

Announcements

Call for Proposals

The Council of Writing Program Administrators is planning sessions for the following three conferences:

1. The Third Miami University Conference on the "Teaching of Writing: The Writing Teacher as Researcher." October 21-23, 1988. Oxford, Ohio.
2. The Annual Meeting of the Modern Language Association. December, 1988. New Orleans, Louisiana.

Session Title: "WPA and Research: What We Should Know, What We Should Do, and What We Should Support."

Proposal Deadline: March 25, 1988.

3. The Annual Meeting of the Conference on College Composition and Communication (CCCC). March 15-18, 1989. Seattle, Washington.

Session Title: "WPA and Research: What We Should Know, What We Should Do, and What We Should Support."

Proposal Deadline: May 13, 1989.

Please send a proposal or a two-page abstract (please indicate which conference(s) you are interested in) by the deadlines noted above to:

Lynn Bloom
302 Mill Neck Road
Williamsburg, VA 23185
(804) 367-1667 (O); (804) 229-2816 (H)

Fifth Annual Conference on Peer Tutoring seeks program proposals on "Tutoring Writers throughout the Disciplines." The Conference welcomes the following kinds of proposals:

Workshops: A small group of presenters who will share their research and/or experiences and involve the conference participants in activities and discussions. (75 minutes).

Round Table Discussions: A small group of speakers (from different schools or different programs within the same school) who will share their experiences and then open the discussion. (75 minutes).

Paper presentations: One speaker—faculty member or peer tutor—who will present the findings of his or her research or experience. (20 minutes).

The program chair encourages papers from undergraduate tutors and prefers sessions that will actively involve the conference participants. Topics on all aspects of tutoring will be considered, but proposals related to the conference theme, tutoring to help writers understand and fulfill the expectations of their writing in various disciplinary contexts will be of particular interest.

Send proposals of 250 words no later than June 18, 1988, to the Conference Chair:

Evan Rivers
English Department
Skidmore College
Saratoga Springs, NY 12866
(581) 584-5000 ext. 2788

TELE-NADE

TELE-NADE is the National Association of Developmental Education's telephone placement network. Since January 1, 1987, NADE members have been able to dial a TELE-NADE number and listen to a tape of current job openings for developmental education professionals in higher education. The tapes are updated on the first and fifteenth of each month that TELE-NADE operates: January through August. The only expense to NADE job seekers is the cost of a phone call. Since the service operates twenty-four hours a day, callers are able to phone when rates are cheapest, if they choose. Tapes are up to thirty minutes in length, often shorter, and callers remain anonymous.

In the first nine months of TELE-NADE's operations, 349 positions for professionals in developmental education were circulated over the four lines.

Line one: job openings in reading, writing, and study skills
Line two: job openings in mathematics and science
Line three: job openings in counseling
Line four: job openings in administration

TELE-NADE is only one of the services offered to NADE members. Other benefits include: professional development, a national professional network, a national conference, a journal, a newsletter, regional or state chapters, research and resource publications, and liaisons with other organizations.

To join the National Association of Developmental Education, request an application form from:

NADE
P.O. Box 60227
Chicago, IL 60660
Telephone: 312/262-NADE

The Writing Instructor

The Writing Instructor is an innovative quarterly publication for composition professionals at both the secondary and university levels. Committed to the field of writing and composition instruction, TWI publishes articles grounded in rhetorical and educational theory. Its editorial board is made up of professional writing instructors, many of whom are involved in graduate studies in composition and linguistics. For information about manuscript submission and subscriptions, please write to:

The Writing Instructor
c/o The Freshman Writing Program
University of Southern California
Los Angeles, CA 90089-0062

Announcement

The Council of Writing Program Administrators hopes to award a few small grants (under \$300) for research related specifically to the concerns of writing program administration. Proposals should not exceed three single-spaced pages and should describe the problem to be addressed, the methods and procedures for conducting the research, a time-line for the project, and a budget. Those wishing to conduct surveys may include in their proposal the free use of the WPA mailing list. WPA's awarded grants will be asked to have their work considered for publication first by the Council's journal, *WPA: Writing Program Administration*. Two copies of the proposal should be addressed to the President of WPA* and should be postmarked no later than November 15th. Awards will be made annually as funds allow.

*c/o Donald Daiker, Secretary/Treasurer
Department of English
Miami University
Oxford, Ohio 45056

Contributors

Milton Glick is Dean of the College of Arts and Sciences and Professor of Chemistry at the University of Missouri, Columbia. Dean Glick has published nearly one hundred articles on X-ray crystallography, structural inorganic chemistry, and computing. At both Wayne State University and the University of Missouri Dean Glick has provided leadership in upgrading computing capabilities. The most recent example of his success is a project between Apple Computer, Inc., and the University of Missouri which will place "scholar-workstations" on the desks of all 400 faculty in the College.

Maxine Hairston is Professor of English at the University of Texas, Austin. Professor Hairston is author of *Contemporary Rhetoric, Successful Writing*, and co-author of the *Scott Foresman Handbook*. Her articles on rhetorical theory appear in a wide range of journals and collections of essays. In 1985 she was Program Chair of the Conference on College Composition and Communication.

Wanda Martin is Assistant Professor of English at the University of New Mexico, where she teaches freshman and advanced writing courses and serves as Assistant Director of Freshman English. At the University of Louisville, in addition to directing the Basic Writing Program from 1985-87, she worked on staff development projects and the beginnings of a writing across the curriculum program. She is presently at work on two projects which explore the confluence of politics and pedagogy—a study of factors in the evaluation of placement essays and an essay examining the effects of the tenure/nontenure distinction on the teaching of writing.

Sally Barr Reagan is Assistant Professor of English and Director of Composition at the University of Missouri-St. Louis, where she teaches writing theory and pedagogy. She is editor of *Teaching Creative Writing*, forthcoming from the NCTE, and has published essays in *College English* and the *Journal of Teaching Writing*. Next year, she will become the new editor of the *WPA Newsletter*.

Alice Roy is Assistant Professor of English and Linguistics and Composition Coordinator at California State University, Los Angeles. She is co-chair of the national ESL Committee for the Conference on College Composition and Communication and serves on the editorial boards of the *Journal of Basic Writing* and *College Composition and Communication*. Her articles appear in *Text, Semiotica, The Writing Instructor, TESOL Newsletter, TESOL-SESOL Newsletter, and College Composition and Communication*.

Barbara Weaver is Assistant Professor of English and Director of the University College Learning Center at Ball State University. She is managing editor of *WPA* and has just completed a term as president of the Indiana Teachers of Writing.

Alphabetical Index, WPA, Volumes 1-11 (1977-1988)

- Bataille, Robert R., "A major problem in administering writing programs: Hiring composition specialists." 2, 2 (Winter, 1978), 9-16
- Bataille, Robert R., "Hiring composition specialists." 4, 1 (Fall, 1980), 17-21
- Bean, John, and John Ramage, "An experimental program to increase the efficiency of freshman English at Montana State University: An initial report." 7, 1 & 2 (Fall-Winter, 1983), 15-32
- Beene, LynnDianne and Scott P. Sanders, "Writing Across the English Department." 11, 1 & 2 (Fall-Winter, 1987), 25-43
- Belanoff, Pat, and Peter Elbow, "Using portfolios to increase collaboration and community in a writing program." 9, 3 (Spring, 1986), 27-40
- Blank, Susan and Beth Greenberg, "Living at the Bottom." 5, 1 (Fall, 1981), 9-12
- Bloom, Lynn Z., and Richard C. Gebhardt, "Coming of age: The WPA summer workshop and conference." 10, 3 (Spring, 1987), 53-57
- Bonner, Thomas, Jr., "Six steps toward departmental engagement in composition." 4, 2 (Winter, 1980), 20
- Bonner, Thomas, Barbara Brothers, Robert Lyons, Richard Marius, and Ellen Nold, "Forum: Faculty development in composition." 4, 2 (Winter, 1980), 7-22
- Booth, Wayne C., "A cheap, efficient, challenging sure-fire and obvious device for combatting the major scandal in higher education today." 5, 1 (Fall, 1981), 35-39
- Brekke, Alice, "The impact of testing on one California university campus: What the EPT has done to us and for us." 3, 3 (Spring, 1980), 23-26
- Brick, Allan, "The CUNY Writing Assessment Test and the teaching of writing." 4, 1 (Fall, 1980), 28-34
- Broder, Peggy, "Such good friends: Cooperation between the English department and the writing lab." 5, 2 (Winter, 1981), 7-11
- Brothers, Barbara, "Three kinds of writing workshops for English teachers." 4, 2 (Winter, 1980), 21-22
- Bruffee, Kenneth A., Editorial. 1, 3 (Spring, 1978), 6-12
2, 3 (Spring, 1979), 3-5
3, 1 (Fall, 1979), 7-8
4, 1 (Fall, 1980), 7-9

5, 1 (Fall, 1981), 7
 7, 1 & 2 (Fall-Winter, 1983), 11-12

Bruffee, Kenneth A., "The WPA as (journal) writer: What the record reveals."
 9, 1 & 2 (Fall-Winter, 1985), 5-10

Buckley, William, "Linkage grant for the improvement of composition teaching."
 10, 3 (Spring, 1987), 45-51

Bullock, Richard, "When administration becomes scholarship: The future of
 writing program administration."
 11, 1-2 (Fall-Winter, 1987), 13-18

Bylaws: Council of Writing Program Administrators 1, 3 (Spring, 1978), 13-15
 2, 3 (Spring, 1979), 10-12
 4, 3 (Spring, 1981), 61-62

Catano, James V., "Machines for the garden."
 6, 3 (Spring, 1983), 15

Coburn, Leon, "Notes of a freshman Freshman Comp director: Or, Lasciate ogni
 speranza voi ch'entrate."
 5, 3 (Spring, 1982), 9-14

Corona, Laurel, and Bruce Keitel, "'Access': Retaining underprepared college
 freshmen through coordinated instruction in literacy skills and general educa-
 tion."
 9, 1 & 2 (Fall-Winter, 1985), 51-58

Covington, David, Ann E. Brown, and Gary Blank, "An alternative approach to
 writing across the curriculum: The writing assistance program at North
 Carolina."
 8, 3 (Spring, 1985), 15-23

Daiker, Donald A., Mary Fuller, Max Morenberg, and Janet Ziegler, "Evaluating
 high school writing: What are teachers really looking for?"
 10, 1 & 2 (Fall-Winter, 1986), 27-42

Diogenes, Marvin, Duane Roen, and C. Jan Swearingen, "Creating the profes-
 sion: The GAT training program at the University of Arizona."
 10, 1 & 2 (Fall-Winter, 1986), 51-59

Donovan, Timothy R., "Writing administration and the Ph.D. in composition."
 2, 2 (Winter, 1978), 3-8

Donovan, Timothy R., and Ben W. McClelland, "Reflections on the state of the
 art: An interview with William E. Coles, Jr."
 1, 2 (Winter, 1977) 3-10

Dunn, Thomas M., "Writing in the sciences."
 4, 1 (Fall, 1980), 11-15

Eastman, Arthur M., "Interviews and expectations: Hiring for the 1980s."
 5, 2 (Winter, 1981), 21-23

Ede, Lisa S., and Andrea A. Lunsford, "Collaborative learning: Lessons from the
 world of work."
 9, 3 (Spring, 1986), 17-26

Farrell, Robert, Editorial.
 1, 2 (Winter, 1977), 1

Findlen, George R., "A device for interpreting the results of student evaluation
 forms."
 3, 2 (Winter, 1979), 25-30

Fishman, Judith, "Do you agree or disagree: The epistemology of the CUNY
 writing assessment test."
 8, 1 & 2 (Fall-Winter, 1984), 17-25

Flanigan, Michael C., "Observing teaching: Discovering and developing the indi-
 vidual's teaching style."
 3, 2 (Winter, 1979), 17-24

Foster, David, "Training writing teachers in a small program."
 10, 1 & 2 (Fall-Winter, 1986), 43-49

Fulwiler, Toby, Elaine P. Maimon, and Ann Raimes, "Forum: Writing across the
 curriculum."
 4, 3 (Spring, 1981), 15-20

Furcron, Margaret, "Eight steps in planning a regional conference."
 2, 1 (Fall, 1978), 11-22

Furcron, Margaret, "The WPA guide to planning regional academic conferences."
 4, 3 (Spring, 1981), 23-51

Gage, Thomas, and John C. Schafer, "Humboldt State University's Master's
 program in the teaching of writing."
 7, 3 (Spring, 1984), 27-34

Gaus, Paula J., "Survival kit for part-time faculty."
 5, 3 (Spring, 1982), 25-27

Gendron, Dennis, "Educational software for computers: Very pretty, but can it
 teach?"
 6, 3 (Spring, 1983), 33

Gere, Anne Ruggles, "Review of *Evaluating College Writing Programs*, by Stephen
 Witte and Lester Faigley."
 7, 3 (Spring, 1984), 35-42

Glick, Milton, "Writing across the curriculum: A dean's perspective."
 11, 3 (Spring, 1988), 53-58

Gopen, George, "Every Spring a new haystack: A method for the annual evalua-
 tion of new composition texts."
 7, 3 (Spring, 1984), 17-25

Gordon, Barbara L., "Another look: Standardized tests for placement in college
 composition courses."
 10, 3 (Spring, 1987), 29-38

Gracie, William J., Jr., "Directing freshman English: The roles of administration
 in freshman English programs."
 5, 3 (Spring, 1982), 21-24

Greenberg, Karen L., "Writing assessment test design: Response to two WPA
 essays."
 9, 1 & 2 (Fall-Winter, 1985), 31-40

Gremore, Robert, "Community faculty: Part-time teachers who connect the
 composition classroom to the world of work."
 8, 1 & 2 (Fall-Winter, 1984), 57-64

Hairston, Maxine, "What freshman directors need to know about evaluating
 writing programs."
 3, 1 (Fall, 1979), 11-16

- Hairston, Maxine, "Some speculations about the future of writing program administration." 11, 3 (Spring, 1988), 9-16
- Hanlon, James, "Faculty unions: Bargaining according to the craft model." 5, 2 (Winter, 1981), 25-29
- Harris, Jeanette, "Expanding the writing center audience." 6, 3 (Spring, 1983), 41
- Harris, Jeanette, and Christine Hult, "Using a survey of writing assignments to make informed curricular decisions." 8, 3 (Spring, 1985), 7-14
- Harris, Muriel, "The view from the writing lab: Another way to evaluate a writing program." 5, 2 (Winter, 1981), 13-19
- Hartzog, Carol P., "Freshman English 1984: Politics and administrative process." 8, 1 & 2 (Fall-Winter, 1984), 7-15
- Hemmeter, Thomas, "Spreading the good word: The peer-tutoring report and the public image of the writing center." 9, 1 & 2 (Fall-Winter, 1985), 41-50
- Herzberg, Bruce, "A primer on computer literacy for WPAs and writing instructors." 6, 3 (Spring, 1983), 23
- Hoddeson, David, "On speaking and writing." 1, 2 (Winter, 1977), 13-17
- Horner, Winifred Bryan, President's Message. 8, 3 (Spring, 1985), 5-6
 9, 3 (Spring, 1986), 5-6
- Hult, Christine A., "Assessment topics: The importance of the rhetorical frame." 10, 3 (Spring, 1987), 19-28
- Jewell, Walter, "The contribution of administrative leadership to academic excellence." 3, 3 (Spring, 1980), 9-13
- Kail, Harvey and John Trimbur, "The politics of peer tutoring." 11, 1-2 (Fall-Winter, 1987), 5-12
- Klaus, Carl H., "The Iowa Institute on Writing." 2, 1 (Fall, 1978), 11-12
- Larkin, Greg, "The essential unity of language arts programs: its pedagogical implications." 3, 1 (Fall, 1979), 25-28
- Lederman, Marie Jean, Susan Remmer Ryzewic, and Michael Ribaud, "A national survey on the assessment and improvement of the academic skills of entering freshmen: Some implications for writing program administrators." 7, 3 (Spring, 1984), 11-16
- Lehmann, Garry, "Using a checklist of writing skills." 1, 2 (Winter, 1977), 12
- Lindemann, Erika, "Evaluating writing programs: What an outside evaluator looks for." 3, 1 (Fall, 1979), 17-24
- Lunsford, Andrea, and R. Howard Cross, "Avoiding the pitfalls: The North Vancouver Writing Project." 6, 1 & 2 (Fall-Winter, 1982), 7-11
- Lyons, Robert, "The City University of New York Writing Assessment Test: A faculty-generated model." 4, 1 (Fall, 1980), 23-27
- Lyons, Robert, "Faculty development through professional collaboration." 4, 2 (Winter, 1980), 12-18
- Maimon, Elaine P., "Writing in all the arts and sciences: Getting started and gaining momentum." 4, 3 (Spring, 1981), 9-13
- Maimon, Elaine P., "Collaborative learning and writing across the curriculum." 9, 3 (Spring, 1986), 9-15
- Marius, Richard, "Faculty indifference to writing: A pessimistic view." 4, 2 (Winter, 1980), 7-11
- Martin Wanda, "Dancing on the interface: Leadership and the politics of collaboration." 11, 3 (Spring, 1988), 29-40
- Marting, Janet, "A retrospective on training teaching assistants." 11, 1 & 2 (Fall-Winter, 1987), 35-44
- Matalene, Carolyn, "The shadow of testing." 7, 1 & 2 (Fall-Winter, 1983), 39-46
- McClelland, Ben W., "Part-time faculty in English composition: A WPA survey." 5, 1 (Fall, 1981), 13-19
- McClelland, Ben W., and William E. Smith, "Editor's Note." 6, 3 (Spring, 1983), 9
- McCormick, Frank, and Chris McCormick, "The basic writing course at Eastern Illinois University: An evaluation of its effectiveness." 10, 1 & 2 (Fall-Winter, 1986), 61-65
- McLeod, Susan, "Defining writing across the curriculum." 11, 1 & 2 (Fall-Winter, 1987), 19-24
- McQuade, Donald A., "The case of the migrant workers." 5, 1 (Fall, 1981), 29-34
- Membership list: Council of Writing Program Administrators. 5, 1 (Fall, 1981), 47-54
- Nold, Ellen, "Helping faculty to make rewarding assignments." 4, 2 (Winter, 1980), 19
- North, Stephen, "Helping Ed." 6, 1 & 2 (Fall-Winter, 1982), 13-19
- Peterson, Linda, "Getting a little help from our (literary) friends." 5, 3 (Spring, 1982), 15-20

- Peterson, Linda, "The WPA's progress: A survey, story, and commentary on the career patterns of writing program administrators." 10, 3 (Spring, 1987), 11-18
- Polin, Linda, and Edward White, "Patterns of composition instruction." 8, 3 (Spring, 1985), 25-34
- Polin, Linda, and Edward White, "Speaking frankly: Writing program administrators look at instructional goals and faculty retraining." 9, 1 & 2 (Fall-Winter, 1985), 19-30
- Potts, Maureen, and David Schwalm, "A training program for teaching assistants in freshman English." 7, 1 & 2 (Fall-Winter, 1983) 47-54
- Presley, John, "Evaluating developmental English programs in Georgia." 8, 1 & 2 (Fall-Winter, 1984), 47-56
- Raimes, Ann, "Comment [on Fulwiler and Maimon]." 4, 3 (Spring, 1981), 21-22
- Rankin, David, "A common-sense approach to administration." 4, 2 (Winter, 1980), 20-33
- Reagan, Sally Barr, "Teaching TAs to teach: Show, don't tell." 11, 3 (Spring, 1988), 41-51
- Roy, Alice, "ESL concerns for writing program administrators." 11, 3 (Spring, 1988), 17-28
- Shook, Ronald, "Stalking the wild TA." 11, 1 & 2 (Fall-Winter, 1987), 45-50
- Skerl, Jennie, "Training writing lab tutors." 3, 3 (Spring, 1980), 15-18
- Smith, Don, "Symposia contribute to public's understanding [of writing problems]." 1, 2 (Winter, 1977), 18
- Smith, William E., "Editor's Note." 7, 1 & 2 (Fall-Winter, 1983), 13
 7, 3 (Spring, 1984), 10
 8, 1 & 2 (Fall-Winter, 1984), 5
 9, 3 (Spring, 1986), 7
 10, 3 (Spring, 1987), 9-10
- Spear, Karen, and Barbara Maloney, "Reading, writing, and thinking: High school/college connections." 10, 1 & 2 (Fall-Winter, 1986), 17-25
- Strong, William, "Writing as interior mirror." 9, 3 (Spring, 1986), 41-49
- Tackach, James M., "I am not exploited." 6, 1 & 2 (Fall-Winter, 1982), 21-24
- Teich, Nathaniel, "TSWE for placement in skills and basic composition courses." 1, 2 (Winter, 1977), 11
- Trimbur, John, "Students or staff: Thoughts on the use of peer tutors in writing centers." 7, 1 & 2 (Fall-Winter, 1983), 33-38
- Trimbur, John, "Affiliate news: Writing and undergraduate education: A report on the first annual NEWPA fall meeting." 9, 1 & 2 (Fall-Winter, 1985), 59-61
- Trimmer, Joseph F., "Bibliography of writing textbooks." 5, 2 (Winter, 1981), 31-48
- Trimmer, Joseph F., "Faculty development and the teaching of writing." 9, 1 & 2 (Fall-Winter, 1985), 11-18
- Troyka, Lynn Quitman, "The phenomenon of impact: The CUNY writing assessment test." 8, 1 & 2 (Fall-Winter, 1984), 27-34
- Weaver, Barbara T., "Bibliography of writing textbooks." 6, 1 & 2 (Fall-Winter, 1982), 25
 7, 3 (Spring, 1984), 43-56
 8, 3 (Spring, 1985), 39-56
 9, 3 (Spring, 1986), insert
 10, 3 (Spring, 1987), 59-78
 11, 3 (Spring, 1988), 59-76
- Weaver, Barbara T., "Writing assessment: Purposes, problems, and possibilities—a review essay." 10, 3 (Spring, 1987), 39-44
- Weinman, Geoffrey S., "A part-time freshman writing staff: Problems and solutions." 5, 1 (Fall, 1981), 21-27
- White, Edward M., "The California State University English Placement Test (EPT): Purpose and potential." 3, 3 (Spring, 1980), 19-22
- White, Edward M., and Linda Polin, "Research on composition programs: Faculty attitudes and beliefs about the teaching of writing." 8, 1 & 2 (Fall-Winter, 1984), 37-45
- Wiener, Harvey S., President's Message. 1, 3 (Spring, 1978), 4
 2, 1 (Fall, 1978), 3
 3, 2 (Winter, 1979), 7
 3, 3 (Spring, 1980), 7
 4, 3 (Spring, 1981), 7
 5, 3 (Spring, 1982), 7
 6, 3 (Spring, 1983), 7
 7, 3 (Spring, 1984), 9
- Wiener, Harvey S., "Writing assessment: An evaluation paradigm." 10, 1 & 2 (Fall-Winter, 1986), 13-16
- Woods, William F., "Industrial management and teaching-evaluation programs." 3, 2 (Winter, 1979), 9-16
- WPA Board of Consultant-Evaluators, "Writing Program Evaluation: An outline for self-study." 4, 2 (Winter, 1980), 23-28

Wright, Richard, "The English examiner: A helpful solution."
 8, 3 (Spring, 1985), 35-38

Zelnick, Stephen C., "A report on the workshop on the administration of writing programs, summer, 1982."
 6, 3 (Spring, 1983), 11

Selective Subject Index WPA, Volumes 1-9 (1977-1988)

Administrative Leadership

Bruffee, Kenneth A., Editorial
 3, 1 (Fall, 1979), 7-8
 4, 1 (Fall, 1980), 7-9
 5, 1 (Fall, 1981), 7
 7, 1 & 2 (Fall-Winter, 1983), 11-12

Broder, Peggy, "Such good friends: Cooperation between the English department and the writing lab."
 5, 2 (Winter, 1981), 7-11

Bullock, Richard H., "When administration becomes scholarship: The future of writing program administration."
 11, 1-2 (Fall-Winter, 1987), 13-18

Coburn, Leon, "Notes of a freshman Freshman Comp director: Or, Lasciate ogni speranza voi ch'entrate."
 5, 3 (Spring, 1982), 9-14

Furcron, Margaret, "The WPA guide to planning regional academic conferences."
 4, 3 (Spring, 1981), 23-51

Gracie, William J., Jr., "Directing freshman English: The roles of administration in freshman English programs."
 5, 3 (Spring, 1982) 21-24

Hanlon, James, "Faculty unions: Bargaining according to the craft model."
 5, 2 (Winter, 1981), 25-29

Hairston, Maxine, "Some speculations about the future of writing program administration."
 11, 3 (Spring, 1988), 9-16

Hartzog, Carol P., "Freshman English 1984: Politics and administrative process."
 8, 1-2 (Fall-Winter, 1984), 7-15

Jewell, Walter, "The contribution of administrative leadership to academic excellence."
 3, 3 (Spring, 1980), 9-13

Martin, Wanda, "Dancing on the interface: Leadership and the politics of collaboration."
 11, 3 (Spring, 1988), 29-40

Peterson, Linda, "The WPAs progress: A survey, story, and commentary on the career patterns of writing program administrators."
 10, 3 (Spring, 1987), 11-18

Polin, Linda, and Edward White, "Patterns of composition instruction."
 8, 3 (Spring, 1985), 25-34

Polin, Linda, and Edward White, "Speaking frankly: writing program administrators look at instructional goals and faculty retraining."
 9, 1-2 (Fall-Winter, 1985), 19-30

Rankin, David, "A common-sense approach to administration."
 4, 2 (Winter, 1980), 29-33

Roy, Alice, "ESL concerns for writing program administrators: Problems and policies."
 11, 3 (Spring, 1988), 17-28

Trimmer, Joseph F., "Faculty development and the teaching of writing."
 9, 1-2 (Fall-Winter, 1985), 11-18

Computers

Catano, James V., "Machines for the garden."
 6, 3 (Spring, 1983), 15

Gendron, Dennis, "Educational software for computers: Very pretty, but can it teach?"
 6, 3 (Spring, 1983), 33

Herzberg, Bruce, "A primer on computer literacy for WPAs and writing instructors."
 6, 3 (Spring, 1983), 23

Hiring

Bataille, Robert R., "Hiring composition specialists."
 4, 1 (Fall, 1980), 17-21

Eastman, Arthur M., "Interviews and expectations: Hiring for the 1980s."
 5, 2 (Winter, 1981), 21-23

Nold, Ellen, "Helping faculty to make rewarding assignments."
 4, 2 (Winter, 1980), 19

North, Stephen, "Helping Ed."
 6, 1 & 2 (Fall-Winter, 1982), 13-19

Peterson, Linda, "Getting a little help from our (literary) friends."
 5, 3 (Spring, 1982), 15-20

Potts, Maureen, and David Schwalm, "A training program for teaching assistants in freshman English."
 7, 1 & 2 (Fall-Winter, 1983), 47-54

Raimes, Ann, "Comment [on Fulwiler and Maimon]."
 4, 3 (Spring, 1981), 21-22

Rankin, David, "A common-sense approach to administration."
 4, 2 (Winter, 1980), 29-33

Skerl, Jennie, "Training writing lab tutors."
 3, 3 (Spring, 1980), 15-18

- Smith, Don, "Symposia contribute to public's understanding [of writing problems]." 1, 2 (Winter, 1977), 18
- Smith, William E., "Editor's Note." 7, 1 & 2 (Fall-Winter, 1984), 13
7, 3 (Spring, 1984), 10
- Tackach, James M., "I am not exploited." 6, 1 & 2, (Fall-Winter, 1982), 21-24
- Teich, Nathaniel, "TSWE for placement in skills and basic composition courses." 1, 2 (Winter, 1977), 11
- Trimbur, John, "Students or staff: Thoughts on the use of peer tutors in writing centers." 7, 1 & 2 (Fall-Winter, 1983), 33-38
- Trimmer, Joseph, "Bibliography of writing textbooks." 5, 2 (Winter, 1981), 31-48
- Weaver, Barbara T., "Bibliography of writing textbooks." 6, 1 & 2 (Fall-Winter, 1982), 25
7, 3 (Spring, 1984), 43-56
- Weinman, Geoffrey S., "A part-time freshman writing staff: Problems and solutions." 5, 1 (Fall, 1981), 21-27
- White, Edward M., "The California State University English Placement Test (EPT): Purpose and potential." 3, 3 (Spring, 1980), 19-22
- Wiener, Harvey S., President's message. 1, 3 (Spring, 1978), 4
2, 1 (Fall, 1978), 3
3, 2 (Winter, 1979), 7
3, 3 (Spring, 1980), 7
4, 3 (Spring, 1981), 7
5, 3 (Spring, 1982), 7
6, 3 (Spring, 1983), 7
7, 3 (Spring, 1984), 9
- Woods, William F., "Industrial management and teaching-evaluation programs." 3, 2 (Winter, 1979), 9-16
- WPA Board of Consultant-Evaluators, "Writing program evaluation: An outline for self-study." 4, 2 (Winter, 1980), 23-28
- Zelnick, Stephen C., "A report on the workshop on the administration of writing programs, summer, 1982." 6, 3 (Spring, 1983), 11
- Program Development**
- Bean, John, and John Ramage, "An experimental program to increase the efficiency of freshman English at Montana State University: An initial report." 7, 1 & 2 (Fall-Winter, 1983), 15-32
- Blank, Susan, and Beth Greenberg, "Living at the bottom." 5, 1 (Fall, 1981), 9-12
- Bonner, Thomas, Barbara Brothers, Robert Lyons, Richard Marius, and Ellen Nold, "Forum: Faculty development in composition." 4, 2 (Winter, 1980), 7-22
- Booth, Wayne C., "A cheap, efficient, challenging sure-fire and obvious device for combatting the major scandal in higher education today." 5, 1 (Fall, 1981), 35-39
- Buckley, William, "Linkage grant for the improvement of composition teaching." 10, 3 (Spring, 1987), 45-51
- Corona, Laurel, and Bruce Keitel, "'Access': Retaining underprepared college freshmen through coordinated instruction in literacy skills and general education." 9, 1-2 (Fall-Winter, 1985), 51-58
- Diogenes, Marvin, Duane Roen, and C. Jan Swearingen, "Creating the profession: The GAT training program at the University of Arizona." 10, 1-2 (Fall-Winter, 1986), 51-59
- Donovan, Timothy R., "Writing administration and the Ph.D. in composition." 2, 2 (Winter, 1978), 3-8
- Foster, David, "Training writing teachers in a small program." 10, 1-2 (Fall-Winter, 1986), 43-49
- Fulwiler, Toby, Elaine P. Maimon, and Ann Raimes, "Forum: Writing across the curriculum." 4, 3 (Spring, 1981), 9-22
- Gage, Thomas, and John C. Schafer, "Humboldt State University's Master's program in the teaching of writing." 7, 3 (Spring, 1984), 27-34
- Gaus, Paula J., "Survival kit for part-time faculty." 5, 3 (Spring, 1982), 25-27
- Gopen, George, "Every Spring a new haystack: A method for the annual evaluation of new composition texts." 7, 3 (Spring, 1984), 17-25
- Gremore, Robert, "Community faculty: Part-time teachers who connect the composition classroom to the world of work." 8, 1-2 (Fall-Winter, 1984), 57-64
- Harris, Jeanette, "Expanding the writing center audience." 6, 3 (Spring, 1983), 41
- Harris, Jeanette, and Christine Hult, "Using a survey of writing assignments to make informed curricular decisions." 8, 3 (Spring, 1985), 7-14
- Hemmeter, Thomas, "Spreading the good word: The peer-tutoring report and the public image of the writing center." 9, 1-2 (Fall-Winter, 1985), 41-50
- Lederman, Marie Jean, Susan Remmer Ryzewic, and Michael Ribaud, "A national survey on the assessment and improvement of the academic skills of entering freshmen: Some implications for writing program administrators." 7, 3 (Spring, 1984), 11-16

- Lunsford, Andrea, and R. Howard Cross, "Avoiding the pitfalls: The North Vancouver Writing Project." 6, 1 & 2 (Fall-Winter, 1982), 7-11
- Marting, Janet, "A retrospective on training teaching assistants." 11, 1-2 (Fall-Winter, 1987), 35-44
- McClelland, Ben W., "Part-time faculty in English composition: A WPA survey." 5, 1 (Fall, 1981), 13-19
- McQuade, Donald A., "The case of migrant workers." 5, 1 (Fall, 1981), 29-34
- North, Stephen, "Helping Ed." 6, 1 & 2 (Fall-Winter, 1982), 13-19
- Peterson, Linda, "Getting a little help from our (literary) friends." 5, 3 (Spring, 1982), 15-20
- Potts, Maureen, and David Schwalm, "A training program for teaching assistants in freshman English." 7, 1 & 2 (Fall-Winter, 1983), 47-54
- Reagan, Sally Barr, "Teaching TAs to teach: Show, don't tell." 11, 3 (Spring, 1988), 45-50
- Shook, Ronald, "Stalking the wild TA." 11, 1-2 (Fall-Winter, 1987), 45-50
- Skerl, Jennie, "Training writing lab tutors." 3, 3 (Spring, 1980), 15-18
- Tackach, James M., "I am not exploited." 6, 1 & 2 (Fall-Winter, 1982), 21-24
- Trimbur, John, "Students or staff: Thoughts on the use of peer tutors in writing centers." 7, 3 (Spring, 1984), 33-38
- Weinman, Geoffrey S., "A part-time freshman writing staff: Problems and solutions." 5, 1 (Fall, 1981), 21-27

Program Evaluation

- Gere, Anne Ruggles, "Review of *Evaluating College Writing Programs*, by Stephen Witte and Lester Faigley." 7, 3 (Spring, 1984), 35-42
- Hairston, Maxine, "What freshman directors need to know about evaluating writing programs." 3, 1 (Fall, 1979), 11-16
- Harris, Muriel, "The view from the writing lab: Another way to evaluate a writing program." 5, 2 (Winter, 1981), 13-19
- Lindemann, Erika, "Evaluating writing programs: What an outside evaluator looks for." 3, 1 (Fall, 1979), 17-24
- McCormick, Frank, and Chris McCormick, "The basic writing course at Eastern Illinois University: An evaluation of its effectiveness." 10, 1-2 (Fall-Winter, 1986), 61-65

- Presley, John, "Evaluating developmental English programs in Georgia." 8, 1-2 (Fall-Winter, 1984), 47-56

- WPA Board of Consultant-Evaluators, "Writing program evaluation: An outline for self-study." 4, 2 (Winter, 1980), 23-28

Teacher Evaluation

- Daiker, Donald A., Mary Fuller, Max Morenberg, and Janet Ziegler, "Evaluating high school writing: What are teachers really looking for?" 10, 1-2 (Fall-Winter, 1986), 27-42
- Flanigan, Michael C., "Observing teaching: Discovering and developing the individual's teaching style." 3, 2 (Winter, 1979), 17-24
- Spear, Karen, and Barbara Maloney, "Reading, writing, and thinking: High school/college connections." 10, 1-2 (Fall-Winter, 1986), 17-25
- White, Edward M., and Linda Polin, "Research on composition programs: Faculty attitudes and beliefs about the teaching of writing." 8, 1-2 (Fall-Winter, 1984), 37-45
- Woods, William F., "Industrial management and teaching-evaluation programs." 3, 2 (Winter, 1979), 9-16

Testing

- Belanoff, Pat, and Peter Elbow, "Using portfolios to increase collaboration and community in a writing program." 9, 3 (Spring, 1986), 27-40
- Brekke, Alice, "The impact of testing on one California university campus: What the EPT has done to us and for us." 3, 3 (Spring, 1980), 23-26
- Brick, Allan, "The CUNY Writing Assessment Test and the teaching of writing." 4, 1 (Fall, 1980), 28-34
- Fishman, Judith, "Do you agree or disagree: The epistemology of the CUNY Writing Assessment Test." 8, 1-2 (Fall-Winter, 1984), 17-25
- Gordon, Barbara L., "Another look: Standardized tests for placement in college composition courses." 10, 3 (Spring, 1987), 29-38
- Greenberg, Karen L., "Writing assessment test design: Response to two WPA essays." 9, 1-2 (Fall-Winter, 1985), 31-40
- Hult, Christine A., "Assessment topics: The importance of the rhetorical frame." 10, 3 (Spring, 1987), 19-28
- Lyons, Robert, "The City University of New York Writing Assessment Test: A faculty-generated model." 4, 1 (Fall, 1980), 23-27

- Matalene, Carolyn, "The shadow of testing."
7, 1 & 2 (Fall-Winter, 1983), 39-46
- Teich, Nathaniel, "TSWE for placement in skills and basic composition courses."
1, 2 (Winter, 1977), 11
- Troyka, Lynn Quitman, "The phenomenon of impact: The CUNY Writing Assessment Test."
8, 1-2 (Fall-Winter, 1984), 27-36
- Weaver, Barbara, "Writing assessment: Purposes, problems, and possibilities—a review essay."
10, 3 (Spring, 1987), 39-44
- White, Edward M., "The California State University English Placement Test (EPT): Purpose and potential."
3, 3 (Spring, 1980), 19-22
- Wiener, Harvey, "Writing assessment: An evaluation paradigm."
10, 1-2 (Fall-Winter, 1986), 13-16
- Wright, Richard, "The English examiner: A helpful solution."
8, 3 (Spring, 1985), 35-38

WPA

- Bloom, Lynn Z., and Richard C. Gebhardt, "Coming of age: The WPA summer workshop and conference."
10, 3 (Spring, 1987), 53-57
- Bruffee, Kenneth A., "The WPA as (journal) writer: What the record reveals."
9, 1-2 (Fall-Winter, 1985), 5-10
- Bylaws: Council of Writing Program Administrators. 4, 3 (Spring, 1981), 61-62
- Membership list: Council of Writing Program Administrators.
5, 1 (Fall, 1981), 47-54
- Trimbur, John, "Affiliate news: Writing and undergraduate education: A report on the first annual NEWPA fall meeting."
9, 1-2 (Fall-Winter, 1985), 59-61
- Zelnick, Stephen C., "A report on the workshop on the administration of writing programs, summer, 1982."
6, 3 (Spring, 1983), 11

Writing

- Dunn, Thomas M., "Writing in the sciences."
4, 1 (Fall, 1980), 11-15
- Ede, Lisa S., and Andrea A. Lunsford, "Collaborative learning: Lessons from the world of work."
9, 3 (Spring, 1986), 17-26
- Kail, Harvey, and John Trimbur, "The politics of peer tutoring."
11, 1-2 (Fall-Winter, 1987), 5-12

- Strong, William, "Writing as interior mirror."
9, 3 (Spring, 1986), 41-49
- Trimmer, Joseph, "Bibliography of writing textbooks."
5, 2 (Winter, 1981) 31-48
- Weaver, Barbara T., "Bibliography of writing textbooks."
6, 1 & 2 (Fall-Winter, 1982), 25
7, 3 (Spring, 1984), 43-56
8, 3 (Spring, 1985), 39-56
9, 3 (Spring, 1986), insert
10, 3 (Spring, 1987), 59-78
11, 3 (Spring, 1988), 59-76

Writing Across the Curriculum

- Beene, LynnDianne, and Scott P. Sanders, "Writing across the English department."
11, 1-2 (Fall-Winter, 1987), 25-34
- Covington, David, Ann E. Brown, and Gary Blank, "An alternative approach to writing across the curriculum: The writing assistance program at North Carolina State University's School of Engineering."
8, 3 (Spring, 1985), 15-23
- Glick, Milton, "Writing across the curriculum: A dean's perspective."
11, 3 (Spring, 1988), 53-58
- Maimon, Elaine P., "Collaborative learning and writing across the curriculum."
9, 3 (Spring, 1986), 9-15
- McLeod, Susan, "Defining writing across the curriculum."
11, 1-2 (Fall-Winter, 1987), 19-24



Macmillan English

FOR ALL OF YOUR COMPOSITION NEEDS

New in 1988!

WRITING AND LEARNING

Second Edition

JANE RUGGLES GERL, University of Michigan

344 pages, hardback *Instructor's Manual*

MODELS IN PROCESS

Rhetoric and Reader

WILLIAM J. KELLY, Bristol Community College

143 pages, paperback *Instructor's Manual*

THE FUNDAMENTALS OF GOOD WRITING

THOMAS E. PEARSALL, University of Minnesota and DONALD H. CUNNINGHAM, Texas Tech University

352 pages, paperback *Instructor's Manual*

WAYS TO WRITING

Purpose, Task and Process, Second Edition

LINDA C. STANLEY, DAVID SHIMKIN, and ALLEN H. LANNER, all of Queensborough Community College

512 pages, paperback *Instructor's Manual*

VISION AND REVISION

The Process of Reading and Writing

SALLY SULLIVAN, University of North Carolina at Wilmington

464 pages, paperback *Instructor's Manual*

THE MACMILLAN READER

JUDITH NADELL, Glassboro State College and JOHN LANGAN, Atlantic Community College

1987 696 pages, paperback
Instructor's Manual

RESEARCH PAPERS

Seventh Edition

WILLIAM COYLE, Florida Atlantic University

256 pages, spiral binding, *Instructor's Manual*

THE MACMILLAN COLLEGE HANDBOOK

GERALD LEVIN, University of Akron

1987 700 pages, hardback

Complete supplemental package includes THE MACMILLAN COLLEGE WORKBOOK by Alice J. MacDonald

WRITING FOR LIFE

A Writer's Reader

MARYLYN MAYER CULPEPPER and PERRY E. GLANAKOS, both of Michigan State University

416 pages, paperback *Instructor's Manual*

PATTERNS ACROSS THE DISCIPLINES

STUART HIRSCHBERG, Rutgers University, Newark

720 pages, paperback *Instructor's Manual*

THE CONSCIOUS READER

Fourth Edition

CAROLINE SHRODES, San Francisco State University; HARRY FINESTONE, California State University at Northridge; and MICHAEL SHUGRUE, College of Staten Island, CUNY

1072 pages, paperback *Instructor's Manual*

WRITE AND WRITE AGAIN

A Worktext with Readings

JANE PAZNIK-BONDARIN and MILTON BAXTER, both of Borough of Manhattan Community College, CUNY

512 pages, paperback *Instructor's Manual*

ADOPTION DEADLINE NEAR?

For urgent adoption consideration only, dial toll-free (800) 428-3750 during our business hours 8:30 AM-4:30 PM EST (In Indiana, Call (317) 298-5513). For less immediate needs, please write

MACMILLAN PUBLISHING COMPANY

COLLEGE DIVISION • 866 THIRD AVENUE • NEW YORK, NY 10022

Contest rules for...

THE BEDFORD PRIZES IN STUDENT WRITING

Bedford Books of St. Martin's Press is pleased to sponsor **The Bedford Prizes in Student Writing**, an annual contest designed to recognize outstanding essays written for freshman composition courses in the United States and Canada.

PRIZES

1. Each winner will receive a cash award of \$175.00, to be sent by mail to the winner's home address.
2. Each instructor who sponsors a winning entry will receive a cash award of \$75.00, to be sent by mail to the instructor's college address.
3. Formal certificates will be sent to the winning essayists, their instructors, and their departments.

CONTEST RULES

Eligibility and Deadline

1. The contest is open to any student enrolled in a freshman composition course at an accredited college or university in the United States and Canada.
2. Entries should be nonfiction prose essays—exposition and argument as well as narration and description—of at least 500 words. Research papers are also eligible. Fiction and poetry are not eligible. All entries must be written for and submitted for credit in a freshman composition course.
3. Although only final drafts will be judged, each entry must be accompanied by the writer's preliminary notes and drafts. Instructors may make such corrections and suggestions on prior drafts as they normally append to student papers, and the submitted version may be revised especially for entry in this contest along lines suggested by the instructor or by fellow students.
4. The contest runs on the academic year with deadlines for each semester. One set of winners will be chosen for both semesters and announced in the late fall. Entries for the fall semester must be postmarked no later than January 31, and entries for the spring semester must be postmarked no later than May 31. *However, instructors are encouraged to submit entries at any time before these dates.* Entries should be submitted by mail to: The Bedford Prizes in Student Writing, Bedford Books of St. Martin's Press, P.O. Box 869, Boston, MA 02117

5. There is no limit on the number of entries instructors may submit. Instructors are urged, however, to be selective in their submissions, sponsoring only those essays that in their judgment are of distinctively high quality. All entries will be judged for originality, clarity, organization, coherence, control of language and grammar, and, where applicable, reasoning and use of evidence.

Required Format and Accompanying Materials

6. Each entry must be typed, double-spaced, on one side of 8 1/2" x 11" paper. The student's name should appear only on the first page of the entry in the upper right-hand corner, and the pages of the essay should be numbered. The entry should not bear the correction marks or comments of the instructor or other readers. The writer's preliminary notes and drafts should be stapled separately from the entry itself and labeled with the entrant's name.
7. Each entry must be accompanied by an official entry blank or a cover sheet containing the following information:
Student's information: name, campus address, campus telephone number, home address, home telephone number.
The student must also include a signed statement affirming that the essay is an original creation and that he or she has read, understood, and agreed to the rules and conditions of the contest.
Instructor's information: name, department, college or university, address, office telephone number, home address, home telephone number, the specific assignment for the student's entry, instructor's signature.

Conditions

8. Entries must be original and may not infringe upon the rights of any third party.
9. All rights to an entry, including the copyright and other rights of reproduction and publication, are vested, upon its submission, in Bedford Books of St. Martin's Press. An entry is deemed submitted only upon its receipt by Bedford Books, which assumes no responsibility for the receipt or return of any entry. *Students or instructors who want copies of the entries should make them before submission.*
10. Bedford Books of St. Martin's Press will publish a selection of the winning essays together in an anthology.
11. The decisions of the judges are final.
12. This contest is void where prohibited or restricted by law.

A complete list of winners, their college or university affiliations, and their sponsoring instructors will also be announced every year in *College Composition and Communication* and *College English*.

The Bedford Prizes in Student Writing
Bedford Books of St. Martin's Press
P.O. Box 869
Boston, MA 02117

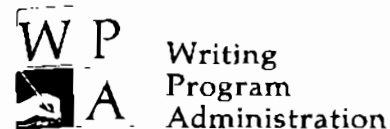
Writing Program Administrators

Past members, WPA Executive Committee

David Bartholomae, 1980-82	Ben McClelland, 1981-83
Harry Crosby, 1976-81	Donald McQuade, 1976-79
Anne Ruggles Gere, 1983-85	Richard Raspa, 1976-79
Maxine Hairston, 1981-83	James Raymond, 1976-79
E. D. Hirsch, Jr., 1981-83	John Warnock, 1981-83
Winifred Horner (President, 1984-87)	Harvey Wiener (President, 1976-84)
Lawrence Kasden (S), 1976-79	William F. Woods, 1983-85
Elaine P. Maimon, 1976-81	Arthur Young, 1985-87

Past members, WPA Editorial Board

Kenneth A. Bruffee (Editor, 1977-83)	Douglas Howard, 1982-84
John Bean, 1983-85	Michael Joyce, 1977-78
Lynn Z. Bloom, 1981-83	Erika Lindemann, 1978-79
Enid Bogle, 1978-80	Richard Marius, 1980-82
Alice G. Brand, 1982-84	Ellen Nold, 1978-79
Dee Brock, 1979-81	Linda Peterson, 1983-85
Barbara Cambridge, 1983-85	John Presley, 1982-84
Charles R. Cooper, 1981-83	David Rankin, 1979-81
Timothy Donovan, 1978-80	David Sloane, 1977-78
Robert Farrell, 1976-77	Nancy Sommers, 1979-81
Margaret Furcron, 1977-78	Richard Sterling, 1979-80
Maxine Hairston, 1980-82	Nathaniel Teich, 1978-80
John T. Harwood, 1981-83	Joseph F. Trimmer, 1978-79
Winifred Horner, 1978-79	William F. Woods, 1985-87



Membership in the Council of Writing Program Administrators

Membership in the Council of Writing Program Administrators includes a subscription to *WPA*. The membership fee is \$15 a year in the United States and \$16.50 a year in other countries.* Institutional membership fee is \$25.

To apply for membership, please fill out this form and return it with a check or money order payable to the Council of Writing Program Administrators. Send the form and fee to Donald A. Daiker, Secretary/Treasurer, *WPA*, Department of English, Miami University, Oxford, OH 45056.

Date _____

Name _____

Title _____

Institution _____

Address _____

Amount enclosed _____ \$15 _____ \$16.50 _____ \$25

*Members who join during the period September 1 through January 15 will receive the fall, winter, and spring issues of the current year's volume. Members who join from January 15 through September 1 will receive the last issue of the current year (spring) and the first two issues of the next volume (fall and winter).

Change or revision of name and address. If the name or address printed on your *WPA* mailing label is incorrect or has changed, please print the complete, correct information below and send it to Christine Hult, Editor, *WPA*, Department of English, Utah State University, Logan, UT 84322-3200.

