

Announcements

The **Consultant-Evaluator Service of the Council of Writing Program Administrators** provides two-person teams to evaluate campus writing programs and their related organizations, initiatives, and institutional components: first-year writing, writing across the disciplines, writing centers, assessment, the role of the WPA, and the like. C-E visits can assess programs and related areas, contributing to institutional program reviews, regional and national accreditation bodies, and the efficiency of campus writing and English programs. Consultant-Evaluators are nationally-recognized scholar-teachers in composition-rhetoric and English studies. For further information, contact Deborah H. Holdstein, co-director of the Service, at d-holdstein@govst.edu. Please title your post "C-E Service."

2004 Summer WPA Conference: Workshop July 11-15, Assessment Institute July 15, Conference July 15-18. Hosted by the University of Delaware. The annual conference, held in mid-summer and hosted in rotation by the home institutions of members, is actually three separate activities:

1. a small, intensive, four-day workshop (attendance about 25) for newer WPAs.
2. a one-day institute (attendance about 25) on assessment of writing and writing programs.
3. a three-day conference (attendance about 200) with concurrent sessions, plenary speakers, and time to network on issues of writing program administration.

The conference comprises two-and-a-half days of panel presentations, poster sessions, plenary addresses, and networking among 200 WPAs from many different types of colleges and universities. Social events include a Thursday night reception, a Friday pub crawl on Main Street in Newark, and a Saturday night banquet and dance. Entertainment includes the Libby McDowell Quartet (jazz), Jerry and the Juveniles (oldies), and our own Composition Blues Band. Please visit the Conference website for additional information, proposal forms, and more: <http://www.english.udel.edu/wpa2004/>.

The Writing Instructor, a freely available networked journal and digital community indexed in the MLA International Bibliography, announces the release of Beta 3.0. This new release feature articles and hypertexts from Margaret Batschelet, Christyne Berzsenyi, Jeff Jeske, W. Keith Duffy, Ron Christiansen, Teresa Bruckner, Martha D. Patton, and David Rieder. 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: <http://www.writinginstructor.com>.

Adult Basic Education: Impact of Policy on Practice, Summer Institute 2004. International Perspectives. June 28-30, 2004, Montreal, Quebec, Canada. One year into the International Decade of Literacy, governments are being pressured

to develop and implement policies on adult literacy. The complexity of the issue and lack of consensus about the boundaries of literacy are challenging politicians everywhere to create policies that support responsive practice. This institute asks what we know and what we don't from experiences at home and abroad. Confirmed participants include: John Benseman, University of New Zealand; Joseph Lo Bianco, Language Australia; Jay Derrick, National Research and Development Centre (NRDC) UK; and Sondra Stein, NIFL. For more information, please contact The Centre for Literacy: Website: <<http://www.nald.ca/litcent.htm>>. Email: <literacycntr@dawsoncollege.qc.ca>. Telephone: (514) 931-8731, ext. 1415; Fax: (514) 931-5181

Reference Guides to Rhetoric and Composition. Series Editor, Charles Bazerman. Parlor Press and the WAC Clearinghouse. The Series provides compact, comprehensive and convenient surveys of what has been learned through research and practice as composition has emerged as an academic discipline over the last half century. Each volume is devoted to a single topic that has been of interest in rhetoric and composition in recent years, to synthesize and make available the sum and parts of what has been learned on that topic. These reference guides are designed to help deepen classroom practice by making available the collective wisdom of the field and will provide the basis for new research. The Series is intended to be of use to teachers at all levels of education, researchers and scholars of writing, graduate students learning about the field, and all who have interest in or responsibility for writing programs and the teaching of writing. The first volume in the series, Janice M. Lauer's *Invention in Rhetoric and Composition*, was published in January, 2004.

Parlor Press and The WAC Clearinghouse are collaborating so that these books will be widely available through low-cost print editions and free digital distribution. The publishers and the Series editor are teachers and researchers of writing, committed to the principle that knowledge should freely circulate. We see the opportunities that new technologies have for further democratizing knowledge. And we see that to share the power of writing is to share the means for all to articulate their needs, interest, and learning into the great experiment of literacy. For information about the Series visit Parlor Press (<http://www.parlorpress.com>) or the WAC Clearinghouse (<http://wac.colostate.edu>).

New WPA Editorial Team Welcomed! In 2004, a new editorial team from Arizona State University and Arizona State University-East will take over the editing and production of *WPA: Writing Program Administration*. The new Managing Editors are Gregory Glau (gglau@asu.edu), Barry Maid (barry.maid@asu.edu), and Duane Roen (duane.roen@asu.edu). Please address all new submission questions to Gregory Glau (gglau@asu.edu). Manuscripts may be submitted for future issues in Word or RTF format as email attachments. Submission questions should now be directed to Gregory Glau, Co-Editor, WPA, Dept. of English, PO Box 870302, Tempe, AZ 85287-0302; Email: gglau@asu.edu.

Contributors to WPA 27.1/2

Elizabeth Chiseri-Strater is an associate professor of English in the Rhetoric and Composition Program at the University of North Carolina, Greensboro. At the time of writing this article she was the Director of Composition and has also held the positions of Director of English Education and Graduate Director of Women's and Gender Studies at UNCG. Her research interests are in literacy, ethnography, composition theory, teacher-research, and gender studies. Her publications include *Fieldworking: Reading and Writing Research* (2002), *Academic Literacies* (1991), and numerous articles.

Michael Hennessy is professor of English at Texas State University-San Marcos, where, for seventeen years, he directed the first-year composition program. During his tenure, he mentored several hundred TAs, many of whom are now college writing faculty. In fall 2003, he was appointed associate dean of the College of Liberal Arts at Texas State. He is author or co-author of three composition textbooks—*The Borzoi Handbook for Writers*, *The Borzoi Practice Book*, and *The Random House Practice Book*. He has twice received Texas State University's Faculty Senate award for excellence in teaching.

Rebecca Moore Howard (rehoward@syr.edu) is associate professor of Writing and Rhetoric at Syracuse University and the former writing program administrator at Syracuse, Texas Christian, and Colgate Universities. Her teaching and scholarly work focus on issues of plagiarism and authorship; composition pedagogy; and writing across the curriculum. She is author of *Standing in the Shadow of Giants: Plagiarists, Authors, Collaborators* (1999) and coauthor of *The Bedford Guide to Teaching Writing in the Disciplines* (1995). Her coedited book, *Coming of Age: The Advanced Writing Curriculum* (2000), won the 2000-2001 WPA Book Award.

Mary Juzwik is an assistant professor of English at Northern Arizona University, where she teaches courses in language and literacy to pre-service English teachers. Her current research, which theorizes and empirically examines "teaching as performance," explores how rhetorical theory and the everyday practices of literacy teaching can mutually illuminate one another. This narrative study aims to develop a better understanding of the verbal artfulness of teaching.

Catherine Latterell is an Assistant Professor of English at Penn State University, Altoona. The range of her work, at its core, focuses on examining systems of higher education at public universities. She is currently developing a first-year composition reader for Bedford/St. Martin's Press called, *Intersections: Reading and Writing about Identity and Culture*.

Jackie Grutsch McKinney is a newly appointed assistant professor of Rhetoric and Composition at Ball State University where her duties include teaching undergraduate and graduate courses and directing the Writing Center. She has an article forthcoming in *The Journal of Teaching Writing* on the difficulties of teaching research writing and is working on her first book, an analysis of how Americans compose stories of self-defense. In her new life in Indiana, she finds herself longing for good Thai food, well-organized files, big fat novels, and lazy weekends. Luckily, on occasion at least, she finds all of these things.

Martha D. Patton, adjunct professor of English, helps direct the Campus Writing Program, the writing-in-the-disciplines program at the University of Missouri. She teaches writing, women's literature and humanities classes, but her research focuses on writing-in-the-disciplines, especially writing in biology and in engineering. Her essay, "Situated Writing Lessons: Putting Writing Advice in Disciplinary Context," appears in the most recent issue of *The Writing Instructor*: <<http://www.writinginstructor.com>>.

Extending an invitation to join the
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The Council of Writing Program Administrators offers a national network of scholarship and support for leaders of college and university writing programs.

Membership benefits include the following:

- A subscription to *WPA: Writing Program Administration*, a semi-annual refereed journal
- Invitations to the annual WPA Summer Workshops and Conferences
- Invitations to submit papers for sessions that WPA sponsors at MLA and CCCC
- Participation in the WPA Research Grant Program, which distributes several awards, ranging from \$1000 to \$2000
- Invitations to the annual WPA breakfast at CCCC and the annual WPA party at MLA
- Information about the WPA Consultant-Evaluator program

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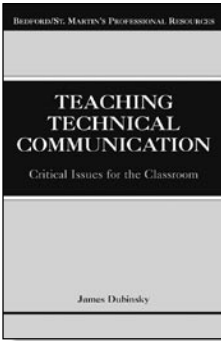
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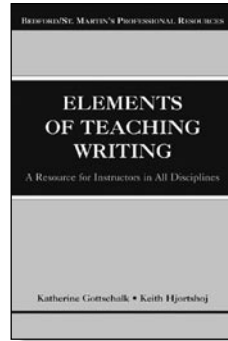
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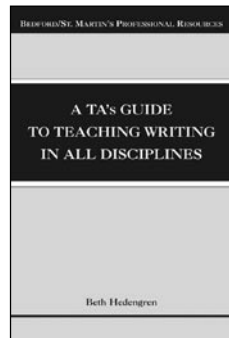
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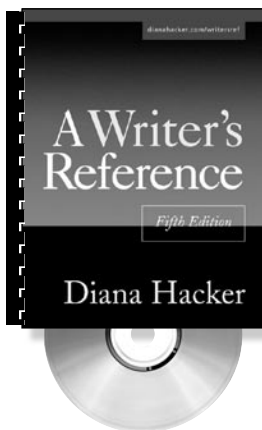
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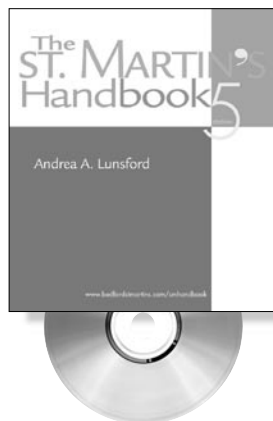
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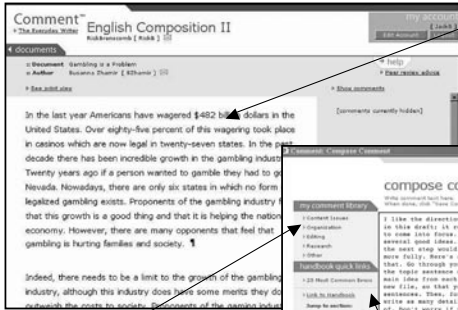
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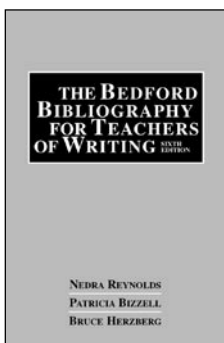
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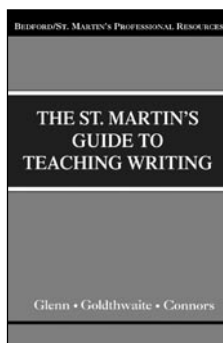
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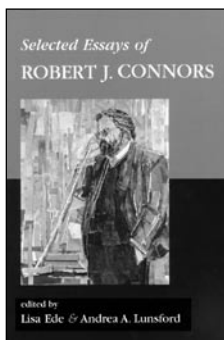


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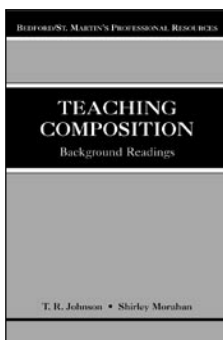


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