# Phase V: The Symposium
A Picto-dialogical Representation

Teresa Derrickson

"This is not the usual symposium for a very special reason. We expect the conversations that begin now to have palpable consequences. This is a real working

Jim Sosnoski

symposium. We're not just talking about ideas, we're talking about what will actually happen in UIC's English Department beginning next fall. The issue is, do we just stay with the eworks website and a couple of online projects, or do we try to bring the entire depart- ment online?"

-Jim Sosnoski

The Question of Eworks

"I think the notion of having somebody to provide visions and leadership in this electronic direction that we're going is absolutely essential. I would be willing to bet that if there's one message that every-body wishes they could give to their administers, it's that resources in an institution have to be put into human leadership in this area. We can't simply think that it's going to happen at one place or another; there's got to be somebody helping to integrate it

"I think that thinking of eworks as a site of work within the English department would allow for the type of relationship that would preserve creativity and experi- mentation while at the same time valuing and really appreciating the importance of having faculty input, influ- ence, and contribu- tion to the develop- ment of that site."
    -Tom Philion

> **"I think that eworks should have some recognized status.   That is to say, it does need to be a part of the institution. If you're going to make it a resource, it requires the financial backing of the institution, and that's a political question.   How best to answer that question requires a lot of discussion. But mostly, it requires more money."**

within an intellectual community."　　　*-Cindy Selfe*

Tom Philion & Don

"I would like for people to begin thinking of eworks as a place where serious work is going on.   Not where we're just kind of swapping opinions, breezing, shooting the breeze a little bit in a kind of electronic format, but where serious work is going on, work that goes on that this environment makes uniquely possible."
　　　-Don Marshall

"I THINK THE NOTION OF HAVING SOMEBODY TO PROVIDE VISIONS AND LEADERSHIP IN THIS ELECTRONIC DIRECTION THAT WE'RE GOING IS ABSOLUTELY ESSENTIAL. I WOULD BE WILLING TO BET THAT IF THERE'S ONE MESSAGE THAT EVERYBODY WISHES THEY COULD GIVE TO THEIR ADMINISTERS, IT'S THAT RESOURCES IN AN INSTITUTION HAVE TO BE PUT INTO HUMAN LEADERSHIP IN THIS AREA. WE CAN'T SIMPLY THINK THAT IT'S GOING TO HAPPEN AT ONE PLACE OR ANOTHER; THERE'S GOT TO BE SOMEBODY HELPING TO INTEGRATE IT WITHIN AN INTELLECTUAL COMMUNITY."
　　　-CINDY SELFE

Cindy Selfe

"There is already room within the present UIC curriculum for instructional innovation. And it's possible right now for us to talk about incorporating new technologies into the classroom without curricular reform. But the *site* of that construction innovation is currently at the level of the individual instructor, not at the level of the overarching departmental agenda. All of this may change if the Undergraduate Studies Committee decides that it wants to re-conceive the English major

"Should UIC be involved in the eworks project? One answer is, yes, it's inevitable, we *will* be involved, there's no choice about it, we *are* going to be involved. If there's an argument for not rushing into being very fully involved, what is it? The argument is, let other people make their mistakes for you. Many mistakes are going to be made in the development of electronic communication, of electronic pedagogy. Why should we spend our minimal and meager resources on this? Why shouldn't we let the University of

Don

Southern Florida spend its ample resources, watch what succeeds, watch what fails, and skim off the good stuff."

in a fundamental way so that the requirements for the major will become less content-oriented and more method oriented, but at the present, it's difficult for me to see that this will happen in the near future."
        -Tom Hall

"My answer to UI online at this point would be that you have to look after your own house before you can claim somebody else's. If you're going to put courses online, that's really swell, but putting them into an online condition is going to multiply the complexities of your life times 1000. And you're going to need *mega* resources in terms of human beings to teach, and you're going to need *lots* of support, and you're going to need *big* bucks. So you might want to be thinking about instead of distance education—going from the university spreading knowledge out—maybe thinking about how you can use computers to enrich the education that's happening here."
        -Cindy Selfe

Imagining Cyber Spaces

"UIC NOW OCCUPIES A CERTAIN PLACE IN THE VIRTUAL SPACE OF UNIVERSITIES, AND WE CAN'T BE SQUEEZED OUT OF IT. WE NEED OUR PLACE IN THE SUN. WE NEED OUR LITTLE AFRICAN COLONY BECAUSE WE NEED TO BE SEEN AS A MAJOR IMPERIAL POWER IN

"I always look at the virtual environment like we're *creating* space; we're actually creating what we want. When we first started talking about eworks, there wasn't an eworks, there was just nothing. So we said, well, these are the needs we have, and there isn't a space for that. Okay, we don't have a space, then let's create one. Let's not rent one, let's not take one away, let's just make one."

-Niki Aguirre

Niki Aguirre

THAT SPACE ALSO OR ELSE WE WILL BE LEFT OUT OF THIS WHOLE NEW TERRITORY AT A TIME WHEN THERE'S THIS RUSH TO GET IN THERE AND SEIZE PIECES OF THE TERRITORY."

-DON MARSHALL

"I think that there are two senses of space in this conversation, and although this isn't completely accurate, I'd say that one's a kind of spiritual space and the other's a material space. There's no doubt that material space is costly and has to be paid for and someone's paying for it, but I think what Niki is talking about is a kind of spiritual space where the digital space on the hard drive was vacant in a spiritual sense. Nothing was taking up those bytes, and we put something there, and in that sense we *did* build a space. And then people came into that space and now are starting to inhabit it. Someone may come along and colonize that space, but our idea is, let that happen, and we'll build another one."

-Jim Sosnoski

Randy Bass

Niki Aguirre: "Do you see the web as involving a colonization process?"

Randy Bass: "I think that we will discover that where we're going is not there, but here, and where we're going isn't empty, it's us. So I don't really see it as a colonization because I think we're going to discover that we're colonizing ourselves and really we're talking about reconstructing rather than being over there."

> **"WHAT IS EXCITING TO ME ABOUT THIS SPACE IS THAT THERE IS BASICALLY NOTHING THERE; WE CONSTRUCT IT ALL. AND WE CAN, BY BEING AT THE FRONT OF THIS, CONSTRUCT IT THE WAY WE WANT TO. AND THAT'S ALSO A GOOD ARGUMENT FOR BEING PRO-ACTIVE. NAMELY, TO BE IN THERE WHEN THINGS ARE DEFINED AND HELP DEFINE THOSE THINGS TO SUIT OUR NEEDS.**
>   **-JAN HOLEMVIK**

Tom Philion, Don Marshall, David Downing, & Andrew

"There are wonderful MOO conversations; they can happen. The other day I was in a MOO and one of the wonderful things that happened is I asked, "Where am I?" meaning, "Where am I geographically located?" And the answer came back, "You're here." And that's where I was, 'here' in cyberspace.
       -Keith Dorwick

"I'm in this ungainly position of having been asked to come here from IIT to say things to you that I can't say over in my own department. So essentially, this is a very virtual expe-

> "In a very general sense, we are in a shift from print to electronic environments that is as impactful as the shift from oralicy to literacy. This is a huge moment of transition, and it does affect everybody. The unique opportunity of this shift is an opportunity to begin to see that building a culture involves reconfigurations of traditional grounds of work within the community. Research, service, and teaching sort of get mixed in new and fruitful ways."
>   *-David Downing*

> **"Most faculty who are not deeply into technology and paradigm shifts and post-hyphen experiences aren't ready to see the vision. Their depth of field isn't that deep yet."**
> **-Randy Bass**

rience for me. I'm here imagining what you guys can be because I can't imagine what we could be."

> *-Joe Amato*

Envisioning the New Versus Reproducing the Old

Joe Tabbi & Mick Doherty

"I see nothing at all wrong with a virtual English department that does a good job of enforcing its sense of community by disseminating information. Now I know that eworkers envision themselves as engaging in something much grander and more sublime, something that will revolutionize higher education from the top to bottom and rid us of all crime and disease. At the risk of proposing something more modest, I would suggest that what our English majors really need at the moment is not a new theory of electronic culture but some well-disseminated information."

" I t

seems to me that what's happening is electronic space is being seen as a way to keep up or a way t o

> *Jan Holemvik:* "If we are going to use the Internet just to repro-duce the way we have taught in the past, that is sort of uninter-esting. What is really interesting is the new opportunities that arise here, and we must not lose the vision that this is something bigger and more profound than just putting up informational web-sites."
>
> *Cindy Selfe*: "It *can* be."

maintain the status quo, to instantiate what we've always done. How are we redefining distance education? I haven't really heard us talk about that. Earlier we were talking about how we make knowledge, and, yes, electronic space can be used in ways that re-instantiate the ways we've always made knowledge in academia, and I think that's wonderful. I think also, though, that we have to look 'sideways,' in a sense, and think that there might be some new ways to do this. Let's not keep up, let's do something different."
*   -Mick Doherty*

Andrew Delbanco, Keith Dorwick, & Bob Goldstein

"A lot of time we see this technology as adding layers and adding new things. It does increase exponentially what you can do, which does become a problem."
                    -Cynthia Haynes
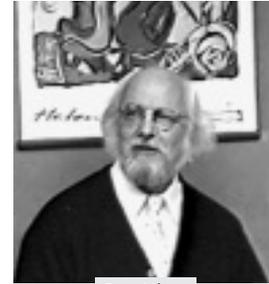
Greg Ulmer

"I'm very uncomfortable with *that* thing!" -Joe Amato

" I

REALLY THINK THAT THE FOCUS HAS TO REMAIN ON WHAT'S BEING ACCOM-PLISHED. I FIND IN THE TICTOC DISCUSSIONS A LOT OF FOCUS ON *PROCESS*, AND SINCE WE'RE INVENTING A NEW PROCESS, I THINK THAT'S ENTIRELY APPROPRIATE. BUT THE PROCESS IS FINALLY INTENDED TO GET SOMEWHERE; IT'S NOT THE END IN ITSELF. CONTENT, CONTENT, CONTENT. WHAT IS THE POINT OF ALL OF THIS? IN THE ASSESSMENT OF THE VALUE OF A PROJECT, CONTENT HAS TO BE THERE."
                    -DON MARSHALL

"I come from a programming background, and in programming there are at least two ways of looking at problems: what we call 'top down' and 'bottom up.' I hear a lot of top down talk here. People are talking about building a community and sort of starting at the 50,000 foot level and working down. And that's one way to solve a problem.

There's another way of just sort of getting in and doing it the icky way: a bottom up approach. Now what I really do when I program is both. I can't do just one. I need a

> "Are we in the business of teaching classes or are we in the business of helping people learn? They're two different things. I always think of education as being the latter, but what we find is that to get to that, we have to teach classes because that's the way the institution is structured right now. That's why we get frustrated with the institution. It won't change fast enough. The conditions in society are changing, and technology is influencing that change, but the institutions are very slow about changing."
> *-Eric Crump*

rationale for the whole thing, but then I have to get in and make some changes, and then I realize in the process of making those changes that it's not fitting the rationale exactly right, and I have to adjust things and work both ways towards the middle. I would like to hear a little bit more bottom up approach."
> *-Bob Goldstein*

> "Assuming that a nice website is not just slapping out the same printed information, is there going to be a step towards rewarding students for creating websites or making part of the curriculum engaging in a different kind of writing that hypertext writing is, with images, etc? Because we don't really reward images; we reward text. I'm looking ahead to a time where there is going to be such a thing as a canonical website, a good website."
> *-Eva Bednarowicz*

> "Students are already being graded on the websites that they create; so in a way, there is some rewarding for it; it is being gradually built into the curriculum."
> *-Gail Hawisher*

"This idea that we're all so comfortable with technology—I'm not comfortable! This idea that we should be making our students feel more comfortable, no. I don't think so.

> *"Nobody's thought about learning until we got defensive about technology."*

Niki Aguirre, Eva Bednarowicz, & Gian

"If I could place a name on the direction of the UIC composition program, I'd call it "realizing a community." And so the question is, how can the prospect of electracy aid us in that pedagogical goal? What does it mean to realize community in cyberspace?"
-Ann Feldman

Some of this is supposed to be provocative! Some of this is supposed to be anxiety-producing! Why do we have to talk about it in terms of this kind of normative pressure of 'Let's make everybody feel more comfortable'? No. That's not what I'm about; that's not what I'm about in my basic writing classrooms. And when people start insinuating that, *I become even more uncomfortable!* This really bothers me: 'Oh, let's just bring all of our students into this medium and they'll be so happy.' No. I don't want everybody to be so happy. I want people to be as *unhappy* as I am! That's because we have a screwed up world. Our world is screwed up, and so some of what we're about is advocacy to the extent of transforming it into something better. This is not a process of making people feel comfortable. I don't open a book of poetry beneath an oak tree with a glass of wine in my hand."
     - J o e Amato

Technology and Pedagogy

Cindy Selfe & Ann Feldman

"Give me any curriculum and I can show you how to fit it into a multi-media delivery system."
 -Andrew Wadsworth

"I wonder to what extent electronic pedagogy is understood as a composition thing, as something that rhetoric and composition faculty do."   *-Bill Covino*

Gian Pagnucci

"One of the things that is so attractive about webpages at least for the students that I've worked with is the fact that in English departments we've always, always looked at the writing, the content. And yet when I ask my students, "What do you like to read?" well, they like to read magazines. They're in a very visual society, a television society. So that's what my students love about the web; they get to suddenly think about, hey, it's not just writing. Communication involves taking pictures and words together to create a message."

"I THINK WE HAVE TO REMEM-BER THAT THE TECHNOLOGICAL AGE DAWNED AS A COMPLEMENT TO HALLUCINOGENIC DRUGS. THESE SORT OF SILICON VALLEY HACKERS AROSE IN A SORT OF LSD CONTEXT. THE MOOD OF THE PERIOD WAS REALLY MIND EXPANSION, AND THIS SORT OF MOTIVE GENERATED MUCH OF THE EARLY COMPUTER INVENTION. THE WHOLE NOTION OF EXPANDING THE SELF. THIS IS THE APPEAL OF COMPUTERS."
        -BILL COVINO

"We should not invest ourselves in a specific form or a specific technology. The experience of reading and writing is a transformative one in whatever medium it happens. Oral cultures told stories, print cultures wrote stories, and post-lit-

erate cultures are going to tell stories, but the way they tell stories and the kind of story they tell and the community that is brought together by those stories is going to be quite different."
-*Greg Ulmer*

"Sometimes in thinking about issues of access (that is, providing students access to computers), we forget a very important component, which is, when do we teach students to become critical thinkers about technology? Are we educating consumers of technology? Are we educating people to think in critical ways about their use of technology and the effects that technol-

"To overcome the resistance to technology, technology needs to be seen as something positive. It's not a bad thing to be prepared for class."
-Jan Holemvik

ogy has on language process-

"We can't just say there's resistance to technology, we need to look at these complex varieties of resistance, one of which would have to do with learning styles, one of which would have to do with personal predispositions and characters. People who are very introverted respond differently than extroverts in that space; people who are visual learners respond differently. So when I see a student physically push away from a machine, that's something I pay attention to. I move them out of that virtual environment and get them onto something else or give them another task."
-*Cynthia Haynes*

Jan Holemvik & Cynthia

"I WANT TO JUST COMPLICATE THE IDEA OF FACULTY BEING FRUSTRATED WITH TECHNOLOGY. I THINK THAT THEY'RE FRUSTRATED WITH THIS TRYING TO HAVE A CONVERSATION ABOUT THEIR TEACHING WITH SOMEONE ELSE. BECAUSE WE DON'T REALLY HAVE THAT; WE DON'T REALLY DO THAT EXCEPT IN THE HALLWAY WITH FRIENDS. WE DON'T HAVE INSTITUTIONAL SPACES WHERE WE TALK ABOUT OUR TEACHING; IT'S ALWAYS OUR RESEARCH."
-DAVE COOGAN

es and vice versa?"
 -Cindy Selfe

Tom Bestul, Tom Hall, & Don

> "I don't think that anything fruitful will come from use of force. In other words, people should not be forced to adopt technology. If you try to, you will meet an incredible resistance that will overturn your whole project into something that will never success until you sort of back off."
> *-Jan Holemvik*

"If I g o into

Moo space, there are three different places where I will take my students. One is on Media Moo, and it's my office there. It's called Shamrock's Doughnut Shop. And I have two spaces that I will go to on Lingua Moo: one is the Humanities Classroom and one is the KAIROS playpen. The three different places produce three different kinds of discourse. I think if you're sitting in a doughnut shop or imagining that you're sitting in a doughnut shop, it's different from being in the Humanities Classroom. I much prefer taking them into the doughnut shop because then we're talking and learning rather than settling into a class." *-Mick Doherty*

> "You're all being really bad students. You're all being, to a certain extent—this is a playful analogy, remember?—, you're all being like my students who don't want to do what I'm asking them to do in the technology environment because it's not what they've ever done before. You don't know, and I don't know—none of us knows very much about the felt [?] edge between knowledge and media, between the instruction of English in the twenty-first century and the media that are available to us. We can't critique our engagement with distance education without doing it, without getting messy and taking chances and making mistakes."
> 　　　*-Randy Bass, in response to a series of comments regarding the wrong directions in which distance*

"A lot of teachers I know don't have a rationale for their courses. So if you suddenly say that for online courses you need to have a rationale, the implication is that

"I think this is dollars and cents. I think this is the bottom line. They're doing this because if you've got the technology, you can get more money for the university. If you've got somebody out in the suburbs who's willing to pay tuition, you can easily distribute your teaching resources in fairly broad ways to make more money."

-David Downing, explaining why administrators seem intent on
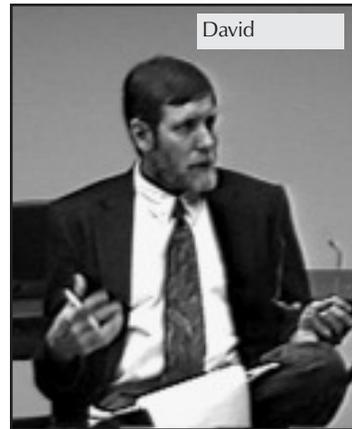
David

pre-

"I don't want to be terribly cynical, but can we look at distance administration? That's where we're really going to save a lot of money."
  -Mick Doherty

sumably you have one for your other courses as well, and that's something that should be but isn't always there. A lot of the reasons [as to why this is the case involves] the whole business of thinking explicitly about your teaching and putting a lot of energy into designing a course with some kind of deliberation and intelligence. With online activities, you can't wing it."
  -Don Marshall

Appeal of

Erec Smith & Leslie Hammersmith

Technology

Tom

"One of the things my students have said over and over again about their online assignments is, 'I'm applying a certain kind of energy in doing this that seems less like work to me; it's more creative.'"

- *G a i l Hawisher, in response to an inquiry regarding what attracts students to the web*

Cindy Selfe, Ann Feldman, Tom Hall, & Jim

Resistance to Technology

"The hardest part in getting technology to be a part of education is getting the faculty to realize the potential of technology. Some of them don't know how to turn on a computer to begin with or don't know how to use email or listservs. How do we get teachers to be 'hybrid shape-shifters,' to get them to real-
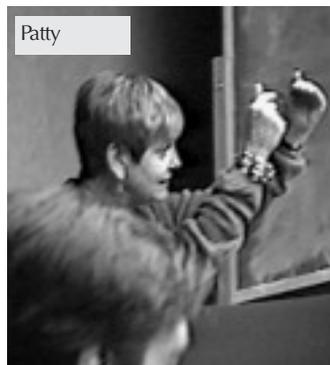
Patty

ize the importance of taking an active role in technology and to be motivated?"

-Leslie Hammersmith

"As the director of undergraduate studies, would I accept transfer credit from a course taken elsewhere electronically? Of course I would. Just so long as the student could demonstrate that the electronic version of the course involved a comparable amount of reading and writing and examination to its UIC counterpart. Those are really the only criteria that we use in judging the transferability of course work at any institution right now, and I don't see any reason why it ought to be different for electronic instruction."

-Tom Hall

Distance Education

"I look at distance learning and I look at this new communication revolution as being able to provide a communication channel that allows for all the different learning styles and all the different ways in which we want to teach."

-Andrew Wadsworth

The institutional push towards distance education seems to be driven by a kind of search for markets, a search for markets to replace lost income. And in this sense the university becomes, in some ways, like some version of Phillip Morris constantly looking for new places to sell cigarettes."

-Tom Hall

Andrew Delbanco

Technology and Social Class

"I think that technology offers a perfect opportunity for people to be
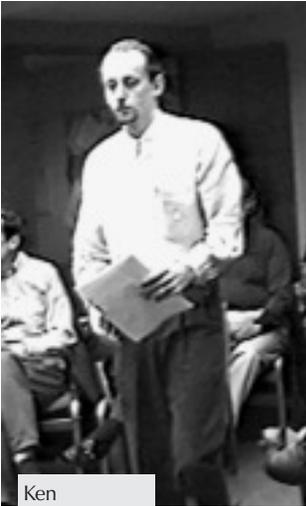
Ken

heard. I think this can really give voices to the voices and legitimize their points of view. There are a lot of people on the margins who have points of view, but they're not considered academic enough, so they're not going to be used in schools. But there's something very legitimizing about looking at a hypertext. All the sudden that idea is legitimized; it's no longer neglected; it's taken seriously."

-Erec Smith

"Technology has a double potential. . . . [It has the potential] to level social differences . . . but it also has the potential to increase disparity between the haves and the have-nots. . . . I think it's important that we try to use technology always to bridge gaps, to level out some social differences and to provide access instead of running the risk of widening gaps."

-Tom Bestul

"Yes, students do scramble around terribly to use computers, and it is real burden, and there really is a gap between the haves and the have-nots. But students do realize that there's this technological expectation, and they want anything that we can offer

"I think that the model of assessment that I've found most useful is the kind of assessment that Tom Angelo and Patricia Cross talk about, where what you're trying to do is trying to discover, to get as much data as possible on the alignment between what it is you think you're doing and what it is your students think you're doing. So rather than assuming that you're measuring student learning against some kind of scale of outcome or competency, you're trying to learn how they're seeing how your learning goals and your use of technology have been accomplished."

-Randy Bass, in response to a question

them with regard to technology even to the point that they will go to great ends of driving to a friend's house to use a computer, etc. because the access at the university is not there currently; it's horrendous. I do think that for implementing online activities in our classes now we have to very much allow class time to do that because we can't rely on students having access to technology outside the class."

Keith

-*Paula Mathieu*

"If it is in fact the case that education is becoming more and more privatized and commodified, won't it then be the case that students who can afford to will go to places where they can learn information about technology because that's what capitalism wants them to know? And so it seems we'll end up in a situation where poor students only know Shakespeare and Milton."

-*Patricia Harkin*

Bob

"AS A RHETORICIAN, I WAS WONDERING ABOUT THE 'MANIFESTO' AS SUCH. A MANIFESTO IMPLIES A KIND OF SEIZING OF REVOLUTIONARY POWER, AND THE RHETORIC OF THE ONLINE CONVERSATIONS IS, IN MANY INSTANCES, AGONISTIC. WE MUST ASK OURSELVES, WHO ARE THE ENEMIES HERE, AS FAR AS WE'RE ALL CONCERNED? AND WHAT ARE WE FIGHTING FOR? WHAT'S AT STAKE IN THE AGONISTIC RHETORIC? I DON'T HAVE AN ANSWER FOR THAT, BUT IT'S IMPORTANT TO COME TO TERMS WITH THE TONE OF THE CONVERSATION AND ASK WHAT PURPOSE DOES THAT TONE SERVE." -BILL COVINO

"UIC CAN MOVE FORWARD IN CONCEPTUALIZING AN ELECTRONIC COMPOSITION PROGRAM, BUT WE HAVE A SMALL PROBLEM: WE HAVE 90 TEACHING ASSISTANTS, AND I WOULD LOVE TO SEE THEM DEVELOP ELECTRONIC MATERIALS AS IT HELPS THEM MOVE FORWARD PROFESSIONALLY, BUT IN FACT THERE IS NOT ONE SINGLE MACHINE IN OUR DEPARTMENT THAT THEY CAN HAVE AVAILABLE TO THEM." -*ANN FELDMAN*

"Tom's idea to conceptualize eworks as a work site comparable to a writing

Mick Doherty: **"You're into heresy too."**

Eric Crump: **"Oh yah, it's kind of a**

center is a great one

because on the periphery or on the margins there's so much room to be innovative and to be exciting and to look in new ways. But also on the margins there's a great danger of being exploitive. When you have technology aligned with gender, with class, with socio-economic status, and with race—when you add that level onto the department—you get part-timers, women, and you get low pay in connection with a center like a writing center or a technology center. So that's a tendency that you have to recognize and fight against as you're constructing a s i m i l a r model." - *Cindy Selfe*

Jim

Evaluation and Assessment

"The traditional way of assessing our work within academia is a question of power. Because of the dominance within our assessment practices of that power structure and those ways, the assessment itself is often fearful and therefore less a part of the intellectual environment. That's the rhetoric of

"People are very scared of the word 'manifesto,' but many people over the past two days have been more than willing to use this 'corporate rhetoric' pretty problem free. I have a real problem with that, that we just accept corporation classroom. I don't have the personal reaction to the Manifesto as most do; I see it as a good word maybe because of my fear of the university as being so easily fitted into these corporate modes of speaking and because of my fear of us understanding our teaching in that customer service-oriented way. Listening to you, you've persuaded me a little but about the Manifesto, but I'd like to say in return, maybe we could be a little more self-reflexive about whether or not we should be using corporate metaphors so problem-free and just kind

Paula

value,
a n d
t h e

"Before the defense?!!?"

-Cindy Selfe, responding to the other half of Mick's story, which is that he posted his exam questions and his own responses to them to on the web before his oral defense in an effort to enlist the input of others in preparing

rhetoric of value is key, it's essential, it's how we work. And so one of the things that I would recommend in eworks and in institutional change in general is the kind of peer evaluation in which the people who are assessing this are those

involved and invest-ed in the activities themselves.   You have to take it in a more grassroots way, assessing our work in what I would call para-organizations [something ?] in which assessing, valuing, and rhetoric [?] is taken over as part of the intellectu-

Andrew Wadsworth, Eric Crump, & Mick

"Did you see Cindy's reaction when [Mick] said, 'I put it on the web,' and I said, 'before the defense,' and she said 'ack!'? That's exactly the purpose of manifestos of hype. It's just to get people to say 'ack!' 'wait a minute,' 'whoa, I hadn't thought about that.'"
  -Eric Crump

"But this is where we argue. You don't do it up front and say, "THIS IS A MANIFESTO"; you let them figure it out about mid-way through."
  -Mick Doherty

al activity of a given project and

"I'm always worried about how the institution is asked to accept this kind of change. [Mick] could have explained his whole doctoral defense story and skipped all the sort of anti-institutional rhetoric, and we would have nodded and said of course this is what one should do; this is a good idea; let's recommend it to our graduate students. But the danger in rhetoricizing it as an anti-institutional move is that there'll be the 'Doherty' rule in universities; that is, [Mick] will become Dennis Rodman. I see the institution as constantly coming up with these kinds of 'Rodman Rules': you try to do an online dissertation defense, and next thing you know, the graduate school has a rule against it, and it is hell to get rid of that rule. It is probably not all that hard to talk people into doing something, but once there's legislation against it, it's hell to

> ## "IT IS EASIER TO SEEK FORGIVE-NESS THAN PERMISSION." *-KEITH*

John Huntington

of a given institutionalized kind of thing in which it may or may not fit within the current institutionalized evaluation structures." *-David Downing*

"I'M REAL CONCERNED WITH HOW WE NAME WHAT WE'RE DOING AND HOW IT APPEARS TO THE ACADEMY AND WHETHER OR NOT IT WILL BE TAKEN SERIOUSLY. DOES THE FACT THAT WE'RE 'MOOING' MATTER? DOES THAT TAKE AWAY SOME OF THE CREDIBILITY OF WHAT WE'RE DOING AS PROFESSIONALS?"

Don Marshall & David

"I think that if you can have people from various disciplines in the room working together, then you can get a kind of critical perspective that you don't have

with a peer review mechanism. I think the value of having more than one medium is that it gives you [this] kind of critical perspective. When you have people working on visuals working on the same document as textual people, there's the possibility for critical work. Media-multiplicity provides an effective mode of resistance in the face of a monolithic concept of virtual space that is essentially co-optative"

> *-Joe Tabbi, discussing the limits of peer review as a means of work assessment*

"I AM TOTALLY INVESTED IN MY TENURE NEXT YEAR WITH TRYING TO GET MY COLLEAGUES TO UNDERSTAND THAT IT DOESN'T *LOOK* LIKE I'M DOING WHAT YOU'RE DOING, BUT I'M DOING EXACTLY WHAT YOU'RE DOING. I'M VERY INVESTED IN SAYING, 'I AM DOING WHAT YOU VALUE. I VALUE WHAT YOU VALUE, AND I WANT YOU TO VALUE MY WORK BECAUSE IT ISN'T THAT DIFFERENT, IT JUST LOOKS DIFFERENT.'"

> *- R A N D Y BASS, REFERRING TO HIS HYPERTEXT SCHOLARSHIP*

> *Jim Sosnoski, referring to the problem of using the playful language of technology:* "The UIC eworks staff likes the language; we like Moo, so we called ourselves the wizards, but we gave ourselves a second name . . . Ken, what are you the wizard of?"
>
> *Ken McAllister:* "Propaganda."
>
> *Jim Sosnoski:* "But what's your official title?"
>
> *Ken McAllister:* "My official title is the Assistant Technical Director of the Eworks Project."

"The notion of 'play' is often another negative term like 'chat' that really is one of my trigger buttons. When people go into Moo space, it's okay to play just as it's okay for children to play when they learn; that's how they learn."   *-Cynthia Haynes*

Don Marshall: "You all seem to have had just terrible experiences with oral defenses. I'm sorry to hear that."

Bill Covino: "We don't behave that way here at UIC"

Paula Mathieu: "I've got that on tape."

Bill Covino: "When are your exams, Paula?"

CINDY SELFE: "MICK'S GESTURE REALLY STRUCK AT SEVERAL HEARTS OF THE INSTITUTIONAL SYSTEM THAT HE'S WORKING IN."

MICK DOHERTY: "IT HAS HEARTS?"

Keith Dorwick, Bob Goldstein, Jim Sosnoski, & Bill

Gail Hawisher, Bill Covino, & Joe

Jim Sosnoski: "Mick, would you like to give the closing remarks of the symposium?"

Mick Doherty: "slash html"

"To me, creating a web page is the equivalent to typing up a paper, and you can't really reward a student for typing up a paper. I think we really have to look at content more than technology and actually look at what's going on inside the web page."
    -Niki Aguirre

"One thing I think most administrators are not very happy with is when somebody goes away, decides that something is fun to do or would be interesting, puts in a lot of time and effort at their own behest, under their own decision, and then comes back to the administrator and says, here's the bill. *I* decided to do this; *I* put my effort in it, and now *you owe me*. You must buy me this and buy me that and give me these rewards."
    -Don Marshall

Anti-Institutional Rhetoric

"I hope that we can back out of some of the kind of anti-institutional rhetoric that we may find ourselves falling into. The opposition here is not between institutions and liberation, institutions and justice, institutions and non-oppression, institutions and the humane. I think we should be very careful about that kind of rhetoric. Institutions are the way human beings in a group organize their collective mythos. Institutions per se are not a bad thing."
    -Don Marshall

"I didn't read the TicToc Manifesto as some kind of agnostic act; it was an affirmation of what we believe in. I say 'we' because I agree with the things Ken is saying here, and I don't think I'm the only one. I want to credit him for having made those articulations because they're wonderful and striking articulations."
    -Jim Sosnoski

"I'm in the minority, but I like the Manifesto. And I guess I want to sort of defend our anti-institutional rhetoric too, not because it's really intended to suggest that we ought to replace institutions with anarchy, but it's got a rhetorical function in our conversations in terms of sort of extending the field of vision and the field that the conversation can play out in. The 'flying elbows of rhetoric,' that's what I call hype. It's elbowing out more space so that we can talk about things. We can maybe retreat a little bit, but hype