

Journal of the Council of Writing Program Administrators
Volume 16, Numbers 1-2, Fall/Winter, 1992

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Council of Writing Program Administrators

The Council of Writing Program Administrators is a national association of college and university faculty who serve or have served as directors of freshman composition or writing programs, coordinators of writing centers and writing workshops, chairpersons and members of writing-program-related committees, or in similar administrative capacities. The Council of Writing Program Administrators is an affiliate of the Association of American Colleges and the Modern Language Association.

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Author's Guide

The Editor of *WPA: Writing Program Administration* invites contributions that are appropriate to the interests and concerns of those who administer writing programs in American and Canadian colleges and universities. Articles on teaching writing or research in composition are acceptable only if they deal with the relationship of these activities to program administration. *WPA* is especially interested in articles on topics such as establishing and maintaining a cohesive writing program, training composition staff, testing and evaluating students and programs, working with department chairs and deans, collaborating with high school or community college teachers, and so on.

The length of articles should be approximately 2-4,000 words (*WPA on Campus*, 1-2,000 words). Authors should submit an original plus two copies, with the author identified only on a separate cover letter. Include a self-addressed, stamped envelope if you would like a copy of your manuscript returned to you. All articles are anonymously reviewed by our Editorial Board, and their responses will be forwarded to you within about ten weeks of receipt of the manuscript.

Articles should be suitably documented using the current *MLA Handbook*, although as much reference as possible should be included within the text. Annotated bibliographies accompanying articles are encouraged, as well as any other apparatus that might make material more conceptually and practically valuable to writing program administrators. The editor reserves the right to edit manuscripts to conform to the style of the journal.

Authors whose articles are accepted for publication will be asked to submit their articles both in print form and on IBM compatible disk, if possible. (An article submitted on disk using *WordPerfect* in particular will greatly facilitate production.) Authors will also be asked to submit a 100-word biography for inclusion in the "Notes on Contributors" section of the journal.

Article deadlines: Fall/Winter issue, March 1; Spring issue, September 1.

Relevant announcements and calls for papers are also acceptable. Announcement deadlines: Fall/Winter issue, August 15; Spring issue, December 15.

Address articles and editorial correspondence to Christine Hult, Editor, *WPA*, Department of English, Utah State University, Logan, Utah 84322-3200.

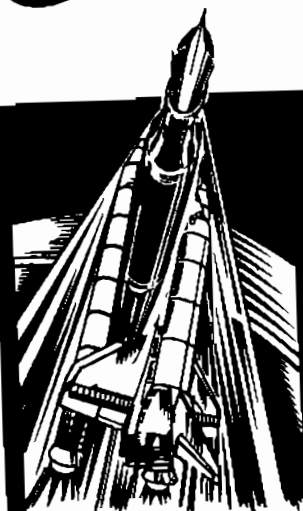
Address subscription and membership inquiries to Jeffrey Sommers, Secretary-Treasurer, *WPA*, Department of English, Miami University, Oxford, Ohio 45056. (See subscription and membership form at the back of the journal.)

Address advertising inquiries to Paige Dayton Smitten, *WPA*, Managing Editor, Department of English, Utah State University, Logan, Utah 84322-3200.

Address inquiries about the *WPA* consultation/evaluation service to Edward White, Department of English, California State University-San Bernardino, San Bernardino, California 92407

Invitation to Attend

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A conference at
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With support from the
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I. Plenary session I Andrea Lunsford, Ohio State University

II. Concurrent sessions

- A. "What Is Composition, and Why Do We Teach It?"
David Bartholomae, University of Pittsburgh
Sylvia Holladay, St. Petersburg Junior College
- B. "What Have We Learned from the Past and
How Can It Help Shape the Future of Composition?"
Robert Connors, University of New Hampshire
Sharon Crowley, University of Northern Arizona

III. Concurrent sessions

- A. "Who Will Assess Composition in the 21st Century, and How Will They Assess It?"
Peter Elbow, University of Massachusetts, Amherst
Edward White, California State University at San Bernardino
- B. "What Issues Will Writing Program Administrators Confront in the 21st Century?"
Annie Gere, University of Michigan
John Trimbur, Worcester Polytechnic Institute

IV. Plenary session II Linda Flower, Carnegie Mellon University

V. Concurrent sessions

- A. "Who Should Teach Composition and What Should They Know?"
James Stevin, Georgetown University
Miriam Chaplin, Rutgers University-Camden
- B. "What Directions Will Research in Composition Take,
and How Will Research Affect Teaching?"
Sarah W. Freedman, University of California, Berkeley
Stephen North, SUNY-Albany

VI. Concluding session

- "What Political and Social Issues Will Shape Composition in the Future?"
James Berlin, Purdue University
Shirley Brice Heath, Stanford University

Session leaders and respondents include Lynn Bloom, Barbara Cambridge, Edward P. J. Corbett, Donald Daker, Theresa Enos, Richard Gebhardt, Carol Hartzog, Brian Huot, Jesse Jones, Enka Lindemann, Ben McClelland, Elizabeth Nist, Linda Peterson, Helon Raines, Dawn Rodrigues, Phyllis Roth, Charles Schuster, Jeffrey Sommers, Kurt Spellmeyer, Sandra Stolsky, C. Jan Swearingen, Joseph Trimmer, and Art Young

W P Writing
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