Mike Rose:
Teacher and Scholar,
Writer and Friend
Mike Rose, May 14, 1944 – August 15, 2021.
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*WPA: Writing Program Administration* publishes empirical and theoretical research on issues in writing program administration. We publish a wide range of research in various formats, research that not only helps both titled and untitled administrators of writing programs do their jobs, but also helps our discipline advance academically, institutionally, and nationally.

Possible topics of interest include:

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- writing program creation and design
- uses for national learning outcomes and statements that impact writing programs
- classroom research studies
- labor conditions: material, practical, fiscal
- WAC/WID/WC/CAC (or other sites of communication/writing in academic settings)
- writing centers and writing center studies
- teaching writing with electronic texts (multimodality) and teaching in digital spaces
- theory, practice, and philosophy of writing program administration
- outreach and advocacy
- curriculum development
- writing program assessment
- WPA history and historical work
- national and regional trends in education and their impact on WPA work
- issues of professional advancement and writing program administration
- diversity and WPA work
- writing programs in a variety of educational locations (SLACs, HBCUs, two-year colleges, Hispanic schools, non-traditional schools, dual credit or concurrent enrollment programs, prison writing programs)
- interdisciplinary work that informs WPA practices

This list is meant to be suggestive, not exhaustive. Contributions must be appropriate to the interests and concerns of the journal and its readership. The editors welcome empirical research (quantitative as well as qualitative), historical research, and theoretical, essayistic, and practical pieces.

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Please check the *WPA* website for complete submissions guidelines and to download the required coversheet. In general, submissions should:

- be a maximum 7,500 words;
- be styled according to either the *MLA Handbook* (9th edition) or the *Publication Manual of the American Psychological Association* (7th edition), as appropriate to the nature of your research;
include an abstract (maximum 200 words);
• contain no identifying information;
• be submitted as a .doc or .docx format file; and
• use tables, notes, figures, and appendices sparingly and judiciously.
Submissions that do not follow these guidelines or that are missing the cover page will be returned to authors before review.

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Relevant announcements and calls for papers may be published as space permits. Announcements should not exceed 500 words, and calls for proposals or participation should not exceed 1,000 words. Submission deadlines in calls should be no sooner than January 1 for the fall issue and June 1 for the spring issue. Please email your calls and announcements to wpaeditors@gmail.com and include the text in both the body of the message and as a .doc or .docx attachment.

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Mike Rose: Teacher and Scholar, Writer and Friend

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Mike Rose valued working-class, first-generation students’ ways of knowing and life on the boundaries of academia’s center stages. This narrative essay illustrates the temporal and spatial trajectories of such values, the ways that Rose’s faith in them informs/is informed by students of writing, their teachers, and writing program administrators.

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Kristy Liles Crawley

Celebrating Mike Rose’s contributions to the field of Composition and Rhetoric, this tribute recognizes Rose’s examination of the harmful “remedial” label in writing studies, honors his call for prioritizing inclusive pedagogy over correctness, and demonstrates that his call for inclusion maintains its relevance today through PARS, an inclusive pedagogical approach.
Reminding Us Why We Are Here: Mike Rose’s Legacy for Basic Writing

Lynn Reid

In this essay, the author explores why, over a career that spanned more than four decades, Mike Rose frequently critiqued existing conceptions of remediation. Rather than calling for its elimination, the author argues, Rose challenged teacher-scholars to reimagine our work to provide support for students whose academic experiences prior to college did not put them on equal footing with their peers.

Once You’re Seen You Can’t Unsee

Christina Saidy

This contribution describes the way that Mike Rose weaved story, research, and commentary, and challenged us to question simple counting as a way to understand readiness, competence, and literacy and to see student writers deeply. Rose’s work continues to have deep implications for the work of WPAs and writing teacher/scholars.

Interlude II: Lives in the Complexity

Douglas Hesse

Mike Rose’s early teaching and writing administration, reflected in conversations and documents from the late 1970’s to early 1990s, use pragmatic cognitivist frameworks to further progressive goals. While he modified and recontextualized this framework as he became an elder statesman and public intellectual, he maintained these views. The author asserts, from Rose’s life and career, contemporary WPAs might take three lessons: Write regularly, including for personal interests, not only disciplinary fealty; Value identities as teachers and writers as equal to administrative advancement; Practice passions kindly.

Section II: Classism and Racism

Encountering Lives on the Boundary: Mike Rose as Methodologist for Centering Minoritized Writers

Ray Rosas

This essay considers how Mike Rose’s work might be taken up to advance antiracist writing program administration. Throughout his career, Rose centered the experiences of minoritized writers through a variety of naturalistic methods. The author contends that Rose’s equity-driven, emic-oriented research contributions provide a generative resource for emerging antiracist work.
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This brief essay puts Mike Rose’s Lives on the Boundary in conversation with recent scholarship on socioeconomic disparities present in pre-college credit programs in high schools (specifically Advanced Placement), and the effects these disparities later have on first-year college students who are also first-generation.

“Becoming fully and richly literate”: Teaching Antiracism to Bring More Lives from the Boundaries ........................................52
Kathleen Turner Ledgerwood

This article examines Mike Rose’s work in Lives on the Boundary as a foundational exploration of classist practices in writing. Rose calls for a rich literacy is a precursor to today’s calls to expand literacy. A critical language approach helps pave a path for composition to incorporate antiracist practices.

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Marjorie Stewart

A chance meeting with Mike Rose gave the author of this essay a chance to revisit his work. This serendipitous encounter focused on the love of story, on a mutual passion for helping underprepared students, and shared rust belt backgrounds.

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Luis E. Poza and Manuel Luis Espinoza

This brief essay describes Reading Labs, a pedagogical intervention implemented to support novice social science students with reading complex primary legal documents and composing analytic summaries and other collegiate writing. In this overview, the authors highlight the social nature of learning: how meanings were negotiated among participants deciphering laws and court opinions, how questions and peer feedback helped sharpen arguments and voice in students’ written work. In so doing, the authors evoke Mike Rose’s own work in writing programs across levels, relying on small, intimate groupings of students, serious regard given to their intellectual efforts including errors, and a pedagogy marked by encouragement and gentle questioning.
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My Mike Rose: The Library, Mom, and Critical Reading in Lives on the Boundary.................................................................76
  Alice S. Horning
  This piece captures the author’s personal experience with Mike Rose that occurred as a by-product of her finding, more or less by chance, and reading Lives on the Boundary, a book that captures important features of academic critical literacy of students then and now. To honor his legacy, writing studies faculty and all others in higher education must work to develop students’ ability to read, write, speak and listen effectively, efficiently and critically.
Stepping Back to Step Forward: A Tribute to Mike Rose
Anthony Lince
The following article provides a narrative which details how Mike Rose positively influenced the author’s teaching practices, specifically as it relates to assessment and grading.

A Different Kind of Hunger
Thomas Newkirk
Mike Rose’s Lives on the Boundary came out a few years after Richard Rodriguez’s elegiac memoir Hunger of Memory and can be viewed as a powerful response. While Rose is sharply critical of the failure of modern universities to teach the under-prepared, he demonstrated, through his own story, that this instruction can happen if there is a more personal and intimate attempt to demystify academic work.

Interlude IV: Mike Rose: Helping All of Us Do Better
Kathleen Blake Yancey
Mike Rose left us with many legacies, three of which I highlight here: his re-conceptualization of school as part of the public; his reflection on both the human act of teaching and the promise of teaching more humanely; and the need for teachers to share widely what we have learned from our teaching.

Section IV: Human and Inclusive Approaches to Education
Keeping the Faith: Rediscovering the Hope of Mike Rose
Julie Lindquist
This essay argues that Mike Rose’s work created a distinctive pathway for writing program administration. Rose understood education as a deeply human project—one steeped in questions of equity and educational principles. A return to Rose’s work simultaneously demonstrates the persistence of questions regarding what counts as education as well as how inclusion and exclusion are fostered by our attempts to define “higher” education.

Listening to Mike Rose: Education Is a Grand Human Enterprise
Shane A. Wood
Mike Rose dedicated his life to teaching and writing about education. He influenced teachers and students across the nation, and the author was fortunate to get to know him over the last two years. What stood out in their conversations were Rose’s curiosity and commitment to exploring human nature.
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Mike Palmquist

While many of the articles in this special issue focus on contributions Mike Rose made through his scholarly work, this essay provides a discussion of his work in the classroom. Drawing on a graduate seminar taught in Fall 1986, when Rose was serving as a visiting professor at Carnegie Mellon University, the article explores key aspects of Rose’s approach to designing and teaching a course.

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A farewell to Mike Rose on his unexpected death, this personal remembrance recounts Rose’s generous guidance on the discipline for a new Comp/Rhet editor and his very human capacity for empathy and insight expressed by his devotion to the value of every person whatever their circumstances and the craft of writing.

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This reprinted blog offers a dialogue framed as “a siblings’ tribute to a giant” between Rose’s students.

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Drawing on the author’s experience as a graduate student in Mike Rose's practicum on teaching, the essay discusses the foundational importance of “small things,” as Rose called them. The author describes how Rose’s teaching provided him an opportunity to experience the “micro-evidence of care” in Rose’s classroom interactions and the profound effect such a “small thing” had on the author’s formation as a teacher and scholar.

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This essay recognizes the enduring impact of Mike Rose on the field of writing and literacy studies, the quality of his mind, and his dedication to education, teaching, and learning.

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