

The Council of Writing Program Administrators

Summer Conference, Workshop, and Institutes

July 12–19, 2009

Minneapolis, Minnesota

Discerning WPAs: Discourse/Diversity/Accountability





Table of Contents

Presidents' Welcome	5
Conference Planning	7
WPA Executive Board	7
Acknowledgements	8
History of the Conference	9
Featured Speakers	11
Workshop for WPAs	14
Institutes	15
Conference Features	17
Program Schedule	20
Radisson University Floor Plan	46
Index of Participants	49

Because there *is* more than one writing process

NEW



bedfordstmartins.com/howtowrite/catalog

How to Write Anything A Guide and Reference with Readings

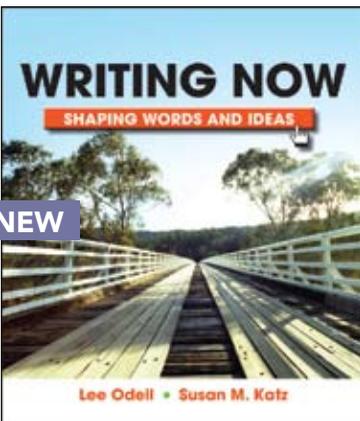
John J. Ruskiewicz
University of Texas at Austin

Jay Dolmage
West Virginia University

Designed to be clear and simple, *How to Write Anything* reimagines how texts work, with support for students wherever they are in their writing process. Now available in a version with 50 fresh, additional readings from a wide range of sources, organized by the genres covered in the guide readings. The result is everything you need to teach composition in a flexible, highly visual guide, reference, and reader.

When students need more than words

NEW



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Writing Now Shaping Words and Images

Lee Odell, *Rensselaer Polytechnic Institute*
Susan M. Katz, *North Carolina State University*

Comprehensive, accessible, and easy to use, *Writing Now* prepares students to read and write in today's visually rich world. With careful attention to audience and purpose, *Writing Now* guides students through the process of writing six real-world genres — memoirs, profiles, reports, position papers, evaluations, and proposals — in a friendly layout that makes it easy for students to find the information they need.

Presidents' Welcome

Dear Friends and Colleagues,

This year's WPA conference marks a change in leadership for WPA. We bid a very fond farewell to Past President Shirley Rose, from whose wisdom WPA has benefitted for the last six years. We say hello (again) to Duane Roen, incoming Vice President, whose wisdom we will benefit from for the next six. Joe Janangelo moves to the esteemed position of Past President, and Linda Adler-Kassner becomes President.

Together, we've had the pleasure of working together on this leadership transition, as well as on the organization of this conference. In these three days, as in our work together, our goals are to listen to and benefit from the collective wisdom of this organization and its members as we encounter the opportunities and challenges surrounding our themes of discourse, diversity, and accountability.

With your guidance and contributions, we have planned this year's program for your edification and enjoyment. To that end, we offer deep thanks to our generous and diligent Local Arrangements Committee, chief among them Tim Gustafson, Kirsten Jamsen, Mitch Ogden, Richard Jewell, Heather Mendygral, and Kati Pederson. Many thanks go to our wonderful program committee members: Jeff Andelora, Eli Goldblatt, Doug Downs, Deirdre Pettipiece, Shannon Carter, Duane Roen, Susan Thomas, Sheldon Walcher, and Heidi Estrem. These creative people—plus our speakers and workshop and institute leaders—are working hard to reward your trust. Our splendid Executive Board members and officers are also at your service.

Most of all, thanks to all of you, who work so hard all 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 and Linda

Let someone else talk about why writing matters.

Bedford/St. Martin's is proud to announce *VideoCentral*, over 50 videos for the writing classroom and our newest collection on *Re:Writing Plus*. Visit to watch real writers talk about how and why we write- at work, in school, and to change the world.

To preview *Video Central* and take a tour, visit bedfordstmartins.com/videocentral



Produced by Peter Berkow

This nationally recognized producer, teacher, and writer has interviewed hundreds of people about writing.



Real-World Writers

Writers in the world — including documentary film producer Michael Moore — talk about writing for all kinds of jobs.



Student Writers

Writers from all areas of study talk about writing for school and life after.



Academic Writers

Writers across the discipline — including Akua Duku Anokye — talk about the importance of writing for the academy.

Conference Program Committee: Linda Adler-Kassner, Joseph Janangelo, Jeffrey Andelora, Doug Downs, Shannon Carter, Heidi Estrem, Eli Goldblatt, Deirdre Pettipiece, Duane Roen, Susan Thomas, Sheldon Walcher

Local Hosts: The Department of Writing Studies, University of Minnesota-Twin Cities, and members of the Minnesota State Colleges and Universities

WPA Executive Board:

Linda Adler-Kassner, President, Eastern Michigan University

Duane Roen, Vice President, Arizona State University

Joe Janangelo, Immediate Past President, Loyola University Chicago

Brian Huot, Kent State University

Susan Thomas, University of Sydney

Melissa lanetta, University of Delaware

Jeff Andelora (through June 2009)

Jeff Klausman (beginning June 2009)

Eli Goldblatt, Temple University

Barbara L'Eplattenier, University of Arkansas-Little Rock

Doug Downs, Montana State University

Darsie Bowden, DePaul University

Chuck Paine, University of New Mexico

Ex Officio:

Keith Rhodes, Secretary; Charlie Lowe, Treasurer and Web Developer, both of Grand Valley State University

Consultant Evaluator Service: Deborah Holdstein, Director, Columbia College; Charles Schuster, Associate Director, University of Wisconsin-Milwaukee

WPA Journal Editors: Alice Horning, Oakland University; Deborah Dew, University of Colorado-Colorado Springs; Glenn Blalock, Our Lady of the Lake College

Acknowledgements

Local Arrangements Committee and Volunteers

Tim Gustafson, Chair

Dawn Armfield

Joe Bartolotta

Teresa Bolstad

Heather Camp

Grace Coggio

Jan DeNoble

Tim Dougherty

Pat Eliason

Kirsten Jamsen

Liz Kalbfleisch

Richard Jewell

Katie Levin

Heather McNeff

Joe Moses

Mitch Ogden

Merry Rendahl

Tom Reynolds

Donald Ross

Kim Schultz

Kim Thomas-Pollei

Mary Jo Wiatrak-Uhlenkott

Matthew Williams

Xuwei Wu

Brochure and Program Design

Kati Pederson

Proposal Logistics

Heather Mendygral

Supplies and Name Badges

Shannon Klug

Conference Website

The CLA Web Team, including Dan Kunitz, Carol Lemke, and Jason Ossman

Financial Support

The CLA Scholarly Events Committee

Exhibitors

Bedford/St. Martin's

Cengage

Fountainhead Press

McGraw-Hill

Pearson

Parlor Press

The Rich Company

The Writing Center Journal

W.W. Norton

The Council of Writing Program Administrators

gratefully acknowledges support from Pearson for the Saturday Night Outing.

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 (2007–2009)
- Linda Adler-Kassner (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
- 2008: Denver, CO

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).

2003–2004: *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).

2006–2007: *Delivering College Composition: The Fifth Canon*, edited by Kathleen Blake Yancey (Boynton/Cook 2006) and *Because We Live Here* by Eli Goldblatt (Hampton Press, 2007)

Featured Speakers

Opening Plenary Speaker

Deborah Brandt

“The Broader Administration of Writing”

Thursday, July 16th, 5:30 pm

University Ballroom, 2nd Floor Radisson University Hotel



Deborah Brandt is a professor of English at the University of Wisconsin-Madison, where she teaches undergraduate writing and graduate courses in literacy and contemporary writing studies. Her research focuses on the historical and economic contexts of literacy and literacy learning, and she is author of the award-winning book *Literacy in American Lives*. For fourteen years she directed the intermediate writing program at UW-Madison. A collection of her essays, *Literacy and Learning: Reflections on Reading, Writing and Society*, is forthcoming in 2009 from Jossey-Bass.



Luncheon Plenary Speaker

Lynn Priddy

“Student Learning, Assessment, and Accountability: A Complex Rubric or Uneasy Triad”

Friday, July 17th, following lunch
University Ballroom, 2nd Floor Radisson University Hotel



Lynn Priddy, Ph.D., became Vice President of Accreditation Services of the Higher Learning Commission of NCA in February 2009. Lynn is responsible for the Commission’s decision-making, accreditation, and institutional and peer review systems. In addition, she oversees the Commission’s education and training services, including programs, workshops, and curricula to support the Commission’s 1000+ institutions and the nearly 1300-member Peer Review Corps. In this role, she is responsible for the Commission’s Student Learning, Assessment, and Accountability Initiative, including leading the conception and development of the Academy for Assessment of Student Learning. Currently, her primary project is to facilitate the development of new, innovative accreditation processes. Prior to joining the Commission, Lynn served in institutions from 1984 to 1999 as a Vice President for Institutional Advancement, Evaluation, and Planning; Director of Research, Assessment, and Development; and English/Composition Faculty. She has led institutions in accrediting efforts as both a Self-Study Coordinator and Focused Visit Coordinator, in addition to serving as a Commission peer reviewer (Consultant-Evaluator). She has published numerous articles and is a frequent presenter at national conferences on the areas of assessment, planning, strategic conversations, appreciative inquiry, and organizational learning.



Luncheon Plenary Speaker

Michele Eodice

“Will the Rain Follow the Plow?”

Saturday, July 18th, following lunch
University Ballroom, 2nd Floor Radisson University Hotel



Michele Eodice is the Director of the Writing Center and Writing Across the Curriculum at the University of Oklahoma. With Kami Day she wrote *(First Person)²: A Study of Co-Authoring in the Academy* (Utah State University Press 2001). Currently she serves as the president of the International Writing Centers Association, an NCTE affiliate with over 700 members. Michele was a leader and co-chair of the International Writing Centers Summer Institute for Writing Center Directors and Professionals for three years and in 2007 published a book with four other writing center directors: *The Everyday Writing Center: A Community of Practice* (Utah State University Press). She is the recipient of the 2006 National Conference on Peer Tutoring in Writing's Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing.



Workshop for WPAs

July 12–15, 2009

Sponsored by the Council of Writing Program Administrators

Sunday–Wednesday, July 12–15

Start time is 3:00–5:30 pm (as people arrive), Dinner at 6:00 pm

Nolte Room

Meals in the Collegiate Room

Join new, prospective, and continuing administrators of all varieties of writing programs—including FYC, writing centers, WAC, ESL, and basic writing—in four days of workshoping and conversation addressing the theoretical, curricular, and political demands of our work.

Topics will include:

- What is a WPA?
- Institutional Relationships and Politics
- Directing Writing Programs at Different Types of Institutions
- Program Design, Outcomes, and Goals
- Hiring Practices, Faculty Development, and Faculty Evaluation
- Student and Program Assessment
- Understanding Budgets
- Developing and Articulating Relationships with WAC Programs
- Researching and Networking as a WPA

Participants will gather Sunday afternoon, July 12, meet daily through Wednesday afternoon, July 15, and have the opportunity to consult individually with workshop leaders in the evenings. In the workshop, participants will be encouraged to raise issues from their own professional situations, which have in the past included liberal arts colleges, two-year colleges, regional and flagship state universities, and major research institutions.

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. Prior to moving to NC State in

1999, he was Morse-Alumni Distinguished Teaching Professor at the University of Minnesota, where he worked in the Program in Composition and Communication for fifteen years, eight as its director. He has written or edited 14 books and has published over 80 articles and book chapters. He has spoken widely across the United States and in 17 foreign countries. He is past president of the Council of Writing Program Administrators.



Carol Rutz has directed Carleton College's writing program since 1997, where she teaches writing and provides leadership for Carleton's robust faculty development program. At Carleton, WAC faculty development involves a partnership with a learning and teaching center as well as a number of assessment and cross-cutting literacy programs

such as quantitative reasoning and the use of images in argument. Rutz regularly presents at professional conferences (AAC&U, CCCC, NCTE, RSA, WPA, and others) and publishes on writing assessment, responding to student writing, and assessment of faculty development. She consults frequently at campuses interested in WAC, assessment, and faculty development. She is past secretary of CCCC and on July 1, 2009 finished serving on the WPA Executive Board.



Institutes

THE WPA RENEWAL INSTITUTE

Wednesday, July 15, 9:00 am–4:00 pm

Regents Room

Lunch at noon in the Faculty Room



Join with other mid-career WPAs for a day-long investigation of the joys and challenges of sustaining administrative leadership and professional development. Participants will have the opportunity to explore ways to generate greater investment in program administration, highlight connections to research and teaching activities, and explore future career possibilities. We'll talk about increasing institutional demands and how to juggle them, as well as how to keep personal and programmatic development moving forward.

Who is a mid-career WPA? Anyone who's been in the position long enough to stop feeling new! We assume most people in attendance will have 5 or more years of administrative experience.

Institute leaders Susanmarie Harrington, Doug Hesse, and Duane Roen bring to bear their experiences in varied administrative roles: first-year writing program director (freestanding and English-department based); director of a center for teaching and learning; department chair; and dean. In addition, they have held professional positions in WPA, NCTE, and CCCC.

Institutes

WRITING PROGRAM ADMINISTRATORS AS WRITERS

Wednesday, July 15, 8:45 am–5:00 pm

Morning: Meet in Alumni Room, walk to Center for Writing, Nicholson Hall

Lunch at noon in the Faculty Room of the Radisson Hotel

Afternoon: Return to Nicholson Hall for remainder of Institute



All Writing Program Administrators (WPAs) have stories to tell about the details and particulars, evocative images, and day-to-day pleasures and challenges of directing a writing program. The demands of the academic year offer little time for reflection and contemplation, let alone writing, and it is often difficult to find a quiet moment to compose these stories. What if one had the opportunity to spend an entire day with fellow WPAs in a writing community—writing, listening, reading one another’s drafts, and participating in a community of readers and writers?

In this day-long Institute, we will spend the morning writing; and in the afternoon, we will break into workshop groups to offer and receive responses to our work. The Institute is designed both for WPAs who want to spend the morning brainstorming to find an idea for an essay, as well as for those who have a draft waiting to be developed. One goal of the Institute is to create a community of WPAs as Writers who will read and respond across the drafts, from workshop through publication. Our hope is to publish a collection of essays that emerge from the Institute.

Join us for a day of writing fellowship and collaboration, even fun, as we compose our WPA stories.

For 20 years, Nancy Sommers led Harvard’s Expository Writing Program, where she directed both the first-year writing program and the Harvard Writing Project, and held an endowed directorship, the Sosland Chair in Expository Writing. Under her leadership, over 30,000 Harvard freshmen received instruction in the Writing Program. She also directed the Harvard Study of Undergraduate Writing, tracking the college writing experiences of 400 students to understand the role writing plays in college education. Prior to teaching at Harvard, she taught in the Rutgers English Department and directed the University of Oklahoma Writing Program. Currently, she teaches at Harvard’s Graduate School of Education, where she teaches writing courses and mentors new writing teachers. Her articles “Revision Strategies of Student Writers and Experienced Adult Writers” and “Responding to Student Writing” are two of the most widely-read and anthologized articles in the field. She has also created two films—*Shaped by Writing* and *Across the Drafts*—as ways to bring the voices of student writers into a larger discussion about writing instruction.

Conference Features

Now more than ever, WPAs need to be able to talk with others about what we do and why that work is important. The same holds true for CWPA as an organization.

This year's conference includes three features that can help us develop these messages—and strategies to communicate them—as individual WPAs, and as members of the Council of Writing Program Administrators.

WPA Directions

As increasing attention is paid to what students learn and how they do it in writing classes, CWPA members face many opportunities (and potential) challenges.

Part of CWPA's job is to act as a resource for members—but **we need your help to direct our efforts. WPA Directions lets you, the membership,** help focus WPA's efforts for 2009 and beyond. You can help focus WPA's direction in several ways: submitting **WPA Directions postcards** (in your registration folder) to the box on the registration table; providing feedback on the **summaries of this input** posted on Friday and Saturday near the registration table; stopping in for a chat at **"Meet the Executive Board"** sessions listed in the conference program; and participating in Sunday's **Town Hall Meeting**. There, we'll use the issues that have emerged from member input to focus the meeting and, together, decide which we would like to take up in the following year. We'll then develop projects based on those issues to tackle, and identify strategies and timelines for completing those projects.

The National Conversation on Writing and NCTE's National Gallery of Writing: Entering the Public Conversation(s)

This year's conference features opportunities to participate in large-scale, public conversations about writing. One is **The National Conversation on Writing**, an initiative of the WPA-NMA, an effort to promote ongoing, public discussion of writing and the teaching of writing. The other is **The National Gallery of Writing/The National Day on Writing**, an NCTE initiative designed to display artifacts attesting to the enormous variety of writing that people do every day. Check the program for National Gallery, National Conversation, and National Day sessions.

The WPA Mentoring Project: Portals of Experience and Development

While many WPAs receive wonderful mentoring in graduate school and at the WPA Workshop, there is no substitute for the experience we gain—and need—on the job. To that end, we have designed a series of activities that approaches mentoring as portals of professional experience and development. Such portals welcome, and we hope will reward, new and veteran WPAs in and across our career trajectories.

These sessions (noted as MP in the program) are intended to be inclusive and interactive.

While experienced WPAs will briefly share their advice and materials, all sessions will be open discussions, not presentations. We hope that you will drop by and share your needs and expertise your colleagues.

1. “WPA Listens: A Mentoring Forum for New and Untenured WPAs” A6 Northrop

New and untenured WPAs are invited to discuss and brainstorm ways that our organization can better serve your mentoring needs

2. “Writing Effective Research Grants for WPA” B6 Northrop

Are you long on ideas but short on funding? By using successful models and discussing grant guidelines, the WPA Grants Committee members will help you generate ideas for writing effective grant proposals.

3. “Keeping Your Writing Life Alive While Doing WPA Work” C6 Northrop

Successful authors will discuss strategies for pursuing scholarship while doing WPA work. In groups, we will help you make plans for developing the projects you are working on.

4. “Preparing a Submission for the WPA NDoW Gallery” E6 Northrop

Interested in participating in WPA’s Gallery for the National Day on Writing? Our Gallery’s curators will offer ideas and guidance for framing and submitting projects that spotlight the important work that your Writing Program does.

5. “Under New Management: A New Vision for the WPA Journal” F6 Northrop

The WPA journal’s new editorial team will discuss its goals for the journal and reflect on the work we have seen so far as ways of providing guidance to potential authors. They will discuss ideas for one online issue and for opening a hosted online space for author/reader discussions following publication of each issue. Attendees are encouraged to offer ideas for ways to make the journal more useful and interactive.

6. “Being Geniuses Together: The Collaborative Nature of Textbook Publishing” G6 Northrop

WPAs and publishers will discuss the benefits, challenges, and practicalities of textbook publishing. We will help you brainstorm ideas for your own projects.

7. “Preparing for Your Promotion and Tenure Process” H6 Northrop

Experienced WPAs and administrators will offer ideas and strategies for creating and compiling documents that present a strong case for tenure and promotion.

8. We offer two “Meet the Executive Board” sessions. D6 (Northrop) & J3 (Presidents)

Please drop by to share your ideas, concerns, and suggestions with members of WPA’s leadership team.

WRITING PROGRAM ADMINISTRATION

Series Editors

Susan H. McLeod, University of California, Santa Barbara

Margot Soven, La Salle 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).

Possible topics include but are not limited to:

- Historical studies of writing program administration or administrators (archival work is particularly encouraged)
- Studies evaluating the relevance of theories developed in other fields (e.g., management, sustainability, organizational theory)
- Studies of particular personnel issues (e.g., unionization, use of adjunct faculty)
- 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:

Susan H. McLeod

mcleod@writing.ucsb.edu

Margot Soven

soven@lasalle.edu

For complete submission guidelines, see

<http://www.parlorpress.com/submissions.html>

Program Schedule

Note: Sessions included in the WPA Mentoring Project have an “MP” in front of the session titles. Most are in the Northrop Room.

Sunday, July 12

3:00–5:30 pm Nolte Room

WPA WORKSHOP Begins

Chris Anson and Carol Rutz, Leaders

Thursday, July 16

8:30am–6pm

Registration open

9:00am–4:00pm Regents Room

THE WPA RENEWAL INSTITUTE

Susanmarie Harrington, Doug Hesse, and Duane Roen, Leaders

8:45am–5:00pm

WRITING PROGRAM ADMINISTRATORS AS WRITERS

Nancy Sommers, Leader

8:45 am—Meet in Alumni Room, walk to campus computer lab in Nicholson Hall

1:00 pm—Return to Nicholson Hall for remainder of Institute

12:00 pm–4:30pm Presidents Room

WPA EXECUTIVE BOARD MEETING (closed session)

5:30 pm–9:00 pm University Ballroom

OPENING PLENARY SESSION: DEBORAH BRANDT, UNIVERSITY OF WISCONSIN-MADISON

The Broader Administration of Writing, followed by **WPA Banquet**

Friday, July 17

7:00–8:15 am University Ballroom

BREAKFAST

8:30–9:45 am

A sessions

A1 Regents

SUSTAINABLE ASSESSMENT PROCESSES: CULTIVATING A CULTURE AND SCHOLARSHIP OF PROGRAM EVALUATION

An Untraditional Tradition: Building a Shared Sense of Sustained, Sustainable Reflection

Jane Detweiler, University of Nevada, Reno

Rubrics, Readers, and Ideological Influence: Facilitating Discussion in Assessment Processes

Crystal Colombini, University of Nevada, Reno

Archiving Assessment: Making Historical Connections from Assessment to Assessment

Zachary Bankston, University of Nevada, Reno

Assessing the Un-Assessable: How External Factors Fit into the Scope of an Assessment Project

David Marquard, University of Nevada, Reno

Show Me the Learning: The University's View on the Usability of Valid Assessment

Sandra Weinstein Bever, University of Nevada, Reno

A2 Alumni

REFRAMING WRITING AND ASSESSMENT THROUGH WPA LEADERSHIP

Discerning the Best Assessment Course When There's Already a Pig in the Poke

Debra Frank Dew, University of Colorado at Colorado Springs

Responding to Standardized Testing on Campus

Elliot Gruner, Plymouth State University

Building Faculty Morale in "Hard Times"

Fredel M. Wiant, University of San Francisco

A3 Presidents

MIS/UNDERSTANDING INFORMATION LITERACY: WPAS, LIBRARIANS, AND THE GENERAL EDUCATION CURRICULUM

Information without Literacy: General Education, First-Year Composition, and the Challenge of Curricular Reform

Erica Friscaro-Pawlowski, Daemen College

Sharing Accountability: Extending the Dialogue about Information Literacy

Margaret Artman, Western Oregon University

Information Literacy Beyond the One-Shot Library Instruction

Robert Monge, Western Oregon University

A4 Rotary

CHALLENGES THAT LEAD TO OPPORTUNITIES: FACULTY DEVELOPMENT AND THE WPA

When Instructors Go Bad, Who Is Accountable and What Are the Costs?

Patrick Shaw, University of Southern Indiana

An Alternative to the “Pound of Flesh” FYW Staffing Metric

Scott Warnock, Drexel University

When Anxiety Disorders Come to Class: Suggestions for Dealing with This Dilemma

Kathleen Hunzer, University of Wisconsin-River Falls

A5 Coffman

WAC IN ONE AFTERNOON: RETHINKING WRITING AT A SMALL COLLEGE IN TRANSITION

Jim Webber, University of New Hampshire

Mike Garcia, University of New Hampshire

A6 Northrop (MP)

WPA LISTENS: A MENTORING FORUM FOR NEW AND UNTENURED WPAS

Sheldon Walcher, University of Southern Mississippi

Duane Roen, Arizona State University

Joe Janangelo, Loyola University of Chicago

A7 Nolte

THE NATIONAL DAY ON WRITING

Sponsored by the Conference on College Composition and Communication

“Reading” America Writing: Contexts, Contests, Contestations, and the National Day on Writing

Bonnie Sunstein, University of Iowa

Writing for Life: NCTE’s National Day on Writing

Clinton Gardner, Salt Lake City Community College

Why Isn’t a Day on Writing Redundant in a Web 2.0 World?

Doug Hesse, University of Denver

9:45–9:55 BREAK

10:00–11:15 am

B Sessions

B1 Regents

MAKING THE MOST OF THE WPA WEBSITE

Charlie Lowe, Grand Valley State University/Digital WPA webmaster

B2 Alumni

WHERE ARE WE GOING, WHERE HAVE WE BEEN? WRITING CENTERS AS IDEAL TRAINING GROUNDS FOR WPAs

Julia Bleakney, Stanford University

Tom Friedrich, SUNY Plattsburgh

Kirsten Jamsen, University of Minnesota–Twin Cities

Susan Meyers, Oregon State University

B3 Presidents

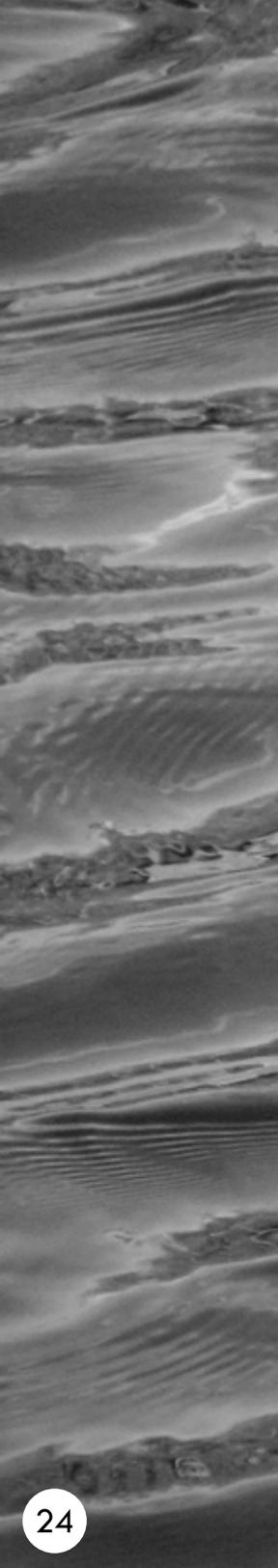
CLOSE FOCUS ON ASSESSMENT PROCESS: A ROUNDTABLE ON RUBRIC DEVELOPMENT AND READER TRAINING

Building A Manageable Project

Jane Detweiler, University of Nevada, Reno

Developing Valid Scoring Tools in Reflective Conversation

Crystal Colombini, University of Nevada, Reno



Refining Features for Scoring

Maura Grady, University of Nevada, Reno

Refining Features for Scoring

David Marquard, University of Nevada, Reno

Reader Training

Zachary Bankston, University of Nevada, Reno

B4 Rotary

USING WPA DOCUMENTS TO GUIDE INSTITUTIONAL POLICY STATEMENTS

Chair: Joe Janangelo, Loyola University of Chicago

Framing National Position Statements for the Local Context

Peggy O'Neill, Loyola University, Maryland

Operation Reinvigoration: Searching for the Why While Recreating the What

Gina M. Merys, Creighton University

Positioning the WPA Plagiarism Statement Within the Jesuit Mission

K.J. Peters, Loyola Marymount University

B5 Coffman

WPA LEADERSHIP UNDER COVER

What Can We Learn from Starfish?: Leading Leaderlessly

Melissa Nicolas, Drew University

A WPA's Charge: Faculty Development by Design and by Stealth

Deborah Martinson, Occidental College

The Art of Discernment: Confessions of a Junior WPA

Darci Thoun, University of Wisconsin-La Crosse

B6 Northrop (MP)

WRITING EFFECTIVE WPA RESEARCH GRANT PROPOSALS

Members of the WPA Research Award Committee:

Barbara L'Eplattenier, University of Arkansas at Little Rock

Brian Huot, Kent State University

Chuck Paine, University of New Mexico

B7 Faculty

SCHOLARLY PUBLISHING IN HARD TIMES: ADVICE FROM EDITORS

Susan McLeod, University of California, Santa Barbara

Margot Soven, La Salle University

Respondent: Kathleen Blake Yancey, Florida State University

B8 Nolte

WRITING-ABOUT-WRITING FIRST YEAR COMPOSITION COURSES FROM THREE PERSPECTIVES: DIRECTOR, INSTRUCTOR/COORDINATOR, AND ADJUNCT

Where the Rubber Meets the Road: Delivering a Programmatic WAW Curriculum at the Nation's Fifth Largest Public University

Elizabeth Wardle, University of Central Florida

Bridging from Old to New: How the Composition Coordinator Reconciled the WAW Curriculum with the Existing Programmatic Approach

Deborah Weaver, University of Central Florida

The Adjunct's WAW Survival Guide

Adele Richardson, University of Central Florida

11:15–1:00 University Ballroom

WELCOME: LAURA GURAK, CHAIR, DEPARTMENT OF WRITING STUDIES, UNIVERSITY OF MINNESOTA–TWIN CITIES

PLENARY: LYNN PRIDDY, HIGHER LEARNING COMMISSION

Student Learning, Assessment, and Accountability: A Complex Rubric or Uneasy Triad

AWARDS and LUNCHEON

1:15–2:30

C Sessions

C1 Regents

MOVING FORWARD: FOREGROUNDING “WRITING”

Lorelei Blackburn, DePaul University

Dominic Delli Carpini, York College of Pennsylvania

Darsie Bowden, DePaul University

C2 Alumni

MAPPING PROGRAM GENRE SYSTEMS FOR INSTITUTIONAL CHANGE

Dylan Dryer, University of Maine

Patricia Burnes, University of Maine

C3 Presidents

ASSISTANT DIRECTOR POSITIONS: POTENTIALS AND PITFALLS

Gregory Glau, Northern Arizona University

Nicholas Behm, Elmhurst College

C4 Rotary

WPA PERSPECTIVES ON INSTRUCTOR COMMENTS: A ROUNDTABLE ON RESPONSE

Jeanne Marie Rose, Penn State Berks

Joel Wingard, Moravian College

Scott Warnock, Drexel University

John Eliason, Gonzaga University

C5 Coffman

DISCERNING ROLES AND RESPONSIBILITIES: GRADUATE WPAS AND A SHOWCASE OF STUDENT WRITING

Kristine Johnson, Purdue University

Tom Sura, Purdue University

Jaclyn Wells, Purdue University

Danielle Cordaro, Purdue University

C6 Northrop (MP)

KEEPING YOUR WRITING LIFE ALIVE WHILE DOING WPA WORK

Nancy Sommers, Harvard University

Eli Goldblatt, Temple University

Duane Roen, Arizona State University

Linda Adler-Kassner, Eastern Michigan University

C7 Faculty

SECOND GENERATION MAINSTREAMING FOR BASIC WRITERS: THE ACCELERATED LEARNING PROJECT (ALP)

Stephanie Briggs, Community College of Baltimore County

Laurie Berglie, Community College of Baltimore County

Peter Adams, Community College of Baltimore County

C8 Nolte

A NATIONAL STUDY OF WRITING'S CONTRIBUTIONS TO LEARNING IN COLLEGE: MAJOR FINDINGS AND PRACTICAL IMPLICATIONS FOR ALL WRITING PROGRAMS

Assigning Meaning-Constructing Activities

Paul Anderson, Miami University

Encouraging Interactive Writing Activities

Chris Anson, North Carolina State University

Explaining Writing Expectations Clearly

Chuck Paine, University of New Mexico

C9 Regents Foyer

WPA WEBSITE USABILITY TESTING (HANDS ON)

Charlie Lowe, Grand Valley State University/WPA webmaster

POSTER SESSION: WASHINGTON STATE UNIVERSITY WRITING PROGRAM'S EVOLUTIONARY STEP: THE MOVE FROM HOMEGROWN OWL TO THE NEW ETUTORING.ORG CONSORTIUM

Patrick Johnson, Washington State University

2:30–2:40 BREAK

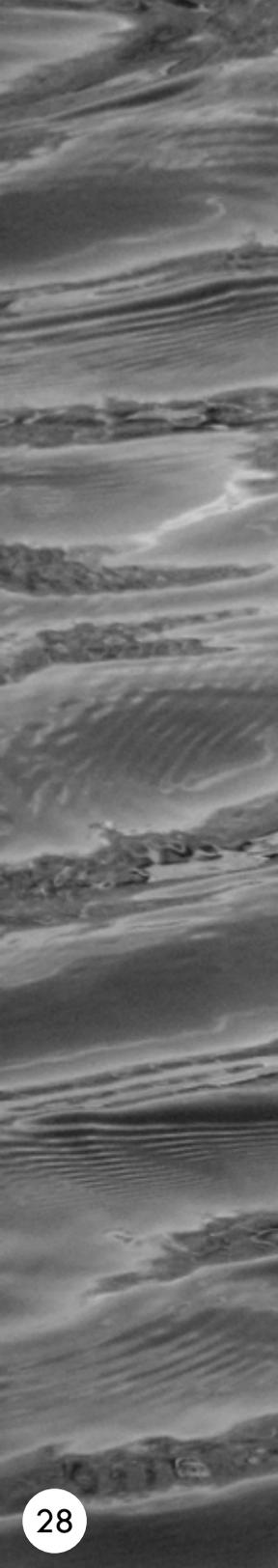
2:45–4:00

D Sessions

D1 Regents

CELEBRATIONS OF STUDENT WRITING: SUCCESSES, ISSUES, AND AVENUES

Chair: Katona Hargrave, Troy University



CoSW as a Site for Revision: Questions of Audience and Genre

Matthew Dowell, University of Louisville

Gatecrashing the Student Writing Kegger

Mark Mullen, The George Washington University

A Journey toward Interdisciplinary and Multimodal Celebrations of Student Success

Regina Clemens Fox, Arizona State University

Marilyn Moller, W.W. Norton & Company

D2 Alumni

COMMON READING, COMMON WRITING

Brad Benz, Fort Lewis College

Denise Comer, Duke University

Erik Juergensmeyer, Fort Lewis College

Margaret Lowry, University of Texas–Arlington

D3 Presidents

THE GLOBAL GENERATION: DIGITAL PRACTICES IN THE 21ST CENTURY

Information Behaviors of the Google Generation: What WPAs Need to Know

Randall McClure, Georgia Southern University

Thinking Forward: Instructional Technology and the Writing Program Work to Bring the College Into the Global Community

William Macauley, College of Wooster

D4 Rotary

NARRATIVE AND CRITICAL REFLECTION: SHAPING AND EXAMINING STORIES ABOUT TEACHING, CLASSES, AND STUDENTS

Practicing What We Preach: The Complexities of Teaching Critical Thinking in First Year Composition

Deborah Coxwell-Teague, Florida State University

The Modern Day Dirge: Using Narrative to Reclaim Racialized Space in the Classroom

Sheri McClure-Baker, California State University, Fresno

Researching the Literature on College Success in a Composition Course

Jon Harned, University of Houston, Downtown

D5 Coffman

PUBLIC DISCOURSE – PRIVATE CHANGE: GOING PUBLIC WITH WAC TOOLS GIVES NEW LIFE TO WRITING CENTER, WRITERS, AND FACULTY

Sandra Becker, Capella University

E. Stone Shiflet, Capella University

Leslie Olsen, Capella University

D6 Northrop (MP)

MEET THE WPA EXECUTIVE BOARD

Linda Adler-Kassner, Eastern Michigan University

Eli Goldblatt, Temple University

Melissa lanetta, University of Delaware

Joe Janangelo, Loyola University of Chicago

D7 Faculty

RESEARCH PROGRAM ADMINISTRATORS: CONVERGENCES AND COLLISIONS AMONG WRITING PROGRAMS AND LIBRARIES

Doug Downs, Montana State University

Heidi Estrem, Boise State University

E Shelley Reid, George Mason University

Kate Ryan, University of Montana

Elizabeth Vander Lei, Calvin College

D8 Nolte

NEXT STEPS IN WPA'S COLLABORATION WITH THE NATIONAL SURVEY OF STUDENT ENGAGEMENT: A PLANNING SESSION OPEN TO ALL

Chuck Paine, University of New Mexico

Paul Anderson, Miami University

Chris Anson, North Carolina State University

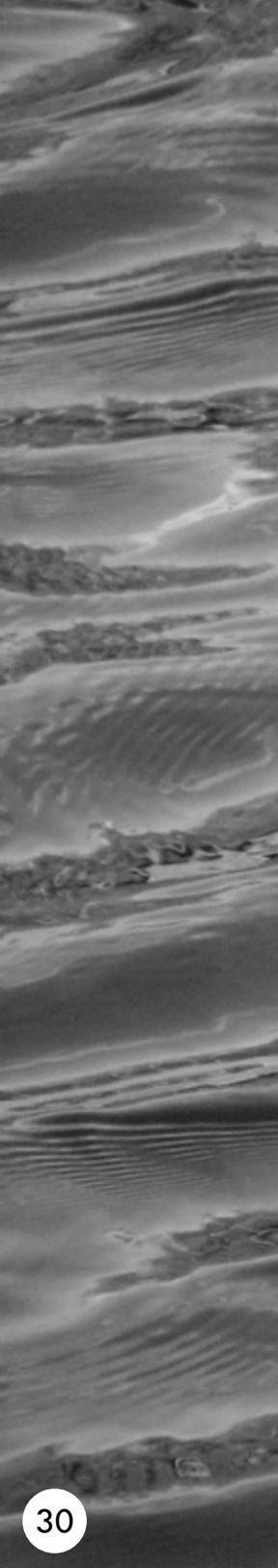
D9 Regents Foyer

WPA WEBSITE REDESIGN USABILITY TESTING (HANDS-ON)

Charlie Lowe, Grand Valley State University/WPA webmaster

D10 Collegiate

WPA JOURNAL EDITORIAL BOARD MEETING (closed)



4:00–4:10 BREAK

4:15–5:30

E Sessions

E1 Regents

TOWARD NCTE'S NATIONAL DAY ON WRITING: JOIN THE WPA-NMA'S NATIONAL CONVERSATION ON WRITING

Dominic Delli Carpini, York College of Pennsylvania

Stephanie Roach, University of Michigan, Flint

E2 Alumni

GRADING CONTRACTS FOR WRITING PROGRAMS FROM THREE LENSES: PEDAGOGICAL EFFECTIVENESS, CAPITAL AND POWER DYNAMICS, AND RACE

William Thelin, University of Akron

Angela Bilia, University of Akron

Respondent: Jocelyn Stott, California State University, Fresno

E3 Presidents

IMPROVING, NOT PROVING, THROUGH WAC AND WID

Improving Rather than Proving: WAC Assessment with a Common Rubric Across the University

Jeffrey Galin, Florida Atlantic University

The Evolution of a Seven-Year Writing Center-STEM Major Collaboration

Kathleen Jernquist, US Coast Guard Academy

2008 WPA Graduate Writing Award Second-Place Project

WAC/WID: How WPA Discourse Shapes the Virgule

Jennifer Cover, Virginia Tech

E4 Rotary

MAYBE LARGE CLASSES CAN WORK: OUR WID EXPERIMENT

Roger Gilles, Grand Valley State University

Craig Hulst, Grand Valley State University

Dauvan Mulally, Grand Valley State University

E5 Coffman

RETHINKING THE FEMINIZATION OF THE WPA: OUR CALL FOR INCLUSION

Chair: Nancy C. DeJoy, Michigan State University

Taking Turns in The Margins: Writing Program Administration as Race Work and Community Building

Collin Craig, Michigan State University

A Sista Speaks: Confronting Racism and Sexism as a Future WPA

Staci Perryman-Clark, Michigan State University

He's Gonna Break Through: Challenging Gender Binaries in WPA Work

Steven T. Lessner, Michigan State University

E6 Northrop (MP)

PREPARING A SUBMISSION FOR THE WPA WING OF THE NATIONAL GALLERY OF WRITING

Doug Downs, Montana State University

Heidi Estrem, Boise State University

Joe Bizup, Boston University

E7 Nolte

WHAT IS COLLEGE-LEVEL WRITING?

Session sponsored by the Conference on College Composition and Communication

College Writing at the Small Liberal Arts College: Q&A All Day, Every Day

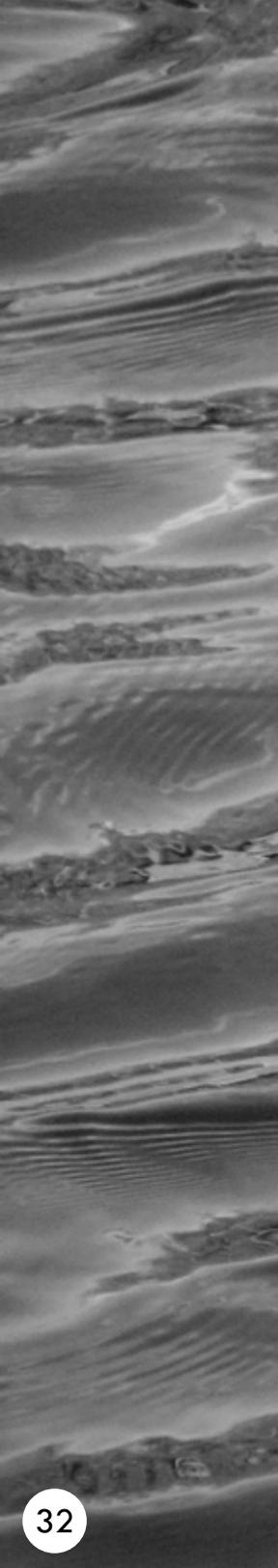
Leslie Werden, Morningside College

College-Level Writing in the 21st Century: Digital, Global, Material

Laura Gurak, University of Minnesota—Twin Cities

College-Level Writing: What the Research—on Transfer and Elsewhere—Suggests

Kathleen Blake Yancey, Florida State University



**E8 Collegiate (continues Saturday morning, F8)
2008 WPA GRADUATE WRITING AWARD FIRST-PLACE PROJECT
PRAXIS AND ALLIES: THE WPA BOARD GAME (A PLAYING SESSION)**

Tom Sura, Purdue University

Cristyn Elder, Purdue University

Megan Schoen, Purdue University

Jaclyn Wells, Purdue University

Friday Evening – Dinner on your own

Saturday, July 18

7:00–8:15am University Ballroom

BREAKFAST

8:30am–9:45am

F Sessions

F1 Regents

GROWING A CULTURE OF FACULTY DEVELOPMENT

Publishing Student Writing: An Unintended Consequence

Pat C. Hoy, New York University

**Growing a Curriculum, Faculty Development, and Assessment Garden:
Faculty Governance as Miracle Gro**

Thomas Hilgers, University of Hawaii

**Faculty Development, Self-Assessment, and the Student-Centered Writing
Teacher**

Jessica Woodruff, Purdue University

F2 Alumni

**ENGLISH 101 ON THE LEARNING COMMUNITY TRACK: AN EXPERIMENT
IN CURRICULUM DESIGN**

Heather Camp, Minnesota State University, Mankato

Teresa Bolstad, Minnesota State University, Mankato

F3 Presidents

POINT OF ATTACK: WORK SESSION ON WRITING FOR THE MEDIA

Sponsored by the WPA Network for Media Action

Darsie Bowden, DePaul University

Dominic Delli Carpini, York College of Pennsylvania

Joel Wingard, Moravian College

Linda Adler-Kassner, Eastern Michigan University

F4 Rotary

CREATING CLOUD: THE ROLE OF ACCOUNTABILITY IN WRITING PROGRAM ADMINISTRATION

Lizbeth Bryant, Purdue University Calumet

Karen Bishop Morris, Purdue University Calumet

F5 Coffman

STUDENT PUBLICATION OPPORTUNITIES IN WRITING AND RHETORIC

Foster Dickson, Booker T. Washington Creative Writing Magnet School –

Writing Our Hope and *Young Scholars in Writing*

John Gravener, De Anza College – *Young Scholars in Writing*

Shannon Carter, Texas A&M-Commerce – *Kairos*

Bump Hallbritter, Michigan State University – *Kairos*

F6 Northrop (MP)

UNDER NEW MANAGEMENT: A NEW VISION FOR THE WPA JOURNAL

Alice Horning, Oakland University

Debra Frank Dew, University of Colorado at Colorado Springs

Glenn Blalock, Our Lady of the Lake College

F7 Nolte

BETWEEN AND ACROSS INSTITUTIONS: THE COMPLEXITIES AND POTENTIALS OF ARTICULATION

Fostering WAC in High Schools

Brad Peters, Northern Illinois University

Nightmares Can be Useful: Resituating Rearticulation Agreements for Required Writing Courses

Irvin Peckham, Louisiana State University

Transfer Students: Who is Responsible for Their Writing and Successes?

Rich Matzen, Woodbury University

F8 Collegiate (continued from E8)

PRAXIS AND ALLIES: THE WPA BOARD GAME (A PLAYING SESSION)

Praxis and Allies will be set up in the Collegiate Room during the I session

9:45–9:55 BREAK

10:00am–11:15am

G Sessions

G1 Regents

NATIONAL CONVERSATION ON WRITING: CLICK, Q&A, BRAINSTORM

Stephanie Roach, University of Michigan-Flint

Dominic Delli Carpini, York College of Pennsylvania

Shannon Carter, Texas A&M–Commerce

Glenn Blalock, Our Lady of the Lake College and *CompPile*

G2 Alumni

DELINKING THE WPA MANAGER

Networked WPAs

Jeff Rice, University of Missouri

Who Needs Role Models? WPAs, First-Year Writing, and the Generation After Liberatory Pedagogy

Kelly Ritter, University of North Carolina-Greensboro

Management, Protocol, and the WPA

Bradley Dilger, Western Illinois University

G3 Presidents

DIVERSIFYING APPROACHES TO WRITING ASSESSMENT IN TIMES OF BUDGETARY STRIFE

Faith Kurtyka, University of Arizona

Jennifer Haley, University of Arizona

Marissa Juarez, University of Arizona

G4 Rotary

WPA: A PLACE FOR INDEPENDENT WRITING PROGRAMS AND MAJORS?

Keith Rhodes, Grand Valley State University

Roger Gilles, Grand Valley State University

Ellen Schendel, Grand Valley State University

Barry Maid, Arizona State University

Barbara L'Eplattenier, University of Arkansas at Little Rock

G5 Coffman

INNOVATIVE PRACTICES IN GROUP WORK: SUPPORTING STUDENT SUCCESS

An Emerging Model for Student Feedback: Electronic Distributed Assessment

Beth Brunk-Chavez, University of Texas–El Paso

Melding Programmatic and Student Accountability in Writing Center Small Group Tutorials

Anne Ritter and Patrick Johnson, Washington State University

Taking Care of the Tweens: Learning and Accountability in Studios

Patricia Lynne, Framingham State College

G6 Northrop (MP)

BEING GENIUSES TOGETHER: THE COLLABORATIVE NATURE OF TEXT-BOOK PUBLISHING

Chair: Sheldon Walcher, University of Southern Mississippi

Paul Anderson, Miami University

Michael Rosenberg, Wadsworth Publishing

Nancy Perry, Bedford/St. Martins

John Meyers, Pearson

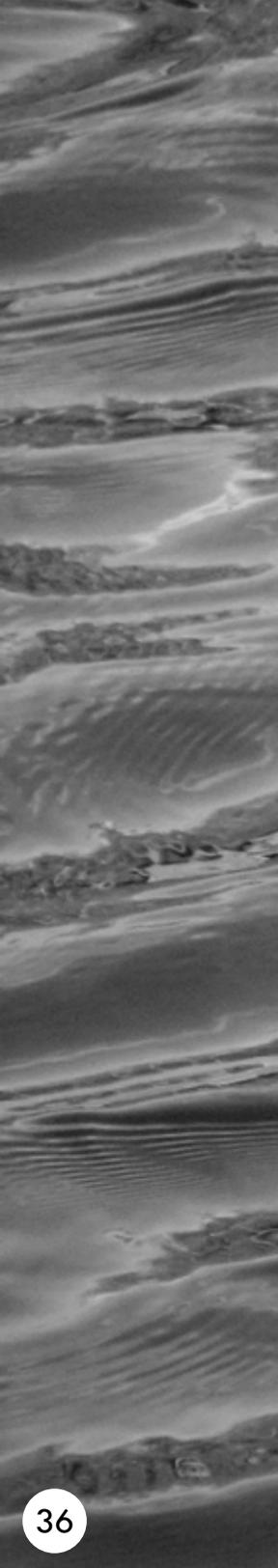
Lauren Vanthornout, Pearson

G7 Faculty

WRITING PROGRAM ABUNDANCE IN A CLIMATE OF HIGHER EDUCATION SCARCITY (OR HOW TO RUN AN AWARD WINNING WRITING PROGRAM ON \$1500)

Diane Kelly-Riley, Washington State University

Lisa Johnson-Shull, Washington State University



G8 Nolte

MULTIMEDIA IS THE MESSAGE: DISCOURSE, DIVERSITY, AND ACCOUNTABILITY IN DOCUMENTARY AND DRAMA

Chair: Bump Halbritter, Michigan State University

Noah Blon, Michigan State University

Tristan Johnson, Michigan State University

Casey Miles, Michigan State University

11:15–1:00 University Ballroom

PLENARY – MICHELE EODICE, UNIVERSITY OF OKLAHOMA

Will the Rain Follow the Plow?

LUNCH AND ANNOUNCEMENTS

1:15–2:30

H Sessions

H1 Regents

SPOTLIGHT ON: THE NATIONAL CONVERSATION ON WRITING IN LOCAL CONTEXTS

Shannon Carter, Texas A&M–Commerce

Foster Dickson, Booker T. Washington Creative Writing Magnet School and
Writing Our Hope

Joanna Thrift, Texas A&M–Commerce

J'Non Whitlark, Texas A&M–Commerce

Glenn Blalock, Our Lady of the Lake College and *CompPile*

H2 Alumni

BUILDING THE FRAME: ASSESSMENT METHODS AND IMPLICATIONS

European Perspectives on Discerning Research and Assessment: Sharpening Our Discourses, Shaping Our Paths

Christiane Donahue, Dartmouth College and Théodile (Université de Lille III)

Cabinets of Curiosity: The Assessment Coordinator's Curatorial Role

Scott Campbell, University of Connecticut

Dr. Strangemath or: How I Learned to Stop Worrying and Love Quantitative Analysis

Bradley Will, Fort Hays State University

H3 Presidents

LEARNING FROM OUR WORK: DIRECTING THE EVOLUTION OF THE WRITING PROGRAM

Critically Reflexive Writing Program Administration: Reworking Professionalism for Collective Action

Royal Bonde-Griggs, University of Wisconsin–Milwaukee

Writing Program at the Crossroads: How Did We Get Here?

Kimberly Drake, Scripps College

Who Owns ESL?

Amy Ferdinandt Stolley, Saint Xavier University

H4 Rotary

ON TRIUMPHS AND TURBULENCE: SHARING RESULTS FROM A GRANT-SPONSORED WPA PILOT PROGRAM

Andrea Muldoon, University of Wisconsin–Stout

Glenda Jones, University of Wisconsin–Stout

Mike Critchfield, University of Wisconsin–Stout

Kristin Risley, University of Wisconsin–Stout

Kevin Drzakowski, University of Wisconsin–Stout

H5 Northrop (MP)

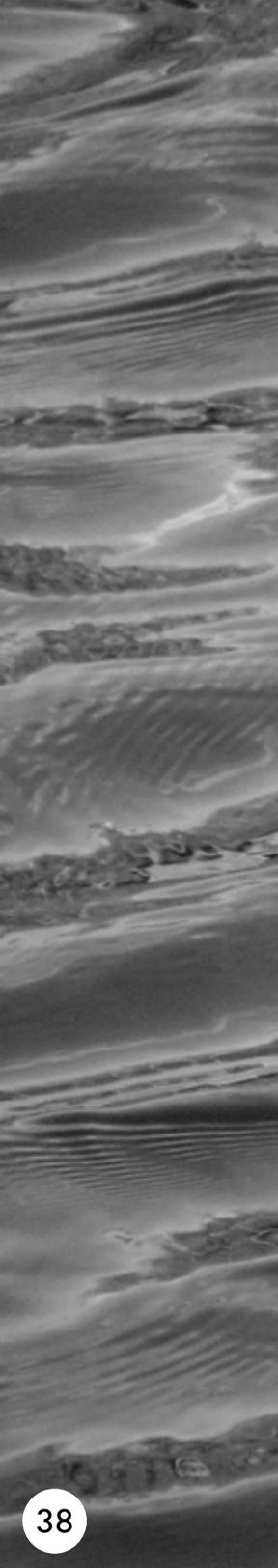
PREPARING FOR YOUR PROMOTION AND TENURE PROCESS

Joe Janangelo, Loyola University of Chicago

Duane Roen, Arizona State University

Shirley Rose, Arizona State University

David Schwalm, Arizona State University



H6 Faculty (Double session, continues to I6)

WAC+WID=WEC: WATCHING DEPARTMENTAL FACULTY DEFINE, INTEGRATE, AND ASSESS WRITING

Pamela Flash, University of Minnesota—Twin Cities

Becky Yust, University of Minnesota—Twin Cities

Linda Herrick, University of Minnesota—Twin Cities

Lisa Norling, University of Minnesota—Twin Cities

Will Durfee, University of Minnesota—Twin Cities

Audrey Appelsies, University of Minnesota—Twin Cities

H7 Nolte

RETHINKING READING IN COMPOSITION COURSES AND INSTRUCTION

**An Alternative to the Common Reading—The Common Denominator:
Riding the Subway to Inquiry**

Mark McBeth, John Jay College

Assessing Reading Improvement in Basic Writing

Holly Middleton, New Mexico Highlands University

**Print and Digital Literacy: Accountability Through a Reading Plank for the
WPA Outcomes Document**

Alice Horning, Oakland University

2:30–2:40 BREAK

2:45–4:00

I Sessions

I1 Regents

CREATING A WPA AFFILIATE AND WEBSITE

Charlie Lowe, Grand Valley State University/WPA

Eli Goldblatt, Temple University

I2 Alumni

**INTENDED AND UNINTENDED CONSEQUENCES: ASSESSING STUDENTS
AND THEIR WORK**

How I Learned to Love Rubrics... or at Least Distrust Them a Little Less

Brenda Helmbrecht, California Polytechnic State University, San Louis Obispo

Where are the Multilingual Students? A Survey of Placement Practices

Steven Accardi, Arizona State University

The Effects of Student-Created Graphic Stories on 7th Grade Student Writing

Dana Mitchell, SUNY Fredonia

I3 Presidents

PROGRAMMATIC PERSPECTIVES: A NEW SCHOLARLY JOURNAL FOR ADMINISTRATORS OF TECHNICAL COMMUNICATION PROGRAMS

Karla Saari Kitalong, Michigan Technological University

Laurence José, Michigan Technological University

K. Alex Ilyasova, University of Colorado at Colorado Springs

I4 Rotary

THE RIGHT CURRICULUM FOR THE RIGHT CONTEXT: DEVELOPING WRITERS

Establishing a Writing Curriculum at a Law Firm

Benjamin Opipari, Howrey, LLP

“You Must Make Your Own Map”: Exploring Ecomposition Theories and Practices

Stephanie Wade, Stony Brook Southampton

Diversifying Textbooks’ Instructive Discourses on Public Ethical Argument

Donna Scheidt, University of Michigan

I5 Coffman

HISTORICIZING AND ARCHIVING: MODELS OF COLLABORATION

Michael McCamley, University of Delaware

Halina Adams, University of Delaware

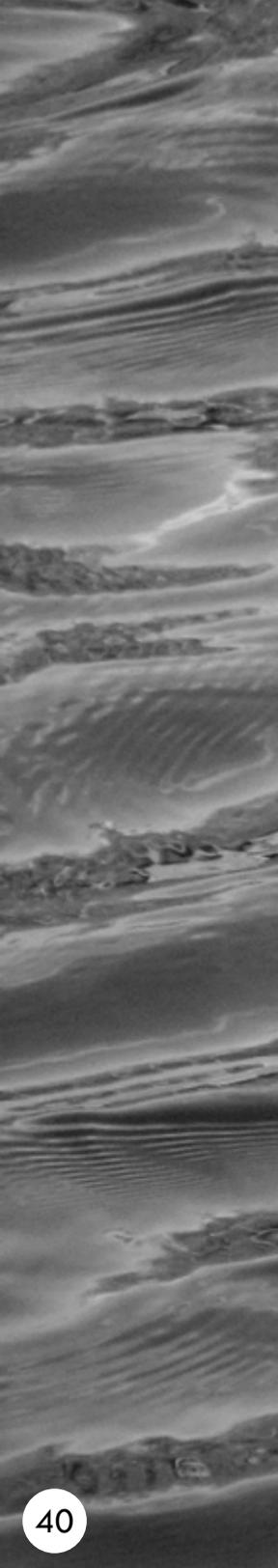
Jeff Conrad, University of Delaware

Sophia Harrison, University of Delaware

Elizabeth Keenan, University of Delaware

Brea McMillen, University of Delaware

Joseph Turner, University of Delaware



I6 Faculty (continued from H6)

WAC+WID=WEC: WATCHING DEPARTMENTAL FACULTY DEFINE, INTEGRATE, AND ASSESS WRITING

Pamela Flash, University of Minnesota—Twin Cities

Becky Yust, University of Minnesota—Twin Cities

Linda Herrick, University of Minnesota—Twin Cities

Lisa Norling, University of Minnesota—Twin Cities

Will Durfee, University of Minnesota—Twin Cities

Audrey Appelsies, University of Minnesota—Twin Cities

I7 Nolte

WRITING WITH NEW MEDIA: A LOCAL CONVERSATION WITH NATIONAL IMPLICATIONS

Sylwester Zabielski, Texas A&M—Commerce

Wade Thompson, Texas A&M—Commerce

JP Sloop, Texas A&M—Commerce

J'Non Whitlark and Joanna Thrift, Texas A&M—Commerce

Angela Kennedy, Texas A&M—Commerce

4:00–4:10 BREAK

4:15–5:30

J Sessions

J1 Regents

WRITING IN SECOND LIFE: OUR WORLD, OUR IMAGINATION

Craig Wheeler, Texas A&M—Commerce

Judy Ford, Texas A&M—Commerce

J2 Alumni

WPAS AND FACULTY DEVELOPMENT: BUILDING, EXPANDING, AND ASSESSING

Imagine a Fresh Start: Research-Based Best Practices and/or Organizing Without an Organization

Glenn Blalock, Our Lady of the Lake College

The WPA as Leader: An Exploration

Stephen Wilhoit, University of Dayton

What Difference Does It Make? The Relationship Between Faculty Development and Student Learning

Carol Rutz, Carleton College

J3 Presidents (MP)

MEET THE WPA EXECUTIVE BOARD

Chuck Paine, University of New Mexico

Duane Roen, Arizona State University

Brian Huot, Kent State University

Darsie Bowden, DePaul University

Barbara L'Eplattenier, University of Arkansas at Little Rock

Doug Downs, Montana State University

J4 Rotary

PERSPECTIVES ON TA PREPARATION

Professional Identities: When Writing TAs Are Not English Majors

Kimberly Harrison, Florida International University

Facing Frictions: Training Graduate Instructors in Feminist Pedagogy

Kathryn Navickas, Binghamton University

Every Textbook Should be Written (at Least in Part) by Graduate Students

Cory Holding and Jenica Roberts-Stanley, University of Illinois at Urbana-Champaign

J5 Coffman

DISCIPLINARY DIVERSITY, EXPERTISE, AND THE FUTURE OF THE WRITING PROGRAM

Interdisciplinary to the Core: The Corps of the George Washington University Writing Program

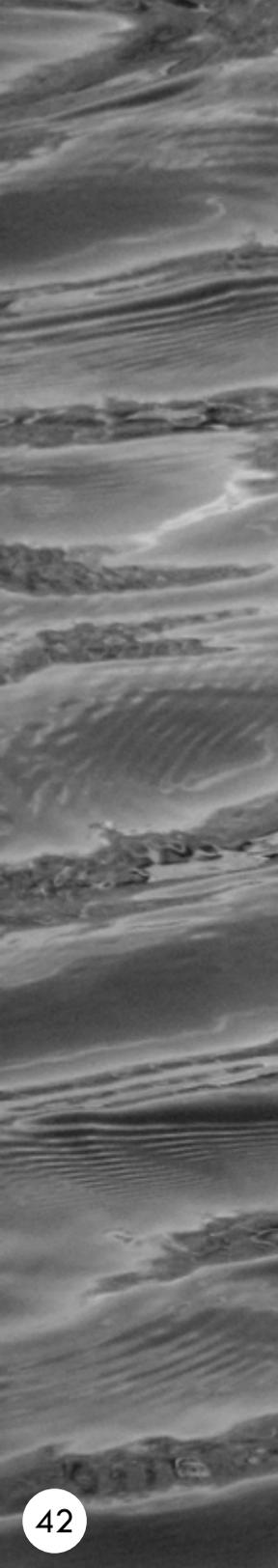
Christy Zink, George Washington University

Disciplinary Diversity, Writing Assessment, and Institutional Transformation

Derek Malone-France, George Washington University

Expertise and its Uses: The WPA and the Politics of Faculty Labor

Rachel Riedner, George Washington University



J6 Northrop

TOWARD A NEW DISCOURSE OF ACCOUNTABILITY: REFRAMING COMPOSITION AND CREATING FACULTY COLLABORATION THROUGH QUALITATIVE ASSESSMENT

A Bold Move: Reframing Composition Through Qualitative Assessment Design

Jeffrey Condran, Art Institute of Pittsburgh

Challenging Writing Program Assessment and Accountability: Theoretical Implications of Postmodern Qualitative Assessment

Krystia Nora, California University of Pennsylvania

No Longer a Spinning Satellite: Designing a Collaborative Faculty Community through Qualitative Assessment

Katie Talerico, Art Institute of Pittsburgh

Journey into Light: Developing Better Questions Together Through Qualitative Assessment

Karen Santelli, Art Institute of Pittsburgh

Another Fine Mess Assessment's Gotten Us Into: Inheriting the Goopy, Slimy, Delicious Mess of Qualitative Assessment

Marjorie Stewart, Art Institute of Pittsburgh

J7 Faculty

WARRIORS WRITING

Teaching Creative Writing to War Veterans

Laren McClung, New York University and the Veterans' Project

J8 Nolte

THE CITATION PROJECT: DEVELOPING INNOVATIVE CURRICULUM, PEDAGOGY, AND SCHOLARSHIP FROM RHIZOMATIC RESEARCH

We Won't Be Stampeded: Developing Researched Information to Counter Media Hysteria and Corporate Marketing

Rebecca Moore Howard, Syracuse University

Coming in From the Cold: Scholarly Formation Amid Faculty and Graduate Student Collaboration

Patricia Serviss, Syracuse University

New Programs, New Assessments

Kelly Kinney, Binghamton University

J9 Regents Foyer

MAKING AN AFFILIATE WEBSITE/USING THE WPA WEBSITE

Charlie Lowe, Grand Valley State University/WPA webmaster

WPA OUTING: DINNER IN LORING PARK/MINNEAPOLIS SCULPTURE GARDEN

5:45–6:15 pm

Buses leave from the West side of the Radisson (Harvard Street) for WPA Outing (Dinner in Loring Park/ Minneapolis Sculpture Garden)

Buses will return to Radisson from about 8:30–9:00 pm

Outing sponsored by



Sunday, July 19

BREAKFAST AND WPA TOWN HALL MEETING

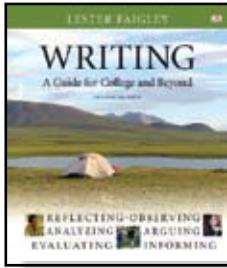
8:00–10:00 University Ballroom

EXECUTIVE BOARD MEETING (closed)

10:15 am–1:00 pm Presidents Room

NOW AVAILABLE from PEARSON

Rhetorics



WRITING: A Guide for College and Beyond, 2/e

Lester Faigley

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Brief and concise versions available

WRITING LOGICALLY, THINKING CRITICALLY, 6/e

Sheila Cooper & Rosemary Patton

9780205668564

THE ALLYN & BACON GUIDE TO WRITING, MLA Update Edition, 5/e

John D. Ramage, John C. Bean

& June Johnson

9780205741755

Brief and concise versions available

WRITING ARGUMENTS: A Rhetoric with Readings, 8/e

John D. Ramage, John C. Bean

& June Johnson

9780205648368

Brief and concise versions available

A BRIEF GUIDE TO WRITING ACADEMIC ARGUMENTS

Stephen Wilhoit

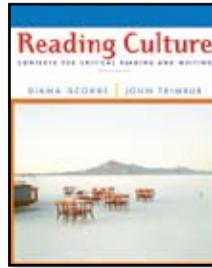
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PERSPECTIVES ON ARGUMENT, 6/e

Nancy V. Wood

9780205648979

Readers



READING CULTURE: Contexts for Critical Reading and Writing, 7/e

Diana George & John Trimbur

9780205688074

WHAT MATTERS IN AMERICA: Reading and Writing About Contemporary Culture, 2/e

Gary Goshgarian

9780205669226

THE READER

James C. McDonald

9780321355324

COMMON CULTURE: Reading and Writing About American Popular Culture, 6/e

Michael Petracca & Madeleine Sorapure

9780205645770

BEYOND WORDS: Cultural Texts for Reading and Writing, 2/e

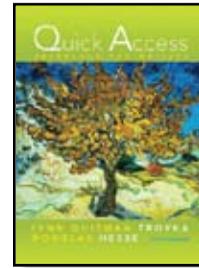
John Ruskiewicz, Daniel Anderson

& Christy Friend

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FOR MORE INFORMATION, please stop by the Pearson booth, visit www.pearsonhighered.com/english, or contact your local Pearson Publisher's Representative at www.pearsonhighered.com/replocator

Handbooks



QUICK ACCESS REFERENCE FOR WRITERS, 6/e

Lynn Quitman Troyka & Douglas Hesse

9780205664818

THE LITTLE, BROWN COMPACT HANDBOOK, 7/e

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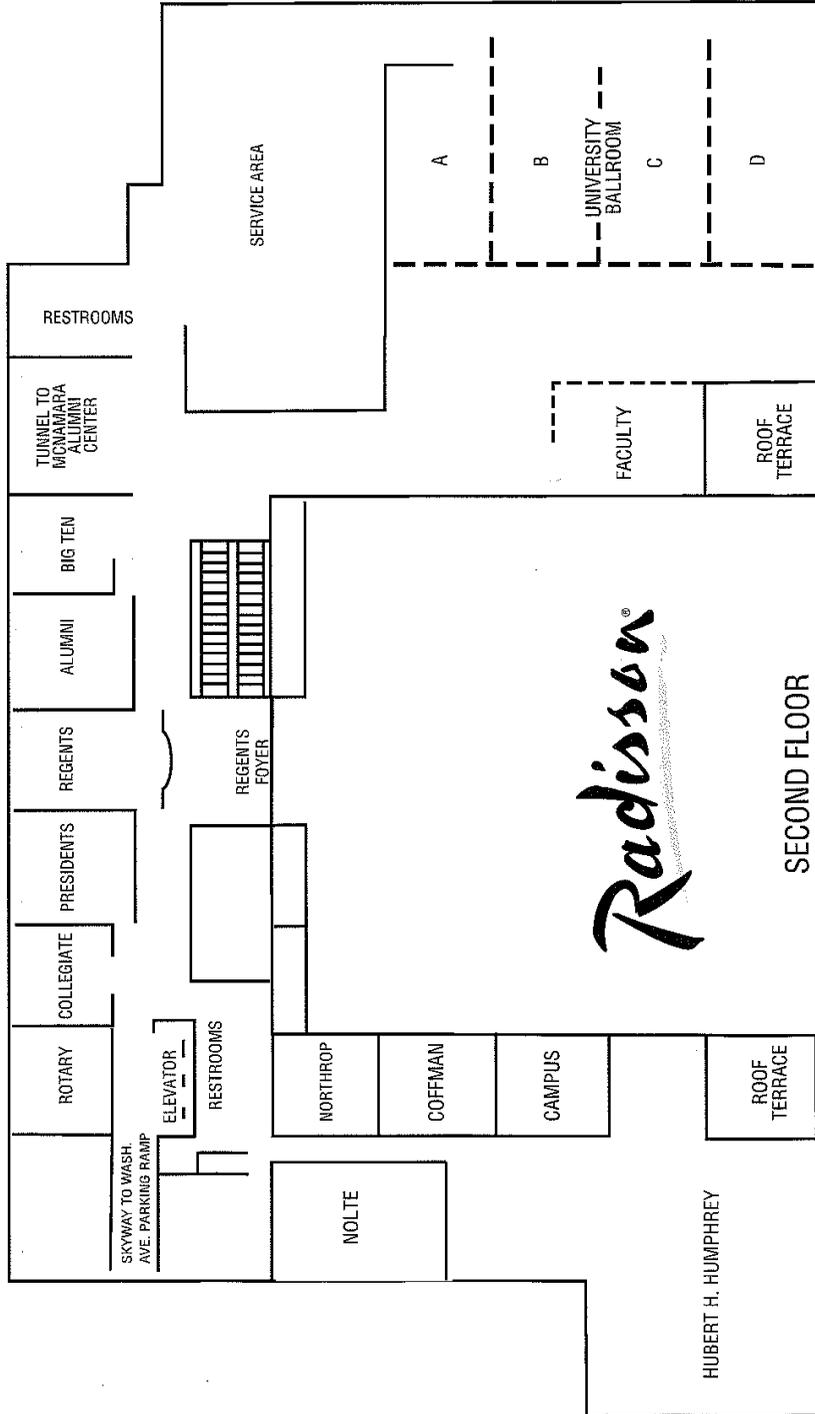
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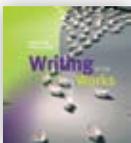
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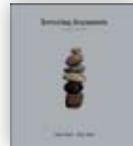


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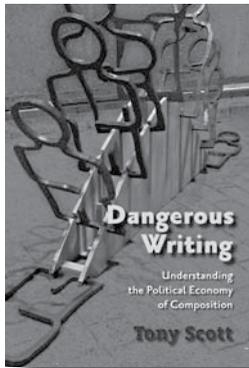
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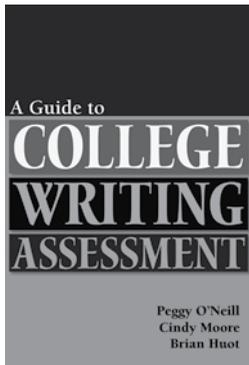
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Index of Participants

A

Accardi, Steven 39
Adams, Halina 39
Adams, Peter 27
Adler-Kassner, Linda 26, 29, 33
Anderson, Paul 27, 29, 35
Anson, Chris 27, 29
Appelsies, Audrey 38, 40
Artman, Margaret 22

B

Bankston, Zachary 21, 24
Behm, Nicholas 26
Benz, Brad 28
Berglie, Laurie 27
Bever, Sandra Weinstein 21
Bilia, Angela 30
Bizup, Joe 31
Blalock, Glenn 33, 34, 36, 40
Blon, Noah 36
Bolstad, Teresa 32
Bonde-Griggs, Royal 37
Bowden, Darsie 26, 41
Brunk-Chavez, Beth 35
Bryant, Lizbeth 33
Burnes, Patricia 26

C

Campbell, Scott 36
Carter, Shannon 33, 34
Colombini, Crystal 21, 23
Comer, Denise 28
Conrad, Jeff 39
Cordaro, Danielle 26
Cover, Jennifer 30
Coxwell-Teague, Deborah 28
Craig, Collin 31
Critchfield, Mike 37

D

DeJoy, Nancy C. 31
Delli Carpini, Dominic 26, 30, 33, 34
Detweiler, Jane 21, 23
Dew, Debra Frank 21, 33
Dickson, Foster 36
Dilger, Bradley 34
Donahue, Christiane 36
Dowell, Matthew 28
Downs, Doug 41
Drake, Kimberly 37
Dryer, Dylan 26
Drzakowski, Kevin 37
Durfee, Will 38, 40

E

Elder, Cristyn 32
Eliason, John 26
Estrem, Heidi 29, 31

F

Flash, Pamela 38, 40
Ford, Judy 40
Fox, Regina Clemens 28
Friedrich, Tom 23
Frisicaro-Pawlowski, Erica 22

G

Galín, Jeffrey 30
Gardner, Clinton 23
Gilles, Roger 30, 35
Goldblatt, Eli 26, 29, 38
Grady, Maura 24
Gravener, John 33
Gruner, Elliot 21
Gurak, Laura 31

H

Halbritter, Bump 36
Haley, Jennifer 34



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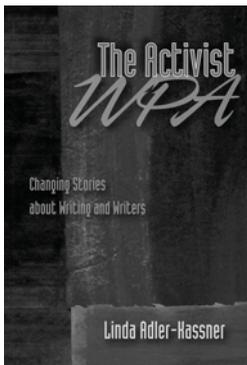
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Hallbritter, Bump 33
Hargrave, Katona 27
Harned, Jon 29
Harrison, Kimberly 41
Harrison, Sophia 39
Helmbrecht, Brenda 38
Herrick, Linda 38, 40
Hesse, Doug 23
Hilgers, Thomas 32
Holding, Cory 41
Horning, Alice 33, 38
Hoy, Pat C. 32
Hulst, Craig 30
Hunzer, Kathleen 22
Huot, Brian 25, 41

I

Ianetta, Melissa 29
Ilyasova, K. Alex 39

J

Jamsen, Kirsten 23
Janangelo, Joe 22, 24, 29, 37
Jernquist, Kathleen 30
Johnson, Patrick 35
Johnson-Shull, Lisa 35
Johnson, Tristan 36
Jones, Glenda 37
José, Laurence 39
Juarez, Marissa 34
Juergensmeyer, Erik 28

K

Keenan, Elizabeth 39
Kennedy, Angela 40
Kitalong, Karla Saari 39

L

Lei, Elizabeth Vander 29
L'Eplattenier, Barbara 25, 35, 41
Lessner, Steven T. 31
Lowe, Charlie 23, 27, 38
Lowry, Margaret 28

Lynne, Patricia 35

M

Macauley, William 28
Maid, Barry 35
Malone-France, Derek 41
Marquard, David 21, 24
Martinson, Deborah 24
Matzen, Rich 34
McBeth, Mark 38
McCamley, Michael 39
McClung, Laren 42
McClure-Baker, Sheri 28
McClure, Randall 28
McMillen, Brea 39
Merys, Gina M. 24
Meyers, John 35
Meyers, Susan 23
Middleton, Holly 38
Miles, Casey 36
Mitchell, Dana 39
Moller, Marilyn 28
Monge, Robert 22
Morris, Karen Bishop 33
Mulally, Dauvan 30
Muldoon, Andrea 37
Mullen, Mark 28

N

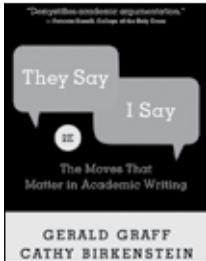
Navickas, Kathryn 41
Nicolas, Melissa 24
Norling, Lisa 38, 40

O

Olsen, Leslie 29
O'Neill, Peggy 24
Opipari, Benjamin 39

P

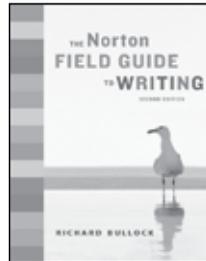
Paine, Chuck 25, 27, 41
Peckham, Irvin 33
Perryman-Clark, Staci 31
Perry, Nancy 35
Peters, Brad 33
Peters, K.J. 24



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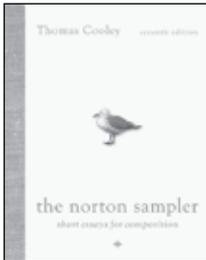
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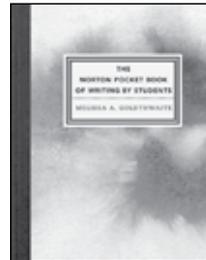
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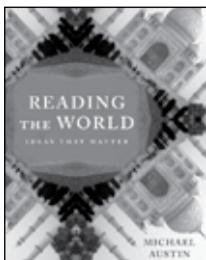
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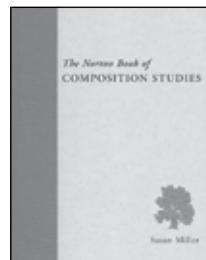
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SUSAN MILLER

Pettipiece, Deirdre 25

R

Reid, E Shelley 29

Rice, Jeff 34

Richardson, Adele 25

Riedner, Rachel 41

Risley, Kristin 37

Ritter, Anne 35

Ritter, Kelly 34

Roach, Stephanie 30

Roberts-Stanley, Jenica 41

Roen, Duane 22, 26, 37, 41

Rose, Jeanne Marie 26

Rosenberg, Michael 35

Rose, Shirley 37

Rutz, Carol 41

Ryan, Kate 29

S

Scheidt, Donna 39

Schendel, Ellen 35

Schoen, Megan 32

Schwalm, David 37

Shaw, Patrick 22

Shiflet, E. Stone 29

Sloop, JP 40

Soven, Margot 25

Stolley, Amy Ferdinandt 37

Stott, Jocelyn 30

Sunstein, Bonnie 23

Sura, Tom 26

T

Thompson, Wade 40

Thoune, Darci 24

Thrift, Joanna 36, 40

Turner, Joseph 39

V

Vanthornout, Lauren 35

W

Wade, Stephanie 39

Walcher, Sheldon 35

Wardle, Elizabeth 25

Warnock, Scott 22, 26

Weaver, Deborah 25

Wells, Jaclyn 26, 32

Werden, Leslie 31

Wheeler, Craig 40

Whitlark, J'Non 36, 40

Wiant, Fredel M. 21

Wilhoit, Stephen 40

Will, Bradley 37

Wingard, Joel 26, 33

Woodruff, Jessica 32

Y

Yancey, Kathleen Blake 25, 31

Yust, Becky 38, 40

Z

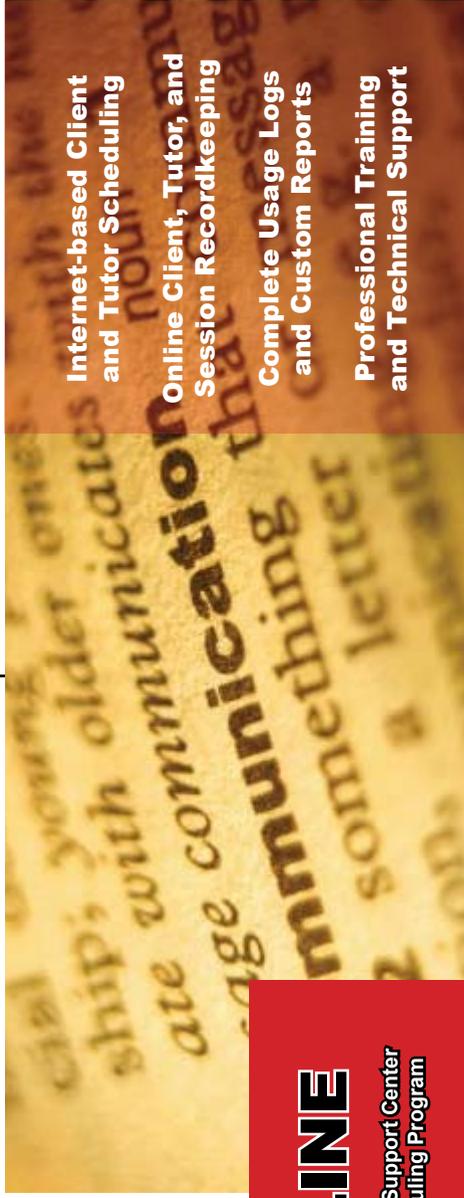
Zabielski, Sylwester 40

Zink, Christy 41

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The National Gallery of Writing (<http://galleryofwriting.org/>), created by NCTE, will be a widely-publicized effort to demonstrate what, when, why and how people write.

WPA members and friends know that college and university writing programs connect writing teachers, researchers, and students by providing innovative, informed, visible writing instruction throughout students' college studies.

We invite submissions that demonstrate how our writing programs make for effective writing (and writers) for the WPA Wing of the National Gallery. Contributions can include products that demonstrate the value of a writing program; existing documents used within the program; new documents created expressly for submission to the Gallery; or personal reflections.

Contributions to the NGoW are limited to 10 MB, and are limited to one per email address.

Want to learn more about NGoW or Work on a Submission for the WPA Wing? Attend...

- “Reading” American Writing: Contests, Contexts, Contestations and the National Day on Writing from 8:30–9:45 on Friday (A7 Nolte)
- Preparing a Submission for the WPA wing of the NGoW from 4:15–5:30 Friday (E6 Northrop)

Want to contribute to the WPA wing of the NGoW?

Make contributions to the WPA Gallery through the National Gallery website (<http://www.galleryofwriting.org/>). Click on “Contribute My Writing,” register for an account, and follow the prompts. You will be prompted to select a Gallery for your contribution; choose “Council of Writing Program Administrators” and upload your file.

Submissions to the WPA Gallery will, per NCTE policy, be reviewed by the gallery curators. Submissions will become visible when NCTE unveils the National Gallery of Writing to the public on October 20, 2009, the National Day on Writing.

For questions, contact Doug Downs, NDoW lead curator, at downs@english.montana.edu or 406-994-5193.

