



## CALL FOR PROGRAM PROPOSALS

# All Our Relations: Contested Space, Contested Knowledge

The phrase “all our relations” is a familiar one for many indigenous peoples in North America. It encapsulates an entire philosophy of humans in relation to other living things—plants, animals, rocks, earth—that emphasizes the intricately connected web of relationships that sustains our mutual ability to live out our shared existence on the earth together. In those teachings all living things matter, all are important, all must be treated as relatives. Even harmful, frightening or negative relatives are important and must be understood and honored if we are to survive together in the same spaces. “All our relations” is a phrase used both as invocation and conclusion—a heuristic that forces us to consider the balance between the weight of each human’s responsibility in maintaining the balance of the world and in understanding the smallness of each individual in relation to the larger web of meaning.

I invoke “all our relations” here to allow CCCC’s scholars and teachers the chance to consider how such a concept of balance and webbed relationality might help us build a scholarly community in which knowledge and space are always *contested*. This is a space where it’s never taken for granted that we all value the same originary stories, but where the struggle between stories isn’t for dominance; rather, the struggle is to sustain our very rich, very productive differences in the face of social forces that call for dominance. This community, then, is one where the diversity of our disciplinary fields, and of the people who work here, is understood as the heartbeat of a vital and vibrant future. More practically, in bringing this sense of “all our relations” to the CCCC, I want to encourage all members of the organization to acknowledge both the scholarly relationships that are frequently marginalized at the Convention and to make more substantial connections to the communities outside of higher education whose existence informs the work that we do. So, for the 2011 CCCC Convention, I’m asking you to share your space at our annual national gathering in the interest of producing knowledge that will help us contest, debate, revise & re-create who and what we are as both a disciplinary organization and as individual scholars, teachers, students, writers.

Key to each of us being able to do this is the acknowledgement that we depend on each other—you and I, digital rhetorician and second-language writing instructor, historian and 2-year college teacher, theorist and workplace studies scholar, methodologist and tech writing teacher, administrator and graduate student. We, literally, *make* the disciplinary community habitable for one another even when—maybe, *especially when*—we don’t see the commonalities in our work, can’t discern the communal warp & weft of our dependence, have a hard time understanding the relevance of one to the other. This is a convention that focuses on those differences as the very strands of the web that makes us a community, a discipline. How then, to begin to interrogate and understand such a web? Consider some of these questions:

- What spaces, knowledges, people and things is CCCC related to? How can those relatives be brought into the center of our conversations, in both our disciplinary and individual practices?
- How do we define communities within our discipline and the institutions within which we build our professional homes? How do we make our work meaningful outside of those disciplines and institutions?
- How can we build stronger communities within our classrooms? Within our graduate programs? Within our teacher preparation programs?
- As a discipline, how do we (how might we) extend & complicate the stories we tell about ourselves?
- How do we define “theory” & what it means to “theorize” in our discipline? What kinds of theories do we need to build in order to enrich our shared community?
- What kinds of rhetorics do we enact as teachers and scholars? What kinds of methodologies and theories do we have to identify and study these rhetorics?

- How are we being responsible to our relatives in the ways that we mentor one another, our graduate students, our undergraduates, our study participants, ourselves?
- How might creative writing (all genres) and/or digital writing help us to explore ways we can attain a more vital and vibrant conversation about all kinds of writing?
- How can languages other than English—including Indigenous languages and less commonly taught languages—become central to our rhetorical and pedagogical theories and practices?
- Where is the space for an exploration of embodied rhetorics?
- How can critical, gender, race, queer, disability, embodied, and cultural theories & rhetorics help us to re-make the culture of our discipline?
- How do theories of civic engagement intersect with composition, rhetoric, writing, and the world we all live in?
- How can our discipline transition from an understanding of rhetoric as a Greek and Roman tradition to rhetoric as a set of rules/practices locatable in all cultures, places, and times?

As you read through this call, I hope you’ll think of ways to deliberately violate the categorical boundaries that the standard area clusters for submission usually force us to live within. What do I mean by that? For example, all too often when we talk about “teaching writing,” we’re really using a short-hand that means teaching *first-year* writing or teaching *composition*. But there are more kinds of writing getting taught than that and when we narrow our stories down, we run the risk of not listening to folks who are teaching digital writing or professional writing or life writing or writing in communities or second-language writing. These are, quite literally, *our writing relations*. And they have important things to bring to the table. As a way to encourage you to craft proposals that see connections instead of boundaries, I encourage you to eschew the usual cluster categories altogether and submit your proposal under *#113—Contesting Boundaries!* This new category is, in fact, the space where I hope all of the submissions arrive so that even the review process can become a moment of learning from each other!

Why here? Why now? The city of Atlanta is itself a contested space. Built on land that was taken from the Cherokee and Creek nations, it plays a role in at least two iconic national narratives – that of manifest destiny and of a nation divided by slavery—out of which some of the most elemental contestations of knowledge in our national consciousness have arisen. As a geographical space celebrated as the epicenter of the “New South,” Atlanta stands at the crossroads of a contest of narratives of progress-despite-adversity like “the Trail of Tears,” “we shall overcome,” “the South shall rise again.” In fact, the city of Atlanta’s seal shows a phoenix rising from the ashes. And yet, all that has been destroyed in its history (i.e.: “overcome”) cannot simply be forgotten. In this racially diverse city of over 5 million, where thousands of immigrants (both forced and voluntary) have flocked for hundreds of years, where both poverty and plenty are visible on the face of the city, and where the non-white population is more than 60%, I invite you to consider how the complex, problematic history of the city of Atlanta might help us better understand our own community today.

In the end, “all our relations” should remind us that only in our connections to others—even those profoundly and uncomfortably different than ourselves—can we find the key to our own survival. In asking you to take a more personal, more relational approach to our convention time together in Atlanta, I’m also asking you to take responsibility for your part in making the culture of our discipline, a place we’ve all chosen to live.

Malea Powell  
Michigan State University  
2011 Program Chair

## General Information

Members of the Conference on College Composition and Communication, and others who are interested in the goals and activities of the CCCC are invited to submit proposals for sessions and workshops at the 2011 CCCC annual convention. Peer-reviewed submissions will comprise the greater part of the program with the remainder consisting of sessions initiated by the Program Chair. CCCC Annual Convention programs are open to everyone, including scholars from other disciplines. Nonmembers of CCCC are welcome to submit proposals but are urged to join the organization. CCCC is a nonprofit organization and cannot reimburse program participants for travel or hotel expenses.

Competition for a place on the program is intense—many good proposals cannot be accepted. The percentage of the program devoted to a specific area (see *area cluster* list on the following page) is determined by the number of proposals received in that area. All proposals are peer-reviewed without names attached. Reviewers with special expertise in each area will advise the Program Chair on proposal acceptance.

**Deadline:** To ensure participants receive an early fall notification of program participation, **all submissions must be received electronically** by 11:59 p.m., May 7, 2010, Central Standard Time.

## Program Format

The 2011 CCCC Annual convention consists of 75-minute Concurrent Sessions offered Thursday through late Saturday afternoon. Additionally, special presentations by featured speakers will be organized by the Program Chair. Workshops run half-day and all day Wednesday. Special Interest Groups (SIGs) meet Thursday and Friday for one hour business meetings.

## Concurrent Sessions

Members may propose whole sessions (75-minute sessions consisting of three or more participants)

or submit a proposal as an individual, which will be combined into a panel by the Program Chair. Presenters may propose separately titled papers, performances, digital installations, visual presentations, etc., in whatever format best delivers the presenters' ideas and engages the audience; in a panel where more than 3 participants are proposed, formats such as position statements & abstracts are acceptable. Every panel must be designed to allow at least 15 minutes of discussion and audience response.

## Workshop Sessions

Workshops provide opportunities for engaged introductions to new developments in the field and participatory discussion of current ideas and practice. Successful workshop proposals explain clearly *how* registrants will participate in workshop activities and *will* include a schedule indicating times, registrant activities, and speakers (*only the first 12 names will be listed on the program*). Workshops are limited to 30-50 registrants and carry an additional fee.

Preconvention Workshops are scheduled for a full day on Wednesday, 9:00 a.m.-5:00 p.m., or a half-day Wednesday, either 9:00 a.m.-12:30 p.m. or 1:30 p.m.-5:00 p.m. *Proposed Workshops with no evidence of active participation by registrants will not be accepted.*

## SIGs

SIGs convene for one-hour business meetings after the last Concurrent Session on Thursday and Friday. Every SIG that wishes to meet *must submit a proposal each year* that includes a statement of the group's interest and potential value to CCCC members as well as any special space requirements. The number of SIGs is limited by the number of meeting rooms available. Presentation titles and speakers will not be listed on the convention program.

## Audiovisual Equipment

CCCC is usually able to provide overhead projectors, with the accompanying projection screen, for concurrent sessions and workshops. You *must* indicate what equipment you need as part of your proposal, and include a rationale for the necessity of its integral use. Because of high costs and limited availability of equipment, we may not be able to honor all such requests; in those cases, proposers will need to rent equipment at their own cost or provide it themselves. *If you request AV equipment and it is assigned to you, you will get a confirmation from the CCCC. If you do NOT receive a confirmation, the equipment will not be available for you at the conference.*

## Preregistration for Program Participants

CCCC depends on the support of everyone who attends. Program participants must complete a registration form (or register online at [www.ncte.org/cccc/conv](http://www.ncte.org/cccc/conv)) and return it with payment when they accept their role in the program.

## General Guidelines for Proposals

1. Follow the proposal format.
2. Be as specific and clear as possible about the focus and purpose of your proposal, and provide *only* the information requested. The intense reviewing procedure makes supplemental material a hindrance.
3. Meet the May 7th, deadline for electronic proposal.
4. Notify Eileen Maley at NCTE immediately (1-800-369-6283 ext. 3674 or 217-278-3674) of address changes.
5. Official invitations will be sent to persons on accepted proposals by late September.
6. Names appearing in the 2011 convention program will represent only peer-reviewed proposals and paid registrations.

## CCCC Scholars for the Dream Travel Award

The Conference on College Composition and Communication sponsors the Scholars for the Dream (SFD) Awards to encourage program participation and scholarship by members of historically underrepresented groups (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino/a Americans, and American Indians). Their presence and contributions are central to the full realization of our professional goals.

To this end, the CCCC offers up to ten travel awards of \$750 each, sponsors a reception for all award winners, and gives a one-year membership in NCTE and CCCC. Applications are submitted as part of 2011 CCCC Convention session proposal materials. Award winners will be notified in December.

### Eligibility and Submission Information

1. If you are from a historically underrepresented group, if you are an emerging scholar, and if you will be presenting at the CCCC for the first time, *you may apply by checking the Dream checkbox* on the online submission

page. Later in the process, you will need to submit an expanded abstract (instructions below).

2. Your proposal will be reviewed in the Area Cluster you choose. If your proposal is accepted and you meet eligibility requirements for the travel award, you can compete for one of the ten awards by submitting an expanded abstract.
3. *Candidates for travel awards should submit an expanded, 3- to 5-page abstract by October 11, 2010 to the CCCC Administrative Assistant at [CCCC@ncte.org](mailto:CCCC@ncte.org) or 1111 W. Kenyon Rd., Urbana, IL 61801.* At that time, you will also be asked to verify eligibility.
4. The ten SFD Award winners will be notified in December 2010.

The SFD Awards Selection Committee considers conference proposals in terms of originality, significance, and potential.

**The Problem.** The presentation promises to describe a significant problem or issue in an original way, meeting *at least* one of these criteria:

- **Timeliness:** contributes to a current issue in rhetoric or composition studies
- **Theory:** references a specific theoretical framework within rhetoric or composition studies, sharpening concept definitions or presenting alternative viewpoints.
- **Research:** provides exploration with new research techniques or creative use of known techniques, demonstrates and fills a research void, creates or improves an instrument for observing and analyzing research data.
- **Pedagogy:** relates specific, creative classroom practices to particular theoretical frames, demonstrating potential for wider application (beyond a particular personality's successful pedagogy).

**The Potential.** Whether theory, research, or pedagogy, the presentation should hold promise for future exploration and investigation.

## CCCC Chair's Memorial Scholarship

We invite applications for the 2011 CCCC Convention in Atlanta. To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of \$750 each to help cover the costs of four, full-time graduate students who are presenting at the annual convention.

Full-time graduate students whose presentations were selected through the regular peer-review process are eligible to apply. Applications include the follow:

1. A *one-page* letter of application, introducing yourself, verifying you are a full-time graduate student, and articulating your plans for a career in rhetoric and composition studies.
2. A copy of your accepted 2011 CCCC program proposal.
3. A *one-page* CV.

*Application deadline: October 11, 2010.* Send materials to [cccc@ncte.org](mailto:cccc@ncte.org) or CCCC Chairs' Memorial Scholarship, 1111 W. Kenyon Road, Urbana, IL 61801

## AREA CLUSTERS

Beneath each cluster area are examples of appropriate topics, but the listing is neither comprehensive nor exclusive. Frequently, a single proposal could fit into two or three areas: often, a proposal (especially that of emerging scholarship) may not fit well into any area. Nonetheless, we need a way to organize both the review of the proposals and the allocation of sessions. If you do not choose a category, your proposal will not be reviewed and therefore will not be accepted for the program. So consider these categories as a heuristic, and understand that in making a selection, you emphasize the primary focus of and the best reviewing audience for your proposal.



### 101—Teaching Writing & Rhetoric

- Basic, first-year, advanced, ESL
- Alternative or expanded perspectives (environmental, spiritual, etc.)
- Classroom/campus situations and strategies
- Collaborative writing
- Design and evaluation of assignments
- Response to student texts
- Response to student written self-disclosure
- Multimedia/multimodal classrooms
- Student diversity
- Writing about controversial topics
- Next generation methodology
- Pedagogy in digital environments
- Teaching professional writing/technical communication
- Undergraduate research in the writing classroom

### 102—Writing Programs

- Large or small programs
- Curriculum design
- Outcomes and assessment
- Learning communities
- Service learning or outreach
- Tutoring
- Across the Curriculum and in Disciplines specific writing programs
- Writing centers
- Adult literacy
- The writing major/minor
- Undergraduate research in writing programs

### 103—Theory

- Rhetorical theory and theories of visual rhetoric
- Theories of composing
- Theories of reading and writing
- Theories of pedagogy
- Theories of learning to write and writing development
- Theories of literacy
- Theories of writing in society
- Critical, gender, race, identity, disability, and cultural theories in rhetoric & writing studies

### 104—History

- History of movements in CCCC
- Histories of rhetoric
- Histories of professional communication
- Histories of composition/the profession
- Histories of writing practices/instruction
- Histories of un/schooled literacy practices
- Histories of protest writing
- Cultural histories of rhetoric

### 105—Research

- Research findings
- Analytic techniques (discourse analysis, stylistics, and genre analysis, etc.)
- Methodologies (historiographic, linguistic, archival, surveys, databases, ethnographies, case studies, etc.)
- Reporting formats
- Research design
- Ethics and representation
- Research in digital rhetoric
- Research in cultural rhetoric
- Digital humanities research
- Assessment research
- Undergraduate research

### 106—Information Technologies

- Computer-based literacies
- Online identities (MySpace, Facebook)
- E-learning (online, distance learning)
- Electronic Publishing
- Controversial, political and economic issues
- Hypertext and hypermedia
- The Internet and World Wide Web
- Media studies
- Political and economic issues
- Software development and design
- Pedagogy in digital environments

### 107—Institutional and Professional

- Administration of writing programs
- Advocacy of composition studies
- Cross-institutional articulation
- Cross-professional articulation (AAHE, CLA, MLA, NCA, AERA, etc.)
- Cross-disciplinary collaboration
- Department programs (majors, minors, graduate)
- Independent writing/rhetoric programs or centers
- Intellectual property
- Department/division assessment or review
- Teacher preparation
- Working conditions
- Adjunct faculty concerns

### 108—Language

- Language policies and politics
- Language identity, variation and diversity
- Biliteracies and Second Language Writing
- World Englishes
- Globalization of English

### 109—Creative Writing

- Alt writing
- Creative nonfiction
- Digital genres
- Fiction, poetry, and drama
- Journalism and documentary
- Life writing, memoir, auto/biography
- Pedagogy
- Publishing

### 110—Academic Writing

- Teaching argument, analytic and critical writing
- Teaching the research paper and research writing
- Teaching disciplinary and specialized forms of writing
- WAC pedagogy
- Graduate writing courses and support for graduate student writing
- Support for faculty and research writing campus-wide

### 111—Professional and Technical Writing

- Writing in the professions: business, science, public policy, etc.
- Consulting and teaching in the workplace
- Workplace studies

### 112—Community, Civic & Public

- Literacy practices and programs
- Civic engagement and deliberation
- Community-based research or service
- Other contexts (political, ethnic, cultural, recovery, support, prisons, adult ed. Centers, religious)

### 113—Contesting Boundaries

This cluster is for proposals that are especially inspired by the conference theme to “break” with the categorical boundaries of the traditional clusters. You are encouraged to submit both proposals that especially fit with the conference theme and proposals usually thought to fit neatly into clusters 101-112 in this cluster! They will be reviewed by the same variety of scholarly/pedagogical experts as the other cluster submissions for this conference.

**Submission Deadlines: Online, send by 11:59 p.m. CST, May 7, 2010**

# Proposal Form for the 2011 CCCC Convention

**Proposal Deadline: Online, by 11:59 p.m. Central Time, May 7, 2010**

FAXED, MAILED OR INCOMPLETE PROPOSALS WILL NOT BE PROCESSED.  
SUPPLEMENTAL MATERIAL WILL NOT BE CONSIDERED.

You may propose yourself and/or colleagues for the program by completing the online form available at <http://www.ncte.org/cccc/conv/>.

**IMPORTANT REQUIREMENTS:** All individuals whose sessions or papers are accepted or who appear on the program **must pay** their CCCC registration fee at the time they accept their role on the program. **Concurrent sessions must have 3 presenters to be considered. For 1-2 presenters, apply under Individual Presentations.**

**CHECK APPROPRIATE CIRCLES:** Check "NEW" for a person who is a first-time speaker/presenter. Check "ROLE" if willing to chair a session other than the one proposed. (Volunteer only if you are certain to attend the convention.) Check "DREAM" if you are a first-time presenter eligible for a Scholars for the Dream Travel Award. Check "GS" if you are a full-time graduate student. Check LCD or Internet if that technology is *essential* to your presentation. See note about "Audiovisual Equipment" on page 2.

## Online Coaching

Electronic proposals can be reviewed prior to final submission by online coaches (former Stage I and II CCCC proposal reviewers). Review does not guarantee acceptance but is intended to enhance submissions. See <http://www.ncte.org/cccc/conv/>. To qualify, your proposal must be submitted online by April 14, 2010.

I would like an online coach

## To Submit Your Proposal: Online Submission

Complete the online proposal form at <http://www.ncte.org/cccc/conv/>

## Part A: General Information

1. **TYPE OF SESSION/PROPOSAL** See accompanying information regarding multiple submissions. Check one of the following:

- Concurrent Session (3 or more presenters)       Roundtable (5 or more presenters)      Workshop:  Wed. Morning     Wed. Afternoon  
 Special Interest Group/Business Meeting       Individual       All-Day Wed.

**LEVEL EMPHASIS:** Check one:  2-year     4-year     graduate     all

**INTEREST EMPHASIS** (if applicable): Check main one:  race/ethnicity     gender     class     sexuality     disability

**MAJOR FOCUS** (if applicable): Check main one:

- basic writing     two-year college     first-year composition     WAC/WID     Second Language

2. **AREA CLUSTER NUMBER:** See list on preceding page.

3. **Session contact person:**

Name \_\_\_\_\_ Institution \_\_\_\_\_ New  Role  Dream   
Home Mailing Address \_\_\_\_\_ LCD  Internet  GS   
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phones: Office \_\_\_\_\_ Home \_\_\_\_\_ E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_

4. **TITLE OF SESSION** (or Presentation Title if this is an Individual Proposal): \_\_\_\_\_

5. **DESCRIPTION OF SESSION** (one sentence): \_\_\_\_\_

**If you are submitting an Individual Proposal, you have now completed Part A. Continue on to Part B on reverse.**

6. **PARTICIPANTS AND TITLES**

- Chair (Name) \_\_\_\_\_ Institution \_\_\_\_\_ New  Role  Dream   
Home Address \_\_\_\_\_ LCD  Internet  GS   
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phones: Office \_\_\_\_\_ Home \_\_\_\_\_ E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_
- Speaker/Presenter 1 (Name) \_\_\_\_\_ Institution \_\_\_\_\_ New  Role  Dream   
Home Address \_\_\_\_\_ LCD  Internet  GS   
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phones: Office \_\_\_\_\_ Home \_\_\_\_\_ E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_  
Title of Presentation \_\_\_\_\_
- Speaker/Presenter 2 (Name) \_\_\_\_\_ Institution \_\_\_\_\_ New  Role  Dream   
Home Address \_\_\_\_\_ LCD  Internet  GS   
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phones: Office \_\_\_\_\_ Home \_\_\_\_\_ E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_  
Title of Presentation \_\_\_\_\_
- Speaker/Presenter 3 (Name) \_\_\_\_\_ Institution \_\_\_\_\_ New  Role  Dream   
Home Address \_\_\_\_\_ LCD  Internet  GS   
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phones: Office \_\_\_\_\_ Home \_\_\_\_\_ E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_  
Title of Presentation \_\_\_\_\_

If you are proposing a Workshop that includes more speakers than space allows on the form on page 3, please list the same information for each additional speaker/presenter up to 12 speakers on a separate sheet. **NOW COMPLETE PARTS B AND C.**

## Part B: Session Descriptions

7. Briefly describe the focus and purpose of the proposed session; however, provide sufficient detail for the reviewers to evaluate the quality of the proposal. Be mindful of the kind of criteria appropriate to the cluster for which you are proposing. For Workshop or SIG, please also specify meeting day and space needs. Each proposal may use 7,000 characters (including spaces) in 10-point or larger to describe the session topic and each speaker's presentation. Do not refer to speakers by name. Rather, identify separate presentations by "Speaker 1" and the title of the presentation. Use the corresponding Speaker/Presenter number from Part A, Section 6. Use additional sheets if necessary.

## Part C: Multiple Submissions Certification

(Not applicable to Workshops or SIGs)

**This signed certification must accompany your submission.**

### No Multiple Submissions\*

To ensure maximum participation and a fair process for reviewing proposals, the Executive Committee of CCCC has adopted a policy of *no multiple submissions*. This policy reflects the Executive Committee's commitment to include as many presenters as possible in the convention program.

Under this policy, a person may be proposed for one—and only one—speaking role in a Concurrent Session. The proposer of a session is responsible for certifying that speakers listed on the proposal are not being proposed for any other speaking role. Chairing a session, participating in Workshops, or attending SIG or Caucus business meetings does not count as a speaking role.

Should an individual be listed on more than one proposal (without one's knowledge) and more than one proposal is accepted, he/she would need to choose which proposal they wish to be included on.

8.  I certify that each speaker listed on the proposal is not being proposed for any other speaking role.

**\*NOTE: If Multiple Submissions Certification is not completed, proposals will be returned to the submitter.**

## PART D: Full-Time Graduate Student Status Certification

To ensure eligibility for the CCCC Chairs' Memorial Scholarship as well as the benefits of a lower registration fee for the convention, full-time graduate students are asked to certify their status.

9.  I certify the full-time graduate student status of each speaker listed on this proposal as a full-time graduate student.