

- Journal Name

Computers and Composition: An International Journal (for Teachers of Writing) Published Quarterly beginning with Vol. 1., Nov. 1983

On-line: *Computers and Composition*

<http://www.bgsu.edu/cconline/eds.htm> or

<http://www.hu.mtu.edu/~candc/>



- Editors:

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- Editorial Policy:

Print version is “devoted to exploring the use of computers in writing classes, writing programs, and writing research.... Offers information about integrating computers into writing programs on the basis of sound theoretical and pedagogical decisions, and empirical evidence.

“Computers and Composition Online: “a significant online resource for scholar-teachers interested in the impact of new and emerging media upon the teaching of language and literacy in both virtual and face-to-face forums” with an “emphasis on multimodal literacies.”

- Submission guidelines: *Submissions should be directed to the following sections:*

Theory into Practice:

Longer, research-based pieces blending rhetorical and critical theory with technological practice, acknowledging pedagogical or discursive implications.

The Virtual Classroom:

Pedagogy and classroom experience, which may include syllawebs, resource sites, and student projects.

Professional Development:

Our past, present and future. This will include interviews and profiles of C&C specialists, as well as conference updates and calls for submissions.

Print to Screen:

Online features that connect with current print journal themes and special issues.

- Submission guidelines (cont):
 - Reviews:

The Reviews section will report upon a variety of materials, text documents, hypertext, software, course portals, etc., that influence, discuss, and record trends in digital instruction and pose questions for future growth of digital composition teaching and learning.
 - Web-Based Submissions

... Rhizomatic structures that disrupt traditional linear forms are welcome...

- Journal website
 - <http://www.hu.mtu.edu/~candc/> or <http://www.bgsu.edu/cconline/eds.htm>
 - To purchase and read past issues of *Computers and Composition*:
http://www.sciencedirect.com/science?_ob=JournalURL&_cdi=6537&_auth=y&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=e1960e913dee8275c67742d1668ab0ca

- Types of articles published in the past few years:

Article topics range from how-to's on web-page writing and design, to promoting computer based instruction and instructors, to queer theory as applied to interactive self-expression within the classroom. CMI – computer mediated instruction, the use of blogs, web-sites, and other Internet-based venues for the digital word are topics of interest. Examples follow:

 1. Maid, Barry. "Yes, a Technorhetorician Can Get Tenure," (Vol. 17, Nov. 1) 2000.
 2. Eichhorn, Kate. "Re-in/citing linguistic injuries: speech acts, cyberhate, and the spatial and temporal character of networked environments." (Vol. 18, 293- 304) 2001.
 3. Rhodes, Jacqueline. "Sexualities, technologies, and literacies: Metonymy and material online" (2004).

Computers and Composition: An International Journal for Teachers of Writing is devoted to exploring the use of computers in writing classes, writing programs, and writing research. It provides a forum for discussing issues connected with writing and computer use. It also offers information about integrating computers into writing programs on the basis of sound theoretical and pedagogical decisions, and empirical evidence. It welcomes articles, reviews, and letters to the editors that may be of interest to readers, including descriptions of computer-aided writing and/or reading instruction; discussions of topics related to computer use of software development; explorations of controversial ethical, legal, or social issues related to the use of computers in writing programs; and discussions of how computers affect form and content for written discourse, the process by which this discourse is produced, or the impact this discourse has on an audience.

Manuscripts are accepted for review with the understanding that the same work has not been and will not be published nor is presently submitted elsewhere, that all persons listed as authors have given their approval for the submission of the paper, and that any person cited as a source of personal communication has approved such citation.

Authors submitting a manuscript do so on the understanding that, if it is accepted for publication, copyright of the article, including the right to reproduce that article in all forms and media, shall be assigned exclusively to the Publisher. The Publisher will not refuse any reasonable request by the author for permission to reproduce any of his or her contributions to *Computers and Composition*.

For further information about submitting an article to *Computers and Composition*, visit their web site at <http://www.hu.mtu.edu/~candc/>

Computers and Composition Online is the refereed online companion journal to *Computers and Composition: An International Journal*, now in its 20th year and published by Elsevier. Our goal is to be a significant online resource for scholar-teachers interested in the impact of new and emerging media upon the teaching of language and literacy in both virtual and face-to-face forums. As part of this goal, we wish to foster a sense of community and collegial sharing of ideas by providing an online space where select features, announcements, and community resources work together to promote a virtual exchange for the latest and best work in the field.
“emphasis on multimodal literacies”

Recent Articles:

Vol. 22.4, March, 2005

Melinda Turnley, New Mexico State University Contextualized design: Teaching Critical Approaches to Web Authoring Through Redesign Projects

Abstract: Web-based curricula should encourage students to make situated design choices. Rather than simply privileging technological imperatives, instruction should integrate technical proficiencies with rhetorical analysis, medium-specific concerns, and consideration of larger cultural contexts. Redesign projects offer rich opportunities for pursuing these pedagogical principles. Reflecting on student examples, this article explores redesign as a method for teaching critical engagement with technology and contextualized web authoring. Through research and revision of an existing web site, students employ rhetorical approaches and gain more complex understandings of web development. Redesign projects also slow the pace of web instruction and provide students opportunities to develop situated strategies and reflect critically on their authoring choices.

Kristie Fleckenstein, Ball State University, Faceless students, Virtual Places: Emergence and Communal Accountability in Online Classrooms

Abstract: A pedagogical problem growing out of virtual classrooms is the temptation to act without communal accountability, the reciprocal commitment among individuals to maintain the health of their interconnections. Drawing on an ethnographic study of a fully online composition class, I argue that teachers can encourage accountability within virtual sites by conceiving of the online classroom as an emergent phenomenon. The relationships and activities among language, physical reality, and interpretant provide the matrix out of which place organizes itself. This ecological orientation provides local and systemic strategies for fostering communal health. I begin my exploration of online place by describing the value of complex systems theory and emergence for conceptualizing place. Next, I describe the roles of language, physical reality, and interpretant, pointing out the contribution of each to the configuration of virtual place and to communal accountability. Then, I focus on the emergence of place, which reorganizes language, reality, and interpretant, opening up a new dimension to communal accountability.

Matthew Barton, University of South Florida, The Future of Rational-Critical Debate in Online Public Spheres

Abstract: This paper discusses the role of blogs, wikis, and online discussion boards in enabling rational-critical debate. I will use the work of Jürgen Habermas to explain why wikis, blogs, and online bulletin boards are all potentially valuable tools for the creation and maintenance of a critical public sphere. Habermas' story ends on a sad note; the public writing environments he argues were so essential to the formation of a critical public sphere failed as commercialism and mass media diminished the role of the community and private persons. Unfortunately, the Internet will likely suffer a similar fate if we do not take action to preserve its inherently democratic and decentralized architecture. Here, I describe the integral role that blogs, wikis, and discussion boards play in fostering public discussion and ways they can be incorporated into college composition courses.

Ellen Strenski, Caley O'Dwyer Feagin, Jonathan Singer, UC Irvine and University of Southern California, Email Small Group Peer Review Revisited

Abstract: Attention to email exchanged among a small group of student peers supercedes discussion of networked computer labs and is distinguished from research on collaborative classroom work in general, on online peer tutoring in writing centers, on email communication in online professional writing courses, and on online discourse in general. Email peer response within small groups is different from larger-scale, one-to-many computer-based communication tools (CBCT) on class mailing lists, bulletin boards, blogs, and wikis on the one hand and smaller-scale, one-to-one email exchange between an individual student and a peer tutor on the other hand. The benefits of assignments that require small groups to respond electronically and asynchronously to each other's drafts are analyzed and illustrated: rhetorical/thematic, discursive/environmental, technological, logistical/time management. The practicalities of students' exchange of drafts, deadlines, and other guidelines are explained and illustrated in typical student email responses and model instructor handouts.

Susan Kirtley, Western Oregon University, Students' Views on Technology and Writing: The Power of Personal History

Abstract: As scholars, writers, and teachers, I believe that we should try harder to understand students' perspectives on the use of computers in their academic work. This article begins to provide a sense of students' perspectives on questions of technology, thus presenting a fuller picture of the context within which we teach. Drawing on a variety of methods, including a survey and the writings of a small group of students enrolled in a Writing and Technology course, this article expresses some of these stories generally hidden from an instructor's perspective and reveals that, despite what the media might tell us, students are not as prepared to utilize technology as we might assume. Furthermore, the student narratives suggest that English departments and writing programs can play an important role in assisting students who are unfamiliar with computer technologies, helping them to gain the computer literacy they need to succeed at the university.

Vol. 21.1 (March, 2004)

Hugh Burns, Texas Woman's University, Four dimensions of significance: Tradition, method, theory, originality.

Abstract: In this article, I reflect on four dimensions of assessing the significance of research in the computers and composition field: tradition, method, theory, and originality. Considering these four key concepts as topoi will help our community define, explain, and predict how future research will significantly contribute to teaching wisely and to writing well with technology.

Sibylle Gruber, Northern Arizona University, The good, the bad, the complex: Computers and Composition in transition.

Abstract: In this article I use Albert Borgmann's (1984) four-part theory of technology to analyze various contributions to Computers and Composition—initially enthusiastic, sometimes fearful, and later aware of the complexities of technology and the need for

anchoring discussions of technology in theory and pedagogy. By applying Borgmann's theory, I show how readers of *Computers and Composition* can follow the 20-year development of technological awareness in the journal, and I also show possibilities for future directions the journal can take.

Anne Frances Wysocki, Michigan Technological University, and Julia I. Jasken, McDaniel College, *What should be an unforgettable face...*

Abstract: The history of interface development has led us to focus in a very limited way on the surface of the computer screen and has asked us not to see how the design of what is on screen shapes the actions and thinking we can do while engaged with interfaces. In this article, we look back to arguments in *Computers and Composition* from the 1980s and early 1990s, arguments that tried to broaden our views so that we could see how interfaces are thoroughly rhetorical. We show how, then, these arguments appear, unfortunately, to have been forgotten: In handbooks and guides intended to help student in writing classes design and develop Web sites, students are asked to think of interfaces—and hence audiences—only in terms of technical function and ease of use. The interfaces developed from such help can only then see audiences reductively. We offer suggestions of strategies teachers can use to help students develop reflexive and more generous interfaces.

Beatrice Quarshie Smith, Illinois State University, *Teaching with technologies: A reflexive auto-ethnographic portrait.*

Abstract: This reflective article chronicles the process of my development as a writer, a learner, a teacher, and a researcher who happens to engage the practices of writing, learning, teaching, and researching with emerging technologies. Using a colonial metaphor that captures my initial exposure to school-based literacies, I demonstrate how a colonial pattern permeates current dynamics of technology used both in and out of schools. I use this frame to raise issues and ask questions about teaching with technologies in socially just and responsible ways.

Robert Samuels, University of California Santa Barbara, *The future threat to computers and composition: Nontenured instructors, intellectual property, and distance education.*

Abstract: In this article, I argue that recent initiatives concerning the use of computer-mediated instruction (CMI) to improve writing skills in large lecture classes often work to undermine the professional status of composition teachers in North American universities. I trace the use of computer-assisted instruction, specifically distance-education initiatives. To further the cause of a just implementation of CAI, I discuss recent contractual language and explore the current practice of hiring computer and writing specialists into nontenurable staff positions. I posit that writing program administrators need to fight for stable, long-term positions for faculty who teach with computers and within computer-mediated spaces. I also argue that compositionists must seek to regulate and control the ownership of their intellectual property and course materials.

Barclay Barrios, Rutgers University, *Reimagining writing program web sites as pedagogical tools.*

Abstract: I argue that conversations about the pedagogical applications of web sites and HTML should be extended to include applications of these technologies on the programmatic level. I specifically examine the experience of the Rutgers Writing Program and the reconception of the Writing Program web site through a student-centered, content-driven, collaboratively constructed model in terms of Cynthia Selfe's (1999) notion of critical technological literacy.

Kathleen Blake Yancey, Clemson University, Looking for sources of coherence in a fragmented world: Notes toward a new assessment design.

Abstract: Assessing digital texts requires criteria and processes responsive to the texts as compositions. In this article, I note that current software already assesses digital texts and I suggest ways to become aware of and to use such assessments as sites of invention. In addition, for assessment I propose a four-part heuristic keyed to the multiple patterns that both composers and readers use to create coherence.

Kevin Eric De Pew, University of Nevada, The body of Charlie Brown's teacher: What instructors should know about constructing digital subjectivities.

Abstract: Although scholars from multiple fields, including rhetoric and composition, have studied and theorized how computer users can construct empowered subject positions with digital writing technologies, we have yet to articulate a rhetorical process for composing digital subjectivities. Past work has presented some unrealistic expectations related to digital empowerment and subjectivity. As compositionists and as digital rhetoricians, we need to develop and articulate rhetorical strategies that may lead to instructor empowerment. Here I examine rhetorical situations experienced by instructors, and I explore how they might use various writing technologies to rhetorically position themselves in the classroom. To not only successfully revise their subjectivity, but also to teach students how to compose digital subjectivities, instructors should consider the ideologies that define the rhetorical situation, their knowledge of the technologies, and the ideologies that the computer industries have written into the technology.

Taku Sugimoto, Chiba Institute of Technology, How international is Computers and Composition?

Abstract: In this article, I examine to what extent Computers and Composition: An International Journal for Teachers of Writing is international. My analysis of several aspects of the journal indicates limited international scope. I also discuss two issues important when considering the potential international scope of computers and writing research and practices: the differing uses of computers for writing by different language users and the differing concepts of identity and self in different cultures in relation to writing. I conclude with concrete suggestions for broadening our perspectives on computers and writing and making this journal truly international.

Michelle Sidler, Auburn University, The not-so-distant future: Composition studies in the culture of biotechnology.

Abstract: As composition studies came to terms with technologized classrooms in the late 20th century, another field of science, biotechnology, also came into maturation. Here I

address how biotechnology is poised to dramatically change our cultural landscape in the coming decades, fusing communication tools made possible through electronic technology with molecular-level knowledge of our genetic structure and our evolutionary past. Because biotechnological research is discovering the codes our bodies use to communicate and may eventually merge biological processes with information technology, it is important to interrogate how biotechnology will impact writing, teaching, technology, and even humanity. I analyze parallels in biotechnology as they have occurred in the past 20 years in tandem with special issues published in *Computers and Composition* to suggest past, current, and future connections between biotechnology and the work of computers and writing.

Bill Hart-Davidson, Rensselaer Polytechnic Institute, and Steven D. Krause, Eastern Michigan University, Re: The future of computers and writing: A multivocal textumentary.

Setting: Camera cuts back and forth between close-ups of writing activity in what appears to be a classroom computer space. Shots (e.g., of hands typing, mousing; screens with text editors, email, web browsers open; groups viewing documents on an overhead screen, etc.) don't allow us to see exactly where we are. From opening-sequence montage, fade to Ball State University in Muncie, Indiana, site of the 2001 Computers & Writing Conference; fade to Normal, Illinois, site of the 2002 Computers & Writing Conference; fade to West Lafayette, Indiana, site of the 2003 Computers & Writing Conference.

Vol. 20.2 (June 2003)

Jeffrey T. Grabill, Michigan State University, Community Computing and Citizen Productivity.

Abstract: This article is about the development of a community network in an Atlanta, Georgia neighborhood. The project was a long-term effort using community-based design with the goal of helping a community use information technologies more effectively to enhance the life of the community. The argument is about the necessity of designing information technology tools in community contexts, about developing new models of research for community-based work, and about the critical importance of engaging in community-based work that can be sustained over time. The argument also focuses on the necessity of designing community networks that both recognize the productive power and expertise of community residents and allow for productive practices to be developed and utilized in the future.

Patricia Webb, Arizona State University, Technologies of Difference: Reading the Virtual Age through Sexual (In)Difference.

Abstract: French feminist Luce Irigaray critiqued the phallogocentric structures' creation of woman as man's Other, a critique that can be applied to a study/critique of our representations of information technologies in the virtual age. The representations present contradictory ways of man engaging with technology, expressing both a fear of technology (connecting technology with woman) and an embracing of technology (situating technology in the realm of supra-man). In our current system of sexual (in)difference, men use technology in two very distinct and different ways: to distance

themselves from their own bodies and to consume technology so that their bodies are one with technology. At the heart of both these moves is the desire to control the Other, technology and/or woman. Because phallogentrism groups Others together, women and technology become unlikely bed partners. By studying representations of technology through Irigarayan lenses, then, we can see that the sexual revolution, a revolution that would acknowledge two sexes rather than the One (read: patriarchal sexuality), has not even begun, much less been completed.

Clay Spinuzzi, University of Texas at Austin, Open Systems and Citizenship: Designing a Departmental Web Site as an Open System.

Abstract: Academic web sites are often “brochureware”: monologic sites that primarily provide information about an academic unit, with strongly limited feedback or contributions from those who are represented by the site. In such sites, divergent ideas and viewpoints are typically papered over, since the means of producing such pages tend to be concentrated in the hands of a small group of people. This article describes how we redesigned one such site as an open system in which control is distributed among departmental members. Our goal was to provide a productive civic forum for those citizens while still meeting the needs of the site’s visitors. We describe the conversational approach we used to redesign the site, apply it to a critique of the original web site, then describe the changes we implemented to remake the site as a civic forum. Finally, we describe the site’s early successes and failures and the lessons we learned.

Yi Yuan, National University of Singapore, The use of chat rooms in an ESL setting.

Abstract: This article explores the combination of online chat rooms with regular classroom interactions in a personalized English program and its potentials to enhance second language development. Two non-native English speaking university professionals participated in a one-hour online chatting session each week with the author for 10 weeks in addition to weekly classroom meetings. Printouts of the chat sessions were used in subsequent classroom discussions and were analysed for the present study. Qualitative and quantitative analyses of the data show that the participants sometimes noticed the errors they made in their online chatting and initiated repairs on them. Such noticing of linguistic forms has positive effects on learners and is necessary for language acquisition to occur. These results suggest that the face-to-face interactions may have highlighted the participants’ language problems and enhanced their awareness of such problems while the online chatting provided the participants a unique opportunity to put their grammatical knowledge to practice through meaningful communication.

Bruce Mynt, Teachers College Columbia University, Book Review of Oversold and Underused by Larry Cuban (Cambridge, MA: Harvard UP, 2001).

Excerpt: Oversold and Underused is useful reading for anyone interested in the dis-use and mis-use of educational technology... continues to examine the unfolding history of school reform and the complicated, and often contradictory, aims of education. .. When computers are used, according to Cuban, they are often employed to reinforce traditional teaching practices. As a means for school reform, his argument goes, educational technology remains an expensive failure. The core of the book consists of ethnographies of three learning contexts: pre-K and kindergartens, high schools, and a university. All

were conducted in California's Silicon Valley. Why is it that despite unprecedented access to technology computers are unused or whether they want to adopt, reject, or modify educational technology.