

## **Concurrent Session A**

9:00 – 10:15 am

### **A.1 - Social Skills for Networked Technical Writers**

Room: L403 (Lobby Level)

Team Members, Heal Thyselves: Teaching Students to Solve Their Own Conflicts in Online Groups

Karen M. Kuralt, University of Arkansas at Little Rock

To give graduate students more experience negotiating workplace relationships in text-only environments, the MA program in Professional and Technical Writing at UALR recently added an online collaborative writing course to its curriculum. Students learn new collaborative technologies and online problem-solving skills, and they learn textual strategies to better control their online identities and voices. This presentation describes the results of our first two years teaching the course, including a description of the assignments, student problems that endangered the success of the course in its first year, and ways we modified the course during the second year to resolve those problems.

---

Saving Jane: Navigating Group Dynamics in the Virtual Classroom

Shannon M. Clowney, University of Arkansas at Little Rock

In my online Writing for the Workplace class, I assign students a project centered on an employee who is furious because she has been overlooked for a promotion. The students first rewrite Jane's rant-like memo to her boss; then they participate in a group project where the rewritten memo is taken before a board of reviewers. Using this assignment as an example, my presentation demonstrates how teachers can develop assignments to help technical writers navigate online team dynamics and prepare them to cope with technology resistance from within the team.

---

Throw the Book Away: What Students Need to Know about Real-World Networked Writing

Kathy M. Oliverio, University of Arkansas at Little Rock

In this session I will present a pragmatic view of how to deal with the challenges of collaborative networked writing in workplaces, based on 20+ years of experience as a technical writer and academic editor. The challenges range from tactfully bridging the gap between different discourse communities to working effectively with high-

level subject matter experts who have low-level technical expertise. I will then describe how I teach the strategies I've developed through hard experience in an online junior-level technical writing course.

9:00 – 10:15 am

## **A.2 - Managing Technical Communication on the Social Web**

Room: L404 (Lobby Level)

The Effects of Social Networking for Technical Communication Practice and Pedagogy

Stan Dicks, North Carolina State University

This session will explore the ways in which social networking is extending and/or supplanting more traditional media for delivering technical communication. Some organizations are choosing to complement their traditional artifacts with social networking additions, while others are gradually replacing those artifacts with customer interaction via social networking. We will also discuss the pedagogical ramifications for courses in technical communication.

---

Surfacing and Tracing the Public Writing Work of Organizations on Twitter

Brian McNely, Ball State University

This presentation details findings from two qualitative studies exploring the movement and flow of ideas by tracing public writing practices in two different organizations. These findings describe the use of social software—specifically the public microblogging service Twitter—as a means for seeding organizational ideas through strategic writing work among distributed collaborators.

---

Medical Writing in Social Media: The Trends and Challenges of Networked Writing in an Emerging Field

Aimee Roundtree, University of Houston-Downtown

I propose findings from several ongoing research projects—a small survey of professionals who oversee social media initiatives, a content analysis of one of the emerging industry's blog, a content analysis of hospital social media campaigns, and one of its listservs, and a review of job ads in the field—to discuss the following: (1) how distribution of social media responsibilities diffuse and alter notions of ethos, collaborative writing, and branding; (2) the extent to which this new media remediates traditional technical writing genres in this field—including patient education materials—and introduces new genres; and (3) what key lessons teachers of technical writing can cover in new media classes.

9:00 – 10:15 am

### **A.3 - The Work of Technical Communication in the Public Sector**

Room: L405

Political Networks: Technical Documents, Government Cover-Up, and Visual Authentication

T. Kenny Fountain, Case Western Reserve University

Through an analysis of the “birther” documents (fake birth certificates of President Obama) and the Killian Memos (fraudulent memos about George W. Bush’s military service), this presentation will argue that technical communication circulates in and as networks of political evidence. Drawing from cultural studies and genre studies, the speaker, will illustrate how these documents are persuasive and carry evidentiary burden by seeming to be credible, authentic objects. It is this semblance of assumed truth, conveyed by way of visual authenticity, which not only gives technical documents their political power but also implicates technical communication in the field of contemporary politics.

---

A Rhetorical Analysis of Nutrition Policy and Technical Communication in the Context of New Media

Julie Ann Stella, Minnesota State University, Mankato

The research uses content analysis of nutrition policy reports from 2004 and 2010 to identify and describe changes in rhetorical strategies as the language changes from specialist/scientist to generalist. The development of public policy knowledge and the use of rhetoric in public policy debates are explored in the context of changing ways citizens participate in government.

---

Where Are the Technical Communicators?: A Case for Publishing in the Wider Public Domain

Robert Johnson, Michigan Technological University

Technical communicators have much to offer public debates on topics ranging from technology and science to public education. This presentation will explore how two issues —1) the federal funding of science, technology, engineering and mathematics (STEM), and 2) the increasing problem of “glutted” graduate programs in the humanities —are fertile ground for those with expertise in technical, professional, and scientific communication to enter the greater discussions now being carried on at a national and international level.

9:00 – 10:15 am

**A.4 - Authors and Agency in Non-Traditional Settings**

Room: L406 (Lobby Level)

Technical communication is most frequently associated with bureaucratic settings and recognizable producers. However, the field can benefit from increased attention to communication that is produced outside of commonly recognized institutions by unconventional agents. This panel explores the production of public and networked technical texts by human and nonhuman agents working within gaming environments, museums, and Wikipedia.

Krista Kennedy, Syracuse University  
Greg Schneider, Kettering University  
Amber Luce, Syracuse University

9:00 -10:15 am

**A.5 - Multiple Ontologies and Rhetorics of Health and Biomedicine**

Room: L503 (Lobby Level)

Recent work in science and technology studies had posited multiple ontologies theory as an alternative to epistemologically-oriented inquiry into the cultures of technoscience. This panel will facilitate discussion and debate about the ways that a multiple ontologies approach may be productively incorporated into rhetorics of science and technical communication. Each panelist will contribute to this conversation with unique explorations of case studies in health and biomedicine.

Jonathan Balzotti, Iowa State University

Scott Graham, Iowa State University

Christa B. Teston, Rowan University

9:00 – 10:30 am

**A.6 - Publisher's Forum Workshop**

Room: M109 (Marquis Level)

A 90-minute workshop in which graduate students and early-career scholars meet with editors of major journals in the field to discuss research-in-progress and ask questions about the publication and review processes. There will also be time for discussion of general information regarding publishing in the field.

Amy Koerber, Texas Tech University – *Technical Communication Quarterly*

David R. Russell, Iowa State University – *Journal of Business and Technical Communication*

Jo Mackiewicz, Auburn University – *IEEE Transactions on Professional Communication*

Charles Sides, Fitchburg State University – *Journal of Technical Writing and Communication*

## **Poster Session 1**

10:15 – 10:45 am

Room: Marquis Ballroom A (Marquis Level)

Building Knowledge Networks in the American Institute of Mining Engineers, 1871-2010

Carol Siri Johnson, New Jersey Institute of Technology

This poster presentation is about the increased amount of technical communication that occurred at Lukens Steel after 1925. It will include a poster with examples from 1810-1925 and hard-copy examples of communication after 1925. The changes show increased sophistication in the creating of targeted technical communication networks.

---

Major and Contributing Factors Determining the Questioner Effectiveness on a Technical Mailing List

Ming Qian, Duke University

Ann-Marie Grissino, Duke University

This project presents the results of a limited study to identify major and contributing factors that determine the effectiveness of question asking on a technical E-mail listing (EEGLAB mailing list). The effectiveness of each question is measured by the number of answers it elicited. We also measure the performances of experienced versus novice scientists/researchers based on these contributing factors.

---

An Academic Ejournal as Technical Communication Client Project: Enculturation, Production, and Assessment

Julianne Newmark, New Mexico Tech

This poster presentation offers a unique interpretation of “Technical Communication client project” and adds to the ongoing conversation regarding the value of such projects in the professionalization and workplace preparation of TC students. The project that this poster presentation explores is the Xchanges ejournal project, which was managed during Fall semester 2010 by students in New Mexico Tech's Technical Communication 371 class, “Publications Management.”

---

## Revealing the Hidden and Occult: A History of Mapping the Ogallala Aquifer

Ken Baake, Texas Tech University

My poster will trace the history of mapping the Ogallala Aquifer from the late 1800s until today—showing the evolution of aquifer mapping from early crude field drawings that involved a lot of guesswork to computer-enhanced geographic information system (GIS) that transfer detailed geological measurements to the computer screen. The poster session will show what these new mapping technologies have enabled us to reveal about aquifers, but also what continues to elude our understanding, what remains “hidden and occult,” even as water supplies continue to shrink. The session will conclude with implications for technical communicators involved in environmental policy writing.

---

## Teaching Communication Ethics in Science Labs: Problems, Prospects, and Progress

Steven B. Katz, Clemson University  
Elizabeth Hughes, Clemson University  
Barbara Ramirez, Pearce Center for Professional Communication  
Huiling Ding, Clemson University  
Scott Mogull, Clemson University  
Erin Dalton, University of Colorado, Colorado Springs

This poster presentation provides an initial discussion of an ongoing NSF research project focusing on the teaching of scientific communication and communication ethics in biology labs at Clemson University. The poster and presentation will explain the larger NSF project; the issues and processes involved in the development by faculty and graduate students in the English and Education Departments of scientific communication and ethics rubrics; the challenges in operationalizing and applying these rubrics; quantitative results and interpretations, and preliminary qualitative analyses of the argument and style of the students' responses. The team will discuss unexpected issues in teaching scientific communication ethics, distinguished from research ethics, in the science labs, and the relations of and implications for scientific and technical communication pedagogy of all results.

---

## Teaching Accessibility: Using the Screen Reader Emulator FANGS in the Classroom

Susan Ann Youngblood, Auburn University

Teaching accessibility can be challenging when time and access to assistive technologies, such as screen readers, are limited. This poster examines how FANGS, a Firefox screen reader emulator, can help teach students about accessibility for

visually impaired users. In conjunction with video, FANGS can be incorporated into a short unit on accessibility that not only helps students identify HTML problems but also helps them understand the experience a screen-reader user will have with a website the student creates or the instructor selects.

## **Concurrent Session B**

11:00 am – 12:15 pm

### **B.1 - Pedagogical Concepts in Networked Contexts**

Room: L403 (Lobby Level)

Reconceptualizing Writing Process: Engineering Design Process and the Transfer of Writing Knowledge

Polina Chemishanova, University of North Carolina – Pembroke

This presentation addresses concerns about technical communication's ability to support the writing development of engineering students in light of current research in knowledge transfer. Specifically, the presentation focuses on engineering students' articulation and application of writing process. Understanding how engineering students conceptualize, internalize, and articulate writing as a process is an essential step towards revealing how and when writing knowledge transfer occurs across various contexts. Using an academic literacies framework, I explore how social, cultural, and disciplinary conventions influence engineering students' understanding of writing process. The results of this study indicate a discernible discrepancy between engineering students' articulation and application of writing process.

---

It's Game-Game Time: Technical Communication Pedagogy Enacted in Real Contexts

Andreas Karatsolis, Carnegie Mellon University – Qatar

This presentation will describe how the tripartite model for mastery (acquiring component skills, integrating skills, and knowing when to apply them) can be enacted in a technical communication classroom, culminating in student performances embedded in real contexts. Using data from two classrooms, a Computer Science and an Information Systems one, this presentation argues for the effectiveness of this model and discusses its implications for technical communication pedagogy.

---

Networks of Experiential, Situated Learning: Four Stakeholder Perspectives on Client-Based Pedagogy in Scientific and Technical Communication

Jingfang Ren, Michigan Technological University

This presentation reports preliminary findings of a mixed methods study that examines how four stakeholders--program administrators, instructors, clients, and students--construct and maintain an activity network of experiential, situated learning for students through client projects in technical communication classrooms. Two technical communication classes—one usability and instructions writing class and one grant writing class—participated in the semester-long study.

11:00 am – 12:15 pm

## **B.2 - Spaces of Technical Communication**

Room: L404 (Lobby Level)

Mapping Global Networks and Knotworks: Tracing Activity at a Transnational Hi-tech Startup

Steven Fraiberg, Michigan State University

Attending to the ways that the local and global converge, this case study draws on six months of ethnographic research in the Israeli hi-tech industry. Grounding its analysis in the Cultural-Historical Activity Theory (CHAT), this research traces activity across official and unofficial settings (meeting rooms, offices, lunch rooms, hallway conversations), modes (web pages, sticky notes, text messages), and languages (primarily Hebrew and English). Through attention “knotworking”—the tying and untying of tools, texts, and people distributed across space-time— this work maps out the fluid and fuzzy pathways shaping the ways that semiotic systems (with a particular focus on the global spread of English as a lingua franca) are being re-articulated and re-assembled in (and across) institutional, cultural, national, and global networks.

---

The Coffeehouse as Workplace: A New Site of Technical Communication

Stacey Pigg, Michigan State University

As recent scholarship in technical and professional communication has indicated, linking “work” solely with activity in pre-determined spaces like offices or roles like employees is increasingly problematic. Drawing from a recent analysis of interviews and videotaped writing sessions, this presentation argues for the coffeehouse as a contemporary site of workplace writing. The talk focuses on the nature of work in one coffeehouse site, as it assembles a complex network of technological and physical interactions, technologies, activities, and writing spaces.

---

Network Rhetoric: How Rhetoric Builds Networks For a Communication Project Team at a Non-Profit Resource and Advocacy Organization

Sarah Read, University of Washington

The presenter argues that network theory is a productive framework for studying knowledge work because it shifts the focus of the value of participants' work away from the production of documents and other discursive products to that of the material outcomes of building a network. Using data from a year-long ethnographic study at a non-profit resource and advocacy organization in the field of child care

and early learning, the presenter will trace the rhetorical work of a communication project team to the material conditions of a child care classroom. The presenter will end with applications of this method in the classroom, including a method for students to trace the complex situation of a workplace writing task.

11:00 am – 12:15 pm

**B.3 - When the Network Fails: Revitalizing ATTW's Organizational Communication**

Room: L405 (Lobby Level)

This panel presentation will describe how an ATTW committee has worked to rebuild and revitalize the organization's communication network. Specifically, panelists will discuss development and testing of a survey to identify membership demographics and communication preferences, survey results and recommendations, and current and future implementation activities. At the conclusion of the panel, the latest version of the website will be offered to the audience for discussion and feedback.

Lora Arduser, University of Cincinnati

Kelli Cargile Cook, Texas Tech University

Marjorie Rush Hovde, Indiana University-Purdue University Indianapolis

Amy Koerber, Texas Tech University

Scott A. Mogull, Clemson University

Susan L. Popham, University of Memphis

Pavel Zemliansky, James Madison University

11:00 am – 12:15 pm

#### **B.4 - Interdisciplinary Sites of Research**

Room: L406 (Lobby Level)

Organizational Communication in "The Promised Land": How Texts Mediated the Life Cycle of Peoples Temple Agricultural Project

Heather Shearer, Montana Tech of the University of Montana

This presentation reports on an archival research project that explores the organizational communication of Peoples Temple. Particular attention is paid to the role that organizational texts played in establishing and maintaining Jonestown, the remote utopian/dystopian community established by Peoples Temple. Activity theory is used to analyze the relevant textual practices.

---

Why Are You Here? Using Participant Observation in Emergency Medical Services

Elizabeth L. Angeli, Purdue University

This speaker will discuss preliminary results of a research project that examines networks of communication involved in emergency medical services (EMS). Grounding the discussion in the speaker's engagement in participant-observation methods as an Emergency Medical Technician student, this speaker will illustrate interdisciplinary intersections between EMS and technical communication, discuss how and why technical communication is well suited to study EMS communication, and argue for the continued use of ethnographic methods in technical communication research.

---

Cowboys and Computers: Communication Networks and the National Animal Identification System

David Wright, Missouri University of Science and Technology

Due to safety concerns during the past decade and mounting pressure to modernize the industry, beef industry professionals have been forced to make choices concerning new technologies that would accompany a proposed (NAIS) National Animal Identification System. However, implementing the system, which would require tracking approximately 90 million animals at any given time, would require nationwide technological change for the industry. This presentation will cover the background of the controversy surrounding these changes, the communication networks involved, and methods for analyzing similar communication networks.

11:00 am – 12:15 pm

**B.5 - Networked Sites of Technical Communication: Health Care**

Room: L503 (Lobby Level)

Networks of Care: Interlacing Talk, Technology and Genres on a Liver Transplant Team

Catherine Foy Schryer, Ryerson University

This paper reports on research conducted on a liver transplant unit. This research involved interviewing members from all the teams involved in transplants, numerous observations of rounds, and shadowing team members on the wards. Using theoretical perspectives derived from activity-systems theory we have identified many instances of “knotworking” (Engeström, 2000) or the discursive and improvisational action that occurs when group members from different streams of activity encounter a barrier and improvise to work through that barrier. One of the most important mediating tools and the nexus of much talk and technology is the genre of the list. Patients have to satisfy both medical and psychosocial criteria to be placed on the list and their movement up or down the list is often the focus of intense “knotworking.” This paper discusses not only the role of the list but also some of the communication strategies associated with the list.

---

The Technical Communication of Obstetric Sonographers

Lee Brasseur, Illinois State University

This paper will present the results of interviews with 23 obstetric sonographers about their oral technical communication practices with patients during the fetal sonogram exam. Analysis will examine how the context of their oral communication practices, as well as their training, impacts their visual-based medical rhetoric.

---

Birthing and Networking: When a Midwife Comes to Town

Christina Saily, Purdue University

This presentation adds to the conversation about midwifery in technical communication. Specifically the presentation reports on work with a midwife in a small Midwestern city to consider ways that local communities are a series of networks whose stakeholders often hold different values and, therefore, make different decisions about birth. Furthermore, the presentation begins a discussion about ways for technical communicators to engage with local networked groups who are concerned with women’s healthcare issues and presents an opportunity to explore ways for us to strategically support these local networks.

11:00 am – 12:15 pm

## **B.6 - Visualizing Technical Communication**

Room: M109 (Marquis Level)

Analyzing the Interplay between Visual-verbal Rhetorical Strategies in Multimodal Documents

Suguru Ishizaki, Carnegie Mellon University

This presentation reports on one application of a novel descriptive framework for analyzing the interplay between visual and verbal rhetorical strategies in multimodal documents. The framework will be illustrated through a rhetorical analysis of news articles on global warming in the past 30 years. I will discuss historical changes in the rhetorical strategies used to communicate environmental issues, as well as how visual and verbal patterns complement each other to create the rhetorical effects. I will conclude by discussing the implications of the framework in the pedagogy of technical and professional communication.

---

Networks of Data, Designers, and Users: The New Visual Rhetoric of Interactive Data Visualization

Charles J. Kostelnick, Iowa State University

My presentation will report my qualitative survey and analyses of 100 web sites—commercial, nonprofit, experimental—that contain interactive data visualizations. Some of the criteria for my analyses will include the extent to which audiences can shape and adapt displays to their needs and preferences; the degree to which the displays afford both large-scale and small-scale views of data; and the presence of multi-modal pathos appeals that elicit audience empathy for the data narratives.

---

Must Beyond Bullets Mean Beyond Accessible? Accessibility Considerations for Contemporary Presentation Design

Cheri Lemieux Spiegel, Northern Virginia Community College

This paper will analyze recent presentations housed by TED.com to develop a set of characteristics representing current trends in presentation design. Then, using guidelines of universal design it will evaluate the accessibility of each presentation, noting areas wherein changes could be made to increase accessibility without sacrificing the elements from the set of design characteristics.

## **Concurrent Session C**

2:00 – 3:15 pm

### **C.1 - Layered Networks in the Classroom**

Room: L403 (Lobby Level)

iPads in the Technical Communication Classroom

Stuart A. Selber, Pennsylvania State University

Michael J. Faris, Pennsylvania State University

Patricia Gael, Pennsylvania State University

We present the results of a research study of iPad use in the technical communication classroom. Our study investigates both sides of the education equation, teaching and learning, and involves students in the service course and instructors (graduate students and faculty) of that course.

---

Preparing Students to Enter Professional Networks: Teaching and Assessing "Professionalism" in the Professional Communication Classroom

David Reamer, The University of Tampa

This presentation examines current scholarship on professional identities and original survey data in order to theorize the teaching and evaluation of "professionalism" in technical and professional communication courses. I argue that modern assessment practices such as those described by Hundleby and Allen (2010) can actually help reinvigorate discussions of what it means to teach and evaluate "professionalism" and allow instructors to better prepare students to create and operate within professional networks.

---

Visual Depictions of the Networks in Technical Communication Academic Community

Elizabeth O. Smith, Tennessee State University

A 20-year collection of citations offers the opportunity to graphically depict communities in technical communication. The primary purpose of this session is to illustrate—using readily available software—the networks of workplace professionals, scholars, and teacher that have built technical communication.

2:00 – 3:15 pm

**C.2 - Navigating Networks for Program Development at Smaller Colleges and Universities**

Room: L404 (Lobby Level)

In this roundtable discussion, directors at small and mid-size colleges outline challenges and share strategies for building TC programs and for expanding existing ones by navigating and forging new connections within the networks in which our programs are enmeshed. Panelists will discuss cross-disciplinary collaboration, attracting majors through thematic service-learning courses and innovative internship programs, institutional assessment as a tool for building cross-departmental coalitions, and the potential flattening effect such collaborations may have if small programs lose their distinctive features. Panelists will focus remarks in order to encourage discussion with audience members.

**Moderator:** Chalet Seidel, Westfield State University

Jamie L. McDaniel, Pittsburg State University,

Timothy D. Giles, Georgia Southern University

David Sapp, Fairfield University

Cynthia McPherson, University of Alabama in Huntsville

2:00 – 3:15 pm

### **C.3 - Global Networks of Technical Communication**

Room: L405 (Lobby Level)

Articulating Local Voices: A Dialogic Pedagogy of Production for Creating Culturally Sensitive Design

Huatong Sun, Miami University, Ohio

One common problem for culturally sensitive design is the disconnect between action and meaning, i.e., a design is usable, but users don't feel related to it. This issue becomes more challenging when student designers are distant from user's culture. This presentation introduces a dialogic pedagogy of production to create a usable and meaningful design to local users, illustrated with a case study of a service learning project for a Native American community.

---

Participatory Localization: A Social Justice Imperative in International Technical Communication

Godwin Yaw Agboka, University of Houston-Downtown

This presentation calls attention to a yet-to-be-examined question in the emerging field of international technical communication: what are the social justice implications of technical communication localization in non-industrialized, developing, and unenfranchised nations at risk of neo-colonization or re-colonization? Consequently, drawing from case study research and using a decolonial methodological and theoretical framework, this presentation will report the findings that investigate issues of cultural identity transformation in the design, distribution, and use of documentation that accompanies sexuopharmaceuticals imported into Ghana to ascertain the effectiveness (or otherwise) of the documentation used in helping users use the products.

---

It Takes More than Just Network! A Multilayered Analysis of Resume Writing in China through a Grounded Theory Lens

Xiaoli Li, Western Carolina University

This study characterizes current resume writing in China and relates these features to cultural motives and cultural contexts. It concludes that current resume writing practice in China shows a "glocal" trend. The findings of this research will not only provide technical writing teachers an example on analyzing international audiences, but also assist American students in redesigning their resumes for an international job or internship, especially in China.

2:00 – 3:15 pm

#### **C.4 - Re-Writing Networks for a Democracy of Actors**

Room: L406 (Lobby Level)

SEO/SEdeO/deSEO: Three Practices of a Networked Rhetoric Search Engine Optimization

Sean Morey, Clemson University

(SEO), as a writing practice for technical writers, begs an investigation of its counter-practice, Search Engine de-Optimization, with alternative rhetorical practices to accommodate different contexts. And yet, perhaps SEO/SEdeO should be questioned through a practice of deSEO, a deconstruction of SEO as a whole.

Toward these questions, the speaker will theorize these three aspects of (de)SE(de)O and offer how optimizing/de-optimizing for web robots may hamper the strengths of the WWW.

---

"An Unruly Shambles": Latour's Problem with Rhetoric/Rhetoric's Problem with Latour

Scot Barnett, Clemson University

The French thinker Bruno Latour has become an influential voice in rhetoric and technical communication, informing, through various importations and applications, work on the rhetorics of science, technology, and, most recently, networks. Drawing on Latour's reading of Plato's Gorgias in Pandora's Hope, this presentation argues that the time is right to consider what Latour himself has to say about rhetoric, and what, as a consequence, his understanding of rhetoric suggests about rhetoric's (possible) relationship to concepts such as actants, mediators, and networks.

---

Cloud Nine: Heuristic Invention of Multi-Modal Technical Composition in Online Distributed Environments

Jan Rune Holmevik, Clemson University

Cloud computing describes a new emerging paradigm where technical information and communication has the potential to morph from standard "how-to" commodities to pervasive interactive services. This presentation introduces cloud computing into the technical composition space and reports on a project that uses Actor-Network theory fused with concepts from Object-Oriented Ontologies and heuristic methodology for electrated learning to allow students to learn about multi-modal cloud-based technical communication through the development of

comprehensive cloud-based educational programs for technical writers and communicators.

2:00 – 3:15 pm

**C.5 - New Perspectives in Risk Communication**

Room: L503 (Lobby Level)

Professionals in risk and emergency management (R/EM) analyze data, prevent accidents, respond to emergencies, and communicate with the public; at their best, they draw upon the principles of our field. This panel explores how our field is informed by and contributes to R/EM. It examines the Navy's Nuclear Propulsion Program as a model for a high reliability organization, usability as a method for testing disaster surveys and public messages, and the rhetorical irony of loci of communication after the Deepwater Horizon oil spill.

Stevens Amidon, Indiana University-Purdue University Fort Wayne

Susan A. Youngblood, Auburn University

Philip Chaney, Auburn University

Greg Weaver, Auburn University

Erin Frost, Illinois State University

2:00 – 3:30 pm

**C.6 - ATTW Career Workshop**

Room: M109 (Marquis Level)

The Career Workshop will begin with a brief discussion of job-finding strategies, including how to develop vitas, letters of application, and dossiers. Then, participants will have an opportunity to meet one-on-one with faculty members from twenty universities. We will rotate every five minutes to allow participants to meet with as many different universities as possible.

Richard Johnson-Sheehan, Purdue University

Ann Blakeslee, Eastern Michigan University

Brenda Sims, University of North Texas

Quinn Warnick, St. Edward's University

Barry Maid, Arizona State University

## **Poster Session 2**

3:15 – 3:45 pm

Room: Marquis Ballroom A (Marquis Level)

Ethics and Words: The Conundrum of Nuclear Energy

Paul M. Dombrowski, University of Central Florida

Illuminates the unusually complex, emotionally charged, politically shaped, and ethically fraught nature of language use regarding the issue of nuclear energy.

Focuses primarily on technical language about the words "safe" and "danger", seemingly straightforward notions with muddled, multivariate meanings.

---

Medical Communication and Narrative Analysis: A Case Study of Diabetes Oral History Narratives

Lora Arduser, University of Cincinnati

Narrative analysis is an established qualitative research method in technical communication, but the methodological questions that narrative-based research poses have not been fully addressed. This poster presentation, therefore, examines the role that the structure of the interview itself plays in the stories told by participants in a diabetes oral history project.

---

GxB: (Work in Progress on an) International, Interdisciplinary Site for Genre Researchers

Carolyn Miller, North Carolina State University

Matt Morain, North Carolina State University

Chris Minnix, University of Arizona

Dylan Dryer, University of Maine

GxB (Genre Across Borders) is under development as a virtual center for interaction and cross-fertilization among genre researchers. We will describe our progress in building the site, including coordination with academic social networking and bibliography services, development of selected editorial content, and feedback from an international Advisory Board. We will demonstrate a pilot version of the site and

solicit further feedback and participation in further developing the site as a communal resource.

---

### Technical Communication Genealogy Project

Jennifer Veltsos, Minnesota State University, Mankato  
Joshua Palmer, Minnesota State University, Mankato

This poster introduces the Technical Communication Genealogy Project (TCGP), which collects data about master's and Ph.D. graduates in technical communication and related fields. As we consider the networks that facilitate technical communication at the ATTW conference, the TCGP explores the social networks that connect us through our graduate studies, our universities, and the topics of our research.

---

### Interdisciplinary Intersections in Research Methods: Technical Communication, Eye Tracking, and Usability

Lynne Cooke, West Chester University of Pennsylvania

Eye tracking has primarily been the domain of HCI, cognitive psychology, and information sciences where eye movements are collected and analyzed using quantitative methods to test or build models of visual search. This poster session presents the results of an eye-tracking study regarding the interpretation of eye movement measures as they relate to web usability. In doing so, the poster session demonstrates the methodological strengths of technical communicators, who can create new interdisciplinary sites of research.

## **Concurrent Session D**

4:00 – 5:15 pm

### **D.1 - Information Management in the Workplace, Classroom, and World**

Room: L403 (Lobby Level)

The job of a technical writer in today's networked world is increasingly about content management: collaborating and curating in addition to creating. In some areas of technical communication, these strategies are underused or misused. This panel will discuss diverse locations of this form of technical writing, pitfalls and traps, as well as strategies for its implementation.

Matthew Sharp, Virginia Tech  
Franny Howes, Virginia Tech  
Ashley Patriarca, Virginia Tech

4:00 – 5:15 pm

## **D.2 - New Practitioners and New Networks of Technical Communication**

Room: L404 (Lobby Level)

Determining How to Communicate Non-Organic Yet Non-Conventional Agricultural Growing Practices to Retail Consumers

Gretchen Perbix, Minnesota State University, Mankato

The central research question of this study is to understand how farmers who straddle conventional and organic growing methods communicate their growing methods to their retail consumers. Through an analysis of farmers'/growers' written materials (like Websites and CSA newsletters), I have developed a catalog of strategies that growers have used, which will also provide the basis of an attempt to develop a shorthand reference to “not conventional” and “not organic” that could resonate with consumers.

---

Beyond the Business Plan: Research into the Writing Practices of Entrepreneurs

Ryan Weber, Penn State Altoona  
John Spartz, University of Minnesota Duluth

This panel presents ongoing research about the writing practices of entrepreneurs. Using interviews with successful entrepreneurs in a variety of fields, this presentation explores the rhetorical approaches of entrepreneurs and the documents business founders produce to fund and maintain their entrepreneurial ventures.

---

A Theory of Sustainable Rhetorical Objects (or What do Networks of Technical Communication Produce?)

Bill Hart-Davidson, Michigan State University

Rhetoric has always been interested in the creation of social objects. But if we are to understand how they endure, how they are sustained and sustainable, it must also be interested in the distribution and use of rhetorical objects. It is in these last two areas that technical communication theory & research have and continue to make the greatest contributions to rhetorical theory. This talk aims to bring concepts from technical communication – especially use and reuse – into the vocabulary of rhetorical theory more broadly.

4:00 – 5:15 pm

### **D.3 - Teamwork in Technical Communication**

Room: L405 (Lobby Level)

Co-constructing Performance Roles in Networks of Technical Communication:  
Practicing Technical Communicators Vlog About Their Work

Jim Henry, University of Hawaii at Manoa

I will present excerpts from four vlogs composed by practicing technical communicators on their workplace performances as queried via performance theory: How does "backstage" performance (e.g., with team members and "directors" in the form of management and supervision) shape "front stage" performance (with clients and other users in different networks)? How does "audience segregation" (i.e., performing different parts for different audiences) take form in networks of communication? How do performance "reviews" (by management and others involved in work performance appraisals) impact the roles that communicators co-construct?

---

Scrum Up: Using Agile Software Development's Scrum Methodology in the Collaborative Classroom

Rebecca Pope-Ruark, Elon University  
Sarah Talbott, Elon University  
Kasey Thornton, Elon University

How might instructors design experiences that not only help students learn about the process of effective collaboration but also help them build identities as engaged collaborators? In this presentation, a faculty member and two undergraduate students introduce an adapted version of Scrum project management methodology, a framework used to organize collaborative teamwork that was borrowed from the Agile software development world. Scrum both created a successful collaborative atmosphere in semester-long projects and enabled students to develop and articulate their roles as collaborators.

---

Networks in Service-Learning and Team Projects: How Student Teams Perform in Real-World Contexts

Beth Anne Powell, University of Tennessee at Martin  
Kara Poe Alexander, Baylor University

Teamwork and service learning projects are both practices that work within networks of technical communication; while much research has been generated

about these two topics separately, little has been said about how students work together in teams to complete projects when they have the added element of a client. Yet, teamwork in service-learning contexts offers a unique space for studying how student teams function and what problems or frustrations, whether typical or atypical, exist for these teams. Using survey data and internal team communication (email, discussion board, et cetera), these presenters discuss both successes and problems student teams experienced while communicating and working with other team members and nonprofit clients for a collaborative service-learning project they completed in Fall 2010.

4:00 – 5:15 pm

**D.4 - Networks and/of (Dis)embodiment: Altered Perspectives for Technical Communication in the 21st Century**

Room: L406 (Lobby Level)

This panel will seek to examine the issues and potential of the digitalization of the body in the current cybernetic/posthuman movement; in relation to the history of techne; in notions of “natural” and virtual play; and the need for ambiguity in human-information design. Areas of technical communication to be discussed will include disability studies, information/web design, serious gaming/natural play, and virtual creations of the real. The panel will engage the audience in a discussion of the implications of the current trajectory for technical communication pedagogy and practice.

Steven B. Katz, Clemson University

Josephine Walwema, Clemson University

Wendy Blanchard, Clemson University

Curtis Newbold, Clemson University

Vicki W. Rhodes, Center for Developmental Services

4:00 – 5:15 pm

**D.5 - Implications of Game Networks for Research in Technical Communication**

Room: L503 (Lobby Level)

Computer games are rich contexts in which many participants in the social web develop the online practices, ethics, and literacies that inform their understanding of networked communication and collaboration (c.f. Slikker and van den Nouweland; McAllister; Sutton-Smith; Gee). Participants on this panel, then, will expand on work already started by scholars in professional communication (c.f. Moeller; Vie) to discuss player-participation in development and maintenance of game networks. Panelists will explore how players' experiences in these networks inform their learning and practices beyond gaming through case studies of Little Big Planet and Ribbon Hero. Further, panelists are interested in agency—how gaming participants leverage their rhetorical and communicative skills to document their gaming experiences and create social-professional networks within their gaming communities.

Dave Jones, Old Dominion University

Angela Harrison, Old Dominion University

Jennifer DeWinter, Worcester Polytechnic Institute

4:00 – 5:15 pm

## **D.6 - Usability and Accessibility on the Network**

Room: M109 (Marquis Level)

### Usability Testing and the Templated Web

Bradley Dilger, Western Illinois University

Many technical communication scholars are contributing to scholarship that investigates ongoing changes in document creation and use. Clay Spinuzzi's work with genre, David Clark's research into content management systems, and Jason Swarts's recent JBTC article on reuse come to mind. In this presentation, I present complementary work, focusing on usability testing of web presences. I argue that changes in testing methodology are necessary given evolutions in use affected by today's heavily templated web sites.

---

### Mapping Information Exchange Networks: An Argument for Culturally Based Usability Studies

Jeffrey Alan Bacha, Purdue University

I argue for a shift in usability studies that moves the emphasis from end-user only studies toward the adaptation of usability practices focused around studying how organizations produce new knowledge. In doing so, I will provide a working model of how Professional and Technical Communication Specialists can start developing open-source applications specifically tailored for the type of work the employees of those organizations are generating or new context specific systems intended to help those organizations create sustainable products.

---

### Embracing a Kairotic Moment for Technical Communicators in the Emerging Field of Dissemination Science

Lucia Dura, University of Texas at El Paso

This presentation explains dissemination science from the perspective of a consulting technical and professional communicator. It highlights the skills that make the technical communicator a dissemination specialist and shows how these skills intersect with those of other team members within a consortium dedicated to the discovery, implementation, and dissemination of healthcare innovations.