

ANNOUNCEMENTS

WPA Summer 2003

July 6-10: Workshop

July 10: Assessment Institute

July 11-13: WPA 2003

In the summer of 2003, WPA finds itself in Grand Rapids, Michigan, a vibrant city that boasts a wide range of restaurants, museums, and entertainment, and is characterized by interesting architecture and culturally diverse neighborhoods. With its own international airport and close to major hubs, including Detroit's brand new International Gateway Terminal, Grand Rapids is easy to get to. Just half an hour from the pristine shores of Lake Michigan, Grand Rapids also makes an excellent starting or ending point for vacations in the lower or upper peninsulas of Michigan or other parts of the Upper Midwest. For inquiries and questions, please contact: Chris M. Anson, 2003 WPA Program Chair; chris_anson@ncsu.edu; 919-513-4080; fax: 919-515-6071.

First WPA Book Award Announced

Shirley Rose

Coming of Age: The Advanced Writing Curriculum, edited by Linda K. Shamoon, Rebecca Moore Howard, Sandra Jamieson, and Robert A. Schwegler (Heinemann-Boynton/Cook, 2001) has been selected for the Council of Writing Program Administrators' Best Book Award for 2000-2001.

The CWA has established this award as part of its efforts to develop and promote an understanding of writing program administration as intellectual work of depth, sophistication, and significance. The Awards Committee developed the following criteria for selection:

- 1) The book addresses one or more issues of long-term interest to administrators of writing programs in higher education.
- 2) The book presents outcomes of the intellectual work of one or more writing program administrators.
- 3) The book discusses theories, practices or policies that contribute to a richer understanding of WPA work.
- 4) The book shows sensitivity toward the situated contexts in which WPAs work.
- 5) The book makes a significant contribution to the scholarship of writing program administration.
- 6) The book will serve as a strong representative of the scholarship of and research on writing program administration.

The awards committee noted that, in addition to meeting these criteria, *Coming of Age* is also to be commended for its innovation in print-linked publication, which expands conceptions and definitions of scholarly genres. *Coming of Age* is part of Heinemann's "Cross-Currents in Composition" series, edited by Charles Schuster.

Professor Linda Shamoon is Director of the College Writing Program at the University of Rhode Island. Professor Rebecca Moore Howard is Director of the Writing Program at Syracuse University. Professor Sandra Jamieson is Director of Composition at Drew University. University of Rhode Island Professor Robert Schwegler is a co-author of the Council of Writing Program Administrators' "Intellectual Work Document." The editors received certificates of the award at a special presentation during the Friday evening banquet at the Council of Writing Program Administrators Summer Conference in Park City, Utah, on July 12, 2002. Members of the Award Selection Committee were Shirley K Rose, Chair (Purdue University), William Condon (Washington State University), Marguerite Helmers (University of Wisconsin, Oshkosh), Joseph Janangelo (Loyola University Chicago), and Ellen Quandahl (San Diego State University).

WPA Awards, Connors Conference Fellowships

Linda Adler-Kassner

As per the March CCCC meeting, an announcement for the WPA Connors Fellowship, covering registration fees for a graduate student attending the WPA Summer Conference, was circulated on WPA-L in April/May. Fellow committee member Kathi Yancey and I received ten applications for the Fellowships. In ranking applications, we considered the applicants' descriptions of their work in composition and writing program administration and descriptions of how the conference would enhance applicants' graduate educations. Of the ten applications received, four were chosen as fellowship recipients:

Stephanie Vie - University of Arizona

Billie Hara - University of Texas- Arlington/Texas Wesleyan University

Angela Lowe Margetts - Brigham Young University

Darren Cambridge - University of Texas- Austin

The Writing Instructor, a freely available networked journal and digital community indexed in the *MLA International Bibliography*, announces the release of Betas 2.1 (Open Topic) and 2.5 ("Electronic Publication"). Beta 2.5 is a multi-journal, collaborative issue involving *TWI*, *Academic.Writing*, *Enculturation*, *Kairos*, and *CCC Online*. These *TWI* releases feature new work from Paul Cesarini, Joseph Eng, Paul Heilker, Janice McIntire-Strasburg, Peggy O'Neill, Patricia Webb Peterson, and Karen Wink. *TWI* accepts open submissions for blind, peer review year round. Contact editors David Blakesley (blakesle@purdue.edu) or Dawn Formo (dformo@csusm.edu) for more information, or visit the Website at <http://www.writinginstructor.com>.

Discovering Digital Dimensions: Computers and Writing 2003 (3-D at Purdue in 2003) will be hosted by Purdue's Department of English, the Pro-

fessional Writing Program, the Rhetoric and Composition Program, and the Writing Lab from May 22–25, 2003, in West Lafayette, Indiana.

As in years past, the conference will provide diverse opportunities for engagement on issues of central concern to teachers, scholars, and writers in the emergent culture of the digital age. The theme—3-D at Purdue in 2003—stresses the importance of discovery in the many dimensions of learning, teaching, and writing as digital networks proliferate and make possible new forms of expression, suggest alternative rhetorics, and invite (re)presentation of our disciplinary histories. Conference participants will have opportunities to hear keynote and featured speakers, such as Bob Stein, Mark C. Taylor, Victoria Vesna, and Victor Vitanza, attend poster and panel sessions, interact with vendors specializing in communication technologies, and be entertained at special multimedia (3-D) events. The conference will again partner with the Graduate Research Network and the CW 2003 Online Conference. Some participants may have opportunities for earning course credit.

For more information about the on-site conference, contact David Blakesley, Program Chair, Department of English, Purdue University, West Lafayette, IN 47907, 765.494.3772, info@cw2003.org. The conference website includes registration and additional program information: <http://www.cw2003.org>

Computers in Writing-Intensive Classrooms (CWIC), the summer institute for teachers who want to incorporate technology into their classrooms, will be held June 16-27, 2003, at Michigan Technological University, Houghton, MI. Coordinated by Cynthia Selfe, Anne Wysocki, Dickie Selfe, Gail Hawisher, and Johndan Johnson-Eilola, CIWIC has three workshops that participants can choose from: (1) Approaches to Integrating Computers into Writing Classrooms (CIWIC-AIC), which provides a space for participants to explore the thoughtful integration of technology in composition and other classrooms by examining the value of such tools as electronic conferencing, text and visual composition software, print and Web design, digital video, and sound editing, as well as technology-enhanced assignment design and lab management strategies; (2) Integrating New Media into Writing Classrooms (CIWIC-NM), whose participants learn graphics and authoring software for composing, discussing, and developing compositional and rhetorical approaches for teaching multimedia texts; and (3) Individual Projects (CIWIC-IP), which is for returning CIWIC participants who want to take on a more focused project with individualized support. All three institutes use classrooms at Michigan Tech and the state-of-the-art computer facility, the Center for Computer-Assisted Language Instruction (CCLI). All participants receive three semester-hours of graduate credit. Participants need have no previous computer knowledge; individualized instruction will be provided. Participants from all educational levels are encouraged to attend. For more information and registration materials, visit our website at <http://www.hu.mtu.edu/ciwic> or contact Cheryl E. Ball by email at ceball@mtu.edu or by phone at 906-487-3272 (office) or 906-487-2582 (lab).

CONTRIBUTORS TO WPA 26.1/2

Nancy Blattner is a professor of English and an Academic Associate in the Office of the Provost at Southeast Missouri State University. From 1998 to 2001, she served as the statewide coordinator of the Missouri Colloquium on Writing Assessment (CWA). As part of her work with the CWA, Blattner drafted the group's position paper on the delivery of dual-credit composition courses and assisted in writing the CWA's position paper on equitable assessment of student writing. During the 2002-2003 academic year, Blattner is serving a national American Council on Education (ACE) Fellowship at Longwood University in Virginia.

Lynn Z. Bloom is Board of Trustees Distinguished Professor and Aetna Chair of Writing at the University of Connecticut, and past president of WPA (1988-90). Her publications include composition studies ("The Essay Canon," *Composition Studies as a Creative Art*; *Composition in the 21st Century*; and *Composition Studies in the New Millennium*, both co-edited collections of papers from WPA invitational conferences); biography (*Doctor Spock*), autobiography (*Forbidden Diary*; *Forbidden Family*); textbooks (*The Arlington Reader*; *The Essay Connection*; *Inquiry*; *Fact and Artifact: Writing Nonfiction*); and creative nonfiction ("Teaching College English as a Woman" and "Living to Tell the Tale: The Complicated Ethics of Creative Nonfiction.")

Sally Barr Ebest is WPA, associate professor of English, and Coordinator of the Campus-wide TA Workshops at the University of Missouri-St. Louis. Material for her essay was drawn from her book, *Changing the Way We Teach*, forthcoming from SIU Press. Ebest is also the co-author of *Writing From A to Z* (McGraw-Hill) and co-editor of *Reconciling Catholicism and Feminism?* forthcoming from the University of Notre Dame Press. She is presently working on a "prequel" to *Changing the Way We Teach*, entitled *Models for Change*.

Jane Frick is professor of English and the Director of the Prairie Lands Writing Project, a National Writing Project site, at Missouri Western State College. She chaired the Department of English, Foreign Languages, and Journalism at Western from 1982 until 2001, and helped to coordinate the development and offering of dual-credit composition courses at her institution. As the Missouri Colloquium on Writing Assessment (CWA) newsletter editor, 1989-2001, she conducted the organization's annual writing survey, which tracked dual-credit composition course delivery systems and enrollments throughout the state.

Donna Gorrell is professor of English at St. Cloud State University in St. Cloud Minnesota. She directed the writing program there from 1987 to 1993 and the graduate studies program from 1993 to 1999 and again from 2000 to 2001. She teaches in the rhetoric and applied writing program. Her articles have been published in various professional journals, including *Research in the Teaching of English*, *College Composition and Communication*, and *Philosophy and Rhetoric*. Her published books include *The Purpose Writer* and *A Writer's Handbook from A to Z*. She is presently writing a book on style in writing.

Amy C. Kimme Hea is an assistant professor in the Rhetoric, Composition, and Teaching of English program at the University of Arizona. Her research interests include web-based teaching and learning, teacher training, and professional writing theory and practice. She has published on articulation theory and methodology in the international journal, *Educare/Educere* and the relationship of academic and corporate web development and use in *Working with Words and Images: New Steps in an Old Dance*, edited by Nancy Allen. Her most recent work on the WWW and critical computer composition teaching is forthcoming in a special edition of *Computers and Composition*.

Michael Hennessy is Professor of English at Southwest Texas State University, where he directs the first-year writing and sophomore literature programs and teaches courses in composition, modern literature, and the teaching of writing. He holds a PhD in English from Marquette University and has taught at Memphis State University and John Carroll University.

Stephanie Kerschbaum is a doctoral candidate in Composition and Rhetoric at the University of Wisconsin-Madison, as well as the Co-Assistant Director of the English 100 Program. She is working on a dissertation that looks at how teachers and students negotiate difference in writing classrooms.

Peggy O'Neill is an assistant professor of writing and director of composition at Loyola College in Maryland where she teaches a variety of undergraduate writing courses, including first-year composition. Her scholarship, which focuses on writing assessment theory and practice, preparation of writing teachers, and writing program administration has appeared in several different journals and essay collections. In addition, she has co-edited *Field of Dreams: Independent Writing Programs and the Future of Composition Studies* and *Practice in Context: Situating the Work of Writing Teachers*.

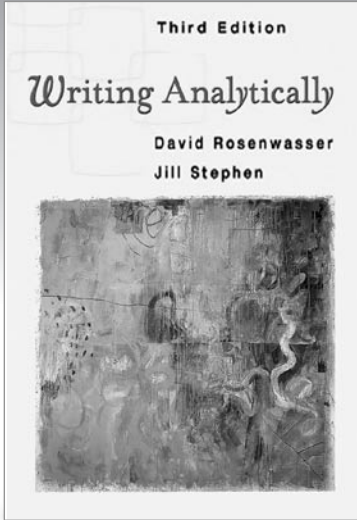
Michael Pennell is a doctoral candidate in Rhetoric and Composition at Purdue University. His specializations are in digitality, technology, and visual rhetoric.

Ellen Schendel teaches academic and professional writing courses in the Writing Department at Grand Valley State University. Her research focuses on writing assessment and has been published in *Writing Program Administration* and *Assessing Writing*, among other places.

Brian Huot is Professor of English and Director of Composition at the University of Louisville. His work focuses on the connections between practice and theory in writing assessment. With Kathleen Yancey he is now editing the *Journal of Writing Assessment*, a new periodical devoted to writing assessment.

Edward M. White is Professor Emeritus of English at Cal State San Bernardino and an adjunct professor in the Rhetoric, Composition, and the Teaching of English graduate program at the University of Arizona. He has written or edited nine books, three of them textbooks for first-year college composition courses. His best-known books are *Teaching and Assessing Writing* (1994) and *Assessment of Writing: Politics, Policies, Practices* (1996). He is one of the editors of the forthcoming *Composition Studies in the New Millenium*, based on papers delivered at the 2001 WPA conference.





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