



Writing Program Administration

Journal of the
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The Council of Writing Program Administrators is a national association of college and university faculty who serve or have served as directors of first-year composition or writing programs, coordinators of writing centers and writing workshops, chairpersons and members of writing-program-related committees, or in similar administrative capacities. The Council of Writing Program Administrators is an affiliate of the Association of American Colleges and the Modern Language Association.

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WPA: Writing Program Administration publishes articles and essays concerning the organization, administration, practices, and aims of college and university writing programs. Possible topics include the education and support of writing teachers; the intellectual and administrative work of WPAs; the situation of writing programs within both academic institutions and broader contexts; the programmatic implications of current theories, technologies, and research; relationships between WPAs and other administrators and between writing and other academic programs; placement; assessment; and the professional status of WPAs.

The previous list is meant to be suggestive, not exhaustive, but contributions must be appropriate to the interests and concerns of those who administer writing programs. The editors welcome empirical research (quantitative as well as qualitative), historical research, and theoretical, essayistic, or reflective pieces.

The length of submissions should be approximately 2,000 to 5,000 words, although the journal occasionally will publish shorter or longer pieces when the subject matter warrants. Articles should be suitably documented using the current MLA Style Manual. For citations of Internet resources, use the *Columbia Guide to Online Style*.**

Please submit only *electronic* manuscripts as WORD or rich text (.rtf) attachments, with the author identified only on a separate cover letter. Submissions are anonymously reviewed by the Editorial Board. The editors aspire to respond within two months after the receipt of the submission.

Authors whose works are accepted for publication will be asked to submit a final version following a style sheet that will be provided. Please double-check all citations. Illustrations should be submitted as print-ready copy in electronic format. Authors will also be asked to submit a 100-word biography for inclusion in the "Contributors" section of the journal.

REVIEWS

WPA publishes reviews of books related to writing programs and their administration. Publishers are invited to send appropriate professional books to Duku Anoyke at aanokye@asu.edu, who assigns reviews.

**In addition to the general guidelines set forth in the Author's Guide, book reviewers should include a summary of the text, some discussion regarding the text's construction, as well as an evaluation of the text's relevance to the profession. The review should be between 1500-2000 words.

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Relevant announcements and calls for papers will be published as space permits. Send them in electronic format to Greg Glau (gglau@asu.edu). Advertisers should contact Susan Miller (skmiller@mail.mc.maricopa.edu) for deadlines, publication rates, and specifications.

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Letter from the Managing Editors: Remembering Louis Rosenblatt

Because of her influence on all of us as writing teachers, we want to dedicate this issue's letter to our friend and colleague Louise Rosenblatt:

Louise Rosenblatt (1904-2005) touched many of our lives. For those of us who have taught courses in literature, literature methods, or writing, her publications have offered invaluable tools for engaging students with texts. For instance, her 1938 book, *Literature as Exploration*, was decades ahead of its time in laying a solid foundation for reader-response criticism.

When *The Reader, The Text, The Poem: The Transactional Theory of the Literary Work* appeared in 1978, it invigorated literary study by demonstrating how the text and the reader “transact” to bring the poem into being:

“The poem” comes into being in the live circuit set up between the reader and “the text.” As with the elements of the electric circuit, each component of the reading process functions by virtue of the presence of the others. A specific reader and a specific text at a specific time and place: change any of these, and there occurs a different circuit, and different event—a different event. (14)

Louise Rosenblatt's most recent book, *Making Meaning with Texts: Selected Essays*, was published several weeks before her death in February 2005. These essays, written from the 1930s to the 1990s, show the remarkable range of her work not only in literary study but also in composition. For her, reading and writing were simply different kinds of transactions with texts.

Besides being an influential scholar, Louise Rosenblatt, in both professional and civic arenas, tirelessly advocated for people who struggled to achieve political and economic security. Never mincing words, Louise boldly challenged all of us to treat our colleagues and our fellow citizens with dignity and respect. She was the quintessential role model for those who strive to contribute to our profession and to our world. We are sad that she is gone, but we are comforted by the legacy that she has left for all of us.

Greg Glau, Barry Maid, and Duane Roen
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