

DRAFT

**Keeping on Track:
Looking Back, Looking Forward,
Looking Out for New Opportunities**

**Council of
Writing Program Administrators'
21st Summer Conference**

**Chattanooga Choo Choo
Hotel and Convention Center
Chattanooga, Tennessee
July 13-16, 2006**

**Council of Writing Program Administrators'
Summer Conference
July 13-16, 2006
Chattanooga, Tennessee**

<http://wpacouncil.org>

Conference Program Committee

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Dominic Delli Carpini, York College of Pennsylvania
James Inman, University of Tennessee at Chattanooga
Lauren Ingraham, University of Tennessee at Chattanooga

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Workshop Leaders, July 9-12

Lauren Fitzgerald, Yeshiva University
Greg Glau, Arizona State University

Assessment Institute Leaders, July 13

Elizabeth Clark, LaGuardia Community College/CUNY
Kathleen Blake Yancey, Florida State University
Michael Day, Northern Illinois University

Technology Institute Leaders, July 13

Darsie Bowden, DePaul University
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Special Thanks

University of Tennessee at Chattanooga, especially:
Herb Burhenn, Acting Provost
Verbie Prevost, English Department Head
Heather Grothe, English Department Secretary
Andy Novobilski, Computer Science Department Head
Terry Hunt, Media Resources
Student Microcomputer Lab staff

Additionally:

David Blakesley, Purdue University, Digital WPA
Charlie Lowe, Purdue University, Digital WPA
Jonikka Charlton, University of Texas - Pan American
Jill Jordan, Purdue University
Joy Nolan and Lynn Casey, Chattanooga Choo Choo
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Plenary Speakers



Jacqueline Jones Royster is Professor of English and Executive Dean of the College of Arts and Sciences at Ohio State University. Former Chair of the CCCC, she has won the MLA Mina P. Shaughnessy Prize for Best Book in the Teaching of English and the Braddock Award for best article in *College Composition and Communication* in 2001. In her plenary talk focused on “Looking Back,” Royster will reflect on her work as a WPA at Spelman College in the early years of her career in a talk titled “Looking Back to Look Forward: Lessons Hopefully Learned.”



Chris M. Anson is Professor of English and Director of the Campus Writing and Speaking Program at North Carolina State University. He has served on the NCTE Board of Directors, the CCCC Executive Committee and numerous other committees for the CCCC, and was program co-chair of the NCTE Global Conference on Language and Literacy (Utrecht, Netherlands, 2000). As the Immediate Past President of the Council of Writing Program Administrators, Anson will speak on “Looking Forward” as WPAs individually and collectively in his talk, “The Intelligent Design of Writing Programs: Reliance on Belief or a Future of Evidence?”



Pamela B. Childers is the Caldwell Chair of Composition at the McCallie School in Chattanooga and a member of the graduate faculty at Lesley University. An active member of NCTE, MLA, and other professional organizations, she is currently serving on the Executive Board of the International Writing Centers Association. Childers has published widely on Writing Centers and Writing Across the Curriculum in Secondary Schools and is a frequent consultant and workshop leader. Her talk, “How Can We Know the Dancer From the Dance?: Realities and Visions for Secondary/Post-secondary Writing Programs,” will address the conference theme of “Looking Out for New Opportunities.”

President’s Welcome

Welcome to the 21st WPA Summer Conference!

Lauren Ingraham and her colleagues at the University of Tennessee Chattanooga have worked for over a year to make our celebration of the conference’s 20th anniversary an intellectually stimulating and fun experience. Our conference theme “Keeping on Track: Looking Back, Looking Forward, and Looking Out for New Opportunities” acknowledges the significance of our conference site, the Chattanooga Choo Choo Holiday Inn, and nearby Lookout Mountain, as well as our organization’s own history.

Our plenary speakers will be taking up that theme, and we have a full schedule of concurrent panels and roundtables. In addition, several sessions on Friday and Saturday offer professional development, another cluster of sessions are set aside for working meetings of groups devoted to initiatives of interest to WPAs, and another set of sessions feature CWPA activities. Saturday’s offerings include a double strand of sessions featuring Secondary/Post-Secondary CrossTalks between writing program leaders in high schools and colleges.

In keeping with our traditions, the conference will close with the Sunday morning Town Hall Meeting, our collective discussion of ways to work together in the best interests of our writing programs. Many of you will recognize initiatives suggested at last year’s meeting that are already well underway as part of this year’s conference program. We’ll have a great time together over the next few days. Please assist Colin Charlton as he experiments with audio documentation to help us make a record of the experience.

I hope to have a chance to talk with each of you sometime during the conference. Though our program is packed, please be sure to take time to enjoy Chattanooga while you’re here, and make time to say thanks to our Local Committee.

Best wishes,

Shirley K Rose

Program Overview

Thursday, July 13

- 2:00-5:00 pm Conference Check In, Dome Lobby
- 5:00-6:00 pm Orientation and Welcome Reception, Imperial Ballroom
Sponsored by Bedford/St. Martin's
- 6:00-7:00 pm Plenary Session, Jacqueline Jones Royster, Centennial Theatre

Friday, July 14

- 7:00-8:30 am Breakfast Buffet, Imperial Ballroom
- 8:30-9:30 am Plenary Session, Chris Anson, Centennial Theatre
- 9:30am-4:30pm Exhibits Open, Imperial Ballroom
- 9:30-10:15 am Plenary Discussion Groups and Break, Imperial Ballroom
- 10:15-11:30 am Concurrent Sessions A
- 11:30-12:30 Lunch Buffet, Imperial Ballroom
- 12:30-1:45 pm Concurrent Sessions B
- 1:45-2:00 pm Break, Imperial Ballroom
- 2:00-3:15 pm Concurrent Sessions C
- 3:30-5:30 pm Concurrent Sessions D
- 5:30-6:00 pm Longman Cocktail Time, Imperial Ballroom Foyer
- 6:00-7:30 pm Banquet, Imperial Ballroom
- 7:30-9:30 pm Executive Board Meeting, Crystal Room
(open to all CWPA members 7:30-8:30 pm)
- 7:30-8:00 pm Shuttles Depart for Optional Outing to Incline Railway,
Dome Lobby

Program Overview, continued

Saturday, July 15

- 7:00-8:30 am Breakfast Buffet, Imperial Ballroom
- 8:30-9:30 am Plenary Session, Pamela Childers, Centennial Theatre
- 9:30am-4:30pm Exhibits Open, Imperial Ballroom
- 9:30-10:15 am Plenary Discussion Groups and Break, Imperial Ballroom
- 10:15-11:30 am Concurrent Sessions E
- 11:30-1:00 Lunch, Imperial Ballroom
- 1:00-2:15 Concurrent Sessions F
- 2:15-2:30 Break, Imperial Ballroom
- 2:30-4:30 pm Concurrent Sessions G
- 4:30-5:30 pm Concurrent Meetings H
- 5:30-8:00 pm Outing to Tennessee Aquarium, Sponsored by Prentice Hall
Catch the CARTA Electric Shuttle next door to the Choo Choo at your leisure, but enter the Aquarium by 8:00. Dinner on your own.

Sunday, July 16

- 8:00-10:00 Breakfast Buffet and Town Hall Meeting to Close Conference,
Imperial Ballroom
- 10:00-1:00 Executive Board Meeting, Crystal Room

Thursday, July 13

- 2:00-5:00 pm Check in, Dome Lobby
- 5:00-6:00 pm Orientation and Welcome Reception, Imperial Ballroom
Sponsored by Bedford/St. Martin's
- 6:00-7:00 pm Plenary Session, Centennial Theatre
Jacqueline Jones Royster, The Ohio State University
"Looking Back to Look Forward: Lessons Hopefully Learned"
- 7:00 pm Dinner on Your Own. Gather in the Dome Lobby to make plans and share rides.

Friday, July 14

- 7:00-8:30 am Breakfast Buffet, Imperial Ballroom
- 8:30-9:30 am Plenary Session, Centennial Theatre
Chris Anson, North Carolina State University
"The Intelligent Design of Writing Programs:
Reliance on Belief or a Future of Evidence?"
- 9:30am-4:30pm Exhibits Open, Imperial Ballroom
- 9:30-10:15 am Plenary Discussion Groups and Break, Imperial Ballroom

A Sessions: Friday, July 14, 10:15-11:30 am

- A1 *It's Not Your Grandfather's WPA: Future Directions for WPA***
Town Hall Theatre
- As a follow-up to the morning's plenary talk, this session will be devoted to brainstorming ideas and strategies for the future work of the Council of Writing Program Administrators.
- Joe Janangelo, Loyola University of Chicago, CWPA Vice-President
- A2 *WPA Professional Development Focus: The JIL, Position Descriptions, and the Job Itself: How to Unpack What a Job Ad Describes***
Finley Lecture Hall
- This fishbowl session focuses on interpreting position advertisements, particularly those for WPA responsibilities.

Greg Colomb, University of Virginia
Kathleen Blake Yancey, Florida State University

- A3 *Coming Into My House: TAs-as-WPAs Who Move Up, Move Out, or Stay Home***
American Train Car

This panel seeks to examine professional assumptions about TAs-as-WPAs and the complexity of program ownership from three different, yet intersecting perspectives.

Stephanie Roach, University of Michigan-Flint
Laurie JC Cella, University of Connecticut-Storrs
Becky Caouette, University of Connecticut-Storrs

- A4 *Enacting Feminist Pragmatism as an Art of Writing Program Administration***
Roosevelt Room

Leaders of this interactive roundtable extend Donald Bushman's discussion of WPAs as pragmatists to WPAs as feminist pragmatists by inviting practicing and veteran WPAs to share their perspectives on how notions of power, gender, dissensus, and resistance shape their roles.

Rebecca Jones, University of Tennessee at Chattanooga
Kate Ryan, University of Montana
Tarez Graban, Purdue University

- A5 *Who's Conducting This Train, Anyway? Professional Development Revisions in a Department in Flux***
Gallery AC

Through sample syllabi, project descriptions and student projects, speakers convey how a newly-created PhD and the hiring of two WPAs specifically trained in composition impacted the professional development of Teaching Assistants.

Allison Smith, Middle Tennessee State University
Trixie Smith, Middle Tennessee State University
Gwendolyn Hale, Fisk University

- A6 *Bringing Rhetoric Back on Board: Toward an Inquiry-Based FYC Curriculum***
Crystal Room

This roundtable describes an FYC program's curricular revisions and movement from a composition/literature sequence to one focused on rhetoric and inquiry. Presenters will examine the institutional context for and process of implementing

curricular changes and the challenges that lie ahead for developing pedagogical resources and continuing faculty development.

Mary Jo Reiff, University of Tennessee
Jenn Fishman, University of Tennessee
Jessica Abernathy, University of Tennessee
Casie Fedukovic, University of Tennessee
Bill Hardwig, University of Tennessee
Christopher Kilgore, University of Tennessee
Misty Krueger, University of Tennessee
Catherine Phillips, University of Tennessee
Anis Bawarshi, University of Washington

A7 International Perspectives on Writing Program Administration

Gallery BD

“WPAing Down under: An Expatriate's Tale”
Susan Thomas, University of Sydney, Australia

This paper will discuss the history of the first composition/rhetoric program in Australia at the University of Sydney. ENGL1000 was introduced in 2004 and has grown from 40 to 600 students per year. An interdisciplinary writing major, also the first of its kind in Australia, will be launched in 2008.

“Looking Outward: WPA Work in International Context”
Tiane Donahue, University of Maine-Farmington

New opportunities for thinking about WPA work and research are arising out of cross-cultural exchange. That exchange, however, can be fundamentally powerful or disappointingly flat, depending on participants' understandings of different meanings for apparently shared terms in theory and practice.

A8 After Declarations of Independence: Keeping on Track

Directors Room

After independent writing programs are established, various disciplinary and institutional constraints may threaten their development. For administrators contemplating or pursuing independence, WPAs from four independent programs will facilitate a roundtable discussion of obstacles that programs have encountered and administrative strategies for clearing obstructions, maintaining momentum, and strengthening writing programs' independence.

Gary Sue Goodman, University of California, Davis
Rebecca Moore Howard, Syracuse University
Barry Maid, Arizona State University
Peggy O'Neill, Loyola College of Maryland

Lunch, 11:30 am-12:30 pm, Imperial Ballroom

B Sessions: Friday, July 14, 12:30-1:45 pm

B1 Professional Development Focus: Administering from a Point of Principle

Roosevelt Room

What does it mean to work from a point of principle? Panelists on this interactive roundtable take up this question, provide brief examples of WPA initiatives underscored by their principles, and then invite panel participants to reflect on their own principles and brainstorm projects that reflect them.

Linda Adler-Kassner, Eastern Michigan University
Eli Goldblatt, Temple University

B2 Extending the Track: Providing New Opportunities for “Basic Writers” in First-Year Composition

Directors Room

This roundtable considers a four-semester pilot mainstreaming study of “basic writers” from a variety of perspectives. Presenters draw on their experiences in arguing for, designing, implementing, and teaching in this project in a large urban research university to rethink and retrack institutional histories and writing program possibilities.

Dylan Dryer, University of Wisconsin-Milwaukee
Casey Gerhart, University of Wisconsin-Milwaukee
Elizabeth Neiman, University of Wisconsin-Milwaukee
Katie Malcolm, University of Wisconsin-Milwaukee
Lisa Riecks, University of Wisconsin-Milwaukee

B3 Demonstrating an Instructional DVD for Oral Presentations

Gallery AC

To prepare students for common verbal-communication tasks in the workplace as well as academic settings, the Communication Across the Curriculum program at IIT has developed a DVD to present instructional modules about oral presentations. The DVD is available to students in communication-intensive courses and is distributed by the Writing Center.

Glenn Broadhead, Illinois Institute of Technology
Patty Johnson-Winston, Illinois Institute of Technology

B4 Ways of Looking at the Role of Writing Program Administrator

Town Hall Theatre

“The WPA as *Vir Bonus*”

Jonikka Charlton, University of Texas – Pan American

This presentation examines intersections between Quintilian’s idea of the *vir bonus*, the “good man speaking well,” and Richard Miller’s notion of the WPA as a “good” intellectual-bureaucrat.

“Collaborative Writing Administration as Intellectual Inquiry”

Lynne Lewis Gaillet, Georgia State University

Collaborative administration has the capability to move writing programs away from a primary identity as a coordinator of service courses and toward a new type of institutional system that is viewed as the intellectual inquiry it is.

“Toward a Praxis-Based Model of Graduate WPA Research, or ‘We Read About You in Class Today’”

Amy Ferdinandt Stolley, Purdue University

This project aims to solidify the often shaky ground on which GWPAs stand by proposing and illustrating a praxis-based model for research into GWPA issues.

B5 Perspectives on the Professional Development of Writing Teachers, Part 1

Crystal Room

“Promoting Peer Mentoring for the Professional Development of Writing Instructors”

Kristen Seas and Alexis Ramsey, Purdue University

Drawing on research we conducted at our university on writing instructors’ interest in pedagogical support beyond formal mentoring, we describe the development of a collaborative online network as a peer mentoring resource.

“We Teach What We Think: The Influence of Instructors’ Conceptions of Writing on What Students Learn”

Doug Downs, Utah Valley State College

WPA scholarship tends to overlook the impact of writing instructors’ conceptions of writing on actual, delivered curricula. What instructors imagine to be the nature of writing influences their interpretation of program curricula in ways that can undermine the program if not addressed.

“Stats, Lies, and Video Tape: Developing Tutor Strengths in Writing Center Staff Development”

Adrien Lowery, Azusa Pacific University

This presentation will discuss examples of several reflective staff development exercises for student/peer tutors in a Writing Center, including video taped sessions, written responses to institutional mission statements, and on-line personality strengths testing.

Respondent: Toni Glover, University of Scranton

B6 Perspectives on Writing Program Administration in the Digital Age, Part 1

Finley Lecture Hall

“A Non-Geek’s Guide to Running a New Media Writing Program”

Carrie Leverenz, Texas Christian University

I explore the challenges of developing a new media writing program based on an emergence model that depends on the accumulation of technology expertise within a group.

“The Impact of Some New Technologies and Information Literacy on Writing Programs”

Douglas King, Gannon University

This presentation explores the effects of the use of imbedded written and audio comments on students and on writing program staff.

B7 Re-Envisioning Institutional Relationships of Writing Programs

Gallery BD

“Front and Center: Writing Centers as the ‘Face’ of Writing Programs”

William Macauley, College of Wooster

Writing programs can express their intentions more efficiently through direct work with writing centers. As budgets shrink and institutions demand more bang for their bucks, writing programs and centers can work more deliberately toward their mutual benefit.

“A Dialectic Between Community and Academic Literacies”

Michael Moore, Michigan Technological University

In this presentation I discuss the methodologies that have emerged during the past 25 years of community-literacy research with the goal of seeing those methodologies as a productive dialectic between community literacy and academic literacy.

Respondent: Raul Sanchez, University of Florida

Break, 1:45-2:00 pm, Imperial Ballroom

C Sessions: Friday, July 14, 2:00-3:15 pm

C1 The CompFAQs WIKI: What, Why, How, and Why Not?

Finley Lecture Hall

This panel offers a hands-on demonstration of CompFAQs, a Wiki site meant to be a space for collaborating on answers to questions writing teachers and administrators of writing programs pose regularly. The site features topics in college composition that repeatedly attract questions even though a substantial body of answers is available.

Glenn Blaylock, Texas A&M-Corpus Christi
Rich Haswell, Texas A&M-Corpus Christi

C2 *It's Not Your Grandfather's WPA: Beyond the Statement on Intellectual Work: Notes Toward a (CWPA) Peer-Review Process for WPAs*

Roosevelt Room

In this brainstorming session, we will present, and solicit from the audience, suggestions for a potential CWPA initiative to design guidelines for and support a three step process—more standardized than ad-hoc reviews, less demanding than Consultant Evaluator visits— to build on the Intellectual Work statement in evaluating (especially pre-tenure) WPAs.

E. Shelley Reid, George Mason University
Robert Schweigler, University of Rhode Island
Respondent: Doug Hesse, University of Denver

C3 Managing Plagiarism Hysteria

Town Hall Theatre

Though the news is filled with stories about plagiarism that describe quick-fix, non-pedagogical solutions and college administrators sometimes make decisions about plagiarism prevention without consulting the writing program, we outline ways for WPAs to articulate matters of student textuality and enact activist roles.

“Institutional Plagiarism Hysteria: The Issues”
Rebecca Moore Howard, Syracuse University

“WAC Contexts for Plagiarism Activism”
Sandra Jamieson, Drew University

“Off-shore WPA: Rhetorical Intervention on Overseas Satellite Campuses”
Brooke Hessler, Oklahoma City University

“Activism Inside and Outside the Institution”

Linda Adler-Kassner, Eastern Michigan University

C4 What's the WPA Role When Writing Teachers Aren't Graduate Students? Gallery AC

In institutions where FYC instructors are not graduate students but full-time faculty or lecturers with continuing appointments, the work and role(s) of WPAs differ from the naturalized WPA our scholarship presents. This roundtable will address the ways in which work in such settings contributes to WPA scholarship.

“Supporting Careers: WPA Work with Continuing Adjuncts”
Margaret Marshall, University of Miami

“Whose Field Is It? The Move from English Faculty to Ones from Other Disciplines”
Tiane Donahue, University of Maine-Farmington

“Autonomous Faculty Teaching FYC--Can the Center Hold?”
Lynne Rhodes, University of South Carolina-Aiken

“Long-Term Instructors, New WPA: Negotiating Authority and Respect During a Time of Change”
Michelle Sidler, Auburn University

“The WPA Role in a School that Takes Pride in its Tenured FYC Faculty”
Karen Welch, University of Wisconsin-Eau Claire

“The WPA's Role When Writing Teachers Aren't Graduate Students”
Elaine Fredericksen, University of Texas-El Paso

C5 Outside Views of First Year Writing and Implications for Teacher Training American Car

We address the question of teacher training from the extra-disciplinary perspectives of class, genre theory, faith, and technology.

“Class and First Year Writing”
David Marquard, Henry Ford Community College

“Disciplinary Perspectives on First Year Writing”
Sarah Perrault, University of Nevada-Reno

“Religion and First Year Writing”
Adam Hazlett, University of Nevada-Reno

“Technological Literacy in First Year Writing Teacher Training”
Jay Steichmann, Michigan State University

C6 Perspectives on Writing Program Administration in the Digital Age, Part 2

Directors Room

“The Blog: A ‘Bridging Genre’ for Writing Program Communication”

Jay Gordon, Youngstown State University

This presentation reports on the use of a composition program blog as what Herring *et al* call a *bridging genre*, a hybrid of web site and discussion forum.

“The Cave and the Blog: Real and Virtual Communities for New Teachers of Writing”

Barclay Barrios, Florida Atlantic University

This paper examines the potential of blogging in new teacher training, and more specifically argues that blogs cannot replace physical spaces of community, but can supplement those spaces in creating networks of support for new GTAs.

C7 Historical Perspectives on Writing Program Administration

Crystal Room

“Revisiting Kuhn: Paradigms, Disciplinarity, and Writing Program Administration”

Marty Patton, University of Missouri

This presentation reviews Kuhn’s model of scientific revolutions, reviews some of the controversy surrounding the model, and raises questions about potential implications of the model for writing program administration.

“Looking to the Past, Learning for the Future: Models of WPA Work and Creating a Lasting History”

Barbara L’Eplattenier, University of Arkansas-Little Rock

Lisa Mastrangelo, College of St. Elizabeth

This presentation presents historical examples of writing programs that decline after a charismatic WPA leaves the institution and offers suggestions for building a model of WPA programmatic development grounded in institutional structures rather than charismatic leadership.

“Founders of This Course: Early CUNY WPAs”

Mark McBeth, John Jay College of Criminal Justice/CUNY

Drawing upon archives and administrative documents, this presentation investigates how early intellectual-bureaucrats such as Kenneth Bruffee and Mina Shaughnessy coordinated innovative writing programming.

C8 Graduate Student Perspectives on Writing Program Administration

Gallery BD

Positions in the writing program and writing center, and experience in multiple writing programs, have offered these prospective WPAs a valuable awareness that they treat as scholarship in this presentation.

“Starting in the Dark: Learning Theory and Practice in a Graduate Administrative Assistantship”

Andy Bouelle, University of Nevada-Reno

“From the Inside Looking Out: A Graduate Student’s Perspective on Prescriptive Curriculums vs. Pedagogical Freedom”

Tiffany Threatt, University of Nevada-Reno

“The Strangeness of the GWPA or, How I Learned to Stop Worrying and Love Marginality”

Marc Pietrzykowski, Georgia State University

D Sessions: Friday, July 14, 3:30-5:30 pm

D1 *It’s Not Your Grandfather’s WPA: The WPA Outcomes Statement and Digital Technologies: Reviewing Suggestions for a Technology Plank*

Finley Lecture Hall

This session is devoted to continuing discussion and collective work on issues in addressing digital technologies in the WPA Outcomes Statement.

Kathleen Blake Yancey, Florida State University

Irvin Peckham, Louisiana State University

D2 *It’s Not Your Grandfather’s WPA: Writing for WPA, the Journal*

Town Hall Theatre

This workshop is open to anyone interested in publishing work in the WPA journal.

Greg Glau, Arizona State University

Duane Roen, Arizona State University

Barry Maid, Arizona State University

D3 Brainstorming on Possible Designs and Questions for a National College Admission Writing Test Developed by Writing Professionals
Roosevelt Room

This workshop is open to anyone interested in discussing design issues in developing a national college admission writing test.

Les Perelman, Massachusetts Institute of Technology

D4 Diverse Institutional Perspectives on Curriculum Development
Crystal Room

“An Undergraduate Course-Design Project for First-Year Composition”
Joel Wingard, Moravian College

The general excellence of first-year writing course designs drafted by undergraduates as a culminating course project suggests ways that actual teachers or teachers-to-be may theorize first-year writing courses.

“Renewing the Focus (and the Identity) in First-Year Programs: Exploring the Rhetorics of Writing”
Geraldine McNenny, Chapman University

This talk addresses the strategies used to reconfigure a small liberal arts writing program and thereby create coherence through the use of rhetorical emphases centered around common themes.

“Writing Through the Academy and into the Community: What is the Common Good?”
Heather Rust, Longwood University

This presentation discusses key contact zones activated by a senior capstone composition course that developed writing instruction at the “point of need” for students engaging in real-time acts of public engagement.

“Finding Mutual Benefit in First-Year Experience Programs and Writing Across the Curriculum”
Karen Welch, University of Wisconsin-Eau Claire

In a session for participants whose campuses have or plan to establish FYE, I will discuss four mutually beneficial components of successful WAC and FYE programs: faculty development, course enrollment limits, peer mentors, and writing centers.

D5 Challenges of Innovation in Writing Programs
Gallery AC

“Evaluating Outcomes and Results of a New Writing Program”
Melinda Knight, George Washington University

This presentation reports on the achievements of the new writing program at GW, which include a major institutional commitment of 23 new full-time faculty and 6 administrative lines created in a standalone unit encompassing a required first-year writing seminar, a WID requirement of 2 courses, a writing center, and graduate training.

“Selling It: Establishing a Writing Program at a Small University as a New WPA”
Laura Patterson, Seton Hill University

This presentation documents one small school WPA’s journey to establish a writing program through the compilation of useful documents, institutional history, and proposal language and her increased awareness of the “intangibles” of relationship building, responding to faculty concerns, and understanding an unfamiliar institutional culture.

“Teaching FYC as Intro to Writing Studies: What Would this Look Like and Can We Institute It at the Programmatic Level?”
Elizabeth Wardle, University of Dayton

Provides rationale for teaching FYC as an introduction to Writing Studies and discusses challenges of implementing such a pedagogy at a programmatic level.

“Don’t Pick a Topic: Implementing an Alternative Model for Teaching the Research Essay”
Joseph Bizup, Columbia University

This presentation addresses two challenges of curricular “delivery” of a research-essay unit in a required composition course: training graduate students to teach the unit, and working with librarians to support our sections.

D6 Perspectives on the Professional Development of Writing Teachers, Part 2
Gallery BD

“Redefining the New Teacher of Writing and Teacher Training”
Edwina Helton, Indiana University

I provide an overview of an innovative aspect of a teacher-training program where undergraduate majors in English and Education teach a college-level writing course, under the guidance of a teacher partner, as part of their preparation for future careers as teachers.

“Resistance and Opportunity: Preparing Graduate Assistants in Literature to Teach Writing”

Tom Pace, John Carroll University

Composition studies needs to articulate itself more clearly to graduate assistants resistant to writing pedagogy and help reconcile the composition-literature binary, as well as help composition graduate programs better prepare future WPAs.

“Building Community: The Teaching Conference as Professional Development”

Marti Singer, Georgia State University

This session highlights one of the ways that we promote good teaching and facilitate vita-building for graduate students and instructors. Of all the projects we do in our department to build community, teaching conferences have proven to be the most successful.

D7 WPA Professional Development Focus: Assistant Professor Administrators Mentoring Workshop

Directors Room

The goal of this session is to provide assistant professor administrators (APAs) the opportunity to workshop selected documents from their administrative portfolio with pre- and post-tenure colleagues from similar institutions.

Melissa Ianetta, University of Delaware

Shelley Reid, George Mason University

Jeanne Marie Rose, Pennsylvania State University-Berks

Doug Downs, Utah Valley State College

William Macauley, College of Wooster

Kate Ryan, University of Montana

Linda Bergmann, Purdue University

5:30-6:00pm Longman Cocktail Time, Imperial Ballroom Foyer

6:00-7:30 pm Banquet, Imperial Ballroom
WPA awards ceremony and screening of WPA Alaska Video

7:30-9:30 pm Executive Board Meeting, Crystal Room
(open to all CWPA members from 7:30-8:30 pm)

7:30-8:00 pm Shuttles Depart for Optional Outing to Incline Railway,
Dome Lobby

Saturday, July 15

7:00-8:30 am Breakfast Buffet, Imperial Ballroom

8:30-9:30 am Plenary Session, Centennial Theatre
Pamela Childers, The McCallie School, “How Can We Know the Dancer from the Dance?: Realities and Visions for Secondary/Post-Secondary Writing Programs”

9:30am-4:30pm Exhibits Open, Imperial Ballroom

9:30-10:15 am Plenary Discussion Groups and Break, Imperial Ballroom

E Sessions: Saturday, July 15, 10:15-11:30 am

E1 *It's Not Your Grandfather's WPA: Content Development and Design for the WPA Website*

Crystal Room

This session offers attendees both a demonstration of the interactive features of the WPA website and a opportunity to contribute to planning for revising the website design and developing its content.

Charles Lowe, Purdue University

E2 *Secondary/Post-Secondary CrossTalks: When Opportunity Knocks: Working Together to Create Seamless Secondary/Post-Secondary Writing Instruction*

Town Hall Theatre

This interactive session will discuss a collaboration between a school district and a university writing program that has transformed literacy instruction in both institutions, improved standardized test scores, increased the percentage of graduates entering standard first-year composition in the university's writing program, and renewed the spirit of teachers involved.

Cathy Carroccio, Hamilton County (TN) Department of Education

Nancy Copeland, Hamilton County (TN) Department of Education

Lauren Ingraham, University of Tennessee at Chattanooga

E3 *Secondary/Post-Secondary CrossTalks: Assessment and the Curriculum: All in the Family*

Finley Lecture Hall

Assessment has found many a convert among composition and rhetoric professionals in higher education institutions. The feedback loop joining assessment to curriculum offers a useful metaphor for changes in pedagogy, faculty development, and course offerings informed by assessment—which are then assessed, yielding new insights toward improved theory and practice

Carol Rutz, Carleton College
Stephen Wilhoit, University of Dayton
William Condon, Washington State University

E4 *Minding and Mining Methodologies in the Design of Freshman Composition Structures: A Dialogue*

Directors Room

This panel will explore outcomes of freshman composition programs as a function of the level of prescriptivism inherent in their structures, investigating assumptions and arguments about prescriptive vs. non-prescriptive methodologies in an effort to understand their respective underlying theories and achieve a more informed process of linking intentions with results.

Marcia Kmetz, University of Nevada-Reno
Jane Detweiler, University of Nevada-Reno
Crystal Broch, University of Nevada-Reno

E5 *Derailing Institutional Trips: The WPA as Change Agent Through Professional Development*

American Car

While agreeing with Margaret Marshall's critique of professional development as one more instance of construing teachers as inadequate in the face heightened literacy expectations, we simultaneously recognize our own desires to engage writing faculty in professional pursuits. Participants in this interactive forum will share models, investigate faultlines, and revise our definitions of professional development.

Barbara Schneider, University of Toledo
Joan Mullin, University of Texas

E6 *What Do WPA's Need to Know about Writing Assessment History?*

Roosevelt Room

Given the formation of the Commission on the Future of Higher Education and the release of "The National Assessment of Adult Literacy," it seems likely that

colleges and universities will feel increasing pressure to use assessment to demonstrate learning. Because writing is so closely connected to critical thinking and other higher order learning aims, we are likely to be called upon to devote more of our attention and program resources to assessment and to participate more in college wide assessment initiatives. To that end, this session will engage participants in discussion about what WPAs need to know about writing assessment history, theory and practice to participate in assessment demands.

Peggy O'Neill, Loyola University of Maryland
Cindy Moore, Eastern Kentucky University
Brian Huot, Kent State University

E7 *Looking at WPAs and other WP Leaders in the Two-Year College Setting*
Gallery AC

In this forum, we will not only explore the current status of WPAs in the two-year college setting; but, also further facilitate participation of two-year college faculty in the WPA conference. We will conduct this forum as both an asynchronous online discussion that will as well as a live forum during the conference.

Shelley Rodrigo, Mesa Community College
Susan Miller-Cochran, Mesa Community College
Jeffrey Anelora, Mesa Community College

Lunch, 11:30-1:00, Imperial Ballroom

F Sessions: Saturday, July 15, 1:00-2:15 pm

F1 *It's Not Your Grandfather's WPA: Maintaining the Momentum: Life After a WPA Review*

Directors Room

This panel discusses one department's experiences in making a WPA Consultant-Evaluator review work. The review's primary recommendation involved extensive discussion to identify and unify the goals of a diverse stand-alone writing department. Presenters from the reviewed program will discuss the practical and philosophical issues such a process entails and the challenge of maintaining administrative support for that process. Members of the review team will respond. Discussion will be moderated by the Director of the C-E Service.

Jeffrey Maxson, Rowan University
Erin Herberg, Rowan University
William Condon, Washington State University, Respondent
Joan Mullin, University of Texas, Respondent
Deborah Holdstein, Northern Illinois University, Moderator

F2 Secondary/Post-Secondary CrossTalks: Scaffolding Literacy Education: Collaboration Between University Writing Programs and Urban Elementary Schools

Crystal Room

Presenters will discuss how university faculty and graduate students have worked together with teacher-consultants from the Little Rock Writing Project and teachers and administrators in local elementary schools to encourage young writers. Specific focus will be given to a semester-long effort in bringing weekly writing workshops to 180 third, fourth, and fifth graders in a “failing” school.

Huey Crisp, University of Arkansas at Little Rock

Sally Crisp, University of Arkansas at Little Rock

Paula Kerr, Chicot Elementary School

F3 Secondary/Post-Secondary CrossTalks: Strengthening the Bond: Intersections of College and AP Composition Courses

Town Hall Theatre

Explores the links between high-school and college writing. A WPA from the Cal State system will share some best practices that she has implemented at her university to facilitate teaching and learning about writing; a seasoned high-school AP teacher will explore the ways in which these innovations might strengthen writing in high-school, and what some of the constraints might be; and an assessment specialist will discuss ways in which assessments--both standardized and formative--might be useful tools for bridging the link between high-school and college writing.

Karen Nulton, Educational Testing Service

Irene Clark, California State University, Northridge

Larry Scanlon, Brewster High School

F4 Collecting, Analyzing, and Using Data from our Writing Programs, Part 1

Gallery AC

“Research on Reading Pedagogy in the First Year Writing Program at USCA”

Lynne Rhodes, University of South Carolina-Aiken

Adding to our assessment of freshmen writing skills, USCA faculty have initiated a reading diagnostic assessment for assessment of student reading abilities across the general education program, to supplement the learning goals and objectives associated with reading across the various programs and majors.

“Tracking the Impact of Individualized Writing Instruction on Writing Performance and First-Year Retention”

Debra Frank Dew, University of Colorado at Colorado Springs

This paper presents data on the positive impact of writing conferences on writing performance and student retention at the UC Colorado Springs.

“Get Aboard: Rethinking Composition II in a Revised Gen. Ed. Program”

Alice Horning, Oakland University

A new general education program has led us to rethink our research writing course, a move that has entailed several steps: readings on the status of the field, collecting data from other institutions, open meetings and discussions, and some pilot classes. Our overall strategy provides a useful heuristic for others to follow.

F5 The In-House Conference: A Strategy for Program and Faculty Development

Gallery BD

The panel presents the in-house conference as a way to develop both writing faculty and writing programs. We describe our experiences with this strategy, from a variety of perspectives.

“Planning the Conference,” Linda Stewart, Kennesaw State University

“The Family Artifact Assignment,” Laura Davis, Kennesaw State University

“The Multigenre Research Project,” Ellen Taber, Kennesaw State University

“Developing a Writing Program, Beth Daniell, Kennesaw State University

F6 A New Take on Old Relationships: WAC and Multi-Media PR Campaigns

Roosevelt Room

This panel poses strategies for “marketing” writing programs to publics within our universities. While we acknowledge approaches derived from established WAC practices, we hope to offer a new angle for conceptualizing writing programs’ public relations. To that end, we present two multi-media public relations campaigns and assess their strengths and shortcomings.

Jeanne Marie Rose, Pennsylvania State University-Berks

John Eliason, Philadelphia University

William Hamilton, Philadelphia University



F7 Moving From Two to One: Issues Surrounding the Shift from a Two-Semester Requirement to a One-Semester Requirement

Finley Lecture Hall

This panel will explore the issues surrounding the move from a two-semester first-year writing program to a one-semester program at three state universities within the same state. The panelists look at the political, professional, and academic costs and benefits of such a move.

Chair: Meg Morgan, UNC-Charlotte

“Dealing With Indeterminacy in Curricular Revision,” Don Bushman, UNC Wilmington

“Doing What We Can Do: Why One Course Works,” Roy Stamper, North Carolina State University

“The One-Course Writing Requirement,” Dee James, UNC-Asheville

Break, 2:15-2:30 pm, Imperial Ballroom

G Sessions: Saturday, July 15, 2:30-4:30 pm

G1 *It's Not Your Grandfather's WPA* Writing to Change the Frame: Writing Media Messages and Grants

Finley Lecture Hall

This Network for Media Action workshop will address the image problems facing teachers of writing and identify strategies for re-presenting our work as practical, productive, and essential to career goals and democratic ideals. The presenters will bring examples of documents reframing Composition for the public and will invite participants to adapt them to address their own, local issues. Activities will focus on identifying frames, finding effective strategies for change, and using them to compose media messages and grant proposals.

Linda Bergmann, Purdue University

Linda Adler-Kassner, Eastern Michigan University

Darsie Bowden, DePaul University

Dominic Carpini, York University

Eli Goldblatt, Temple University

G2 *Secondary/Post-Secondary Cross Talks: Meeting State Standards Through Secondary/Post-Secondary Collaboration*

Crystal Room

Participants in this workshop will discuss the assignment template and course developed by the California State University 12th Grade Expository Reading and Writing Task Force. The template coordinates the California Language Arts Standards with current reading and writing pedagogy. More than 1,400 teachers in more than 340 high schools have been trained to teach the year-long course

John R. Edlund, California Polytechnic University, Pomona

G3 *Secondary/Post-Secondary CrossTalks : New Perspectives on the WPA Role*

Gallery AC

“WPAs at the Crossroads: Connecting High School and College Writing”

Anis Bawarshi, University of Washington

John Webster, University of Washington

This presentation describes the challenges and opportunities two WPAs encountered when developing an “early fall start” writing course for students prior to the start of their first term in college, a course that allowed us to extend the influence of our writing programs to intervene at the crossroads between high school and college writing.

“Looking Forward, Stepping Back: WPAs and College Readiness”

Tiane Donahue, University of Maine-Farmington

Pat Burnes, University of Maine

Through a presentation of two specific WPA experiences, our session will seek to generate discussion about the question: What is the value of WPA work that seeks to understand, define or address college writing readiness in collaboration with high school writing faculty?

“Extending the Writing Program Administrator’s Reach: Administering Summer Workshops for Teachers”

Richard Bullock, Wright State University

This talk examines a WPA's multiple roles in the development, nurturance, funding, maintenance, and conduct of summer institutes for teachers. Coordinating the on-site activities of an off-campus institute and working to maintain funding for another program as aspects of WPA work are explored.

G4 Collecting, Analyzing, and Using Data from our Writing Programs, Part 2

Roosevelt Room

“Student Achievement and Grade Distribution: An Online Process for Assessing Both”

Irvin Peckham, Louisiana State University

Describes LSU’s project of meeting the charge of grade inflation by linking grade distribution with a relatively objective measure of student writing achievement.

“Online Directed Self-Placement for First-Year Writing: Flexible Use of Technology to Meet Both Placement and Research Needs”

Ed Jones, Seton Hall University

This talk reports on a piloted online version of directed self-placement (DSP) designed to expand DSP’s usefulness for students who were not local and as a way to test which types of statements used in DSP profiles actually predicted eventual success in first-year writing courses. Students who placed themselves in the regular College English course did as well as those who were conventionally placed by the usual battery of essay, sentence skill, and reading tests.

“The Problem of Plagiarism: Who’s Cheatin’ Who?”

Joyce Smith, University of Tennessee at Chattanooga

On a survey, UT-Chattanooga FYC instructors reported a considerable lower percentage of plagiarism than national accounts assert. This difference in percentages may be explained by students’ reports of dishonesty as compared to instructors’ reports of suspected plagiarism; however, a more compelling argument can be made that pedagogical practices in freshman composition classes promote a respect for the research and writing process that is only assumed in other classes.

“I Had No Idea This Existed!”: How Alternate Style Can Invigorate Student Writing and Writing Curricula”

Jay Szczepanski, Florida State University

Based on a qualitative research study, I discuss how student experimentation with structure enhances writing development and suggest that such experimentation might be built into a writing curriculum to good effect.

G5 WPA Professional Development Focus: Where Do I Go from Here?

Directors Room

This workshop will offer WPAs a space to share their own nonfiction writing—scholarly or not, writing-program-administration related or not—and will help them get started on, or continue, scholarly projects. Interested WPAs should bring copies of their work-in-progress or brief ideas to share in small groups

Rita Malenczyk, Eastern Connecticut State University, Leader

G6 It’s Not Your Grandfather’s WPA: WPA Work Group on Students’ Research and Human Subjects Issues in Composition Courses

Gallery BD

This session is open to anyone wishing to participate in a work group considering students’ research and human subjects issues in composition studies

Tony Baker, Tennessee Technological University, Coordinator

G7 Southern Association of Colleges and Schools’ Accreditation Process and Quality Enhancement Projects Focused on Writing

Town Hall Theatre

Problems and possibilities abound when writing is chosen as an institution’s QEP. How can WPAs use such a process to enhance writing at their institutions without getting caught in no-win politics or undoable initiatives? Speakers include those who’ve experienced the process, including those who’ve been evaluators.

William Condon, Washington State University

Martha Townsend, University of Missouri

Lynne Rhodes, University of South Carolina-Aiken

Helen Foster, University of Texas-El Paso

Elizabeth Dies, Hampden-Sydney College

Margaret Marshall, University of Miami

H Sessions: Saturday, July 15, 4:30-6:30

H1 Graduate Student WPAs Special Interest Group (SIG)

Crystal Room

Coordinator: Marc Pietrzykowski, Georgia State University

H2 Assistant Professor WPA Special Interest Group (SIG)

Gallery AC

Coordinator: Melissa Ianetta, University of Delaware

H3 WPA Journal Editorial Board Meeting (closed)

American Car

Greg Glau, Editorial Team, Arizona State University

H4 WPA Internationalization Task Force Meeting (closed)

Gallery BD

Chris Anson, Task Force Chair, North Carolina State University

H5 Network for Media Action (NMA) Open General Meeting

Finley Lecture Hall

Coordinator: Linda Adler-Kassner, Eastern Michigan University

Saturday Outing, 4:30 pm and later

Enjoy a visit to the **Tennessee Aquarium**, One Broad Street, courtesy of **Prentice Hall**. Catch the free electric shuttle to the aquarium any time after your sessions end on Saturday. Visitors may enter the aquarium until 8:00 pm. Closing time is 10:00 pm. For discounted guest tickets, please visit the WPA registration table.

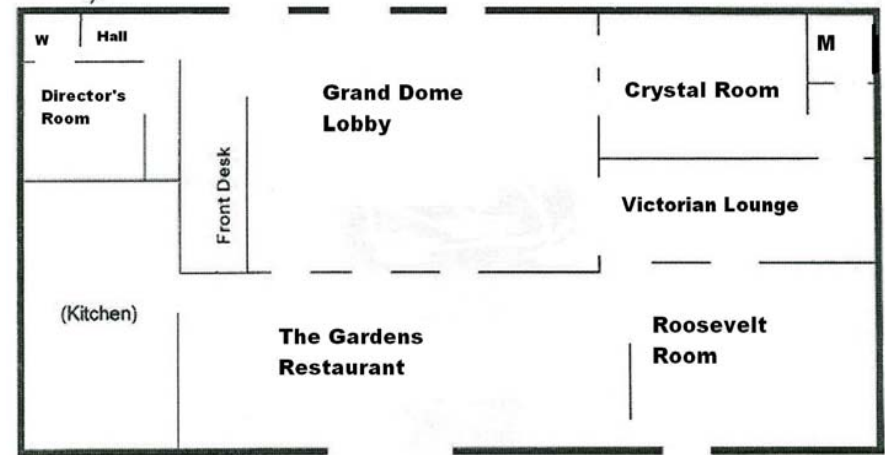
Though dinner is on your own at any of downtown Chattanooga's restaurants before or after you visit the aquarium, representatives of the WPA Local Committee will be at Big River Grille and Brewing Works, 222 Broad Street, just across the front parking lot from the aquarium, to help with dinner recommendations, directions, and other local questions.

Returning to the Choo Choo: Participants who wish to return to the Choo Choo before 7:30 pm may ride the free Electric Shuttle. A WPA-sponsored shuttle to the Choo Choo will pick up passengers at 9:00 pm from the Electric Shuttle North Depot (between the Bijou theatre and Mellow Mushroom restaurant). Taxi service is available any time (a list of taxis is in your conference packet).

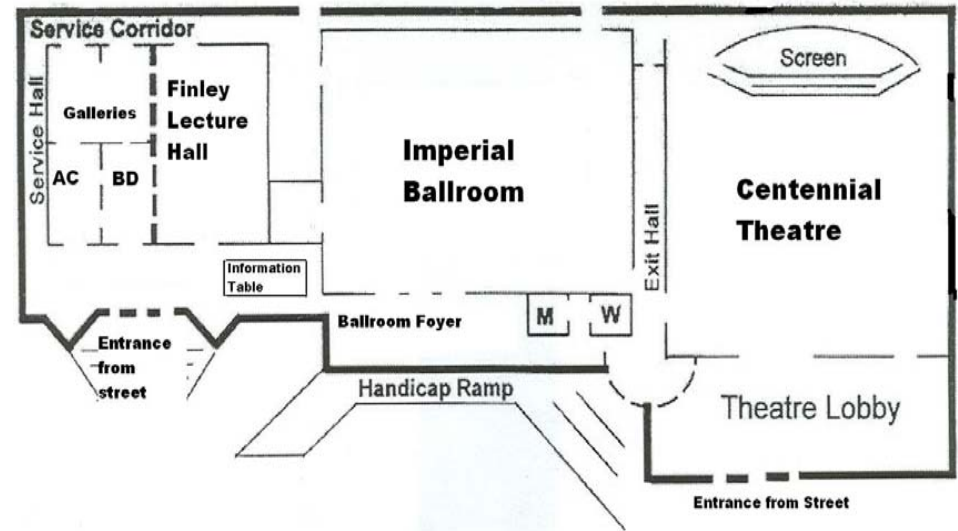
Sunday, July 16

8:00-9:00 am	Breakfast Buffet, Imperial Ballroom
9:00-10:00 am	Town Hall Meeting, Imperial Ballroom
10:00am-1:00pm	Executive Board Meeting, Crystal Room

Choo Choo Main Lobby



Conference Center Diagram



The **American Car** is just outside the Gardens Restaurant—the first railcar on the tracks behind the Chattanooga Choo Choo Engine.

The **Town Hall Theatre** is accessible from the lobby next to the Station House Restaurant. Take the elevator to the 2nd floor to reach the theatr

