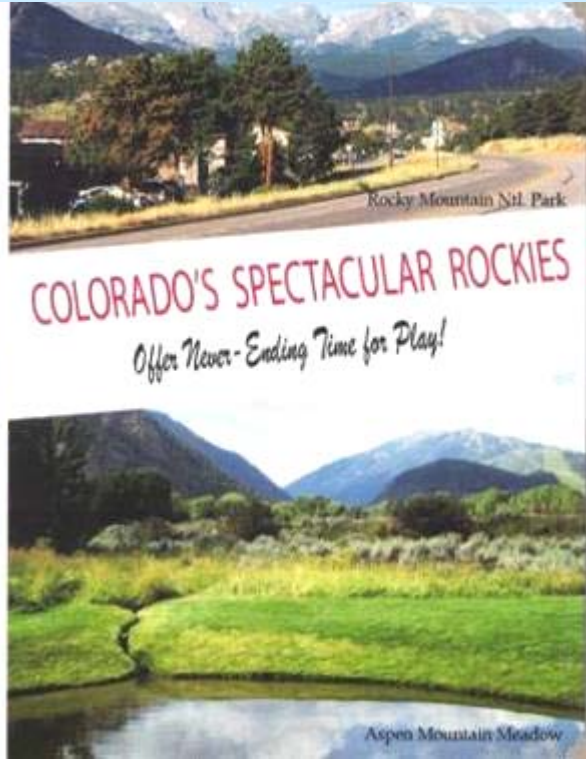


The Council of Writing Program Administrators

Summer Conference, Workshop, and Institutes

July 6-13, 2008
Denver, Colorado



WRITING PROGRAM ADMINISTRATION
AND/AS LEARNING

2008



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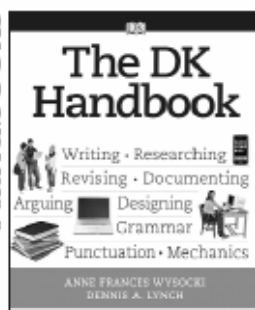
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PRESIDENT'S WELCOME

Dear Friends and Colleagues;

Welcome to the 2008 WPA Conference, "Writing Program Administration and/as Learning." Our goal is to examine our vocation in its subtlety and complexity. Together, we will strive to gain an even better understanding of WPA work as an intellectual activity with a rich history and a compelling, if intriguingly unpredictable, future.

With your guidance and contributions, we have planned this year's program for your edification and enjoyment. To that end, I offer deep thanks to our generous and diligent Local Arrangement Committee, chief among them Doug Hesse, Amy Kho, and Richard Colby. Many thanks go to our wonderful program committee members: Jeff Andelora, Kristine Hansen, and Duane Roen. These creative people—plus our speakers, workshop, and institute leaders—are working hard to reward your trust. Our splendid Executive Board members and officers, Linda Adler-Kassner, Shirley K Rose, and I are at your service.

Most of all, thanks to all of *you*, who work so hard during the year, every year.

It's wonderful, and very WPA-like, that you are taking time away from your family and volunteer lives, and from your alleged copious "time off," to share your insights and expertise with us. Your generosity, while not surprising, is astonishing.

Yours,

Joe



CONFERENCE PROGRAM COMMITTEE: Joseph Janangelo,
Jeffrey Andelora, Kristine Hansen, Duane Roen

LOCAL HOST: The University of Denver

WPA EXECUTIVE BOARD

Joe Janangelo, President, Loyola University (Chicago)
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Columbia College; Charles Schuster, Associate Director,
University of Wisconsin-Milwaukee

WPA Journal Editors: Deirdre Pettipiece, College of the
Sciences, and Timothy Ray, West Chester University



Acknowledgments

LOCAL ARRANGEMENTS COMMITTEE AND VOLUNTEERS

Doug Hesse, Chair	Casey Rountree
Amy Kho, Assoc. Chair	Carol Samson
Susan Achziger	Blake Sanz
Geoffrey Bateman	Eliana Schonberg*
Jennifer Campbell*	Rebekah Shultz Colby
Richard Colby*	Geoff Stacks
Kelli Custer	Linda Tate
David Daniels	John Tiedemann*
Matt Hill	Amy Vidali
Jeff Ludwig*	Malinda Williams
Elizabeth Kleinfeld	<i>*committee heads</i>
Jennifer Novak*	

PROGRAM DESIGN

John Tiedemann, Rebekah Shultz Colby, and Richard Colby.
Cover Art by Doug Hesse and Amy Kho.

THANKS

WPA thanks Chancellor Robert Coombe, Provost Gregg Kvistad, Assistant Provost Jennifer Karas, and the Writing Program at the University of Denver for intellectual and material support.

SPONSORS

The Council of Writing Program Administrators gratefully acknowledges support from the following sponsors:

Bedford/St. Martin's—Thursday Reception
 Fountainhead Press—Workshop Reception
 Pearson—Friday Reception
 McGraw-Hill Higher Ed, Parlor Press
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History of the Conference

PAST AND CURRENT WPA PRESIDENTS

- Harvey Weiner (1979–1985)
- Winifred Horner (1985–1986)
- Linda Peterson (1987–1988)
- Lynn Z. Bloom (1989–1990)
- Ben McClelland (1991–1992)
- Barbara Cambridge (1993–1994)
- Charles Schuster (1995–1996)
- Theresa Enos (1997–1998)
- Doug Hesse (1999–2000)
- Kathleen Blake Yancey (2001–2002)
- Chris Anson (2003–2005)
- Shirley K Rose (2005–2007)
- Joseph Janangelo (current)

PAST WPA CONFERENCES

- 1984: La Jolla, CA
- 1985: Durham, NH
- 1986: Oxford, OH
- 1987: Logan, UT
- 1988: Newport, RI
- 1989: Oxford, OH
- 1990: Portland, OR
- 1991: Saratoga Springs, NY
- 1992: Breckenridge, CO
- 1993: Oxford, OH
- 1994: Oxford, MS
- 1995: Bellingham, WA
- 1996: Oxford, OH
- 1997: Houghton, MI
- 1998: Tucson, AZ
- 1999: West Lafayette, IN
- 2000: Charlotte, NC
- 2001: Oxford, OH
- 2002: Salt Lake and Park City, UT
- 2003: Grand Rapids, MI
- 2004: Newark, DE
- 2005: Anchorage, AK
- 2006: Chattanooga, TN
- 2007: Tempe, AZ



AWARD FOR BEST ARTICLE IN *WPA: WRITING PROGRAM ADMINISTRATION*

1999–2000: "Constructing Composition: Reproduction and WPA Agency in Textbook Publishing," by Libby Miles (Fall/Winter 2000).

2001–2002: "Using Multimedia to Teach Communication Across the Curriculum," by Mary Hocks (Fall/Winter 2001).

2003–2004: "Politics, Rhetoric and Service Learning," by Candace Spigelman (Fall 2004).

2005–2006: "Combating Monolingualism: A Novice Administrator's Challenge," by Gail Shuck (Fall 2006).

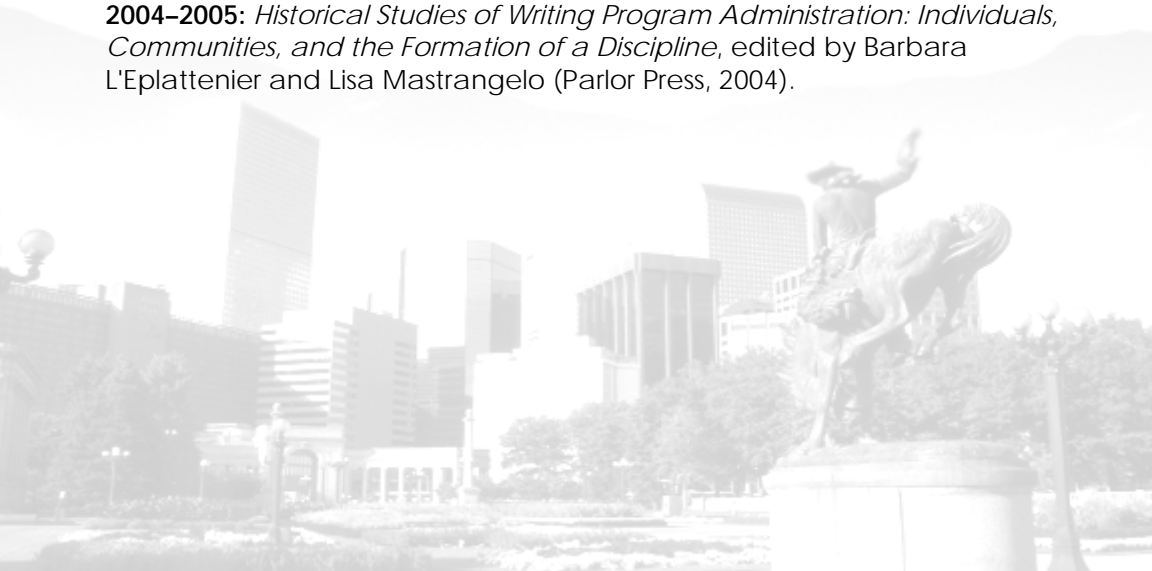
AWARD FOR OUTSTANDING BOOK ON WRITING PROGRAM ADMINISTRATION

2000–2001: *Coming of Age: the Advanced Writing Curriculum*, edited by Linda K. Shamon, Rebecca Moore Howard, Sandra Jamieson, and Robert A. Schwegler (Heinemann-Boynton/Cook, 2000).

2002–2003: *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*, edited by Stuart C. Brown and Theresa Enos (Lawrence Erlbaum Associates, Publishers, 2002).

The Center Will Hold: Critical Perspectives on Writing Center Scholarship, edited by Michael A. Pemberton and Joyce Kinkead. (Utah State University Press, 2003).

2004–2005: *Historical Studies of Writing Program Administration: Individuals, Communities, and the Formation of a Discipline*, edited by Barbara L'Eplattenier and Lisa Mastrangelo (Parlor Press, 2004).



OPENING PLENARY SPEAKER

*Andrea Lunsford*WHAT'S NEXT FOR WRITING
PROGRAMS—AND WPAS?Thursday, July 10, 6:30 pm
Capitol Peak Room, 38th floor

Andrea Lunsford is the Louise Hewlett Nixon Professor of English and Director of the Program in Writing and Rhetoric at Stanford University. She has written or coauthored fourteen books, including *The Everyday Writer*; *Essays on Classical Rhetoric and Modern Discourse*; *Singular Texts/Plural Authors: Perspectives on Collaborative Writing*; and *Reclaiming Rhetorica: Women in the History of Rhetoric*, as well as

numerous chapters and articles. Her most recent books are *The St. Martin's Handbook*, 5th ed., and *Everything's an Argument*, and she has contributed essays and chapters to numerous volumes related to composition and rhetoric.

LUNCHEON PLENARY SPEAKER

*Shirley K Rose***MORE THAN HARD KNOCKS:
WHAT WPAS KNOW ABOUT LEARNING****Saturday, July 12, 11:30 am
Grand Ballroom and Foyer**

Shirley K Rose is a Professor of English at Purdue University and immediate Past President of WPA. Her publications on writing program administration, citation studies, and gender issues in composition studies include articles in *College English*, *College Composition and Communication*, and *Rhetoric Review* in addition to numerous chapters in edited collections. With Irwin Weiser, she has edited two collections of essays, *The Writing Program*

Administrator as Researcher: Inquiry in Action and Reflection (Heinemann-Boynton/Cook, 1999) and *The Writing Program Administrator as Theorist* (Heinemann-Boynton/Cook, 2002).

Susan Thomas

REFLECTING ON 5 YEARS OF WPA WORK IN SYDNEY

**Following the Friday banquet and awards
Imperial Ballroom**



Susan Thomas is the Director of Teaching Development for Arts and Social Sciences at the University of Sydney. Her publications have appeared in such journals as *Sydney Studies in English*, *Australian Higher Education Supplement*, and the *Australasian Trade Practices Law Journal* as well as in edited collections such as *Rediscovering Rhetoric: Law, Language, and the Practice of Persuasion*, *Stories of Mentoring*, and *Creativity and Transformation: New Directions in*

English. She is the editor of *What Is the New Rhetoric*, and her monograph, *Teaching Writing beyond US Borders*, is forthcoming in 2008.

WORKSHOP FOR WPAS

Sunday – Wednesday, July 6-9
University of Denver Campus

Workshop Leaders



Chris Anson is University Distinguished Professor of English and Director of the Campus Writing and Speaking Program at North Carolina State University, where he helps faculty in nine colleges to use writing and speaking in the service of students' learning and improved communication. He has written or edited 14 books and has published over 80 articles and book chapters.



Susan K. Miller-Cochran is Associate Professor of English at North Carolina State University and Director of the First-Year Writing Program. Her research focuses on the uses of technology in teaching writing, especially with second language writers. She has published articles in *Composition Studies*, *Computers and Composition*, and *Teaching English in the Two-Year College*, and she is also a co-editor of *Rhetorically Rethinking Usability* (with Shelley Rodrigo), the *Wadsworth Guide to Research* (forthcoming, with Shelley Rodrigo) and

NCTE's *Strategies for Teaching First-Year Composition* (with Duane Roen, Veronica Pantoja, Lauren Yena, and Eric Waggoner).



INSTITUTE: MULTILINGUAL STUDENTS AND WRITING PROGRAMS

**Thursday, July 10, 9:00 am–4:00 pm
Mt. Oxford Room**

Institute Leaders



Gail Shuck is Associate Professor of English and Coordinator of English Language Support Programs at Boise State University, where she has directed the first-year ESL academic writing sequence. Her work has been published in *Language in Society* and the *Journal of Language, Identity, and Education*. Her article on administrative challenges in the face of monolingualist language ideologies won the award for Best Article of 2005–2006 in *WPA: Writing Program Administration*.

Writing Program Administration.



Vivian Zamel is Professor of English at the University of Massachusetts Boston, where she is Director of the English as a Second Language Program and of the Center for the Improvement of Teaching. Her publications include *Enriching ESOL Pedagogy: Readings and Activities for Engagement, Reflection, and Inquiry*; *Crossing the Curriculum: Multilingual Learners in College Classrooms*, a

collaboration with Ruth Spack; and *Language Lessons: Stories for Teaching and Learning English*.



INSTITUTE: RESEARCH AND WRITING PROGRAMS

**Thursday, July 10, 9:00 am–4:00 pm
Mt. Columbia Room**

Institute Leaders



Irwin Weiser is Head of the Department of English at Purdue University, where he has been a member of the faculty since 1981. He is a former member of the Executive Committee of CCCC and is active in the Council of Writing Program Administrators, previously serving on the executive board and the editorial board of *WPA*. His most recent published work includes the companion collections *The Writing Program Administrator as Researcher*

(1999) and *The Writing Program Administrator as Theorist* (2002), both edited with Shirley K Rose of the Department of English.



Meg Morgan has been on the English faculty at UNC Charlotte since 1987. An Associate Professor of English, she administered the first-year writing program from 1993 to 2003 and currently administers the technical/ professional writing program. She initiated the founding of the Carolinas WPA and co-chaired the organization for two years. She is currently planning a book on this subject with Kathleen Blake Yancey.



WPA PROGRAM SCHEDULE

Sunday, July 6,
3:00 pm–5:00
Mt. Columbia Rm.

WPA WORKSHOP BEGINS

Leaders: Susan Miller-Cochran and Chris Anson, both of North Carolina State University

Welcoming reception to follow: 6:00–8:00
Reception sponsored by Fountainhead Press.

Monday, July 7
HRTM Building
U of Denver

WPA WORKSHOP CONTINUES

7:30–8:30 am Breakfast
8:30 am Travel to DU campus
12:00 Lunch
4:30 Travel back to hotel

Tuesday, July 8
HRTM Building
U of Denver

WPA WORKSHOP CONTINUES

8:15 Travel to DU campus (breakfast on campus)
12:00 Lunch
4:30 Travel back to hotel
7:00 Meet in lobby for dinner

Wednesday, July 9
HRTM Building
U of Denver

WPA WORKSHOP CONTINUES

8:15 Travel to DU campus (breakfast on campus)
12:00 Lunch
4:30 Travel back to hotel
6:30 pm Meet in lobby for outing at Red Rocks
(Film on the Rocks)

8:30 am–6:30 pm **REGISTRATION OPEN**
Imperial Foyer

9:00 am–4:00 pm **INSTITUTE: RESEARCH AND WRITING PROGRAMS**
Mt. Columbia Rm.
Leaders: Irwin Weiser, Purdue University and Meg Morgan, University of North Carolina-Charlotte
Open to paid registrants only.

9:00 am–4:00 pm **INSTITUTE: MULTILINGUAL STUDENTS AND WRITING PROGRAMS**
Mt. Oxford Rm.
Leaders: Gail Shuck, Boise State University, and Vivian Zamel, University of Massachusetts at Boston, leader
Open to paid registrants only.

2:00 pm–5:00 pm **WPA BOARD MEETING**
Maroon Peak Rm.
Closed.

OPENING PLENARY SESSION

6:30 pm • Capitol Peak Room, 38th floor

Welcome from: Joe Janangelo, Local Committee,
Robert Coombe, Chancellor, University of Denver

Andrea Lunsford, Stanford University

What's Next for Writing Programs — and WPAs?

Introduced by Duane Roen

Reception to follow, sponsored by Bedford/St. Martins

A Sessions

8:30–9:45 am

A1

Mt. Yale Rm.

**WORKING ON EITHER OR BOTH SIDE(S) OF THE
TRANSITION FROM HIGH SCHOOL TO FYC**

**Writing Instruction in College and High School:
Empirical Trends in Writing Program Research**

Joanne Addison, University of Colorado, Denver, and
Sharon James McGee, Southern Illinois University-
Edwardsville

Leading for Learning from Our High School Colleagues

Alice Horning, Oakland University

**Re-presenting the Rhetoric of Retention and the Work
of First-Year Composition: Learning to Revise as a WPA**

Beth Howells, Armstrong Atlantic State University

A2

Mt. Princeton Rm.

**EMBARKING ON THE JOURNEY: GRADUATE WRITING
ADMINISTRATION AND SUPPORT AMID THE TANGLE OF
ACTIVITY AND IDENTITY SYSTEMS**

**Navigating the Graduate Writing Program: Writing
Apprehension & Identity of the Doctoral Candidate**

Anne Maxham, Antioch University Seattle

**Finding the Scholar Within: Graduate Writing Program
Administration and Support within Competing Activity
Systems**

Gerri McNenny, Chapman University

A3

Mt. Columbia Rm.

THE TECHNOLOGY-SAVVY WPA

**Opportunities and Exigencies for Information
Literacies: WPAs as Learners and Leaders**

Sara Jameson, Oregon State University

Un-Learning Pedagogy and Re-defining Learning

**Markers in Online Composition: Phasing in Online First-
Year Composition Programs**

Edwina Helton, Indiana University-East

A Sessions (cont'd)**8:30–9:45 am****A4**

Mt. Harvard Rm.

DEVELOPING/PROFESSIONALIZING/EDUCATING WRITING FACULTY**Course Redesign as a Catalyst for Renewed Faculty/Professional Development**

Beth Brunk-Chavez, University of Texas–El Paso

From Bossdom to Collective Organization: Program Evaluation as Catalysis for Change

Kelly Kinney, State University of New York–Binghamton

What Should a College Writing Teacher Know?

Kristine Hansen, Brigham Young University

A5

Maroon Peak Rm.

EXPLORING WPA IDENTITIES**Growing Older as a WPA**

Joseph Harris, Duke University

Neither Fish Nor Fowl: The Amphibious, Oxymoronic Faculty/Administrator

Charles Schuster, University of Wisconsin–Milwaukee

A6

Mt. Wilson Rm.

WAC REVISING RUBRICS: REBUILDING ASSESSMENT IN CREATIVE AND RHETORICALLY EFFECTIVE WAYS

Richard Colby, University of Denver

Rebekah Shultz Colby, University of Denver

David Daniels, University of Denver

Blake Sanz, University of Denver

A7

Mt. Oxford Rm.

UPSIDE DOWN, INSIDE OUT: USING ASSESSMENT TO LAUNCH A WAC ENTERPRISE FROM THE INSIDE OUT

Debra Frank Dew, University of Colorado at Colorado Springs

Andrea Wenker, Colorado State University

Traci Freeman, University of Colorado at Colorado Springs

Respondent #1 Mike Palmquist, Colorado State U

Respondent #2 Marty Townsend, University of Missouri

9:45-10:15

Inperial Foyer

Break and Posters

Sponsored by the University of Denver

Finding a Solution for Writing-Intensive Course Review—*Poster*

Jared Anthony, Washington State University

B Sessions

10:15—11:30 am

B1

Mt. Columbia Rm.

INNOVATIVE CURRICULA

Learning to Go All the Way: Implementing a Writing-About-Writing Curriculum Program-Wide

Elizabeth Wardle, University of Dayton

No FYC, No Proficiency Test = No Problem

Doug Sweet, Chapman University

Curricula Innovation

Irv Peckham, Louisiana State University

B2

Mt. Harvard Rm.

AN INDEPENDENT WRITING PROGRAM: THE POLITICS OF NON-TENURE POSITIONS, THEME-BASED WRITING COURSES, AND CONNECTING FYW TO WID

Not a Tenure Track Wannabe: Faculty Working Outside of Tenure

Carol Hayes, George Washington University

Hitting the Gym: Theme-Based Writing Courses and the Difference Between 'Fit' and 'Trim

Mark Mullen, George Washington University

The Writing Program as Microcosm: An Argument for Multidisciplinarity

Derek Malone-France, George Washington University

B Sessions (cont'd)**10:15–11:30 am****B3**

Mt. Wilson Rm.

SOURCES AND SITES OF ADMINISTRATIVE CROSS-LEARNING FOR/WITH GRADUATE STUDENTS

Danielle Goldstein, University of Wisconsin-Milwaukee
 Casey O'Brien Gerhart, University of Wisconsin-Milwaukee
 Katie Malcolm, University of Wisconsin-Milwaukee

B4

Maroon Peak Rm.

WAC FACULTY "BUY-IN" RECONSIDERED: COMPETING ECONOMIES AND THERAPEUTIC RHETORICS**Economic Crises and Therapeutic Responses: Rethinking Faculty "Buy In"**

Lisa Langstraat, Colorado State University

When Economic Metaphors Become Teaching/Learning Obstacles

Kate Kiefer, Colorado State University

Building the CV, Strengthening the Program

Sue Doe, Colorado State University

B5

Mt. Yale Rm.

ASSESSING STUDENT WRITING**Writing Assessment and Institutional Culture**

Judy Arzt, Saint Joseph College

Phase 2 Portfolio Scoring: Problems and Possibilities

Joseph Jones, University of Memphis

Responding to Fundamentalist Literacy in College Writing Classrooms

Phillip Marzluf, Kansas State University

B6

Mt. Princeton Rm.

WHAT IS WPA RESEARCH? A WORKSHOP IN TWO PARTS—PART 1

Rita Malenczyk, Eastern Connecticut State University
 Doug Downs, Utah Valley State College
 E. Shelley Reid, George Mason University
 Gregory Glau, Northern Arizona University

11:30 am–1:00 PM
Grand Ballroom
and Foyer

LUNCH AND SPECIAL INTEREST GROUP MEETINGS

Lunch is included with registration.

C Sessions

1:15–2:30 pm

C1

Mt. Harvard Rm.

WORKING OUTWARD FROM THE WRITING CENTER

Hardcore Users: An Analysis of the Academic and Non-Academic Characteristics of Students Who Choose to Use the Writing Center

Lori Salem, Temple University

How Not to Avoid the Daft: The Importance of Writing Relationships

Carol Hawkins, Mount Ida College

Engaging Discourse Communities: WPAs as Emissaries for Cross-disciplinary Communication

Kathleen Jernquist, U.S. Coast Guard Academy

C2

Mt. Yale Rm.

LEARNING THROUGH THE COLLECTIVE: WPA'S AT SMALL LIBERAL ARTS COLLEGES

Jill Gladstein, Swarthmore College

Lisa Lebduska, Wheaton College

Dara Rossman Regaignon, Pomona College

C3

Mt. Columbia Rm.

CONTINUING THE WPA-NSSE COLLABORATION: PRELIMINARY ANALYSIS OF THE EXPERIMENTAL WRITING QUESTIONS AND NEXT STEPS

A Preliminary Analysis of the Experimental Writing Questions

Chuck Paine, University of New Mexico

What Do We Want the Data Analysis to Tell Us?

Paul Anderson, Miami University, Ohio

C Sessions (cont'd)
1:15–2:30 pm

C4

Maroon Peak Rm.

ASSISTANT DIRECTORS POSITIONS: POTENTIALS AND PITFALLS

Gregory Glau, Northern Arizona University
 Nicholas Behm, Elmhurst College

C5

Mt. Princeton Rm.

GENADMIN: MAKING SENSE OF/FOR A NEW GENERATION OF WRITING PROGRAM ADMINISTRATORS

On History, Inheritance, and Feeling Like an Adolescent

Amy Ferdinandt Stolley, Illinois Institute of Technology

Losing Their Religion

Colin Charlton, University of Texas-Pan American

The Good, the Bad, and the Immovable

Tarez Samra Graban, Indiana University

Towards GenAdmin Professionalization

Jonikka Charlton, University of Texas-Pan American

C6

Mt. Wilson Rm.

A CHANCE ENCOUNTER: HIGH SCHOOL WAC MEETS COLLEGE WID

Brett Mayhan, The College Board
 Gary Hatch, Brigham Young University

C7

Mt. Oxford Rm.

PUBLISHING AS A WPA

Deirdre Pettipiece, University of the Sciences in Philadelphia, and Timothy Ray, West Chester University of Pennsylvania, Editors, *WPA: Writing Program Administration*

David Blakesley, Purdue University, Editor, Parlor Press
 Susan H. McLeod, University of California, Santa Barbara Co-editor of the WPA Series with Parlor Press

Mike Palmquist, Colorado State University, Co-editor of the Rhetoric/Composition Reference Guide Series with Parlor Press

Catharine Hobbs, University of Oklahoma, Co-editor of the Lauer Series in Rhetoric and Composition

2:30–2:45 pm

BREAK—IMPERIAL FOYER**D Sessions**

2:45–4:00 pm

D1

Mt. Columbia Rm.

HOW CAN WE BETTER DOCUMENT, PRESERVE, PROTECT, AND SHARE OUR LEARNING?

Glenn Blalock, Baylor University
 Janis Haswell, Texas A&M University-Corpus Christi,
 Rich Haswell, Texas A&M University-Corpus Christi,
 emeritus
 Mike Palmquist, Colorado State University
 Steve Wilhoit, University of Dayton

D2

Mt. Yale Rm.

STRATEGIES FOR IMPROVING GRADUATE STUDENTS' WRITING**The Student Writer- Subordinate/Authority Conundrum in Writing Center Support for Theses and Dissertations**

Linda Johnson-Shull, Washington State University and
 Kris Kellejian, Washington State University

Developing as a Graduate Writer: Reflections on Writing Instruction in an Atmospheric Science Department

Justin Jory and David Hanson, Colorado State U

Developing Graduate Writing Workshops and Courses

Gary Sue Goodman, University of California at Davis

D3

Mt. Oxford Rm.

LISTENING TO GRADUATE AND UNDERGRADUATE STUDENT VOICES**Making Student Voices Matter: Using Rhetorical Theories to Understand Research into Student Evaluations of Teaching**

Regina A. Clemens Fox, Arizona State University

No Excuses: Extending the Learning Cycle to Include Student Excuses

Maggie McDermott, University of Missouri-Columbia

Three Working Class Graduate Students Negotiate Graduate Work: Looking at the Pedagogical Moves within the Graduate Seminar

David Marquard, University of Nevada- Reno

D Sessions (cont'd)

2:45–4:00 pm

D4

Mt. Wilson Rm.

WOODBURY'S WRITING CENTER: WRITING INITIATIVES AND ASSIGNMENT CONSULTATIONS FOR FACULTY

Richard N. Matzen, Woodbury University
William McConnell, Woodbury University
Rachel Fischbein, Woodbury University

D5

Mt. Harvard Rm.

RESHAPING THE CURRICULUM AROUND MULTIMODAL PEDAGOGY

Barb Blakely, Iowa State University
Don Payne, Iowa State University
Matt Search, Iowa State University

D6

Mt. Princeton Rm.

COLLABORATIVE WAC RESEARCH AS/FOR TEACHING AND LEARNING

WIMPing Out: Methods and Results from the Writing in the Majors Project

Jeff Ludwig, University of Denver

Negotiating with other WIMP Researchers: A Closer Look at Two Projects

Jennifer Novak, University of Denver

Learning and Teaching from WIMP Research

Jennifer Campbell, University of Denver

Maroon Peak Rm.

WPA Network for Media Action

Closed meeting.

E Sessions

4:15–5:30 pm

E1

Mt. Oxford Rm.

THE WPA AS TEXTBOOK AUTHOR

Doug Robinson, University of Mississippi
Christine Hult, Utah State University
Barry Maid, Arizona State University/Polytechnic
Bob Schwegler, University of Rhode Island

E Sessions (cont'd)

4:15–5:30 pm

E2

Mt. Princeton Rm.

BUILDING A CULTURE OF ASSESSMENT: CRAFTING CURRICULAR COHERENCE THROUGH COLLABORATIVE EFFORTS IN ASSESSMENT

Jane Detweiler, University of Nevada, Reno
Crystal Broch Colombini, University of Nevada, Reno
Amy March, University of Nevada, Reno
Sarah Perrault, University of Nevada, Reno

E3

Mt. Columbia Rm.

REFOCUSING THE PICTURE: USING FILM TO CHANGE STORIES ABOUT WRITING AND WRITERS

Bump Halbritter, Michigan State University
Steve Krause, Eastern Michigan University
Colin and Jonikka Charlton, University of Texas-Pan American
Shannon Carter, Texas A&M-Commerce
Dominic Delli Carpini, York College of Pennsylvania
Pete Vandenberg and Darsie Bowden, DePaul University
Linda Adler-Kassner, Eastern Michigan University

E4

Mt. Harvard Rm.

TENDING TEACHERS: A WORKSHOP ON FACULTY DEVELOPMENT FOR ASSISTANT PROFESSOR ADMINISTRATORS

Kristine Hansen, Brigham Young University
Duane Roen, Arizona State University
Stephen Wilhoit, University of Dayton

5:30–6:30 PM RECEPTION
Imperial Foyer *Sponsored by Pearson*

BANQUET

6:30–8:30 pm • Imperial Ballroom
Dinner, followed by Awards, followed by

Susan Thomas, University of Sydney
Reflecting on 5 Years of WPA Work in Sydney

Introduced by Joe Janagelo
Response by Martha A. Townsend



7:00–8:15 am

Grand Ballroom
and Foyer**BREAKFAST**

Included with registration.

F Sessions

8:30–9:45 am

F1

Mt. Oxford Rm.

BUILDING, BRANDING, AND "SELLING" WRITING PROGRAMS**9 Building Tasks for WPAs**

Ed Nagelhout, University of Nevada- Las Vegas

You Are What You Sell: Marketing as a Curriculum Guide for WPAs

Keith Rhodes, Grand Valley State University

Talking Rhetorical Pedagogy

Bob Broad , Illinois State University

F2

Mt. Columbia Rm.

THE WPA-NMA NATIONAL CONVERSATION ON WRITING: RESPONDING HISTORICALLY, ADMINISTRATIVELY, AND PEDAGOGICALLY**Who Said Johnny Can't Write?**

Stephanie Roach, University of Michigan-Flint

Administration as Celebration

Becky Caouette, University of Connecticut

Inviting Reluctant Writers into the Community Conversation

Laurie J.C. Cella, Shippensburg University

F3

Mt. Wilson Rm.

CROSS-CURRICULAR LITERACY AS BUILT BY TA EMPLOYMENT AND FACULTY INITIATIVES**Alternative Sites of Learning for Cross-Curricular WPA Work**Alison Friedow, University of Nebraska- Lincoln, and
Sandy Tarabochia, University of Nebraska- Lincoln**Learning from Teaching Arts & Sciences TAs to Teach Writing**

Kimberly Harrison, Florida International University

Learning to Write with Colleagues Across Campus

Kurt Schick, Madison University

F Sessions**8:30–9:45 am****F4**

Mt. Harvard Rm.

NEGOTIATING THE WPA IDENTITY AND RELATIONSHIPS**My Year as a Changeling: Shapeshifting through a First Year as Writing Program Administrator**

Patti Wojahn, New Mexico State University

Learning to Trust: Our Students, Our Motives, Our Expertise

Jessie L. Moore, Elon University

F5

Mt. Princeton Rm.

ON 'GOING BIG,' AND HOW: A DIALECTIC OF INSTITUTIONAL REALITY AND ASSESSMENT PLANS

Dylan Dryer, Drexel University

Scott Warnock, Drexel University

F6

Mt. Yale Rm.

UNEXPECTED SOURCES OF LEARNING, FASCINATING CONCLUSIONS**Because Truth is Stranger than Fiction: What Academic Novels Can Teach WPAs**

Jeanne Marie Rose, Penn State-Berks

What Writing Program Administration as a Discipline Can Learn from Social Work

Barbara L'Eplattenier, University of Arkansas-Little Rock

Turnitin to Something Else: Jonathan Lethem and the Paradox of Student Intellectual Property

Matthew Hollrah, University of Central Oklahoma

9:45–10:15 pm**BREAK**

G Sessions

10:15–11:30

G1

Mt. Columbia Rm.

ARCHIVES AND ARTIFACTS: CAPTURING THE SCHOLARLY AND PEDAGOGICAL WORK OF WRITING PROGRAMS THROUGH OBJECTS OF INQUIRY.

How the Calderwood Writing Initiative Sponsors Writing Programs and Projects

John C. Brereton, Boston Athenaeum

Archives and Artifacts as ‘Objects’ of Inquiry

Cynthia Gannett, Loyola College in Maryland /
Fairfield University

How Might We Know?

Joe Janangelo, Loyola University of Chicago

G2

Mt. Harvard Rm.

COLLABORATIVE REVIEW: DELIGHTS AND PERILS WITH SOFTWARE DEVELOPMENT, CURRICULAR COHERENCE, AND DISTRIBUTED GRADING

Keith Comer, University of Canterbury, Christchurch,
New Zealand

Stephen Adkison, Idaho State University

G3

Mt. Yale Rm.

WHAT TAS HAVE TO TEACH US: A RESEARCH REPORT AND WORKSHOP

E. Shelley Reid, George Mason University

Heidi Estrem, Boise State University

G4

Mt. Oxford Rm.

WPAS AND FACULTY COLLEAGUES: TEACHING EACH OTHER

Herding Cats (or Be Careful, This Might Happen to You Too)

Stephen Wilhoit, University of Dayton

A Research Plan to Assess the Effects of Faculty Development on Student Learning

Carol Rutz, Carleton College

G Sessions (cont'd)**10:15–11:30****G5**

Mt. Princeton Rm.

RE-EDUCATING THE WPA**The Specifics of Exigency: Modeling a Consociative Way of Looking at 'Collaborative Events' Through WPA Texts**

Margaret S. Morris, Purdue University

Reshaping Administrative Class Visits: WPAs as Learners and Evaluators

Denise Comer, Duke University

Re-education by Administration: Composition Pedagogy and WPA Savvy as Conflicting Kinds of Know-How

Cynthia Nearman, Guilford College

G6

Mt. Wilson Rm.

LEARNING ON THE JOB: JUNIOR FACULTY WPAS CHANGING INSTRUCTION AND ASSESSMENT ACROSS THE CAL STATE SYSTEMBrenda Helmbrecht, Cal Ply, San Luis Obispo
Stacey Stanfield Anderson, CSU Channel Islands
Fiona Glade, CSU Sacramento
Dan Melzer, CSU Sacramento

LUNCH AND PLENARY SESSION

11:30 am • Grand Ballroom and Foyer

*Shirley K Rose, Purdue University***More than Hard Knocks:
What WPAs Know about Learning**Introduced by Kathleen Blake Yancey

H Sessions

1:15–2:30 pm

H1

Maroon Peak Rm.

ASSESSMENT: VALUABLE MODELS AND APPROACHES

Learning Your Strengths: How Paired T-Tests and Subject-Specific Graphs Enhance Understanding of Writing Program Assessment

Bradley Will, Fort Hays State University

Actor Networks and Assessment: Learning to Let Scores Speak for Themselves

Dayna V. Goldstein, Kent State University

Toward a Usable Assessment Research Ethos: Distributed Usability, Assessment, and Distributed Value System Matrix

Douglas M. Walls, Michigan State University

H2

Mt. Princeton Rm.

GUARANTEED WHAT?: STATE MANDATES AND GTPATHWAYS IN COLORADO WRITING PROGRAMS

Stephanie Vie, Fort Lewis College

Erik Juergensmeyer, Fort Lewis College

Brad Benz, Fort Lewis College

Karin Waidley, Western State

Katherine Frank, Colorado State University, Pueblo

H3

Mt. Columbia Rm.

SURVEYING CURRENT AND FORMER TAs: LESSONS LEARNED ABOUT TA TRAINING

Lessons Learned: Using TA Feedback to Shape Fall Teacher Training

Amy Rupiper Taggart, North Dakota State University

Lessons Learned: Using TA Feedback to Reshape Summer Teacher Training

Margaret Lowry, University of Texas at Arlington

Lessons Abound: Drawing on the Experience of Training and Re-training

Lorie Jacobs, University of Texas at Arlington

H Sessions (cont'd)
1:15–2:30 pm

H4

Mt. Harvard Rm.

**LEARNING FROM THE PAST, BUILDING FOR THE FUTURE:
 WHAT THE WPA WORKSHOP TAUGHT US TO
 EXPECT...AND WHAT IT COULDN'T ANTICIPATE**

**Making Something Out of Nothing: Two Tales of
 Program (Re)Building**

Gary Hawkins, Warren Wilson College

**After the Storms: Crisis, Community and Change at
 One Southern University**

Sheldon Walcher, University of Southern Mississippi

**Sharing Our Learning: Learning from Our Resources
 and Contributing to Our Sharing**

Alex Ilyasova, University of Colorado, Colorado Springs

H5

Mt. Yale Rm.

WPAS AS LEARNERS/ WPAS AS CHANGE AGENTS

**The Role of WPAs in Moving from the Old Key to the
 New**

Deborah Coxwell-Teague, Florida State University

Learning from our Student Life Coordinator

Shawn Hellman and Matt Matera, both of Pima
 Community College

H6

Mt. Oxford Rm.

**SHAPING ASSESSMENT DIALOGUE THROUGH WPA-
 NCTE'S RESOURCES FOR ASSESSING STUDENT WRITERS,
 WRITING COURSES, AND WRITING PROGRAMS**

Framing Assessment

Linda Adler-Kassner, Eastern Michigan University

White Paper on Writing Assessment

Asao Inoue, California State University, Fresno

Opening and Closing the Loop

Duane Roen, Arizona State University

H7

Mt. Wilson Rm.

How the C/E Service Can Help Writing Programs

Chuck Schuster, University of Wisconsin-Milwaukee

2:30–2:45 pm

BREAK

I Sessions

2:45–4:00 pm

I1

Mt. Harvard Rm.

PRAXIS AND ALLIES: THE WPA BOARD GAME, PART 1

The WPA Board Game: Learning through Narrative
Cristyn Elder, Purdue University

Designing Rhetorical Texts: Thinking about WPA Work through New Media

Megan Schoen, Purdue University

Why Games?: WPA Work and Procedural Rhetoric
Tom Sura, Purdue University

The Great Balancing Act: Capturing the Multiplicities of WPA Knowledge through Play

Jaclyn Wells, Purdue University

I2

Mt. Princeton Rm.

WRITING PROGRAMS AS TEXTS/ WPAS AS AUTHORS

How Does a Program Learn? The Administrative Genre
Scott Campbell, University of Connecticut

Writing the Story of Writing: WPAs as Disciplinary Historiographers

Matthew Capdevielle, University of Wisconsin-Madison

WPA-Lazarus: Resurrecting the Mentor

Gregory Zobel, College of the Redwoods

I3

Mt. Wilson Rm.

FROM PEER REVIEW TO CONTINUING EDUCATION: HOW TO QUANTIFY THE IMPROVEMENT IN OUR TEACHING

Michelle Albert, University of Colorado-Boulder
Kathryn Pieplow, University of Colorado-Boulder

I4

Mt. Columbia Rm.

THE AFFECTIVE DOMAIN AND WPA WORK

Emotional Effects: Paying Attention to Affect in WAC
I-Lien Tsay and Jonathan Alexander, both of University California-Irvine

i was reading your blog. . . “: personal blogs for professional (wpa) ethos”

Bonnie Lenore-Kyburz, Utah Valley University

Feminist Theory and Composition: Implications and Suggestions for Writing Program Administrators

Nicole Khoury, Arizona State University

I Sessions (cont'd)
2:45–4:00 pm

15

Mt. Oxford Rm.

**MINING REFLECTIVE TIMED ESSAYS TO RECLAIM
 WRITING PROGRAM DATA FOR CLASSROOM AND
 CURRICULUM USE**

**Remembering Their Places: Student Reliance on Place
 in Timed Essays**

Donna Evans, Washington State University

**Processing Assessment and Assessing the Writing
 Process: Prewriting and Revision in Timed Essays**

Dorothy Worden, Washington State University

**Classroom Computer Experiences that Stick: Two
 Lenses on Reflective Timed Essays**

Jared Anthony, Washington State University

**Assessing the University and Writing: Expanding the
 Promise of Assessment**

Jerry Petersen, Washington State University

16

Maroon Peak Rm.

**THE BENEFITS OF NETWORKING AND CONNECTING WITH
 NATIONAL INITIATIVES**

**Playing Nice in the Sandbox: First Year Composition in
 the Larger Institution**

Susan Wolff Murphy, Texas A&M-Corpus Christi

**An Exploration of the Relationship between University-
 wide Writing Assessment Student Learning Outcomes
 and the NSSE**

Diane Kelly-Riley, Washington State University

**Worth the Effort: Internships as Sites of Learning (for
 Everyone)**

Terri Fredrick, Eastern Illinois University,

17

Mt. Yale Rm.

**WHAT IS WPA RESEARCH? A WORKSHOP IN TWO
 PARTS—PART 2**

Rita Malenczyk, Eastern Connecticut State University
 Doug Downs, Utah Valley State College
 E. Shelley Reid, George Mason University
 Greg Glau, Northern Arizona University

4:00–4:15 pm BREAK

J Sessions

4:15–5:30 pm

J1 **J1. PRAXIS AND ALLIES: THE WPA BOARD GAME, PART 2**
Mt. Harvard Rm. Continuation of Session I1: Playing time.

J2 **AND RESEARCH FOR ALL: MAKING "UNDERGRADUATE RESEARCH" NORMAL NOT EXCEPTIONAL IN FYC**
Mt. Columbia Rm.

Use-Based Research: The Promise and Challenge of Scalable Undergraduate Research
Doug Downs, Utah Valley State College

Motivation through Mentorship: Making Publishable Research Available for Novices
Amber Watson, Utah Valley State College

Undergraduate Research and the Challenges of Innovation in FYC
Kate Ryan, University of Montana

J3 **NATIONAL CONVERSATION ON WRITING DISCUSSION**
Mt. Princeton Rm. Shannon Carter, Texas A&M-Commerce
Joseph Janagelo, Loyola University-Chicago

J4 **YOU CAN'T ALWAYS WRITE WHAT YOU WANT: DIALECTICS OF ROCK 'N' ROLL THEORY AND COMPOSITION PRACTICE, 1955–1984**
Mt. Oxford Rm. (A musical performance by the Composition Blues Band)

Marvin Diogenes, Stanford University
Keith Rhodes, Grand Valley State University

4:15–5:30 pm **WPA EDITORIAL BOARD MEETING**
Maroon Peak Rm. Closed.

6:30–10:00 pm **SOCIAL OUTING AT LAKESIDE AMUSEMENT PARK**
Picnic supper, drinks, and rides included in registration. Buses leave from the north side of the Grand Hyatt..

8:00–9:30 am
Imperial Ballroom

BREAKFAST AND TOWN HALL MEETING

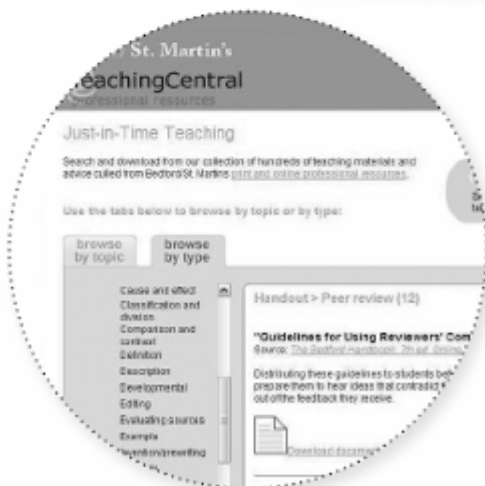
10:00–11:30 am
Maroon Peak Rm.

WPA EXECUTIVE BOARD MEETING
Closed.



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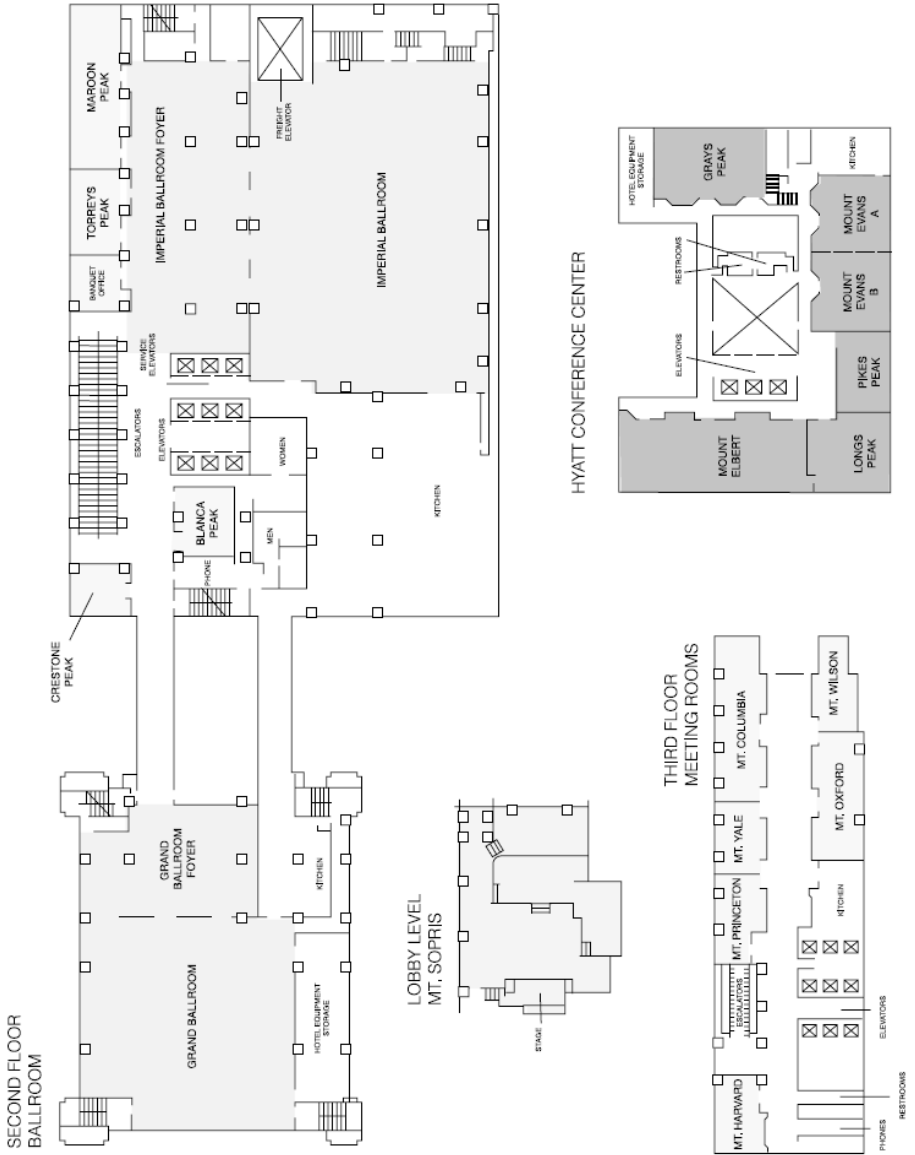
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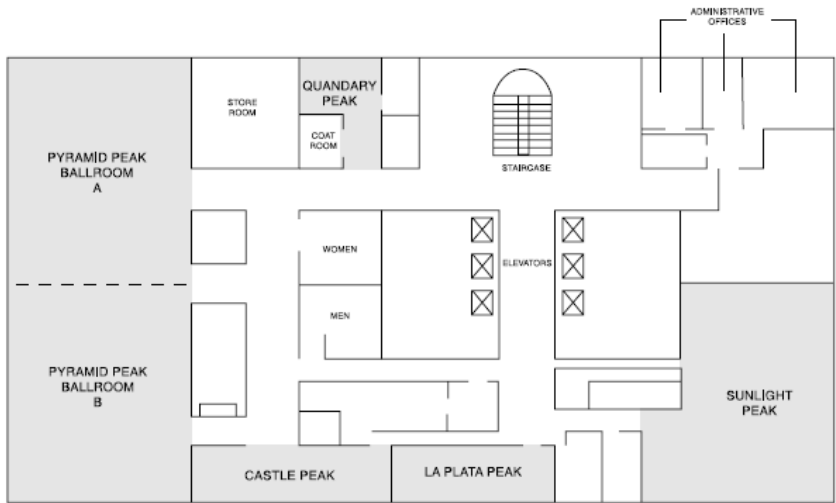
— Francisco Estrada, student,
Miami Dade Community College

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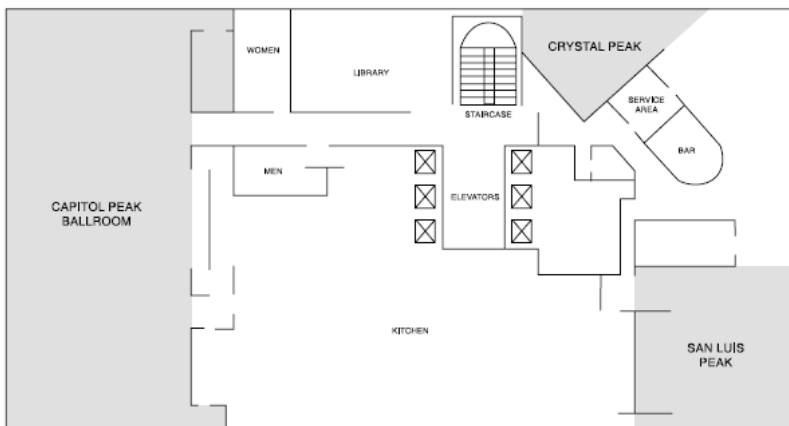
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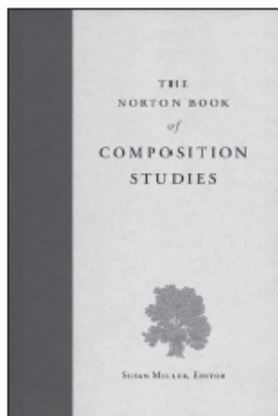


PINNACLE CLUB 38TH FLOOR

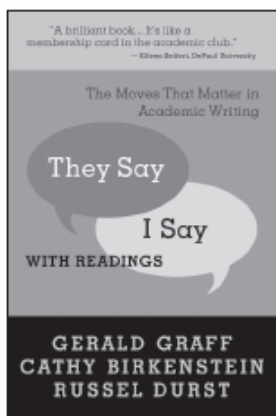


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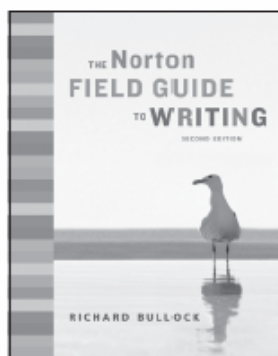
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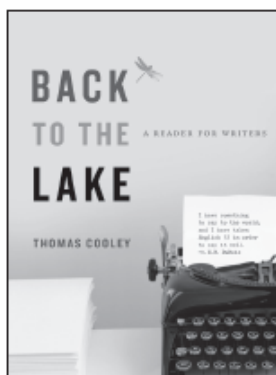
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RICHARD BULLOCK



**Back to the Lake
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THOMAS COOLEY

- Addison, Joanne — **A1**
 Adkison, Stephen **G2**
 Adler-Kassner, Linda — **E3, H6**
 Albert, Michelle — **I3**
 Alexander, Jonathan — **I4**
 Anderson, Paul — **C3**
 Anson, Chris — **Workshop**
 Anthony, Jared — **I5**
 Arzt, Judy — **B5**
- Behm, Nicholas — **C4**
 Benz, Brad — **H2**
 Blakely, Barb — **D5**
 Blakesley, David — **C7**
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 Campbell, Scott — **I2**
 Caouette, Becky — **F2**
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 Carter, Shannon — **E3, J3**
 Cella, Laurie J.C. — **F2**
 Charlton, Colin — **C5, E3**
 Charlton, Jonikka — **C5, E3**
 Clemens Fox, Regina A. — **D3**
 Colby, Richard — **A6**
 Comer, Denise — **G5**
 Comer, Keith — **G2**
 Coxwell-Teague, Deborah — **H5**
- Daniels, David — **A6**
 Delli Carpini, Dominic — **E3**
 Detweiler, Jane — **E2**
 Diogenes, Marvin — **J4**
 Doe, Sue -- **B4**
 Downs, Doug — **B6, J2, I7**
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 Freeman, Traci — **A7**
 Friedow, Alison — **F3**
- Gannett, Cinthia — **G1**
 Glade, Fiona — **G6**
 Gladstein, Jill -- **C2**
 Glau, Gregory — **B6, C4, I7**
 Goldstein, Daniellee — **B3**
 Goldstein, Dayna V. — **H1**
 Goodman, Gary Sue — **D2**
- Halbritter, Bump — **E3**
 Hansen, Kristine — **A4**
 Pieplow, Kathryn — **I3**
- Hansen, Kristine — **E4**
 Hanson, David — **D2**
 Harris, Joseph — **A5**
 Harrison, Kimberly — **F3**
 Haswell, Janis — **D1**
 Haswell, Rich — **D1**
 Hatch, Gary — **C6**
 Hawkins, Carol — **C1**
 Hawkins, Gary — **H4**
 Hayes, Carol — **B2**
 Hellman, Shawn — **H5**
 Helmbrecht, Brenda -- **G6**
 Helton, Edwina — **A3**
 Hobbs, Catharine — **C7**
 Hollrah, Matthew — **F6**
 Horning, Alice — **A1**

WRITING PROGRAM ADMINISTRATION

Series Editors

Susan H. McLeod, University of California, Santa Barbara

Margot Soven, LaSalle University

In the past few decades writing program administration has emerged as a field of inquiry, a field with its own national organization, journal, and conference. The Writing Program Administration series provides a venue for scholarly monographs and projects that are research or theory-based and that provide insights into important issues in the field. We encourage submissions that examine the work of writing program administration, broadly defined (e.g., not just administration of first-year composition programs).

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- Research on developing and articulating curricula
- Studies of assessment and accountability issues for WPAs
- Examinations of the politics of writing program administration WPA work at the community college

Queries should be directed to:

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mcleod@writing.ucsb.edu

Margot Soven

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D1
Payne, Don — **D5**
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Pettipiece, Deirdre — **C7**
- Reid, E. Shelley — **B6, G3, I7**
Rhodes, Keith — **F1, J4**
Roach, Stephanie — **F2**
Robinson, Doug — **E1**
Roen, Duane — **E4, H6**
Rose, Jeanne Marie — **F6**
Rose, Shirley — **Plenary**
Rossman Regaignon, Dara
— **C2**
Rupiper Taggart, Amy **H3**
Rutz, Carol — **G4**
Ryan, Kate — **J2**
- Salem, Lori — **C1**
Samra Graban, Tarez — **C5**
Sanz, Blake — **A6**
Schick, Kurt — **F3**
Schoen, Megan — **I1**
Schuster, Charles — **A5, H7**
Schwegler, Bob — **E1**
Search, Matt — **I D5**
Shultz Colby, Rebekah — **A6**
Shuck, Gail — **Institute**

Stanfield Anderson, Stacey

— **G6**

Sura, Tom — **I1**

Sweet, Doug — **B1**

Thomas, Susan— **AWARD**

Townsend, Marty — **A7**

Tsay, I-Lien — **I4**

Pete Vandenberg, **E3**

Vie, Stephanie -- **H2**

Waidley, Karin — **H2**

Walcher, Sheldon — **H4**

Walls, Douglas M. — **H1**

Wardle, Elizabeth — **B1**

Warnock, Scott — **F5**

Watson, Amber — **J2**

Weiser, Irwin — **Institute**

Wells, Jaclyn — **I1**

Wenker, Andrea — **A7**

Wilhoit, Stephen — **D1, E4,**

G4

Will, Bradley — **H1**

Wojahn, Patti -- **F4**

Wolff Murphy, Susan — **I6**

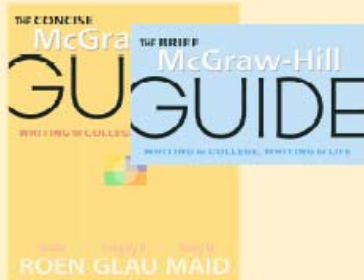
Worden, Dorothy — **I5**

Yancey, Kathleen Blake —

Plenary introduction

Zamel, Vivian — **Institute**

Zobel, Gregory — **I2**



THE MCGRAW-HILL GUIDE

Writing for College, Writing for Life

Concise/Brief/Comprehensive

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Based on the idea that effective writers are strong communicators in any context, *The McGraw-Hill Guide: Writing for College, Writing for Life* emphasizes the skills that are summarized in the Writing Program Administrator's Outcomes Statement under the categories *rhetorical knowledge*, *critical thinking*, *writing processes*, and *conventions*. These skills form the basis of the instruction in each assignment chapter and throughout the text.

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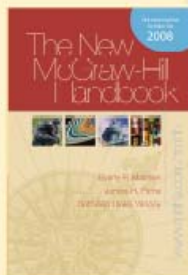
A WRITER'S RESOURCE

A Handbook for Writing and Research

Documentation Update for 2008

Maimon | Peritz | Yancey

Including the latest information on MLA, APA, & CSE styles, the 2008 Documentation Update Editions of *The McGraw-Hill Handbooks* continue to set the bar for contemporary handbooks. Today's students perspectives on college, professional, and personal writing are different, as are their expectations.



*100 years ago in **WPA** History*



It is little known that when the Democratic national convention last met in Denver, so did would-be founders of the Council of Writing Program Administrators. The raucous meeting was so contentious, however, that organizational efforts failed, and it was the late 1970s before another attempt, this one successful.



*A scene from the 1908 **WPA** meeting*