

New and Forthcoming Titles in

New Dimensions in Computers and Composition



HAMPTON PRESS, INC.



Hampton Press, Inc.
23 Broadway
Cresskill, NJ 07626
201-894-1686
201-894-8732 (fax)
2800-894-8955 (toll free)
email: hamptonpr1@aol.com
www.hamptonpress.com

New Dimensions in Computers and Composition

Editors: Gail E. Hawisher and Cynthia L. Selfe

The editors invite interested scholars to submit their manuscripts to this series for consideration. The series has been conceived as one devoted to publishing groundbreaking scholarship on the teaching, practice, and theorizing of computer-based composition. The goal of the series is to provide outstanding scholars and teachers in the field of computers and composition a timely and well-publicized venue for publishing their most innovative work, thus ensuring that each book in the series will be a leading resource for professionals. Topics on which proposals are invited include, but are not limited to the following:

- new media literacies and visual literacy in online environments
- equity, gender, race and technology
- internet genres
- rhetoric of digital design and digital rhetorics
- web-based pedagogies for teaching and learning about composition
- the design of computer-based courses, programs and curricula
- distance learning, distance education, and online courses
- synchronous and asynchronous discussion
- writing centers and computers
- technical support and staffing
- tenure and promotion issues
- online publishing
- critical studies of computer use in education
- political issues surrounding technology use and access
- computers and composition in workplace settings
- education policy
- intellectual property issues
- civic involvement online
- international issues

For specific instructions on developing a book prospectus, please visit the Hampton Press web site. Five copies of the prospectus are to be sent to:

Gail E. Hawisher
Center for the Study of Writing
Department of English
University of Illinois
608 S. Wright St.
Urbana, IL 61801
hawisher@uiuc.edu

Digital Youth

Emerging Literacies on the World Wide Web

Jonathan Alexander, University of Cincinnati

In *Digital Youth* the author argues that many youth are using the Web to experiment with and deploy a number of surprising theoretical strategies that tell us much about their vision for the new communications technologies and the emerging literacy practices they are using to engage that technology.

The volume examines both the politics imbedded in the representations of youth and technology and the actual practices of communication and meaning making of these "digital youth." To approach the subject, the author draws on the work of three fields of critical inquiry—cultural studies, subcultural studies, and the emerging field of cyberculture studies—to generate a series of questions for critically analyzing various literacy practices performed on and with the Web. Methodologically, the book proceeds as a series of "confrontations" between youth and their representation, particularly with regard to how "digital youth" are figured in relationship to and use technology. Then the author examines, through a series of case studies, how some of these "digital youth" actually use technology to refigure themselves—often in contra-distinction to their "mythological" representation by others. In the process, the book offers a complex but telling portrait of the use of communications technologies, particularly the Web, and the kinds of literacies that some youth are developing with those communication technologies.

Contents: "Hidden Literacies: An Introduction. LITERACY POSSIBILITIES-AND PROBLEMS. Technology, Literacy, and Digital Youth. Uses and Abuses of Hyperbole, or, the Case of Douglas Rushkoff's *Digital Kids*. LITERACY PRACTICES. Ironies of Self: Rewriting the Personal Home Page. The Personal and the Political: E-Zines, Community, and the Politics of Online Publication. Writing Queer Digital Youth: A Case of Identity and Community on the Web. ACTIVIST LITERACIES. Digital Youth Activism: Rethinking Web Activism. Literacies in Action: The YOUTH & AIDS Web Project. Conclusion: The Futures of Writing? Speculations on Digital Youth, Literacy, and Technology. References. Author Index. Subject Index.

2006 420 pages

ISBN 1-57273-650-X

ISBN 1-57273-651-8

\$89.50 cloth

\$35.00 paper

Role Play

Distance Learning and the Teaching of Writing

edited by Jonathan Alexander, University of Cincinnati,
and Marcia Dickson, The Ohio State University-Marion

This collection focuses on the development of new theories and pedagogies of distance learning in the English class. It originally grew out of the editors' interest in how roles and performances change as English

teachers, particularly writing instructors, become practitioners in distance learning classrooms and their desire to examine the impact such changing roles have on English instruction at the collegiate level.

At present, few books address the pedagogy of distance learning. While many articles and portions of some books examine various features of the "cyber classroom" and its use in distance learning, most have been written by "trainers" from business backgrounds. Teachers are more likely to find discussions of what to wear on screen or how to develop an efficient PowerPoint presentation as opposed to serious discussion of the development of effective means of conveying information, developing knowledge, or perfecting skills. Role Play offers the latter, with thoughtful and often poignant scholarly analyses and meditations on how distance learning can prompt instructors of English to experiment with different roles in the performance of their duties.

Contents: Introduction: Distance Learning, Teaching Writing, and Learning to Play New Roles, *Jonathan Alexander* and *Marcia Dickson*. PERFORMANCES. Pedagogical Performances in the Online Writing Class, *Christy Desmet*, *Robert Cummings*, *Alexis Hart*, and *William Finlay*. And Now, a Word from Our Sponsor, *John G. Bryan*. PROCESSES. A Language All Its Own: Writing in the Distance Learning Classroom, *Ellen H. Hendrix*. Trying to Connect: A Distance Learning Basic Writing Course for Nontraditional Students, *Stuart Bliersch* and *Carolyn Stoll*. Anyone? Anyone? Anyone? Leading Discussions in Cyberspace: E-Journals and Interactivity in Asynchronous Environments, *Debbie Danowski*. COMMUNITIES. Rhetorical Violence and the Problematics of Power: A Notion of Community for the Digital Age Classroom. *Lori E. Amy*. Critical and Multicultural: Pedagogy Goes Online, *Leslie Antonette*. Feminist Civic Engagement and the Role of the Bureaucrat: Graduate Education, Distance-Learning, and Community Action, *Melody Bowden*. FUTURES. Online Distance Education and the "Buffy Paradigm": Welcome to the Hell Mouth, *Cynthia L. Jenéy*. Learning at Light-Speed in Neal Stephenson's *The Diamond Age*, *Veronica Pantoja*. Distant, Present, and Hybrid, *Peter Sands*. Author Index. Subject Index.

2006 236 pages

ISBN: 1-57273-658-5

ISBN: 1-57273-659-3

\$47.50 cloth

\$23.95 paper

Aging Literacies

Angela Crow, Georgia Southern University

In the wake of articles that call for writing instruction to keep pace with the multi-modal realities students experience (i.e., video games, WWW texts, multimedia presentations etc.), *Aging Literacies* takes up the complicated question of writing faculty development and the training necessary to address shifting definitions of literate acts. Specifically, the text brings the issue of aging to this conversation, addressing both our towards aging literacies, and the role that age plays in the acquisition of new literacy practices.

Aging literacies also suggests the necessity of becoming more literate about how current research on aging might impact the field of rhetoric and composition studies. The text explores the intricacies involved with defining aging, the challenges of recognizing and negotiating ageist stereotypes, the role gender, race, and class play in aging, and the ways we learn as we age. While the focus for the text is on aging and faculty development, the

aging concerns addressed in the text can help readers considering issues more generally in their own research designs.

Contents: INTRODUCTION: THE SEDUCTION OF CHANGE. Overview of Chapters. Sustainable Change. WHAT ARE LITERATE ACTS: What's a Literate Act?: Using E-Mail Filters. Learning Multiple Literate Acts. Structural Influences on Literate Acts. THE PROBLEMS AND CHALLENGES OF STUDYING AGING. Calendar Age. Identity Formation-Shaping a Body. Cohort. Life Course Concerns. Erikson, and Jung's Life Course Perspectives. Shaping Life Courses to Ease Mortality Concerns. Combining All the Factors. NOT OLD FARTS: ERASING STEREOTYPES. Youth-Centered Denial Strategies. Workplace Attitudes. Research That Suggests Solutions. Navigating Mortality. SHAPING RESEARCH/HYBRIDITY? Not Basic Writers: Learners of New Literacies. Current Literate Practices. GENDER AND AGING: CUMULATIVE (DIS)ADVANTAGES. Poverty. Health. Life Course Models Revisited. SENIOR-FRIENDLY TEXTS. Text Design. Framing Wysocki. Senior-Friendly Guidelines. LEARNING ENVIRONMENTS. CONCLUSION. Finding Metaphors for Pedagogy: A Rickety Bridge. Failed Conversations and Further Research. References. Author Index. Subject Index.

2006 172 pages

ISBN: 1-57273-642-9

\$36.50 cloth

ISBN: 1-57273-643-7

\$17.95 paper

Literacies, Experiences, and Technologies

Reflective Practices of an Alien Researcher

Sibylle Gruber, Northern Arizona University

Technologies and Literacies provides readers with a critical self-reflective approach to studying the impact of social, cultural, historical, political, and educational backgrounds on the acquisition of technological literacy. It offers a critical examination of a researcher's underlying, often hidden, and always changing goals and perspectives. Readers are encouraged to keep in mind the following questions:

- How do the theories we use promote specific ideological leanings, and how can they lead to new understandings of misunderstandings about students' technological literacy experience?
- How do our positions as teacher, scholar, administrator, advisor, or student influence our practical and theoretical choices?
- How can we reflect on our practices and theories to arrive at new understandings of literacy learning in our institutions?
- How can we apply what we learned through reflecting on our practices and theories in our positions as teacher, scholar, administrator, advisor, or student.

The volume adds to the work that values contextual approaches to studying technological literacy acquisition, acknowledges the researcher's positionalities in conducting research, and demonstrates how becoming an effective education and research in a diverse society is not just a matter of acquiring information, but rather a process of personal growth and transformation.

Contents: ESTABLISHING NETWORKS: LITERACIES, EXPERIENCES, AND TECHNOLOGIES. Methods, Methodologies and Motivations. THEORIZING IDEOLOGIES AND PRACTICES.

Histories, Stories, Technologies. LIVING IN DIFFERENT CULTURES: EXPERIENCES OF THE BORDERLANDS. Observing Alba. A Nontraditional Woman's Coming of Age. Rhetorical Strategies in Class and Online. Online Communication Strategies: Critical Thinking and Identity Politics. STRIKING STRAIGHT: LEARNING TO DO IN SCHOOL AND BE COOL. Equal but Separate. Basic Writing and Online Communication. A Rebel in More Ways Than One: Celie's Online Communication. Don't Mess With Me! I Won't Put Up With This. REDEFINING AUTHORITY: TECHNOLOGICAL (DIS)INTEGRATION. Building on the Old, Working with the New: Authority Revisited. Authority in the Classroom: Shifting Perceptions. They Want It: A Reaffirmation of Long-Held Beliefs. It Could Be You: Bringing the Discussion Back Home. Blaming the Victim: Myths Revisited. Is There Hope? Synchronous and Asynchronous Exchanges. CONTEXTUALIZING LITERACIES: TRADITIONS, CULTURES, IDENTITIES, AND TECHNOLOGIES. An Educational Journey. Approaches to Literacy. Histories, Cultures, and Literacies. Jolita: Changing Cultures of Literacy. Mani: Integrating Cultures of Literacy. Current Technology Influences. Continuing Literacies. REFLECTING: TECHNOLOGIES AND IDEOLOGIES. References. Author Index. Subject Index.

Summer, 2006 176 pages

ISBN: 1-57273-703-4

\$39.50 cloth

ISBN 1-57273-704-4

\$17.95 paper

Digital Writing Research

Technologies, Methodologies, and Ethical Issues

edited by Heidi A. McKee, Miami University-Ohio
and Danielle DeVoss, Michigan State University

This volume focuses on how writing technologies, specifically digital technologies, affect research-shaping the questions asked, the sites studied, the methodologies used, ethical issues, conclusions, and the actions taken by scholars, researchers, and teachers. In this collection, the authors analyze methodologies, technologies, and ethical approaches for researching digital writing and writers working in digital contexts. Although many of the chapters provide examples drawn from studies conducted or reviewed by the authors, the focus of each chapter is on articulating particular methodological and ethical approaches for conducting digital writing research. Because of the increasing digitization of writing in educational, institutional, and social contexts, all composition researchers need to consider methodological and ethical approaches too digital writing research. The core questions addressed in the chapters include:

- How have researchers adapted methodologies for digital writing research?
- What methods are used by researchers studying sign systems beyond the textual?
- How is a particular writing technology being researched by computers and writing scholars?
- What constitutes appropriate human subject research in online environments?
- How are computerized technologies, particularly global technologies, raising new ethical issues related to privacy, individual rights, and representation?
- How have computers and digital spaces changed collaboration among researchers and participants?
- How have electronic journals and other methods of publishing writing research influenced our research directions and the distribution of research findings?

- Given the continually evolving state of technology and human interactions with and through technological affordances, what preparation do future researchers need?

This volume will provide experienced researchers with the means to reflect on various aspects of their research and offer researchers new to composition studies or to computers and writing research an introduction to possible approaches and related methodological and ethical issues.

Contents: Introduction. RESEARCHING DIGITAL COMMUNITIES: REVIEW, TRIANGULATION, AND ETHNICAL RESEARCH REPORTS. Digital Spaces, Online Environments, and Human Participant Research: Interfacing with Institutional Review Boards, *Will Banks* and *Michelle Eble*. Through the Eyes of Researchers, Rhetors, and Audiences: Triangulating Data from the Digital Writing Situation, *Kevin De Pew*. Playing Scavenger and Gazer with Scientific Discourse: Opportunities and Ethics for Online Research, *Michelle Sidler*. RESEARCHING GLOBAL CITIZENS AND TRANSNATIONAL INSTITUTIONS. Ethos and Research Positionality in Studies of Virtual Communities, *Fil Sapienza*. Researching (with) the Postnational 'Other': Ethics, Methodologies, and Qualitative Studies of Digital Literacy, *Iswari Pandey*. Researching Hybrid Literacies: Methodological Explorations of 'Ethnography' and the Practices of the Cybertariat, *Beatrice Smith*. RESEARCHING THE ACTIVITY OF WRITING: TIME-USE DIARIES, MOBILE TECHNOLOGIES, AND VIDEO SCREEN CAPTURE. Studying the Mediated Action of Composing with Time-use Diaries, *William Hart-Davidson*. Mobile Technologies and a Phenomenology of Literacy, *Joanne Addison*. Capturing the Activity of Digital Writing: Using, Analyzing, and Supplementing Video Screen Capture, *Cheryl Geisler* and *Shaun Slattery*. RESEARCHING DIGITAL TEXTS AND MULTIMODAL SPACES. Coding Digital Texts and Multimedia, *Stuart Blythe*. Composition Meets Visual Communication: New Research Questions, *Susan Hilligoss* and *Sean Williams*. An Ecofeminist Methodology: Studying the Ecological Dimensions of the Digital Environment, *Julia Romberger*. Riding the Wave: Articulating a Critical Methodology for Web Research Practices, *Amy Kimme Hea*. Multimedia Research: Difficult Questions with Indefinite Answers, *Janice McIntire-Strasburg*. RESEARCHING THE RESEARCH PROCESS AND RESEARCH REPORTS. Whose Research Is It, Anyway? The Challenge of Deploying Feminist Methodology in Technological Spaces, *Kris Blair* and *Christine Tulley*. A Report from the Digital Contact Zone: Collaborative Research and the Hybridizing of Cultural Mindsets, *Josh Burnett*, *Sally Chandler*, and *Jackie Lopez*. Impact of Invasive Web Technologies on Digital Research, *Lori Hawkes*. Multifaceted Methods for Multimodal Texts: Alternate Approaches to Citation Analysis for Electronic Sources, *Colleen Reilly* and *Doug Eyman*. Messy Contexts: Research as a Rhetorical Situation. *Rebecca Rickly*. Combined Bibliography. Author Index. Subject Index.

Summer, 2006 336 pages

ISBN 1-57273-705-0

\$69.50 cloth

ISBN 1-57273-706-9

\$32.50 paper

Integrating Hypertextual Subjects

Computers, Composition, and Academic Labor

Robert Samuels, UCLA

This book examines how one can teach composition with computers while reflecting critically on the ways technology affect student literacies, faculty labor issues, and the educational environment at contemporary universities. By articulating concerns regarding pedagogy and postmodern academic institutions, the book develops an economic,

political, and cultural account of the field of computers and composition. Of special importance is the analysis of how the employment of new technologies in writing classes affects student writing, faculty research, pedagogical innovations, and the employment practices of research universities. By articulating a technological and holistic conception of composition studies through the integration of process-oriented, expressivist, social constructivist, and current-traditional models of writing pedagogies, this volume shows teachers how they can both use and critique digital technologies in college writing courses. In employing a multimedia approach, the book also suggests ways of helping students to author their own new media in writing courses.

Contents: Introduction. INTEGRATING MULTIPLE STUDENT LITERACIES: DIGITAL DIVIDES, UNIVERSITY STRUCTURES, AND COMPOSITION THEORIES. Integrating Multiple Student Literacies. The Institutional Factors Working Against Student Literacies. Critiquing the Global Rhetoric of the World Wide Web. Traditional, Modern, and Postmodern Theories of Subjectivity and Composition. Four Central Computer Technologies and Theories of Composition. A Rhetorical Model for New Media and Composition. Composition as a New Center of the Postmodern University. THE NEW LITERACY AGENDA: COMPOSITION, COMPUTERS, AND LABOR AT AMERICAN RESEARCH UNIVERSITIES. The National Higher Education and Technology Literacy Debate. Funding Technology and Faculty Devaluation. WAC, ECAC, and the Future of Computers and Writing. The Rhetoric of Computers, Composition, and Higher Education. From Remediation to the Politics of Remediation. Hypertext Gone Bad. Constructing Critical Hypertexts. ENTERING THE HYPERTEXTUAL MATRIX: CRITICAL THEORY, POPULAR CULTURE, AND CRITICAL LITERACY ETHNOGRAPHIES. Defining Critical Literacy for Computers and Composition. An Integrated Hypertextual Model of Student Literacies. Traditionalism, Globalism, Individualism, and Relativism in Higher Education. A Postmodern Reading of Descartes' Modern Subjectivity. Welcome to The Matrix of Academic Discourse. Student Writing and Technology Ethnographies. CRITICAL PEDAGOGY, ELECTRONIC CONVERSATIONS, AND STUDENT SUBJECTIVITY: POSTMODERN TECHNOLOGIES, MODERN STRUCTURES, AND TRADITIONAL INSTITUTIONS. Critical Pedagogy, Postmodern Educational Theories, and Traditional Institutions. Being Out of Time: Learning through Failure. The Self-Reflexive Classroom. CONSTRUCTING AN INTEGRATED CLASS HYPERTEXT: STUDENTS WRITING FOR EDUCATIONAL AND ECONOMIC JUSTICE. Rethinking Hypertextuality. The Hypertextual Rhetoric of New Media. A Critical Pedagogy for Hypertextual Education. Student Electronic Discussions Concerning the Economics of Computer-Assisted Instruction. Constructing a Class Hypertext. Student Reflection on a Web-Based Class Hypertext. CONCLUSION: LABORING WITH TECHNOLOGY AND LITERACY. What Can Be Done. References. Author Index. Subject Index.

2006 204 pages

ISBN: 1-57273-638-0

\$45.00 cloth

ISBN: 1-57273-639-9

\$20.95 paper

Multimodal Composition

Resources for Teachers

edited by Cynthia Selfe, The Ohio State University

Over the last two decades, the emergence of new digital composing environments; the extended reach of global communication networks; and the increasing importance of texts that can cross linguistic, cultural, and geopolitical borders have converged to create major challenges for teachers of writing, composition instruction, and our basic understanding of rhetorical situations (authors, readers, texts). These challenges promise to be increasingly disruptive for teachers of English composition at both the secondary and collegiate levels-especially those who understand composition assignments as calling primarily for alphabetic texts.

This book on multimodal composition is designed to help teachers of English composition expand the modalities on which they and their students draw, to go beyond the limits of texts that rely primarily on words, and to enjoy exploring the affordances-the special capacities-of video, image and sound. This book offers faculty practical help on creating multimodal assignments and working within digital composing environments. Teachers will find sample student essays (both audio and video); advice on intellectual property concerns; sample worksheets and forms; explanations of technical terms; and useful advice about hardware, software, and digital recording equipment.

Foreword, *Bronwyn Williams*. Thinking about Multimodality, *Pamela Takayoshi*, *Gail E. Hawisher*, and *Cynthia L. Selfe*. Words, Audio, and Video: Composing and the Processes of Production, *Cynthia L. Selfe*, *Stephanie Owen Fleischer*, and *Susan Wright*. Composing Multimodal Assignments, *Mickey Hess*. Collaborating on Multimodal Projects, *Ann-Marie Pedersen* and *Carolyn Skinner*. Thinking Rhetorically, *Daniel Keller*. Saving, Sharing, Citing, and Publishing Multimodal Texts, *Iswari Pandey*. Experimenting with Multimodality, *John Branscum* and *Aaron Toscano*. Responding and Assessing, *Sonya C. Borton* and *Brian Huot*. More about Reading, Responding, and Revising, *Kara Poe Alexander*. When Things Go Wrong, *Sylvia Church* and *Elizabeth Powell*. Making Connections with Writing Centers, *Jo Ann Griffin*. Sustaining Multimodal Composition, *Richard J. Selfe*. Learning and Teaching Digital Literacies. *Marilyn M. Cooper*. Afterword, *Debra Journet*. Glossary. Collected Resources. Appendices 1-36. Resources CD. Sample Multimodal Compositions. Audio Essays. Video Essays. Indexes.

Summer, 2006 288 pages

ISBN 1-57273-702-6

\$27.95 paper

Labor, Writing Technologies and the Shaping of Competition in the Academy

edited by Pamela Takayoshi, Kent State University, and
Patricia Sullivan, Purdue University

The changing nature of the workforce and the increasing presence of technologies in composition studies promise to affect not only the ways we work, but the very shape of the discipline. This volume takes on the challenge of thinking about the intersections of work, technology, and composition studies in ways that are unprecedented. Authors in this collection explore technology and labor issues across a range of institutional locations to focus on working as scholars, administrators (of writing programs, writing across the curriculum programs, assessment programs), teachers, workers held accountable to bureaucrats, and gendered and raced workers, and the future roles compositions will adopt in the university and how technology affects those identities.

The chapters address the nature of composition labor in a technological society, the new geographies of composition, variety of identity and agency that are enabled and denied, academic labor outside the classroom and academy, and how virtuality impacts labor. of work. They provide varied perspectives on what issues are import and alert researchers and teachers that a serious consideration of labor and writing technologies are needed to expand notions of what composition studies can and must be.

Contents: Literacy Work in a Technology-Rich Culture: Issues at the Intersection of Labor, Technology, and Writing Instruction, *Pamela Takayoshi and Patricia Sullivan*. VOICING OUR (PAST AND FUTURE) PROFESSIONAL IDENTITIES. When the Cutting Edge of Technology is at Your Throat: A Report from the Front, *Richard Miller*. Composition, or a Case for Experimental Critical Writing, *Janet Carey Eldred*. Technological Labor and Tenure Decisions: Making a Virtual Case via Electronic Portfolios, *Kristine L. Blair*. Assessment as Labor and the Labor of Assessment, *Peggy O'Neill, Ellen Schendel, Michael Williamson, and Brian Huot*. MEDIATING TECHNOLOGY-SHAPED IDENTITIES. WAC for Cyborgs: Discursive Thought in Information-Rich Environments, *Charles Bazerman*. "Whatever Beings": The Coming (Educational) Community, *Victor Vitanza*. "Outing" the Institution: (Re)Writing Technologies with a Rhetoric of Female-to-Male Drag, *Tara Pauliny*. (Cyber)Conspiracy Theories?" African-American Students in the Computerized Writing Environment, *Samantha Blackmon*. EXPLORING POSSIBILITIES FOR AGENCY IN INSTITUTIONAL SETTINGS. Agencies, Ecologies, and the Mundane Artifacts in Our Midst, *Stuart Blythe*. Roots and Routes to Agency: Space, Access, and Standards of Participation, *Annette Harris Powell*. (Mis)Conceptions: Pedagogical Labor and Learning-Enhancement Programs, *Joseph Zeppetello*. Labor Practices and the Use Value of Technologies, *Marilyn M. Cooper*. Literacy Work in E-Learning Factories: How Stories in Popular Business Imagine Our Future, *Patricia Sullivan*. IDENTIFYING SUSTAINABLE TECHNOLOGICAL PRACTICES. Techniques, Technologies, and the Deskillling of Rhetoric and Composition: Managing the Knowledge-Intensive Work of Writing Instruction, *Bill Hart-Davidson and Tim Peeples*. Writing Assessment and the Labor of "Reform" in the Academy, *Margaret Willard-Traub*. Between Ethnographic and Virtual Worlds: Toward a Pedagogy of Mediation, *David Seitz and Julie Lindquist*. Sustaining Community-Based Work: Community-Based Research and Community-Building, *Jeff Grabill*. Author Index. Subject Index.

Spring, 2006 364 pages

ISBN 1-57273-666-6

ISBN 1-57273-667-4

\$75.00 cloth

\$34.50 paper

Datacloud

Toward a New Theory of Online Work

Johndan Johnson-Eilola, Clarkson University

Datacloud examines information work from a broad range of viewpoints to construct a better understanding of how and why we use computer technologies as we do. Constructing a postdisciplinary theoretical framework from disciplines including rhetoric, technical communication, cultural studies, architecture, and more, Datacloud interrogates how people work in a variety of contexts, both computer-supported and analog. Using examples drawn from classrooms, recording studios, offices, and parking lots, Datacloud constructs a theoretical and practical apparatus for re-thinking communication and work in the age of saturated information spaces.

Contents: Introduction: Erratic Trajectories. REARTICULATIONS: THE CHANGING SHAPES OF COMPUTER SPACES. Almost Unnoticed: Understanding the Future Now. Breakdown and Recombination. TENDENTIAL FORCES: A BRIEF PRIMER ON ARTICULATION THEORY AND SYMBOLIC-ANALYTIC WORK. Articulation Theory. Symbolic-Analytic Work. Rearticulating Working and Learning. TOWARD FLATNESS: CHANGING ARTICULATIONS OF INTERFACE DESIGN. A Brief History of Computer Interfaces. INTERFACE OVERFLOW. "Work with Stuff": A Space for Academic Theory and Research. Information Overflow: Protocols and Music Composition. Spaces for Symbolic-Analytic Work: Virtual and Real. Compressing Symbolic-Analytic Workspace. Returning to the Lab: Rearticulating Student Work Spaces. Virtual Reality and Ubiquitous Computing: Some Suggestions About Mediated, Heterogeneous. ARTICULATING IN THE DATA CLOUD. Tendential Forces in Education and Work. OTHER STORIES, OTHER TEXTS: OTHER IDEAS ABOUT WORK. Cuts, Channels, and Loops: Rearticulating Music. Interface as Deconstructive Architecture: Articulating Heterogeneous Spaces. SOME REARTICULATIONS: EMERGENT SYMBOLIC-ANALYTIC SPACES. CODA: A TEXT IN FRAGMENTS. References Author Index. Subject Index.

2005 172 pages

ISBN 1-57273-634-8

\$42.95 cloth

ISBN 1-57273-635-6

\$18.95 paper

At Play in the Fields of Writing

A Serio-ludic Rhetoric

Albert Rouzie, Ohio University

We have inherited the notion of play as the opposite of work. This has led us to experience work as alienated labor and to think of adult play as irrelevant and inconsequential. This way of thinking has informed writing instruction and is even expressed in the way English departments are structured. This volume offers English studies a new way of looking at the role of play in student composing and the place of playfulness in college writing classrooms. The author moves beyond the work/play divide by offering the concept of serio-ludic rhetoric, discourse that straddles the fence between serious and playful activity and functions as a force for critique and change in social educational settings. Serio-ludic rhetoric defines play with language and images as a synthesis of work and play that is rhetorically

productive, can help overcome student alienation, and help heal the split between rhetoric and poetic in English studies.

The book explores this concept through analysis of student and instructor electronic projects and synchronous discussion conferences, demonstrating that serio-ludic discourse is often creative, productive, and rhetorically invigorating. It offers a vision of the writing classroom that can help instructors find ways of making a place for productive play in their courses and professional lives.

Contents: INTRODUCTION: PLAY, PLEASURE AND WRITING INSTRUCTION. Exploring Representations of Women. A Renais-Sants of Wonder. The Larger Cultural Arena. HEALING THE WORK/PLAY SPLIT: A SERIO-LUDIC RHETORIC FOR ENGLISH/COMPOSITION STUDIES. Theorizing the Work/Play Split. Healing the Work/Play Split in English Studies. How Critical is Play? A Few Uneasy Answers. CONVERSATION AND CARRYING-ON: PLAY, CONFLICT AND SERIO-LUDIC DISCOURSE IN SYNCHRONOUS COMPUTER CONFERENCING. The Value of Serio-Ludic Discourse. Conflict and Play in Male Language Games. Playing Out the Battle of the Sexes. Implications for Instructors. Conclusions: Implications for English and Composition Studies. PLAY IN HYPERTEXT THEORY AND PRACTICE. Play and the Dramatic Experience of Hypertext. Hypertext as Theater. Zaum Gadget and CWRL Culture. The Case of the Hypertext Ear. Composing Ear with E.A.R. From HyperCard to the Web. THE COMPOSITION OF DRAMATIC EXPERIENCE: THE PLAY ELEMENT IN STUDENT ELECTRONIC PROJECTS. Serio-Ludic Discourse in Hypertext Compositions. The Land of Automation. The News Bit: The New News Resource. Going Wild with Clip Art: Anatomy of a Flame War. Taking The Next Step in Education. Simulating a Virtual Village. Encouraging Playful Hypertexts. CONCLUSION: THE CHANGING FIELD OF WRITING. Playfulness in the Face of Change. Pitfalls and Potentials: Planning Serio-Ludic Activities. Appendix: Context and Methods. References. Author Index. Subject Index.

2005 244 pages

ISBN: 1-57273-628-3

ISBN: 1-57273-629-1

\$49.50 cloth

\$24.95 paper

Sustainable Computer Environments

Cultures of Support in English Studies and Language Arts

Richard J. Selfe, The Ohio State University

This volume helps define the social, technical, and institutional issues that surround technology rich environments used in English studies departments and programs. These environments can have physical configurations and virtual components, all of which are changing constantly. Technology rich environments are helping to shape the working, teaching, and learning experiences of students, teachers, technicians, and administrators alike.

The volume has three primary goals: to provide a theoretical and practical basis for understanding the social, institutional, and professional dynamics that surround technology rich instruction; offer a set of heuristics for planning, maintaining, and continuously evaluating technology rich teaching and learning environments; and provide a set of best practices that provide examples of sustainable productive projects, approaches, and programs in specific K-college institutions.

Contents: THE RELATED CHALLENGES OF DIGITAL LITERACY AND THE DYNAMIC OF BLAME. The Link Between Literacy and Computers is Forged. The Role of English and Language Arts Teachers. The Dynamic of Blame. People, First; Pedagogy, Second; and Technology, Third. Some Challenges to This Planning Process. ESTABLISHING A CULTURE OF SUPPORT WITHIN WHICH TEACHERS COME FIRST, PEDAGOGY SECOND, AND TECHNOLOGY THIRD. Moving Away From the Dynamic of Blame and Toward a Culture of Support. Successful Cultures of Support. Chapter Conclusion. PLANNING TECHNOLOGY-RICH ENVIRONMENTS. Working with Heart as Well as Head and Hands. Reflections on a Cyborg Environment. A Brief Case Study: Valuing Collaboration Through User-Centered Design. Conclusion: On a Stakeholder-Centered Design Process. A Summary and the Following Chapters. MAKING SYSTEMS WORK IN SUSTAINABLE WAYS: STUDENT TECHNOLOGY ASSISTANTS AND EFFECTIVE FISCAL MODELS. Student Workers at the Center of Things. An Argument for Involving Students. A Case Study: From Goals to Sustainable Student-Centered Technology Environments. More Arguments for Involving Students. Creating Student Technology Assistant (STA) Programs. Talking With Teachers With Experience: STA Programs. Creating a Sustainable Budget and Fiscal System. The Entrepreneurial Model. The Grant Funding Model. The Student Lab Fee Model. The Central Computer Funding Model. ASSESSING AND REDESIGNING SUSTAINABLE COMPUTER EFFORTS. Three Assumptions About Assessment. A Model of Assessment and Redesign. Step 1: Identify Stakeholders. Step 2: Define Issues and Areas on Which to Focus. Step 3: Identify Specific Sites of Effort and Involvement. Step 4: Identify Sites for Increased Involvement and Investment. Step 5: Pinpoint and Fine-Tune Involvement. Why Such a Complex Effort? Afterword: Final Summary and Comments. Appendixes. References. Author Index. Subject Index.

2005 212 pages

ISBN 1-57273-586-4

\$45.00 cloth

ISBN 1-57273-587-2

\$21.95 paper

Doing Literacy Online

Teaching, Learning, and Playing in an Electronic World

edited by Ilana Snyder, Monash University and Catherine Beavis, Deakin University

The scale and speed at which online forms of communication have entered all aspects of our lives are unprecedented. Yet despite the extraordinary rate of uptake and increasing popularity of these new communication forms, we still have much to learn about them. Intended for a global audience, the essays in this volume provide an international perspective on persistent and emerging questions related to the use of online technologies for teaching and learning.

The essays demonstrate that online literacy practices can be understood only when they are examined within their social, political, economic, cultural and historical contexts. In their diversity, and in their politics, focusing on both the macro and the micro, in both global and local contexts, the essays will provoke readers to reevaluate the landscape and ecology of online education.

Contents: Foreword, *Martin Prinsloo*. Introduction: Doing Literacy Online, *Ilana Snyder and Catherine Beavis*. ONLINE LEARNING IN HIGHER EDUCATION. The New Literacy Studies, ICTs, and Learning in Higher Education, *Mary R. Lea*. Students' Writing in the Virtual University: Relation between Online Discussion and Writing for Assessment, *Robin Goodfellow, Michael Morgan, Mary R. Lea, and John Petit*. Digital Literacy for Autonomous Learning: Designer Problems and Learner Choices, *Denise Bértoli Braga and JoAnne Busnardo*. "At Least We're All in the Same Boat!": Online Learning as a Turbulent Journey,

Marilda C. Cavalcanti and *Ana Cecilia C. Bizon*. DESIGN AND ANALYSIS ISSUES IN WEB TEACHING AND LEARNING. Behind the Screen: The Language of Web Design, *Marion Walton*. Style, Genre, and Technology: The Strange Case of Youth Culture Online, *Stephen O'Hear* and *Julian Sefton-Green*. Spinning the Web: An Analysis of a Web Site, *Anne Cranny-Francis*. Critical Technoliteracy and "Weak" Languages, *Dimitris Koutsogiannis*. TECHNOCULTURAL PRACTICE IN AND OUT OF SCHOOL. "Good Game": Text and Community in Multiplayer Computer Games, *Catherine Beavis*. "It Gives You an Image of Yourself that You Can "Reflect on": Literacy, Identity, and New Media, *Julie Faulkner*. "They're the Future and They're Going to Take Over Everywhere": ICTs, Literacy, and Disadvantage, *Iana Snyder*, *Lawrence Angus*, and *Wendy Sutherland-Smith*. Author Index. Subject Index.

2004 292 pages

ISBN 1-57273-540-6

\$59.50 cloth

ISBN 1-57273-541-4

\$26.50 paper

FORTHCOMING TITLES

Webbing Cyberfeminine Practice:
Communities, Pedagogy and Social Action
Kristine Blair, Radhika Gajjala and Christine Tulley

Lingua Fracta: Towards a Rhetoric of New Media
Colin Brooke

Designing Information for Community Action
Jeff Grabill

Going Wireless: A Critical Exploration of Wireless and Mobile
Technologies for Composition Teachers and Scholars
Amy C. Kimme Hea

Inside Multimodel Composition
Andrew Morrison

Digital Tools in Composition Studies:
Critical Dimensions and Applications
Ollie O. Oviedo, Janice R. Walker and Byron Hawk

**Book Orders**

ISBN	Title	Price
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Prices and publication dates are subject to change without notice.

Forthcoming books can be ordered. Please enclose credit card information and we will bill your account and ship the books automatically upon publication. All personal orders must be prepaid by check (drawn on U.S. funds), or credit card.

Examination Copies

ISBN	Title	Price
_____	_____	_____
_____	_____	_____

Course Name: _____ Enrollment _____

Faculty members may examine any titles for 60 days. An invoice will accompany shipment. When your bookstore orders 10 or more copies, the exam copy is yours to keep. Should you decide not to adopt the text(s), you may keep it and pay on the basis of our invoice or return the volume to Hampton Press.

Payment Method:

☐ Check ☐ Visa ☐ MasterCard ☐ AMEX

Card Number _____ Exp. Date: _____/_____/_____

Signature (Credit card orders cannot be processed with a signature)

Daytime Phone # and/or email address _____

Shipping Charges: Please include \$8.00 for the first book, plus \$1.50 for each additional book within the U.S.; \$8.50 for the first book, plus \$1.50 for each additional book outside the U.S.

Shipping: (A street address is required for UPS delivery in the U. S.)

Name: _____

Address: _____

City/State/Zip (or Postal code) _____

Country: _____

HOW TO ORDER

Visit our Web site

www.hamptonpress.com

Email: hamptonpr1@aol.com

Call our toll free number

Phone: 800-894-8955

Fax: 201-894-873

Mail this order form to:

Hampton Press, Inc. • 23 Broadway • Cresskill, NJ 07626

Prices on all titles are subject to change without notice.



HAMPTON PRESS, INC.
23 Broadway
Cresskill, NJ 07626

New and Forthcoming Titles in

New Dimensions in Computers and Composition