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## Summering with WPA~~ Doing the Utah Thing

Join us in July for our annual summer highlight, the WPA conference!

The Form(ation) of Relationships will focus our annual WPA conference, this year being hosted in Park City, Utah, July 11-14. We are fortunate to have four splendid speakers--**Barbara Cambridge, Doug Hesse, Becky Howard, and Tom Miller**—each of whom has written about relationships, from those we have with our students and colleagues to those we have with the materials of our discipline to those we have with other organizations and constituencies and to those we have with our own history.

In addition, we will have over 40 concurrent sessions. These include sessions on

- Theory and the Work of the WPA
- Research into Writing Practices
- The Relationship between AP English and FYC
- Assessment of Print Texts and in Electronic Environments
- Collaborative Relationships and the Work of the WPA
- Affect and the WPA (Is Our Work Disappointing?)
- Class Issues and the WPA
- Making Budget Requests and Making Budgets Work
- Pedagogy and the WPA  
and not least,
- Golfing and the WPA: The Crucial Relationship ;)

You can enjoy all this—and more! ;) --for a conference fee of \$210, which of course includes good food—breakfasts, breaks, and a banquet--and very good company. Graduate students pay only \$135. This is a great opportunity for all of us from across the nation to learn a little more about the work we do—and to have some fun in the process.

To sign up for the conference, go to <http://home.byu.net/~kh22/> or use the form at the end of the newsletter.

We look forward to seeing you soon!



**The WPA Summer Workshop:  
Only a Few Spaces Left:**

*Places for the workshop are filling, so please register as soon as possible.*

WPA invites up to 30 prospective and new writing program

administrators--as well as experienced WPAs desiring renewal—to take part in an intensive four-day workshop in writing program administration. The Workshop will provide information, strategies, advice, encouragement, and a rich and supportive professional network.

The Workshop will **begin Sunday evening, July 7**, and will **conclude with lunch on Thursday, July 11**. Sessions will run from 9 to 4:30 each day, with consulting times available in the evenings

### *What happens at a WPA Summer Workshop?*

As new or experienced WPAs, we all deal with similar sets of ideas, practices, and challenges in various program and institutional configurations. Past workshop participants have found that the time spent in a WPA Summer Workshop has increased their performance in their own positions and work by learning about WPA issues and conditions at other schools. Further, establishing a collegial national network through this experience is, according to past participants, one of the best benefits the workshop offers. This year, some of the topics we'll cover in a mixture of plenary and small group sessions are program and job models; crafting program documents (e.g., job descriptions, mission statements, learning outcomes); curricula for first-year composition, writing across the curriculum/writing in the disciplines, and basic writing; course and program assessment; institutional politics and budget; hiring and labor practices; faculty development/TA support; collegiality issues; tenure and promotion; and work/life balance. We welcome "team" enrollments (chair/WPA, dean/WPA), writing center faculty, and non-WPA participants from all postsecondary institutional types.

Please contact Duane (duane.roen@asu.edu) or Jeanne (jgunner@scu.edu) with any questions about workshop details.

### **And about the Host City . . .**

While Salt Lake City enjoys early-July highs in the upper 80s with plenty of air conditioning, its high desert climate cools quickly in the evening to the high 70s, just in time for workshopers to go out and play. Those interested in night life can catch the University light rail into downtown Salt Lake City to find shopping, clubs, theaters, and restaurants. You can even find them all in one place at the new 30-acre outdoor Gateway center, next door to the Delta Center and Utah Starzz WNBA basketball. Enjoy the flowers, gardens, and parks of Salt Lake City, including its award-winning Hogle Zoo and Red Butte Gardens. Those looking for evening peace can find it on the Bonneville Shoreline Trail which runs along the Wasatch foothills, providing spectacular views of the Salt Lake Valley and the city. The University golf course is a five-minute walk (across the Olympic suspension bridge) from the Heritage Center.

The WPA workshop is hosted by the University Writing Program at the University of Utah. The Writing Program develops and administers required and elective expository writing courses for the University and assists other departments and programs in developing writing instruction for their degree candidates. The Program also offers a Ph.D. in rhetoric, literacy, and composition studies through the departments of English, Communication, and Education, Culture, and Society. For more on the University Writing Program, visit <<http://www.utah.edu/uwp/about.html>>.

### **WPA: Writing Program Administration**

is soliciting manuscripts for a special-topic issue, "**Changing the First-Year Writing Curriculum**," guest-edited by Christine Farris. We seek essays on major changes WPAs have made in the first-year writing curriculum at the program level, particularly new combinations of writing, reading, speaking, cultural studies, cross-curricular, or extracurricular work. Essays should address theoretical, pedagogical, political and practical reasons for the changes, and how the changes in curriculum affect who teaches the first-year writing course, instructor preparation, and institutional relationships. The deadline for submission of manuscripts is July 1, 2002. Please send manuscripts directly to Christine Farris, Department of English, Ballantine Hall 442, Indiana University, Bloomington, Indiana 47405. E-mail: [crfarris@kate.ucs.indiana.edu](mailto:crfarris@kate.ucs.indiana.edu)

## Miami Conference: An Update

The Miami Conference—coordinated by Lynn Bloom, Don Daiker, and Ed White—provided a wonderful experience for attendees: provocative sessions, opportunity for discussion, and fun aplenty. Unfortunately, the conference also incurred a significant deficit. As the newsletter goes to press, the total amount of the deficit is still being calculated, but we do know the conference has lost at least \$5000, and we think it is likely to cost the organization some \$7000-10,000.

WPA exercises very good financial stewardship, however, so we do have the resources to draw upon; at the same time, we are hoping to trim the

Miami-related expenses as much as possible. Currently, the WPA leadership is exploring ways to do that, and we are contacting conference participants, including those who requested refunds, as needed.

The book emerging from the conference is in preparation and is currently scheduled for release in 2003; it is anticipated that its royalties will help offset some of the conference debt.

For additional information, please feel free to contact Kathleen Yancey: [kyancey@clmson.edu](mailto:kyancey@clmson.edu)

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## WPA Sessions at 2002 MLA Meeting in New York

Duane Roen

The overall quality of the proposals for the two WPA-sponsored sessions at the MLA meeting in New York City, December 27-30, was superb. Even though Marguerite Helmers, Kathleen Yancey, and Duane Roen found the choices difficult, the result is that WPA will offer two outstanding panels at the 2002 conference:

Session A:      Developing Outcomes for Literature Courses: Extending the WPA Outcomes Statement

Chair: Clyde Moneyhun, University of Delaware

1.      Learning Outcomes for the Major as Mandated by the State of New York  
Pat Belanoff, State University of New York at Stony Brook  
Tina Good, Suffolk Community College
2.      Developing Outcomes for Literature Courses: Confronting Complexity While Embracing Opportunity  
Joseph Janangelo, Loyola University Chicago
3.      Outcomes for Introductory Literature Courses:

A Case Study in Pedagogical, Theoretical, and Disciplinary Conflict  
Donald Wolff, Eastern Oregon University

Session B:      The Role of Genre in Composition: Theory, Practice, and Research

Chair: Will Hochman, Southern Connecticut State University

1.      Writing Assignments: A Genre Approach  
Irene L. Clark, California State University, Northridge
2.      From Reading Stories to Writing (Academic) Essays— Issues of Genre Knowledge in Composition Teaching  
Ildiko Melis, Department of English, University of Arizona, Tucson
3.      Teaching Students What they Already Know: Student Writers as Genre Theorists  
Jeanne Marie Rose, Penn State Berks-Lehigh Valley College

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# Knotted Threads from WPA-L

Carol Rutz

For your review and recollection, please savor these arbitrary highlights from the past few months on our favorite listserv:

With a compliment to **Laura Micciche** for her recent article in *College English*, **Rich Haswell** kicked off a discussion of her topic, “disappointment and WPA work,” with contributions from **Doug Hesse**, **Carol Haviland**, **Gail Corso**, **Ed White**, **Keith Rhodes**, and **Brian Huot**, among others. This theme resurfaced several weeks later as **Becky Howard** recalled the “thinkin’ ’bout quittin’” thread initiated by **Bob Connors** a few years ago. Despite the disappointments, Becky adds an emphatic “not!” to the discussion, asserting that, in her view, “being a successful WPA means knowing how to take adversity for granted and keep going.”

**Jeff Galin** and **Irv Peckham** began a conversation about what Irv terms the “Berlinean movement” in comp/rhet studies. This thread ranged widely, covering a range of epistemologies, classroom practices, and theoretical positions. Participants, including **Joe Williams**, **Rich Bullock**, **Bruce McComiskey**, **Shelley Reid**, **Joe Hardin**, **Nick Carbone**, and many more, debated Jim Berlin’s influence, Maxine Hairston’s position on students’ right to their own writing, definitions of “critical thinking,”—you get the picture. But to fully appreciate it, read the thread on the archives (address below).

The post-CCCC flurry of possible proposals for next year’s conference augurs well for proposal readers; there should be no shortage of worthy papers to review. With her customary grace and good sense, **Traci Gardner** offered hints, pointed toward NCTE resources, and soothed (virtual) fevered brows.

One of the proposal ideas, **Linda Coblenz**’s fool-proof method of beating the plagiarism industry on the web, inspired a thoughtful review of positions on plagiarism in the writing classroom. **Doug Hesse**, **Ruth Fischer**, and others spoke of the necessity to design assignments that make ’net-based plagiarism impossible, not to mention inappropriate. **Michael Murphy** and others countered with their sense that web-savvy students view writing as participatory and therefore open to “borrowing” and “sharing” in ways that offend teachers’ sense of intellectual property. The result: an “environmental problem,” to quote **David Schwalm** and **Pat McQueeney**, that needs to be addressed by teachers at all levels. This topic will return; watch this space.

Spam has come to WPA-L in the form of attractive mortgage rates, pornography, and assorted product offers. Our listmeisters, **Barry Maid** and **David Schwalm**, are loath to restrict postings to members only, although at least one list member, **Beth Daniell**, advocates that move. Opinions on this matter (and all others!) are welcome.

Check the WPA-L archives < <http://lists.asu.edu/archives/wpa-l.html> > for details on these and other topics, as well as instructions for joining the list.

## The WPA Breakfast at the C’s— Another Great Beginning

Elizabeth VanderLai

Writing Program Administrators are a hearty bunch! We braved the cold and snow for the short walk from the Palmer House to the DePaul Center. There, we were greeted by the cheery faces of fellow WPAs; good, strong coffee; and steaming trays of eggs, bacon, waffles, fruit, and Danishes. By 7:00 a.m. most of us had received our WPA 2002 pin, our jewel-tone WPA pen, and our WPA file cabinet magnet; we were enjoying the good food and deepening friendships with other WPAs from across the country. We also had a chance to look at the poster descriptions of 2001 WPA-supported research.

Among other highlights, David Jolliffe welcomed us to Chicago, and Kathy Yancey, WPA President, introduced current members of the WPA Executive Board and spoke words of thanks to the out-going members of the board: Beth Daniel, Chet Pryor, and Shirley Rose. Then Alice Gillam announced the winners of the 2002 Research Awards from WPA:

- Diane Kelly-Riley and Bill Condon, both at Washington State University. "An Exploratory Study into the Relationship between College-Level Critical Thinking and Writing Expectations"
- Donna Stickland, Southern Illinois University. "The Emergence of the National Council of Writing Program Administrators: A Comparative Critical History"

- Terry Myers Zawacki and Christopher Thaiss, both at George Mason University. "Alternative Discourses in the Disciplines: Implications for Program Development"

By 8:30 a.m., fortified with good food and good conversation, we braved the cold again to begin the first full day of CCCC sessions.

Special thanks to all those that made the 2002 WPA Breakfast possible:

**David Jolliffe**, for making arrangements with the DePaul Center  
**Carol Rutz**, for registering us all  
**John Heyda**, for taking our money and keeping it safe  
**Chet Pryor** and **Clyde Moneyhun**, for designing and producing such great WPA mementos  
**Bill Lalicker, Jami Carlacio, Gilchrist White, Joe Janangelo, Ann Dobyns, and Janice Chernehoff**, for helping out at the sign-in table.

See you all in New York next year!

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## Task Force Updates

The **Distance Learning and Writing Task Force** met for lunch at the C's and decided to begin by conducting a survey of current programs offering "distance" writing courses. While there is a growing body of literature on distance learning generally, there is not much research to date on writing courses taught entirely online. Our goal is to develop web resources for WPAs that would include guidelines for initiating online courses (identification of students targeted, commitments of institutional support, fair working conditions for teachers, etc.), case studies of successful programs, best teaching practices, a bibliography, and so on. Members of the Task Force include Susanmarie Harrington, Barry Maid, Nick Carbone, Cindy Selfe, Brooke Hessler, Marlene Minor, Howard Tinburg, Kathy Fitch, James Inman, and Alice Gillam (Chair).

The **Task Force on Plagiarism** met in Chicago during the CCCC convention to begin its work. Members decided to keep the draft of their report relatively short. Four main areas of the report, each

to be drafted by small groups within the Task Force, include

- an introduction defining plagiarism
- a section on the cultural and attitudinal bases of plagiarism
- a section on the responsibilities of teachers, students, and administrators, and
- a section describing some "best practices" (in the areas of teaching, research, verification, and discipline).

After these sections are pulled together into a single document, the full draft will be presented to the WPA Executive Board for discussion at its meeting during the summer conference in Utah. Several Task Force members have also been interviewed recently by members of the press, including a writer for the *Chronicle of Higher Education* who is working on a story about plagiarism, intellectual property, and the use of Internet detection services such as TurnItIn.com.

### New WPA Committees

WPA will be establishing two new committees: one on Working with the Media, another on Preparing Teachers of Writing. Many members of WPA signed up to serve on these committees, and you will be contacted during June to see if you are still interested in serving. Folks who are interested in serving should contact Kathleen Yancey [kyancey@clemsun.edu](mailto:kyancey@clemsun.edu) asap.

**The Robert Connors Fund:  
Registration Fellowships for WPA 2002**

The Robert Connors Fund was established in 2000, and it continues to support graduate student participation at the annual WPA breakfast. Because of the generosity of WPA members, the fund has collected a surplus. At the Executive Board meeting in March, we decided to use part of that surplus to support graduate student participation at our annual conference; we hope to award full registrations to as many as four graduate students. Accordingly, graduate students who are attending WPA 2002 may apply for a registration fellowship; we especially welcome applications from graduate students who are presenting at the conference.

To apply, please send the following information to Kathleen Yancey [kyancey@clermson.edu](mailto:kyancey@clermson.edu) by June 15: Name; School; Degree Sought; Presentation Title and 25-word Summary (if applicable); 100-word Explanation of How the Conference Will Enhance the Graduate Student's Education.

Fellowship applications will be reviewed by Linda Adler-Kassner and Kathleen Yancey; awards will be announced by June 25.

## Summer Rhythms and the WPA . . .

It's May, which for me means the end of the term as well as of the academic year. In my better years, May is a time to pause, to catch my breath; to try to clean my office at school and my study at home; to do some writing and some reading; mostly, most importantly, to do more than catch my breath: to *breathe*. Partly, it's a release from the year past, a chance to think about what I did right, and more likely, what I need to try to get right next time around. Partly, it's that during May I think about the summer ahead, and that too brings with it certain expectations, among them that I'll go to WPA. Collectively, these activities and expectations create a rhythm that is defining.

WPA sits right in the middle of summer, but it locates me in more than a temporal way. At WPA, I know I'm going to see many of my favorite people. At WPA, I'm going to share what I've learned; and (pun intended) I'm going to learn. And at WPA, I'm going to think with and laugh together and reflect and plan and pause and relax and get inspired—all of those. And for me, the thinking/laughing/reflecting/planning/pausing/relaxing and being inspired: that's what the form(ation) of relationships—and WPA itself--means.

Kathleen Yancey



WPA Conference Registration Form

(Conference Lodging requires a separate form)

Name \_\_\_\_\_  
(as you would like it to appear on your badge)  
Institution \_\_\_\_\_  
Address \_\_\_\_\_

City \_\_\_\_\_  
State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone (work) \_\_\_\_\_ (home) \_\_\_\_\_  
Email \_\_\_\_\_  
Fax \_\_\_\_\_

\_\_\_\_ I require auxiliary aids or services due to a disability.

#### Conference Fees

\_\_\_\_\_ \$210 Registration (does not include lodging)

Must register before June 15, 2002

\_\_\_\_\_ \$250 Registration (does not include lodging)

For registration received after June 15, 2002

\_\_\_\_\_ \$135 Graduate student fee (does not include lodging)

\_\_\_\_\_ Ticket(s) for Saturday evening social @ \$30 each

\_\_\_\_\_ TOTAL PAYMENT

Please make check\* payable to WPA Conference and send to:

Kristine Hansen

Brigham Young University

350 MSRB

Provo, UT 84602

For registration information please email natthom22@yahoo.com or call 801.378.5329

Registration Deadline: June 15, 2002

No On-site Registration

\*To keep costs down, we cannot accept credit cards.

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#### 2002 Summer Workshop Registration Form

Please e-mail d.downs@utah.edu if you intend to register.

Then print off, complete, and mail this form, with your personal or business check payable to the University Writing Program, to the address below.

Name \_\_\_\_\_

(as you would like it to appear on your badge)

Institution \_\_\_\_\_

E-mail: \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (work) \_\_\_\_\_ (home) \_\_\_\_\_

Fax: \_\_\_\_\_

Fees

\_\_\_\_\_ Workshop Fee -- \$730

\_\_\_\_\_ Workshop Fee, Late Registration (June 1-June 30) -- \$780

\_\_\_\_\_ Workshop Fee including private room in Guest House -- \$900

\_\_\_\_\_ Accompanying Family or Guests (until June 30) -- \$300 per person

\_\_\_\_\_ Banquet Fee for Family or Guests -- \$30 per person

\_\_\_\_\_ Total Payment

Include a check for the workshop registration fee with this form.

Reservations for additional family/guests may be made at any time through June 30. However, because housing availability is subject to change, we encourage you to make reservations and payments for family/guests with this form.

No workshop registrations or family/guest reservations can be accepted after June 30.

Full refunds will be given for cancellations received in writing by June 30, 2002. After June 30, a partial refund of \$400 will be given.

Please mail completed form and check (payable to the University Writing Program) to:

Bridgid Best

ATTN: WPA Workshop

University Writing Program

University of Utah

255 South Central Campus Drive, Room 3700

Salt Lake City, UT 84112-0495

