

Notes on Contributors

Cynthia Cornell is a Professor of English at DePauw University in Greencastle, Indiana. A medievalist by training, she has been a leader in the Writing Competence Program since its beginning in 1978. She has regularly taught WAC courses and served as Co-coordinator of the WAC program, as leader of writing workshops for faculty, as evaluator of the competence program, and as Director of Writing Placement. She has presented papers on the DePauw program and on her research in computer revision at CCCC, ITW, and WPA annual meetings.

Irene Gale teaches composition and technical writing at the University of South Florida, where she serves as associate editor of the *Journal of Advanced Composition*. She is currently completing a book on critical thinking and a book on composition theory.

David Klooster, formerly of DePauw University, is now an Assistant Professor of English and Coordinator of the Freshman Writing Program at John Carroll University, Cleveland, Ohio. He has published articles on writing centers, writing across the curriculum, and responding to student writing.

Judith Q. McMullen is an Instructor of English and Writing Consultant for the School of Forestry and Wildlife Resources at Virginia Polytechnic Institute and State University. She teaches technical writing, freshman composition, and children's literature. As a writing consultant, she works with the forestry school's writing improvement program, which began seven years ago. She also gives writing workshops for professional foresters.

Barbara M. Olds is an Associate Professor of Humanities and Social Sciences and Director of the EPICS Program at the Colorado School of Mines. Her research interests include interdisciplinary studies (integrating humanities and engineering) and the role of communication in engineering design. She has published articles recently in a variety of publications, including *The Technical Writing Teacher*, *College Teaching*, and *The Bulletin of Science, Technology, and Society*.

David W. Smit is an assistant professor and the Director of Composition at Kansas State University. He has presented papers on writing in the disciplines, reader-response, and intensive peer review. His articles on literary style have appeared in *The Henry James Review* and *Style*, and an article on collaborative learning was published last year in the *Journal of Advanced Composition*. His book *The Language of a Master: Theories of Style and the Late Writing of Henry James* was published by Southern Illinois Press in 1988.

Irwin Weiser is an Associate Professor of English and Director of Freshman Composition at Purdue University, where, in addition to working with teaching assistants, he teaches composition courses and a graduate seminar in composition research. He is the author of a freshman rhetoric, *Writing: An Introduction* (Scott, Foresman, 1989) and co-author of *Language and Writing: Applications of Linguistics to Rhetoric and Composition* (Ablex, 1987). He has published in the *Journal of Teaching Writing*, the *Arizona English Bulletin*, and *Freshman English News*, and has served on the editorial boards of *WPA*, *Journal of Basic Writing*, and *Journal of Teaching Writing*.

J. Douglas Wellman is the Associate Dean for Academic Affairs in the College of Forest Resources at North Carolina State University. He was formerly in the Department of Forestry at Virginia Tech, where he taught and conducted research on forest and recreation policy and directed the Writing Improvement Program. He is author of *Wildland Recreation Policy* and over 70 other scholarly articles. His undergraduate education was in English literature, history and philosophy. Following graduation, he taught high school English for four years before pursuing graduate work at the University of Michigan in the social aspects of natural resources management.

Announcements

Call for Articles

Beginning with the Spring, 1991, issue of *WPA*, we will feature a new section of the journal, "WPA On Campus," devoted to short articles of a practical nature. We envision this section of the journal as a forum for discussing issues that are important to WPAs but that are not readily suitable for publication as a full-length, scholarly article. Perhaps you have an innovative policy for incorporating transfer students into your writing program or a unique method of evaluating teaching assistants. Share your ideas in the form of a short (1000-2000 word) article, designated for consideration in "WPA On Campus." We hope such a section will stimulate dialogue among our readers and provide an ongoing source of practical information.

Conference Announcement

The Hilton Hotel in Biloxi, MS (The Mississippi Gulf Coast) will be the site of the Seventh Conference on Computers and Writing, May 24-26, 1991. The Conference theme is "Making Connections" between the academic and working world and within and between disciplines. For more information or to request registration materials contact: Julie Chaplin, USM Division of Life-Long Learning, Southern Station, Box 5056, Hattiesburg, MS 39504, (601) 266-4196.

WPA Resolution on Publishers' Complimentary Copies Passed by WPA Executive Committee, March, 1990.

Background: Writing program administrators routinely receive examination copies of a multitude of possible textbooks for the courses they supervise. These represent the considerable efforts of colleagues and of publishers. We receive these at no cost to ourselves or our institutions and, although we cannot use most of them, since we value books, we hate to discard them. We ought not to profit gratuitously from the work of others. Nevertheless, hundreds of thousands of examination copies are resold every year, often as new books. Whereas:

- a. Selling complimentary copies devalues the work of ourselves and our colleagues who write or edit textbooks by depriving them of earning royalties on their work;
- b. Selling complimentary copies forces necessary or premature revision of existing textbooks, for economic rather than academic reasons;

- c. Selling complimentary copies does not particularly benefit students, who pay between 75-100% of the new book price. The primary beneficiaries are the used-book sellers, who buy low and sell high.

Therefore we, the Council of Writing Program Administrators, oppose the sale of these copies, by ourselves, our colleagues, and any persons we supervise, to any person or organization, including used book dealers.

Moreover, we will work through our faculty associations to urge that the selling of publishers' complimentary copies be prohibited on our respective campuses and at our college bookstores.

We also recommend that publishers' samples that are no longer needed either be donated to the college writing center or library or other non-profit institutions, such as other schools, prisons, hospitals, or the like.

The CCC Committee on Assessment

The CCC Committee on Assessment will hold an open forum at the NCTE Convention in Atlanta to draft a position paper on the development and governance of local and statewide writing assessment programs and procedures, Friday, 6 November, 9-12 pm. Please consult the NCTE Program for location. A second meeting devoted to this topic will also be held at the 1991 CCC Convention in Boston, 23 March, 1-5 pm. INQUIRIES: Ed Nolte, Department of English and Foreign Languages, Norfolk State University, Norfolk, VA 23504.

Calls for Papers

The Pittsburgh Series in Composition, Literacy, and Culture. William K. Buckley is soliciting manuscripts for an edited collection of essays on the following question: Why does the argument for or against the use of literature in the composition classroom keep surfacing? Essays should not talk about whether literature should be used in the composition classroom, but rather should focus on questions like: Why does this issue fail to get resolved? What interests are served by this debate? What is the *real* issue behind the controversy? What are the effects of the split on current fields of literacy and composition studies? How does this continual debate give shape to departmental alignments, curriculum requirements, and administrative problems? *Deadline for abstracts*: June 1, 1991. *Deadline for essays*: December 1, 1991. The Pittsburgh Series is published by the University of Pittsburgh Press, and the general editors are David Bartholomae and Jean Ferguson Carr. MLA format. 20-25 page limit.

Sheryl I. Fontaine and Susan Hunter, editors, announce plans for a volume entitled *Writing Ourselves into the Story: Unheard Voices from Composition Studies*. This volume will provide an occasion for teachers and researchers who do not feel included in the story of our evolving discipline to voice unheard perspectives. Contributors might address the following broad questions: Are there ways that the pedagogies and research methodologies we find in textbooks, hear about at professional meetings, or read in the journals don't apply to our teaching, our research, or the political situations we're involved in? What problems do we think are most worth writing about that should be included in discussions of composition studies? Please send 1-3 page proposals for essays, stories, and research by November 15, 1990, to Professor Susan Hunter, Humanities and Social Sciences Department, Harvey Mudd College, Claremont, CA 91711-5990. For further information, call Sheryl I. Fontaine (714) 773-3163 or Susan Hunter (714) 612-8022.

JAC Announces Kinneavy and Winterowd Award Winners

The **James L. Kinneavy Award** for the most outstanding essay of 1989 published in *JAC* was awarded to David Bleich for "Genders of Writing," an expansion of the notion of genre using feminist perspectives. Susan Miller received the first annual **W. Ross Winterowd Award** for the most outstanding book on composition theory for *Rescuing the Subject: A Critical Introduction to Rhetoric and the Writer* (Southern Illinois UP, 1989), and Charles Bazerman received an honorable mention for *Shaping Written Knowledge: the Genre and Activity of the Experimental Article in Science* (U of Wisconsin P, 1988). These awards were generously endowed by Professors Kinneavy and Winterowd and reflect their ongoing commitment to scholarship in rhetoric and composition. The awards include a cash prize and an attractive framed citation and are presented each year during the Association of Teachers of Advanced Composition meeting at the CCCC Convention. Send nominations for the 1990 **W. Ross Winterowd Award** by January 1991 to Gary A. Olson, editor, *Journal of Advanced Composition*; Department of English; University of South Florida; Tampa, FL 33620-5550.

Grants

The Council of Writing Program Administrators is currently accepting proposals for its 1991 research grants. The Council will award several small grants (up to \$1000)* for research relating specifically to the concerns of writing program administrators. Proposals should not exceed four single-spaced typed pages and should describe (1) the research problem and objectives, (2) the procedures for conducting the research (including sample,

design, instrumentation, and personnel), (3) a timeline, and (4) a budget. Researchers planning to conduct surveys may include in their proposal the free use of the WPA mailing list. All WPA grant recipients will be asked to submit their research report to the Council's journal, *WPA: Writing Program Administration*, for possible publication before submitting it to other journals. Please include your name, affiliation, address, and telephone number on your proposal. The deadline for submission is November 16, 1990. Please send the proposal *and two copies* to Prof. Karen Greenberg, Chair, WPA Grant Committee, Department of English, Hunter College, CUNY, 695 Park Avenue, New York, NY 10021.

*This figure reflects a correction of the \$500 announced in a prior issue of *WPA*.



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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 Jeffrey Sommers, Secretary-Treasurer, WPA, Department of English, Miami University, Oxford, OH 45056.

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