of their own processes. Data from this study - the sheer volume of software and texts and complex, rhetorical information environments - speaks to the complexity of digital writing as it is experienced in the workplace as well as the need to begin to study and describe digital composing process in the hopes of teaching our students conscious directed strategies for writing on the computer.
Session #4: Feb. 21-25

"From Management to Assessment, Reflection to Representation –Exploring the Array of Digital Portfolios' Purposes, Audiences, and Development." Troy Hicks, Michigan State University, Red Cedar Writing Project, and Paige V. Baggett, College of Education, Department of Leadership and Teacher Education, Mobile Bay Writing Project.

Teachers are increasingly faced with the aspiration and/or expectation of providing detailed evidence of knowledge, skills, and abilities through digital portfolios. As teachers represent themselves more and more in digital spaces, there are personal and professional risks and benefits involved in the process. An array of purposes, audiences, and development practices will be considered as the varied representational modes of digital portfolios are presented.

In particular, findings from a multi-year project that questioned how and why teachers compose digital portfolios—as well as their self-perceptions during that process—will be shared. This project adopted an action research stance purposely, framing some of the ethical and methodological reasons for choosing such an approach as part of the transformational experience for the teachers and the researcher. By questioning some of the common (and uncommon) expectations that digital portfolios put on teachers, this discussion will explore some of the assumptions embedded in the evaluation of teachers through new media and implications for teacher preparation programs. Additionally, as one of the institution-driven purposes of providing valid and efficient ways to achieve evidence of meeting standards, the digital portfolio as a management system that facilitates data production for program evaluation will be specifically discussed. In this case, the implications of the need for the assessment results driving the tool selection and digital portfolio development will be considered.

Overall, the intent of this e-forum is to generate scholarly discussion initiated by the research, and experiences, of two university faculty members using the digital portfolio in varied forms, modes of development, and for diverse purposes and audiences.
Symposium Presentations Feb. 18, 2006:
(for more information, visit http://english.ttu.edu/cw/CWO2006/Forum2.html)

10:00-11:00 Presentation Session I (concurrent sessions)

#1—"Blogging Science: The Sociology and Rhetoric of Scientific Knowledge Production Online." Aimee Kendall Roundtree, Univ. of Houston—Downtown

Blogs have gained popularity, influence and controversy. Today, it’s estimated that the Internet contains over four million blogs. Many serve as the writers’ diaries or journals; they share mundane observations and epiphanies. Still others espouse particular political views. Of late, blog have made headway in scientific community. Surprisingly, scientists have embraced the media with minimal self-reflection. A search in popular scientific academic journals and para-publications such as Scientific American and Nature uncovered no heated debates over blog legitimacy to rival those currently underway in broadcast journalism.

My presentation accomplish two ends: (1) to categorize scientific blogs into identifiable and differentiated types and (2) to evaluate how scientific blogging differs from articles, presentations and emails—three other modes of scientific writing and communication. It will examine two objects of study—one from the Los Alamos National Lab and RealClimate—to show that scientific blogs hybridize discursive patterns, rhetorical purposes, and formal components common to multiple traditional scientific genre. Scientific blogs also expose cultural, social and subjective factors influence the production and proliferation of scientific knowledge; to this end, they have both personal and professional implications for scientists. I will use Bazerman, Gross, and Swales to frame rhetorical and linguistic style typical of scientific articles. And I’ll use Hert and Lewenstein, Rzepa, Johnson and Pinch to discuss scientific web sites, emails and presentations.

#2—"Bill Gates: America's #1 Teacher of Writing?" Talinn Phillips, Ohio University.

As Microsoft's WORD program continues to dominate the market, many writing teachers have become concerned about this domination and also question the usefulness of many features. Given that there are more copies of WORD in the U.S. than English teachers (McGee and Ericsson), Bill Gates' inanimate program is quite possibly having a greater impact on Americans' writing than anyone else. A critical examination of WORD's implicit pedagogy therefore has important implications for writers and the teaching of writing. The goal of this synchronous session, then, is to give WORD a comprehensive rhetorical critique. What kind of argument is Word making about the nature of writing? How does it implicitly define “good” writing through its programming choices (Selfe and Selfe)? And as scholars like Welch and Lanham have worked to draw our attention beyond the power of one particular program to the ramifications of word processing itself, it's OAnimportant to ask: How does WORD fit into the larger context of typing words on a "page" instead of writing them?
I will argue that WORD's argument is, essentially, confused—that while many of the more critiqued aspects of the program encourage a product-privileged pedagogy of writing, that other, less discussed components of the program support a more process-oriented pedagogy. Further, that we can understand this confusion as WORD situated in both literacy and secondary orality (Ong). This “and” perspective of the program reflects not only the pedagogies it supports, but also the “and”ness of the medium itself.

#3—"Empowering the Silent Minority: Invisible Students in a Hybrid Writing Class." Robin Evans, Oklahoma State University

While such scholars as Cynthia Selfe, Gail Hawisher, and Todd Taylor have drawn scholarly attention to the dangers and opportunities afforded to at-risk minority students in computer-mediated composition classes, there has been scant attention paid to the impact of technology on the participation of minority students when the instructor herself is a member of a minority group. In this paper, I argue that even as African-American students are more willing to communicate with their African-American instructors, they remain disinclined to voice their opinions to those Anglo students who comprise the classroom majority. I demonstrate that a combination of individual mentoring and online discussion empowers the voices of minority students in the writing classroom and increases their investment in talking and learning about writing. Given educators’ concerns with technology, student retention and the interaction of these two dynamics, such an inquiry seems particularly timely.

My focus is on those students who used technology to integrate their personal identity into their classroom persona. Several minority students, as well as quiet mainstream students, enjoyed the freedom of being honest online without confrontations or interruptions. One African American male student was nearly failing at midterm. With a combination of online communication, as well as tutoring and mentoring after class, he completed the class with a “B” average. Three of the six minority students dropped their enrollment in their second composition class because their current instructors did not blend technology into instruction.

#4 --"Facebook, Online Student Networking, and Strategically Designed Student Selves."

As those of us who teach about emergent media and composition know, it can sometimes be hard to keep up with our students' technological literate practices. Early in 2004, the social networking software Facebook was launched, and it currently supports between 2 and 5 million users. All students in my courses use Facebook, and it is safe to say that almost all college- and high-school-level classes have students who "facebook" one another. Like Myspace, Livejournal, and other online social networking software, Facebook enables the strategic alphabetic and visual presentation of literate selves in networked relationship with other users. Facebook, however, is a particularly scholastic manifestation of social networking software.

Through discussions with my students at the University of Illinois, examination of current online discussions of Facebook, and examination of the forum as a faculty-user, I have compiled a set of working observations about this social networking technology as it is situated in practice. In this presentation I will align those observations with developing analysis from multiple
theoretical frames. By evoking social network theory (as implemented by Lesley Milroy in her Belfast study), I plan to explore the ways Facebook profiles enact and celebrate the strategic representation of the academic "face" (as synecdochic self) while succumbing to auto-representation via a list of predetermined attributes. I also plan to analyze visual representations of the self to the extent that such uses of the visual reveal ways that auto-ethnographic representations now reposition the types of images found by Hawisher and Sullivan (1999). Though I will engage in textual analysis of facebook.com, no identities will be revealed and I will describe only the relationships between platform and conventionalized practice, thus not presenting research about human subjects per se.

11:15-12:15  Presentation Session II
#1—"Making Knowledge in a Multimedia Authoring Minor: The Interface Between Professional Writing & Rhetoric and Computer Science." Paula Rosinski, Elon University.

I will discuss the strengths and weaknesses of a new Multimedia Authoring Minor at my primarily undergraduate liberal arts university and consider what kinds of knowledge it creates. This interdisciplinary minor spans the disciplines of Professional Writing and Rhetoric, Digital Art, and Computer Science. It was designed to address the need for students to develop communication, design, and technology skills in the context of disciplinary content, and its goal is to give students the theoretical and practical experiences necessary to create interactive new media productions. This minor is unusual in that it encourages collaboration among humanities and science students; it brings together faculty from diverse disciplines to co-teach; it works from the assumption that writing, visual design, and computer science are becoming inextricably linked; and it emphasizes that creating new media productions requires authors to make a wide range of rhetorical decisions, not only in terms of content but in terms of technological decisions as well.

I will also consider questions such as: What kinds of assumptions about language, writing, and design do students from different majors bring to the minor? Do students end up with a richer understanding of multimedia writing and the role rhetoric plays in such productions? How might the minor be revised so that it better achieves its goals?

#2—"Pre-History and Image-Making: A Case History Examining Early Design Practices." Lisa Baird, Purdue University North Central

Visual theorists such as Jay David Bolter and Lester Faigley have argued that the increased use of computer-mediated writing compels the field of composition to consider the nature of image-making as a textual practice. These theorists turn to historical examples in order to understand the nature of modern image-making. This paper extends the arguments of Bolter and Faigley by presenting a case history of visual representation from Upper Paleolithic cave drawings. In the past, Upper Paleolithic people created images of their world. Along with images, these artists used symbols as well as pictures, indicating that humans had already begun to formulate abstract signs to stand for language.
In today’s visually-rich digital environment, a study of the early pictorial representations of Upper Paleolithic people gives insight into 1) the interanimation of both images and symbols, particularly with regard to the way in which the technology allows and constrains the messages that are possible; 2) the formalization of textual conventions; and 3) the way images and symbols have been/can be treated in the same space, including interactive engagement with textual messages.

#3 — "Can Blogs Foster an Interest in Writing?: An Analysis of a Blog Assignment in the Composition I Classroom." Rob Koch, Gordon College.

Can blogs be used to encourage writing beyond the Composition I semester? What should a blog assignment look like so that it allows students to build interest in blogging or journaling? Students enrolled in three computer classroom sections of Gordon College’s ENGL 1101: College Composition I during the Fall 05 semester were asked to produce weblogs as part of the course. The students were surveyed at the start, middle, and end of the semester to assess their prior blog/journal experience, their perceptions of the blog assignment at each point, and whether or not the blog activity has encouraged them to continue writing after the semester.

This teacher research study analyzes the collected data to determine the value of the writing assignment for encouraging students to write in journals or blogs after the end of the Composition I course. Since the research pool is composed primarily of non-traditional and academically under-prepared students, the findings are most applicable to open-enrollment and community/junior college communities.


Virtual communities are evolving through media processes such as blogs, web sites, Wiki, WebCT, and gaming. Marginalized voices are emerging through a variety of distinct subcultures. These communities are now gaining rapid world wide interest as social and educational forces, and perhaps even as partakers in redefining how we perceive literacy. The Chronicle of Higher Education has featured a variety of articles discouraging faculty from blogging. Gaming and visual representations are frequently censored in many school computer labs, creating a rich environment for the emergence of subcultures. This surfacing of language, visualization, and sound reinvents how we frame ourselves as writers, communicators, and ultimately human beings.

Writing Ourselves will encourage participants to engage in the virtual stream. The merging of textual and visual methods into the realms of cyberspace will reveal participant communication practices in the growing area of technological discourse.

1:15-2:30  Keynote Conversation
Cynthia Selfe, Fred Kemp, James Inman, and Cheryl Ball. "Computers & Writing—A Discipline?"
What defines Computers & Writing as a discipline? Is it a discipline? What distinguishes it from the discipline of Composition and Rhetoric, for example, or Technical Communication? What research and what theory inform its pedagogy and practice? How are we defined on the job market and then what roles do we play within our academic departments?

Poster Sessions
(for more information visit http://english.ttu.edu/cw/CWO2006/Forum3.html)

#1—"Report of a Video Game Analysis Assignment for First-Year Writing." Stewart Whittenmore and Douglas Eyman, Michigan State University.
This poster describes the implementation and outcomes of an assignment for Michigan State University’s first-year writing course Writing: Science and Technology that tasked students with critically evaluating the learning environment of a video or computer game of their choice using the 36 learning principles identified by James Paul Gee in his book "What Video Games Have To Teach Us About Learning and Literacy." The assignment was given in the context of a class focusing on usability issues in human/technology interfaces and was intended to foster critical reasoning in students by asking them to analytically evaluate the video game as both a technological artifact and as an instance of communication between designers and users.

As with any writing assignment, student work varied in quality: some students exhibited a new understanding of the sophistication of video games as learning tools while others turned in work that was perfunctory and uninspired. Overall however the assignment demonstrated that video games can serve as a viable and motivating focus for first-year writing.

This poster presents the original assignment, displays some of the specific instantiations of Gee’s learning principles identified by students, and highlights what students learned from the assignment. The poster also speculates on potential avenues for future writing assignments focusing on video games and encourages viewers to contribute their own ideas.

#2--Digital Writing Research @ WIDE @ MSU. James E. Porter, Jeff Grabill, Bill Hart-Davidson, Martine Rife, Writing in Digital Media, Michigan State University.

This poster session would feature six or seven of the research projects currently being conducted at or supported by the WIDE Research Center at Michigan State University. These projects constitute a body of work focused on understanding the nature of digital writing and/or on developing new tools and resources to support digital writers and writing teachers. The administrative staff (listed above) would be on hand to answer questions about the projects, as would several other researchers involved in the Center.

One of the projects, "Understanding Digital Filesharing: How Do Content Producers Actually Use Online Material," is a comparative analysis of writing practices, both professionals' and students', to determine how writers are actually using digital material. In contrast to the prevailing public narratives about online "piracy," this project hypothesizes that the vast majority
of writers are using online information in interesting, innovative, collaborative, and creative ways to produce new content, to create new communities, and to promote new forms of knowledge and imaginative activity. Another project to be featured, "Grassroots," is an action-research project focused on developing mapping tools to support invention for people in communities. Researchers have developed an asset mapping tool as a response to community needs. The project will follow the development of the tool, focusing on how it is used for invention and as a support for the writing activities of community groups.

(Note: This poster session will have seven "nodes." http://www.wide.msu.edu/poster_session.)

#3—"Moving Beyond Dichotomy: Research, Debate, and Discussion Boards." Joseph Conroy, Pond Road Middle School, National Writing Project Rutgers University

I wanted to create a writing assignment where the students would be required to research, write for an audience, create a policy, debate a topic citing facts and prior research to support their claims. At the same time, I wanted to prepare the students for the quick-paced and high-output type of writing that email demands. Challenge them to move the students away from the phonetic and cryptic lingo often used in instant message conversations, and be able to compose thoughts online in grammatical English.

These thoughts combined to create this assignment. I first registered my discussion board, http://conroysclass.proboards39.com/ , and within an hour created an online learning environment. My students used Big Chalk's eLibrary to research periodicals for the current event of "recess in the wake of high stakes testing". They posted one journal article that would support, and another that would run contrary to a middle school recess period. Citations were created using the Landmark Project's Citation Machine. The students could either support or refute the position that the middle school should implement a recess period. Those in favor were required to write a policy that would address the given current schedule, staff, and budget. Students than challenged each other's arguments using their research to support their claims. All in all this assignment not only addressed writing, and technology, but also awakened the idea that the world is not dichotomous. Many students realized that although they supported the philosophy of recess, creating a sound policy came at a great compromise.


With all the advances digital technology brings to the writing classroom, one aspect that receives little attention is the pedagogical role of an assignment’s directions beyond the writing prompt. Applying the principles of Universal Design for Learning (UDL) offers a path to rethink the role and function of the instructions. Universal design began as an architectural concept for making the exterior world more accessible to people with disabilities from the planning stage rather than as retrofitted additions. These changes in the design ended up benefiting all users, not just those
with disabilities. Like the many users of a building, students come into the college classroom with a diverse range of skills, abilities, disabilities, and needs. UDL challenges instructors to design curriculum and instructional tools that maximize accessibility and learning.

Drawing on a case study of UDL enhanced directions used in both a face-to-face and a hybrid first-year writing course, this poster session will demonstrate how the structure, design, and purpose of the directions were reconfigured in terms of usability, flexibility, and portability. One of the cornerstones of UDL is the strategic use of digital technology to make learning, not just information, more accessible. UDL enhanced instructions make the most of being digital through multi-modality, dual coding, and hyper-links. In all writing assignments, the directions play a crucial role in presenting the prompt, context, audience, formatting, and stylistic requirements of the finished product. By applying UDL principles, writing assignment instructions can better meet the needs of all students.

#5—"Is There a Wiki in this Class?: Wiki's and the Future of College Composition Textbooks." Matt Barton, St. Cloud State University.

Although Wikipedia is obviously the most recognized and talked about wiki project, Wikibooks, a sister project, is in some ways more interesting for those of us teaching and theorizing composition. The goal of wikibooks is to enable collaborators (many of whom are professional instructors) to build free textbooks on every imaginable subject. Already, there are dozens of great wikibooks on subjects as disparate as learning Chinese to beating the latest first-person shooter. This fall, I decided to join those already using wikibooks as a class project. Specifically, I am having the students in my Computers and English course develop a comprehensive textbook for use in first-year composition courses. I have also invited my colleagues and anyone else interested in helping out, and have been pleasantly surprised by the number of external contributors who have helped us format our text and offer their feedback on its development. My goal for the project is threefold—one, most of my students are future teachers, and developing these teaching materials may help them better understand the scope of composition. Secondly, this project will give them firsthand experience working with an exciting new online collaborative technology—the wiki. Finally, I would like to offer compositionists (and their students) an attractive alternative to the excellent, yet expensive, commercial textbooks so widely used in our colleges and universities. So far, the theorists who have best helped me understand my project (and the wiki phenomena in general) are Habermas, Lyotard, and Andrew Feenberg. What I propose is to provide the audience with an overview of the project (which as of now is still ongoing), a theoretical rationale for it, a discussion of the results, and some advice and suggestions for anyone interesting in pursuing a similar project.

**Additional Synchronous session**
--to happen within another interface and at a different time than the Symposium on Feb. 18th.

Tuesday, February 7th "Tuesday Night Café Reunion." Hosted by Tari Fanderclai 8-9 PM (EST) in TTU MOO.
Tuesday, February 14th at 6:00 pm (CST): GRN Event!
Professionalization: Preparing for the job, Getting the job, Keeping the job
In this Valentine's day special, Janice Walker, Cheryl Ball, and Kristin Arola of MTU discuss the "do's" and "don'ts" of professional development. Held in TTU MOO.

Feb. 22 7-8:30 (EST) "The Understated Future: BrightMOO, New Media and Liminality."
Kevin Moberly, North Carolina Weslayan College. To be held in AcadianaMOO

In his work The Language of New Media, Lev Manovich writes "the computerization of culture not only leads to the emergence of new cultural forms such as computer games and virtual worlds; it redefines existing ones such as photography and culture" (9). To Manovich, then, New Media is a liminal construct. Caught between the achievements of the technological past and the aspirations of the technological future, New Media exists in the present tense as a montage of overlapping and often conflicting cultural, economic, and sociopolitical structures—structures that, as Ken McAllister writes about the computer game complex, are at the nexus of a number of dialectical struggles that determine how New Media is produced and in turn, how New Media works to produce meaning (9).

Using Manovich’s "Five Principles of New Media" (27) and McAllister's "Grammar of Gamework" (27) to understand the dynamics of these struggles, this synchronous poster session is designed to simultaneously showcase the possibilities of BrightMOO, a three-dimensional graphical MOO interface, and to foster a discussion of how BrightMOO’s possibilities are influenced and at times restricted by the very MOO technology it hopes to supplement. Conceived as a wide-ranging MOO discussion/experiment, the goal of this session is ultimately to lay the groundwork for what Ken McAllister calls a "praxis that follows critique" (9)—a theoretical conversation that not only helps scholars identify the rhetorical forces that intersect in BrightMOO and other emerging forms of New Media, but that helps scholars identify locations where they can exert influence on the dialectical struggles that define New Media and thus shape the way New Media is produced and the way it produces meaning.

Thursday, February 23rd at 6:00 pm (CST): GRN Event
Research Methods in Computers and Writing
Becky Rickly and Angela Eaton discuss the promises and perils of conducting research in the academy and the workplace. Held in TTU MOO.