4th National Basic Writing Conference

Critical Issues in Basic Writing: 1992

October 8-10, 1992
University of Maryland at College Park

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THURSDAY, OCTOBER 8

Registration, 3:00-9:00 PM

6:30-9:00 PM   Starting Places Buffet Dinner (ticket needed)
Chesapeake Room, Main Floor

> Chair: Carolyn Kirkpatrick, York College/CUNY
>
> Speaker: Peter Dow Adams, Essex Community College, MD
> "Telling It Like It Is: 'Success' Stories in Basic Writing"

Cash Bar 9:00-11:00 PM

FRIDAY, OCTOBER 9

Registration, 8:00 AM-1:00 PM

Book Exhibits, Second Floor Concourse, 9:00 AM-5:00 PM

8:00-8:45 AM   Breakfast Buffet (ticket needed)
Chesapeake Room, Main Floor

9:00-10:15 AM   Opening Session
Auditorium, Main Floor

> Chair: Eugene Hammond, University of Maryland, College Park
>
> Welcome: Robert Griffith, Dean of Arts and Humanities, University of Maryland,
> College Park
>
> Keynote Address: David Bartholomae, University of Pittsburgh
> "The Tidy House: Basic Writing in the American Curriculum"

10:30-11:45 AM   Session A: Concurrent Panels and Workshops
See Session A Listing, page 3.

12:00-1:00 PM   Luncheon (ticket needed)
Chesapeake Room, Main Floor

> *Journal of Basic Writing* Editors Bill Bernhardt and Peter Miller:
> Presentation of the Mina P. Shaughnessy Writing Award.

1:00-2:15 PM   Session B: Concurrent Panels and Workshops
See Session B Listing, page 4.

2:30-3:45 PM   Session C: Concurrent Panels and Workshops
See Session C Listing, page 6.

4:00-5:45 PM   Plenary 1: Critical Issues in Basic Writing
Auditorium, Main Floor

> Chair: Suellynn Duffey, CBW Chair
>
> Tom Fox, California State University, Chico
> "Negotiating Standards"
>
> Jerrie Cobb Scott, Central State University, OH
> "Literacies and Deficits Revisited"
>
> Jeanne Gunner, UCLA
> "The Status of Basic Writing Teachers Within the Profession: Do We Need
> a Maryland Resolution?"

5:45 PM   Reception (ticket needed)
Founders Room, Main Floor

Evening: Optional excursion to Washington DC

SATURDAY, OCTOBER 10

Breakfast on your own. Breakfast is served from 7:00 AM in the Mount Clare Room of the Conference Center.

Registration, 8:00-11:00 AM

Book Exhibits, Second Floor Concourse, 9:00 AM-2:00 PM

9:00-10:15 AM   Session D: Concurrent Panels and Workshops
See Session D Listing, page 8.

10:30-12:15 PM   Plenary 2: Critical Issues in Basic Writing
Room 2102

        Chair: Peter Dow Adams, CBW Immediate Past Chair

        Karen Greenberg, Hunter College/CUNY
"The Politics of Assessment"

        William Jones, Rutgers University, Newark, NJ
"Dealing with Error Honestly"

        Mary Jo Berger, Randolph-Macon College, VA
"Funding and Support for Basic Writing Programs: Why Don't We Have Any?"

12:30-1:15 PM   Box Lunch (ticket needed)
Room 2102

1:30-4:30 PM   Session of the Whole: Critical Issues in Basic Writing
Room 2102

        Moderator: Lynn Troyka, Queensborough Community College/CUNY

        A conference debriefing: Participants are invited to engage in exchange with the conference speakers, clarifying issues raised and raising others that have been topics of concern during our time together. With breakout sessions for conversation in smaller groups.

SESSION A: Panels and Workshops

A.1 Cross-Placement Collaboration In Basic and Honors Writing Courses
Room 2100

Suellynn Duffey, Ohio State University
"Pairing Basic and Honors Writing Courses"

> Theoretical and political frameworks that undergird the cross-placement collaborations.

Mary Kuhner, Ohio State University
"Cross-Placement Collaborations: The Ethnography Syllabus"

> Discussing one version of the pairing project in which the students perform ethnographic studies of campus communities.

Kay Halasek, Ohio State University
"Cross-Placement Collaborations: The Literacy Syllabus"

> Discussing a second version of the pairing project in which the courses follow a syllabus based on literacy studies.

A.2 Workshop: Reading Student Writing in a FAC Course
Room 0109

Chair: Neil Saye, Georgia Southern University

Workshop Leader: Sylvia Robins, Delta College, MI

> The *Facts, Artifacts, and Counterfacts* approach to basic reading/writing instruction calls on us to become better readers of our basic students' texts. We'll explore some ways to do that in this workshop.

A.3 Rereading Shaughnessy
Room 0105

Chair: Kay Puttock, Mankato State University, MN

Min-zhan Lu, Drake University, IA
"Reading *Errors and Expectations* from the Borderlands"

> Discusses dissociation of linguistic difference and political conflict in *Errors and Expectations*.

Patricia Laurence, City College/CUNY
"The Way It Was: The Politics of Place in *Errors and Expectations*"

> Mina Shaughnessy's transformation of the guiding metaphor of error and the politics of place.

Pamela Gay, SUNY/Binghamton
"Rereading Shaughnessy from a Postcolonial Perspective"

> Shaughnessy metaphorically likened the experience of BWs to that of "uncultured natives" under European colonization; taking the metaphor seriously invites us to consider the implications for teaching in a postcolonial classroom.

A.4 Workshop: Publishing with Basic Writing Students
Room 2104

Workshop Leaders: Susan Andrews and John Creed, University of Alaska, Fairbanks
"An Alaska-Grown Publishing Project to Develop Minority Writers"

> How a writing project in the arctic that publishes the work of Eskimo, Indian, and Aleut student writers can be adapted to any multicultural classroom.

A.5 Questioning Authority
Room 2110

Chair: Nancy Whichard, George Washington University

Lisa I. Schwartz, University of Pittsburgh
"Unconventional Readings: Didacticism, 'Testifyin' ' and the Construction of Authority"

> We need to learn how to read the didactic essay of the student writer as evolving out of a complex reader/text relation which questions the current construction of "authority."

Amy Goodburn, Ohio State University
"'Stop Silencing Me with Your Emancipatory Discourse': Negotiating Student Authority in a Basic Writing Classroom"

> I will discuss using metadiscourse in writing classrooms to enact a critical pedagogy.

A.6 Assessment/Evaluation
Room 2102

Chair: Shirley Logan, University of Maryland, College Park

Barbara Gleason, City College/CUNY
"Student Texts/Student Lives: Some Consequences of the CUNY Writing Assessment Test for Students at City College"

> Discussion of the CUNY WAT and its hazards for students writers at CCNY, with a special focus on students who repeatedly fail the test.

Elizabeth D. Burris, Stanford University, CA
"The Role Interest Plays in Evaluation of Student Writing"

> How teachers' inherent interests interact with interesting textual elements to influence evaluations of high school students' compositions.

Gail Wood, College of Staten Island/CUNY
"What Do We *Really* Look for in Student Writing?"

> Results of the ongoing holistic assessment project of the English Skills Center at the College of Staten Island show that affective accomplishment parallels academic accomplishment.

A.7 Computer-Assisted Writing Instruction
Room 2112

Chair: George Oliver, University of Maryland, College Park

Cynthia Walker, East Texas State University
"Overcoming Dyslexia Through Computer Assisted Instruction"

> Looking at dyslexic writers and how CAI helps these students improve their writing.

Session A.7, continued: Computer-Assisted Writing

Alisse Portnoy, University of Maryland, College Park
"Computers in the Basic Writing Class<u>room</u>"

> Describing a BW class that dedicates 40% of its class
> meetings to the computer lab: demonstrations of
> collaborative papers, copia exercises, and revision.

Workshop to follow: Computer software, technology in the lab,
teaching students how to use computers . . . . Plan to
participate.

SESSION B: Panels and Workshops   Friday 1:00–2:15 PM

B.1 Portfolio Assessment for Basic Writers: An Overview and Workshop
Room 2100

Workshop Leader: Audrey Roth, Miami-Dade Community
College, FL

> The portfolio approach: application to BWs; examples of
> how portfolios can be used by one teacher in one course or
> throughout an entire department; practical difficulties and
> tips from veterans; issues related to using portfolios.

B.2 Redesigning Basic Writing Programs
Room 2110

Chair: Kim Flachmann, University of California, Bakersfield

William B. Lalicker, Murray State University, KY
"Basic in the Basement: Identifying, Confronting, and
Transforming a Dysfunctional Program"

> Using a case-study approach, this presentation will identify
> four signs of dysfunction in a BW program and propose
> specific solutions.

Stanley Dambroski, University of Maryland, College Park
"Positioning Ourselves in the Academy: Problems and Strategies
for Basic Writing Programs in the 1990s"

> Working in the Circle of Influence rather than the Circle of
> Concern will enable BW professionals to negotiate from a
> position of strength, benefitting programs and students.

R.J. Willey, Oakland Community College, MI
"Implementing the Paradigm Shift in a Basic Writing Program"

> The pains and pleasures of shifting a BW program from the
> current-traditional model to a contemporary model.

B.3 The Politics of Error
Room 0105

Chair: Elaine Lees, Carlow College, PA

Marlene R. Miner, Raymond Walters College, University of
Cincinnati
"'What Does It Matter How I Write?': Critical Choices for Basic
Writing Instruction"

> Through readings, responses, and journals, students explore
> the personal, academic, and political implications of

language skills acquisition.

Steve Parks, University of Pittsburgh
"Owning A Language in 1992: Re-Situating the Students' Right
Resolution"

> A re-situating of the Students' Right to Their Own Language
> resolution in light of new cultural studies theory and new
> situation of USA in '92.

Bruce Horner, Drake University, IA
"Teaching Editing and the Negotiation of Power"

> Argues for pedagogies that teach editing as a process by
> which students can negotiate social power relations.

B.4 Written Language Acquisition: Linguistic/ESL Perspectives
Room 2102

Chair: Linda Coleman, University of Maryland, College Park

Marilyn N. Silva, California State University, Hayward
"A Linguistic Approach to ESL Writing"

> "Covert categories" in English phrase structure and lexicon
> contribute to entrenched error in the writing of ESL college
> students.

Starla Anderson, Vancouver BC School Board
"The Acquisition of Academic Discourse: Oral and Written"

> Academic discourse is challenging for most students; for
> many, it may be most effectively acquired through an
> interactive talk/write process.

Adele MacGowan-Gilhooly, City College/CUNY
"Fluency First in ESL Writing: Implications for Basic Writers"

> A summary of the Fluency First project at City College and
> discussion of activities used with this approach.

B.5 Welcoming Diversity
Room 0109

Chair: Patricia Saunders, University of Pittsburgh

Kate Mangelsdorf, Univerity of Texas, El Paso
"Latino Basic Writers: Tensions Between Ethnicity and Gender"

>Describes some of the tensions Latino/Latina BWs experience and suggests how teachers can use these tensions constructively.

Carol Peterson Haviland, Milton Clark, California State University, San Bernardino, and Carol Miter, Riverside Community College, CA
"Sharing Students' Language: Using Non-English Texts in Basic Writing Classrooms"

>Using Spanish, Chinese, and French in addition to English texts embraces diversity and shifts privilege and power.

Rashmi Bhatnagar, University of Pittsburgh
"A 'Culture Studies' Approach to Basic Writing"

>The ethnographies BW students wrote on popular or academic literacies help to theorize a "culture studies" approach to BW.

B.6 Curriculum Design
Room 2112

Chair: Marion van Nostrand, Northeastern University, MA

Julia Fogarty and Roz Weedman, Delta College, MI
"Engine English: A Team Taught Course for Auto Technology Students Using the Car as Metaphor for American Culture"

>A course incorporating FAC pedagogy: discussion of course organization, texts, assignments, ånd student writing.

Alisse Portnoy, University of Maryland, College Park
"Collaboration, Computers, and *Sports Illustrated*"

>A non-traditional curriculum combining collaboration, computers, and *Sports Illustrated*, evaluated through quality/quantity of student writing, participation and response, and Daly-Miller Writing Apprehension scale.

Katherine Leake, University of Wisconsin-Madison
"'Only Connect': Sequencing Assignments in Basic Writing Courses"

>Principles of narrative theory offer a model for developing a "plotted" BW course in order to help students transcend the often fragmented nature of their educational experiences.

B.7 Reading Student Texts
Room 2104

Chair: Rachel Donner, York College/CUNY

Laura Rogers, Albany College of Pharmacy, NY
"The Politics of Student Texts: Writing in a Prison Writing Class"

>Texts from a prison writing class, looked at through an "ideological" lens to examine questions of power, privilege, and ideology in student writing.

Carol Ann Linn, Santa Monica College, CA
"Incoherence as a Function of the Real/Abstract Blur"

>An analysis suggesting that BWs have difficulty separating the goal-oriented essay from the real experiences abstracted in it.

Jeffrey Berger, Community College of Philadelphia
"Saying and Doing: An Analysis of Student and Faculty Discourse"

>Students and faculty use different languages to discuss student essays.

B.8 Tapping the Potential of Hypertext
Room 0101

Chair: Susan Nickens, University College, University of Maryland

Joan S. Latchaw, Shepherd College, Shepherdstown, WV
"Critical Writing, Critical Reading, and Hypertext"

>A hypertext application, *The Borges Quest*, designed to help BWs think critically about texts—their own, and others that they read.

Jeffrey Galin, University of Pittsburgh
"The Tale of *The Borges Quest*: Re-envisioning Basic Writing through Hypercard"

>A glimpse of the possibilities of this new technology: Using a hypertext application in the BW classroom and the concerns students and teachers faced in the process.

Richard Siciliano, Charles County Community College, MD
"The Virtual Library: A Hypertext Library Research Simulation"

>Demonstration of a computer simulated tour of a college learning resource center, using hypermedia technology.

C.1 Overviews of our Profession
Room 0105

Chair: Leigh Ryan, University of Maryland, College Park

Sally Harrold, Southwestern Oregon Community College
"The Basics in Theory/Pedagogy for Basic Writing Teachers"

> A selective bibliographic essay/overview of theory and
> pedagogy in BW by the compiler of the bibliographies for *A
> Sourcebook for BW Teachers*.

Elaine Schear, Roxbury Community College, MA
"Against Invisibility: Perspectives on Learning and the Learner in
the Professional Literature of BW Instruction"

> A critical review of the literature that has influenced BW
> instruction since the 1960s from three perspectives:
> remedial, cognitive-developmental, and exploratory.

Mindy Wright, Ohio State University
"What Are They Doing Down the Hall? A Taxonomy of Basic
Writing Theories"

> As a first step in looking at the relationship between BW and
> first-year composition, this presentation will suggest one
> taxonomy of theories underlying the teaching of BW.

C.2 Publication Workshop for Teachers of Basic Writing
Room 2100

Workshop Leaders: Bill Bernhardt, Peter Miller, and Editorial
Board Members, *Journal of Basic Writing*

> *JBW* Editorial Board members will discuss with participants
> their experiences of the manuscript reading process: What
> do they look for in the manuscripts they review? What
> makes them want to read on? Common weaknesses of
> papers submitted for publication and how to avoid them;
> using reader feedback to improve your chances of
> publication.

C.3 Reading Text(book)s
Room 2101

Chair: Ruth Sabol, West Chester University, PA

Kelly R. Belanger, Youngstown State University, OH
"Basic Writing Textbooks of the 1990s: 'The Remedial Racket'
and Beyond"

> Analysis of fifty BW textbooks published since 1990: What
> they imply about the directions in which BW instruction is
> currently moving.

David Elias, Eastern Kentucky University
"The Construction of Exercise: Basic Writers at Practice"

> The cognitive demands of workbook exercises and the
> strategies students use to complete them are analyzed from
> a sociocognitive perspective.

Dennis Shramek, Castleton State College, VT
"Is There a Reader in This Handbook?"

> The handbook construction of readers invites us to consider
> once again the relationship between reading and BW.

C.4 Orality and Literacy/Literacy Histories
Room 2104

Chair: Stephen Murabito, University of Pittsburgh, Greensburg

Mary Ann Janda, Utica College of Syracuse University, NY
"Basic Writers Understanding Themselves: Personal Writing
Histories"

> How BW students empower themselves as they compose
> and share personal writing histories.

Charles Coleman, York College/CUNY
"Basic Writers and Developmental Writing Beyond Basic Writing
Programs"

> Sociolinguistic autobiographies of students who have
> successfully completed the BW sequence help students and
> teachers contextualize notions that all writing, and indeed all
> learning, is developmental.

Cheryl Forbes, Calvin College, MI
"Reading an Upper-Level Basic Writer: A Protocol"

> Ways for teachers to read writing that melds oral and written
> discourse strategies, focusing on an upper-level BW as
> example.

C.5 Experiences with Portfolio Assessment
Room 2112

Chair: Dolores Straker, York College/CUNY

Susanna Rich, Kean College, NJ
"Test Me, Test Me Not: Portfolio Assessment of Basic Writers"

> Describing a portfolio assessment project in developmental
> writing at Kean College.

Yitna Firdyiwek and Mary Regan, Northern VA Community
College
"The Northern Virginia Community College Writing Portfolio
Project"

> Describing a portfolio project in basic and ESL writing
> courses at a two-year college.

Craig Paulenich and Kristen Figg, Kent State University/Salem
Campus
"Portfolio Assessment in Basic Writing Courses: Nuts and Bolts"

> The changes (philosophical, pedagogical, and
> administrative) incumbent in a shift from more traditional
> methods of assessment to portfolio readings.

C.6 Perspectives on the "Facts, Artifacts, and Counterfacts" Approach
Room 0109

Chair: Kathleen Carroll, Essex Community College, MD

Curtis E. Ricker, Patricia Price, Margaret McLaughlin, Georgia Southern University
"*Facts, Artifacts, Counterfacts*: An Assessment of a Modified Model"

> The presentation will discuss the evaluation of a modified FAC model currently in use.

Christine Olson Davis, Boise State University, ID
"Read to Write: Why It Works"

> A theoretical basis for reading in the writing classroom is explored through theories from second-language acquisition, modeling theory, and schema theory.

Lisa Golding, Texas A & M University
"Redesigning the Composition Classroom"

> Adapting FAC theory to a nontraditional classroom.

C.7 Personal Writing/Academic Writing
Room 2110

Chair: John Schilb, University of Maryland, College Park

Karen S. Uehling, Boise State University
"Coming Back to School: Adult Learners and Personal Writing"

> Personal writing presents a critical point of entrance for adult learners in BW.

Vincent Casaregola, St. Louis University, MO
"Personal Writing & Basic Writing: Some Reconsiderations"

> Exploring some ways in which personal writing can be considered fundamental, not merely introductory.

Joseph Harris, University of Pittsburgh
"Students as Intellectuals"

> Ways of helping students image themselves as intellectuals through a critical examination of their own experiences with popular culture, arguing against the split in our profession between those who want students to learn the rudiments and conventions of academic discourse and those who want them to write from personal experiences.

C.8 Computer Applications
Room 0101

Chair: Genie Babb, University of Alaska, Anchorage

Sandra R. Woods, Fairmont State College, WV
"The Eyes Have It: Visual Techniques for Teaching Coherence"

> Presentation of visual techniques for helping students recognize and achieve coherence.

Patricia F. Dickinson, SUNY/Buffalo
"Feedback that Works: Electronic Conferencing"

> Electronic conferencing providing students with computer generated individualized suggestions and strategies can result in an increase in content/organizational revision.

David A. Tillyer, City College/CUNY
"World Peace and Natural Writing Through Email"

> Using electronic mail pen pals to promote natural writing and motivation in ESL classes, with both lower- and upper-level writers.

SESSION D: Panels and Workshops

D.1 Workshop: Caleb Gattegno and Basic Writing
Room 0109

Workshop Leaders: Bill Bernhardt, Peter Miller, and Gail Wood, College of Staten Island/CUNY

> A practical approach to BW inspired by the work of Caleb Gattegno emphasizes working on ourselves as the basis for working with other learners.

D.2 Three Developmental Perspectives
Room 2102

Chair: Susan Oswald, University of Maryland, College Park

Marilyn S. Sternglass, City College/CUNY
"How Mainstream Composition Theory SHOULD Apply to Basic Writers"

> BW students need to practice complex reasoning tasks, just as they need practice with reading, writing, and sentence-level matters.

Sallyanne H. Fitzgerald, University of Missouri-St. Louis
"An Old/New Theory Base for Teaching Basic Writing"

> Using whole language theory in the BW class offers a way to help students move toward competence.

Karin Evans, Purdue University, IN
"Developmental Theory in the Basic Writing Context"

> Lifespan developmental theory emphasizes the complex position of the BW in the academic setting, rather than reducing that complexity (as do some theories of development) by imposing a pattern of cognitive or intellectual growth.

D.3 Successful Basic Writers
Room 2112

Chair: Jeanne Fahnestock, University of Maryland, College Park

Eleanor Agnew, Georgia Southern University
"Former Basic Writers Report From the Workplace: Implications for Curriculum Changes"

> Results of a survey and interviews with former BWs who graduated from college; implications for abolishing freshman English's role as a screening device to prevent poor writers from continuing in college.

Sara Garnes, Ohio State University
"Literacy Histories of Basic Writers and Honors Students"

> A report on the literacy histories of BWs and honors students to identify factors that have enabled the BWs to succeed in college.

Charles Lund, University of the District of Columbia
"Successful Students: What They Can Teach Us"

> A case study of successful students in an open admissions university and some implications for teaching BW.

D.4 Responding to Student Writing
Room 1109

Chair: Paul Lux, Montgomery Community College, MD

Frances Zak, SUNY/Stony Brook
"Responding To Papers Of Basic Writers: When Less Is More"

> A nontraditional approach in which responding becomes a collaborative activity and part of a larger process of students developing literacy skills.

Judy L. Martin, Missouri Western State College, and Lisa J. McClure, Southern Illinois University, Carbondale
"Digging Out From Under the Paper Load: Collaborative Responding to Student Writing"

> Working together on responding to student texts not only facilitates the task but also offers students more substantive feedback.

D.5 Writing to Learn with Basic Writers
Room 2100

Chair: Nancy Shapiro, University of Maryland, College Park

Kathleen Carroll and Lynda Salamon, Essex Community College, MD
"'Write to Learn' in the Composition Class"

> After briefly discussing the theory of 'write to learn,' the presenters will offer practical applications from their own classrooms.

Grace E. Collins, Howard Community College, MD
"Are Write-to-Learn Strategies Appropriate and Effective for Basic Writers?"

> Tailoring write-to-learn strategies to turn reluctant, inexperienced writers into enthusiastic, effective writers; a new learning environment for urban, at-risk students.

Al Starr, Essex Community College, MD
"Using Writing Across the Curriculum in Developmental English"

> How writing-to-learn strategies and ideas adapted from faculty in English and other disciplines enliven a developmental English class.

D.6 Rethinking "Grammar" Instruction
Room 2104

Chair: Rosalind Hingeley, Hampden-Sydney College, VA

Janet Gilbert, Delta College, MI
"Language in Orbit: The Sentence/Discourse Connection"

> BWs can strengthen their sense of form in written language by working with recurring language processes in the sentence and the discourse.

Session D.6, continued: Rethinking "Grammar"

Linda Mahin, Towson State University, MD
"Combatting Basic Writing Error: From Theory to Practice"

> Applying Kolln's rhetorical grammar; arguing that a
> knowledge of basic grammar reduces error and contributes
> to stylistic awareness.

Alice Deakins, William Patterson College, NJ, and Robert
Viscount, Kingsborough Community College/CUNY
"Grammar for Writers: The Pedagogy of Commas and Periods"

> A minimalist approach: Writers need to know very little
> about sentence structure in order to punctuate correctly.

D.7 Double-Entry Logs: A Workshop
Room 1101

Workshop Leaders: George L. Davis and Arthur B. Powell,
Rutgers University, Newark

> The how-to's of double- and multiple-entry logs as
> intellectual tools prompting focused, reflective response to
> text—with hands-on illustration and student examples.
> Using double-entry logs in BW, as a prompt for revision.
> Using multiple-entry logs in mathematics instruction, to help
> students attend to details of mathematical texts and make
> sense of mathematics. How we have used these dialectical
> tools to implement a common philosophy and pedagogy
> within a multidisciplinary program.

Acknowledgments

PROGRAM PARTICIPANTS

Adams, Peter (Essex Community College, MD), Starting Places, Plenary 2
Agnew, Eleanor (Georgia Southern University), D.3
Anderson, Starla (Vancouver BC School Board), B.4
Andrews, Susan (University of Alaska, Fairbanks), A.4
Babb, Genie (University of Alaska, Anchorage), C.8
Bartholomae, David (University of Pittsburgh), Opening Address
Belanger, Kelly R. (Youngstown State University, OH), C.3
Berger, Jeffrey (Community College of Philadelphia), B.7
Berger, Mary Jo (Randolph-Macon College, VA), Plenary 2
Bernhardt, Bill (College of Staten Island), Friday Luncheon, C.2, D.1
Bhatnagar, Rashmi (University of Pittsburgh), B.5
Burris, Elizabeth D. (Stanford University, CA), A.6
Carroll, Kathleen (Essex Community College, MD), C.6, D.5
Casaregola, Vincent (St. Louis University, MO), C.7
Clark, Milton (California State University, San Bernardino), B.5
Coleman, Charles (York College/CUNY), C.4
Coleman, Linda (University of Maryland, College Park), B.4
Collins, Grace E. (Howard Community College, MD), D.5
Creed, John (University of Alaska, Fairbanks), A.4
Dambroski, Stanley (University of Maryland, College Park), B.2
Davis, Christine Olson (Boise State University, ID), C.6
Davis, George L. (Rutgers University/Newark), D.7
Deakins, Alice (William Patterson College, NJ), D.6
Dickinson, Patricia F. (SUNY/Buffalo), C.8
Donner, Rachel (York College/CUNY), B.7
Duffey, Suellynn (Ohio State University), A.1, Plenary 1
Elias, David (Eastern Kentucky University), C.3
Evans, Karin (Purdue University, IN), D.2
Fahnestock, Jeanne (University of Maryland, College Park), D.3
Figg, Kristen (Kent State University/Salem Campus), C.5
Firdyiwek, Yitna (Northern VA Community College), C.5
Fitzgerald, Sallyanne H. (University of Missouri-St. Louis), D.2
Flachmann, Kim (University of California, Bakersfield), B.2
Fogarty, Julia (Delta College, MI), B.6
Forbes, Cheryl (Calvin College, MI), C.4
Fox, Tom (California State University/Chico), Plenary 1
Galin, Jeffrey (University of Pittsburgh), B.8
Garnes, Sara (Ohio State University), D.3
Gay, Pamela (SUNY/Binghamton), A.3
Gilbert, Janet (Delta College, MI), D.6
Gleason, Barbara (City College/CUNY), A.6
Golding, Lisa (Texas A & M University), C.6
Goodburn, Amy (Ohio State University), A.5
Greenberg, Karen (Hunter College/CUNY), Plenary 2
Gunner, Jeanne (UCLA), Plenary 1
Halasek, Kay (Ohio State University), A.1
Hammond, Eugene (University of Maryland/College Park), Opening session
Harris, Joseph (University of Pittsburgh), C.7
Harrold, Sally (Southwestern Oregon Community College), C.1
Haviland, Carol Peterson (California State University, San Bernardino), B.5
Hingeley, Rosalind (Hampden-Sydney College, VA), D.6
Horner, Bruce (Drake University, IA), B.3
JBW Editorial Board Members, C.2
Janda, Mary Ann (Utica College of Syracuse University, NY), C.4
Jones, William (Rutgers University, Newark), Plenary 2
Kirkpatrick, Carolyn (York College/CUNY), Starting Places
Kuhner, Mary (Ohio State University), A.1
Lalicker, William B. (Murray State University, KY), B.2
Latchaw, Joan S. (Shepherd College, Shepherdstown, WV), B.8
Laurence, Patricia (City College/CUNY), A.3
Leake, Katherine (University of Wisconsin-Madison), B.6
Lees, Elaine (Carlow Hill College, PA), B.3

Participants, continued

Linn, Carol Ann (Santa Monica College, CA), B.7
Logan, Shirley (University of Maryland, College Park), A.6
Lu, Min-zhan (Drake University, IA), A.3
Lux, Paul (Montgomery Community College, MD), D.4
Lund, Charles (University of the District of Columbia), D.3
MacGowan-Gilhooly, Adele (City College/CUNY), B.4
Mangelsdorf, Kate (University of Texas, El Paso), B.5
Mahin, Linda (Towson State University, MD), D.6
Martin, Judy L. (Missouri Western State College), D.4
McClure, Lisa J. (Southern Illinois University, Carbondale), D.4
McLaughlin, Margaret (Georgia Southern University), C.6
Miller, Peter (College of Staten Island), Friday Luncheon, C.2, D.1
Miner, Marlene R. (Raymond Walters College, University of Cincinnati), B.3
Miter, Carol (Riverside Community College, CA), B.5
Murabito, Stephen (University of Pittsburgh, Greensburg), C.4
Nickens, Susan (University of Maryland, University College), B.8
Oliver, George (University of Maryland), A.7
Oswald, Susan (University of Maryland, College Park), D.2
Parks, Steve (University of Pittsburgh), B.3
Paulenich, Craig (Kent State University/Salem Campus), C.5
Portnoy, Alisse (University of Maryland, College Park), A.7, B.6
Powell, Arthur B. (Rutgers University, Newark), D.7
Price, Patricia (Georgia Southern University), C.6
Puttock, Kay (Mankato State University, MN), A.3
Regan, Mary (Northern VA Community College), C.5
Rich, Susanna (Kean College, NJ), C.5
Ricker, Curtis E. (Georgia Southern University), C.6
Robins, Sylvia (Delta College, MI), A.2
Rogers, Laura (Albany College of Pharmacy, NY), B.7
Roth, Audrey (Miami-Dade Community College, FL), B.1
Ryan, Leigh (University of Maryland, College Park), C.1
Sabol, Ruth (West Chester University, PA), C.3
Salamon, Lynda (Essex Community College, MD), D.5
Saunders, Patricia (University of Pittsburgh), B.5
Saye, Neil (Georgia Southern University), A.2
Schear, Elaine (Roxbury Community College, MA), C.1
Schilb, John (University of Maryland, College Park), C.7
Scott, Jerrie Cobb (Central State University, OH), Plenary 1
Schwartz, Lisa I. (University of Pittsburgh), A.5
Shapiro, Nancy (University of Maryland, College Park), D.5
Shramek, Dennis (Castleton State College, VT), C.3
Siciliano, Richard (Charles County Community College, MD), B.8
Silva, Marilyn N. (California State University, Hayward), B.4
Starr, Al (Essex Community College, MD), D.5
Sternglass, Marilyn S. (City College/CUNY), D.2
Straker, Dolores (York College/CUNY), C.5
Tillyer, David A. (City College/CUNY), C.8
Troyka, Lynn (Queensborough Community College/CUNY),
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Uehling, Karen S. (Boise State University), C.7
Van Nostrand, Marion (Northeastern University, MA), B.6
Viscount, Robert (Kingsborough Community College/CUNY), D.6
Walker, Cynthia (East Texas State University), A.7
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Whichard, Nancy (George Washington University), A.5
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Wood, Gail (College of Staten Island/CUNY), A.6, D.1
Woods, Sandra R. (Fairmont State College, WV), C.8
Wright, Mindy (Ohio State University), C.1
Frances Zak (SUNY/Stony Brook), D.4