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## Notes on Contributors

**Chris Anderson** is an Associate Professor of English at OSU and the Composition Coordinator. He is the author of *Style as Argument: Contemporary American Nonfiction* (Southern Illinois, 1987); editor of *Literary Nonfiction: Theory, Critical Pedagogy* (Southern Illinois, 1989); and a coeditor of *In-Depth: Essayists for Our Time* (Harcourt, 1989). Next year he will co-host the WPA Summer Conference in Portland (with Duncan Carter of Portland State).

**Cherryl Armstrong** is an Assistant Professor of English at California State University at Northridge where she has co-directed the Composition Program and now co-directs the Teaching Assistant Program. She is an Associate Director of the South Coast Writing Project. Professor Armstrong formerly taught at Harvard University and at the University of California at Santa Barbara. She has published articles on composition in a number of journals, including *Rhetoric Review* and the *Journal of Basic Writing*, and she also publishes poetry.

**Don Daiker** is a Professor of English at Miami University and the secretary-treasurer of the Council of Writing Program Administrators. His essays on writing assessment appear in *Freshman English News*, *Journal of Teaching Writing*, and *Writing and Response: Theory, Practice, and Research* (NCTE). With Mary Fuller and Jack Wallace, he is coauthor of *Literature: Options for Reading and Writing* (2nd ed., Harper), and with Max Morenberg, he is coauthor of *The Writing Teacher as Researcher: Essays in the Theory and Practice of Class-Based Research* (Heinemann-Boynton/Cook).

**Sheryl I. Fontaine** is an Assistant Professor of Literature and the Director of the English Resources Center at Claremont-McKenna College. She is a Writing Associate of the Bard College Institute of Writing and Thinking. She has also taught at the State University of New York at Stony Brook and the University of California at San Diego. Professor Fontaine has written essays for *The English Record*, *ADE Bulletin*, *Rhetoric Review*, *Educational Research Quarterly*, and *The Social Construction of Written Communication* (Ablex, 1988). She is currently, with Pat Belanoff and Peter Elbow, editing a book of essays on freewriting to be published by Boynton/Cook.

**Kathy Jane Garretson** is the Director of Disabled Student Services and the Equal Employment Opportunity trainer for the Office of Affirmative Action at Washington State University. She also consults with high schools to help develop special education curricula which will prepare disabled students for postsecondary academic work.

**Diana George** is an Associate Professor of Humanities at Michigan Technological University where she directs the First-year English program. Her work in composition studies has appeared in *College Composition and Communication*, *English Journal*, *Writing Center Journal*, *College Teaching*, and most recently, *The Journal of Teaching Writing*.

**Nedra Grogan** is a doctoral student at Miami University where she is completing a one-year research fellowship on the assessment of student writing. Formerly Director of the Writing Center and Acting Director of Composition at the University of Tampa, she is currently a Chief Reader for the Scholastic Writing Awards program at Miami. She has co-authored essays on composition, appearing in *Selected Papers of the Southeastern Writing Centers Association Conference* and forthcoming in *Carolina English Teacher* and *Journal of Advanced Composition*.

**Jeanette Harris** is the Director of Composition and Associate Professor of English at Texas Tech University. She has coauthored two textbooks (*Contexts*, with Ann Moseley; *A Writer's Introduction to Word Processing*, with Christine Hult) and published articles in numerous journals. Her study of expressive discourse is being published by SMU press in their Studies in Composition series.

**Christine Hult**, Associate Professor of English at Utah State University, is the editor of *WPA: Writing Program Administration*. Her research interests include computerized library research and writing program assessment, reflected in recent publications in *Computers and Composition* and the *Journal of Advanced Composition*, as well as her textbooks, *A Writer's Introduction to Word Processing* (with Jeanette Harris) and *Researching and Writing Across The Curriculum*, 2nd edition.

**M. Jimmie Killingsworth**, an Associate Professor, is the Director of Professional Writing at Memphis State University. He is the author of *Whitman's Poetry of the Body: Sexuality, Politics, and the Text* (U of North Carolina, 1989) and has published widely in rhetoric, technical writing, and American Literature. He is now at work on a book about rhetoric and environmental politics.

**Susan H. McLeod** is an Associate Professor of English and the Director of Composition at Washington State University. Her publications include *Strengthening Programs for Writing Across the Curriculum* (Jossey-Bass, 1988) and articles on writing and writing theory in a variety of journals. She is a member of the Board of Consultants of the National Network of Writing Across the Curriculum Programs.

**David E. Schwalm** is currently the Director of Composition at Arizona State University and was formerly the Director of Composition at the University of Texas at El Paso. His research interests include rhetorical analysis of nonfiction texts, the rhetoric of biography, and degree of difficulty in writing assignments. He has published articles over the last few years in *College English*, *The Writing Instructor*, and *Biography*.

## Announcements

### Writing Program Evaluation

Why evaluate a college or university writing program? To identify and reaffirm existing strengths, to pinpoint problems and suggest solutions, to clarify the relationship of writing programs and their personnel to actual or prospective administrative units—among a host of reasons.

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The Council of Writing Program Administrators Consultant Evaluation service is supported in part by an Exxon grant and by modest fees—\$2000 plus travel expenses (some grant support is available). For further information, write Dr. Edward M. White, Department of English, California State University, San Bernardino, CA 92407 or call (714) 880-5845.

### Electronic Bulletin Board

The Indiana Writing Project announces that it will provide a public electronic bulletin board for writing teachers. Teachers can access the board by calling (317) 285-8414 with their modems set to eight data bits, even parity, and one stop bit. (Almost any default modem setting will do.) The bulletin board system can accept calls at 300 bps, 1200 bps, or 2400 bps. It will automatically register first-time callers. Callers are asked to limit their time online to 30 minutes since only one phone line is currently available to support the board.

The IWP Bulletin Board has as its goal the free exchange of information among writing teachers. It is a place where teachers may exchange assignments and public domain software. It is also a place where teachers can engage in ongoing dialogues about professional issues. IWP hopes that this will become an important and efficient way for teachers to communicate with one another.

At present, IWP plans to provide a set of assignments for downloading by the end of its 1989 Summer Institute on July 14. Others are encouraged to upload assignments for sharing as soon as possible. Anyone with suggestions about how this board could serve teachers is encouraged to leave a message.

IWP intends to make the bulletin board available 20 hours per weekday and 24 hours per weekend day. Scheduled down times are from 10:00 am to 2:00 pm on week days.

### JAC Award

The James L. Kinneavy Award for the most outstanding essay of 1989 published in the *Journal of Advanced Composition* was awarded to Reed Way Dasenbrock at the CCCC meeting in Seattle. This honor, which includes a cash award and a handsome plaque, was generously endowed by Professor Kinneavy, Blumberg Centennial Professor of English at the University of Texas at Austin. The award is given each year at the meeting of the Association of Teachers of Advanced Writing at the CCCC. Dasenbrock's article, "Becoming Aware of the Myth of Presence," is a systematic application of a key Derridean concern—the concept of presence/absence—to the teaching of writing at all levels, which carries theoretical as well as pragmatic, pedagogical implications. The award of honorable mention, which also carries a handsome plaque, went to William Covino for his essay, "Defining Advanced Composition: Contributions from the History of Rhetoric." This essay articulates the classical emphasis on "the open intellectual play of multiple perspectives" as characteristic of successful advanced writing, a new approach to the contemporary teaching of advanced composition.

### Tenth Anniversary Issue of *The Writing Center Journal*

The editors of *The Writing Center Journal* are circulating a call for a special issue to be published Fall/Winter, 1990. We are interested in seeing manuscripts that reflect or look back on writing center beginnings. Topics might include the professionalization/politicization of writing centers, the writing center movement in the context of other movements (e.g., National Writing Project), the growth of technology in writing centers, changing perceptions of peer tutoring, research, writing centers in two-year colleges or public schools, the changing mission of writing centers, the effect of writing center pedagogy on classroom pedagogy, and scholarship trends.

Essays that look forward and address the future of writing centers are welcome; we will also consider interviews, reminiscences, poems, and photographs.

Manuscripts should be submitted by March 30, 1990 to Jeanette Harris, Editor, Department of English, Texas Tech University, Lubbock, TX 79409; information about subscriptions can be obtained from Joyce Kinkead, Editor, Department of English, Utah State University, Logan, UT 84322-3200.



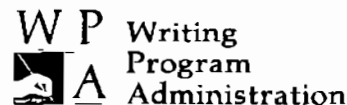
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