Writing Program Administration

Volume 48 • Number 1 • Fall 2024

Everything Is Praxis

Overenrolled for the Summer: Graduate Instructor Labor, Course Caps, and Other Compounding Impacts

FAQ: Developing & Maintaining Shared Curriculum

Essays

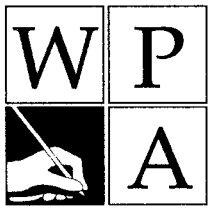
Using a Faculty Survey to Model Successful Instruction in First-Year Writing: Faculty Development Without Faculty Conflict

Designing DSP: UX and the Experience of Online Students

Building Effective Arguments about Writing Class Size and Workload

Are We Preparing Students to Write across the Curriculum?: An Analysis of Learning Outcomes for First-Year Composition at Two-Year Colleges

Journal of the Council of Writing Program Administrators



Writing Program Administration

Journal of the
Council of Writing Program Administrators

Editors
Tracy Ann Morse ..... East Carolina University
Patti Poblete.....South Puget Sound Community College
Wendy Sharer .....East Carolina University

Book Review Editor
Kelly Moreland.....Minnesota State University, Mankato

Assistant Editor
Mina Bikmohammadi .....East Carolina University

Editorial Board
Nancy Bou Ayash .....University of Washington
David Blakesley ..... Clemson University
Beth Brunk.....University of Texas at El Paso
Sheila Carter-Tod.....University of Denver
Sherri Craig .....Virginia Tech University
Wonderful Faison .....Jackson State University
Collie Fulford .....University at Buffalo
David Green ..... Howard University
Teresa Grettano ..... University of Scranton
Sarah Z. Johnson .....Madison College
Erin Lehman..... Ivy Tech Community College
Alexandria Lockett .....Spelman College
Staci Perryman-Clark ..... Western Michigan University
Darci Thoune..... University of Wisconsin–LaCrosse
Amy Vidali .....University of California, Santa Cruz

Production and distribution of *WPA: Writing Program Administration* is managed by Parlor Press.

Land Acknowledgment: We acknowledge that much of the work of *WPA: Writing Program Administration* is done on the traditional lands of the Tuscarora People, the Steh-Chass band of the Squaxin Island Tribe and Nisqually Indian Tribe, the Dakota Nation, the Cherokee People, and other Indigenous Peoples. While the work of a journal is multivocal, collaborative, and now often virtual, we believe it is important to recognize that each participant labors within space that was often unceded by its ancestral peoples. We do this to reaffirm our commitment and responsibility to mindful and equitable scholarship. We also invite you to review the list of resources used to craft this statement on the WPA website.

Council of Writing Program Administrators

Executive Board

Kelly Blewett, President ..... Indiana University East
Erin Lehman, Vice President ..... Ivy Tech Community College of Indiana
Lilian Mina, Past President..... University of Alabama at Birmingham
Jacob Babb.....Appalachian State University
Daryl Lynn Dance.....Hampton University
Talisha Haltiwanger Morrison ..... University of Oklahoma
Michelle Bachelor Robinson .....Spelman College
Mary Lourdes Silva.....Ithaca College
Darci Thoune..... University of Wisconsin-La Crosse

Ex Officio Members

Christal Seahorn, Treasurer .....University of Houston-Clear Lake
Amanda Presswood, Secretary .....Hope College
Doug Hesse, Archivist .....University of Denver
Michael Pemberton, Director, CES ..... Georgia Southern University
Jonikka Charlton, Assoc. Dir., CES..... University of Texas, Rio Grande Valley
Tracy Ann Morse, Co-editor, *WPA* .....East Carolina University
Patti Poblete, Co-editor, *WPA* ..... South Puget Sound Community College
Wendy Sharer, Co-editor, *WPA* .....East Carolina University

Guide for Authors

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:

- writing faculty professional development
- 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.

Submission Guidelines

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

- article submissions should be a maximum of 7,500 words. Submissions for the "Everything Is Praxis" section should be a maximum of 5,000 words. Please see the WPA website for full details on submitting to the "Everything Is Praxis" section.

- 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.

Reviews

WPA:Writing Program Administration publishes both review essays of multiple books and reviews of individual books related to writing programs and their administration. If you are interested in reviewing texts or recommending books for possible review, please contact the book review editor at wpabookreviews@gmail.com.

Announcements and Calls

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.

Correspondence

Correspondence relating to the journal, submissions, or editorial issues should be sent to wpaeditors@gmail.com.

Subscriptions

WPA: Writing Program Administration is published twice per year—fall and spring—by the Council of Writing Program Administrators. Members of the council receive a subscription to the journal and access to the *WPA* archives as part of their membership. Join the council at http://wpacouncil.org. Information about library subscriptions is available at http://wpacouncil.org/aws/CWPA/pt/sp/journal-subscriptions.

Writing
Program
Administration

Journal of the
Council of Writing Program Administrators
Volume 48.12 (Fall 2024)

Contents

Editors' Introduction: Seeking the Next Editor(s) for WPA 7
Tracy Ann Morse, Patti Poblete, Wendy Sharer, and Kelly Moreland

Everything Is Praxis

Overenrolled for the Summer: Graduate Instructor Labor, Course Caps, and Other Compounding Impacts 12
Gavin P. Johnson, Yu Lei, Rachel McShane, Haomei Meng, Reza Panahi, and Gouda Taha

FAQ: Developing & Maintaining Shared Curriculum 30
Mariya Tseptsura and Rochelle Rodrigo

Essays

Using a Faculty Survey to Model Successful Instruction in First-Year Writing: Faculty Development Without Faculty Conflict.....47
Liberty Kohn

Designing DSP: UX and the Experience of Online Students 69
Kathleen Kryger and Catrina Mitchum

Building Effective Arguments about Writing Class Size and Workload 89
Todd Ruecker and Galen Gorelangton

Are We Preparing Students to Write across the Curriculum?: An Analysis of Learning Outcomes for First-Year Composition at Two-Year Colleges..... 110
Teresa Thonney

Book Reviews

A Transdisciplinary Approach to Writing Knowledge Transfer: Applications in Teaching and Research 130
Hunter Little

Review of *Two-Year College Writing Studies* 138
Donny Penner