
Notes on Contributors

Chris Anson is Professor of English and Director of Composition at the University of Minnesota. His research interests include writing to learn, response to writing, reflective teaching, and the nature of literacy in and out of schools. His most recent book, coauthored with Robert Schwegler, is the *HarperCollins Handbook for Writers and Readers*.

David Jolliffe is Director of Writing Programs at DePaul University in Chicago. His most recent book, coauthored with William Covino, is *Rhetoric: Concepts, Definitions, Boundaries* (Allyn & Bacon, 1995).

Nancy Shapiro is currently Executive Director of the College Park Scholars Program and a member of the English Department at the University of Maryland, where she teaches courses in writing theory and pedagogy, composition, and literacy studies. Her publications include *Scenarios for Teaching Writing: Contexts for Discussion and Reflective Practice* (NCTE 1993). Her current research interests concern the influence of writing-to-learn strategies on student and faculty development. She is also investigating the role of reflective teaching portfolios as a vehicle improving undergraduate teaching.

Christopher C. Burnham is a Professor of English at New Mexico State University. He has served as Writing Program Administrator since 1981.

Cheryl Nims is a doctoral candidate in Rhetoric and Professional Communication in the English department at New Mexico State University. Her dissertation will investigate the use of Rogerian rhetoric in conflict resolution. She is a consultant to the U.S. - Mexico Conflict Resolution Center, specializing in cross-cultural and multiple language negotiation.

Rhonda Grego and **Nancy Thompson** have collaborated as co-directors of the Writing Studio Program at the university of South Carolina since its inception in 1992. They have written two other articles together: "Repositioning Remediation: Renegotiating Composition's Work in the Academy" (for CCC) and "Two Women's Ways of Knowing Teaching Writing," on the origins of their research, for an NCTE collection on college teaching. Nancy is involved with another colleague (Judith Giblin James) in a biographical /textual recovery of Sylvia Ashton-Warner's "ways of knowing," and Rhonda is currently working on a book project interpreting classical Greek and modern feminist writings about memory through a historical and applied understanding of the politics of composition. They continue, in the fluid "site" provided by the Writing Studio Project, to think, talk, and write together on explorations of the academy.

Suzan Harrison is an Assistant Professor of Rhetoric at Eckerd College where she directs a campus-wide portfolio assessment of student writing. She teaches courses in composition, rhetoric, and women/gender studies. She has written articles on portfolio assessment, feminist pedagogy, and Southern fiction.

Nedra Reynolds is Assistant Professor of English at the University of Rhode Island, where she teaches courses in writing, rhetorical theory, and composition studies. Her articles and book reviews appear in *Rhetoric Review*, *Journal of Advanced Composition*, *Journal of Teaching Writing*, and *College Composition and Communication*, with a forthcoming chapter in the book *Feminism and Composition* (MLA).

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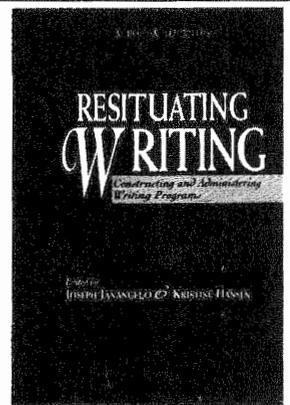
RESITUATING WRITING

*Constructing and Administering
Writing Programs*

Edited by **Joseph Janangelo** and **Kristine Hansen**
Foreword by **Charles I. Schuster**

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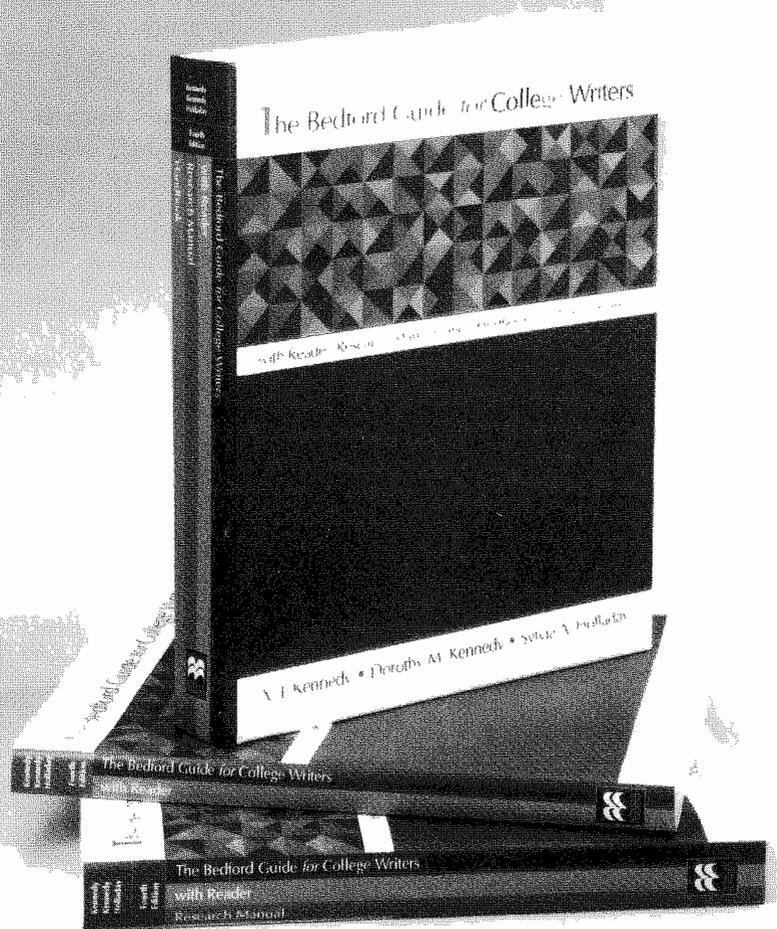
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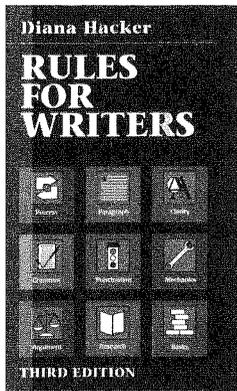
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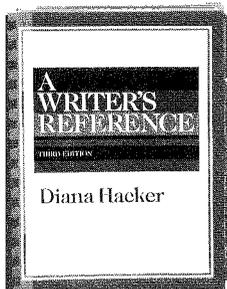
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WPA E-Mail Directory

Following is a list of e-mail addresses for WPA members who responded to the "call for addresses" in the spring 1995 issue of the journal. I apologize in advance for any errors I introduced in typing and in shuffling materials among various files. Please send corrections and updates to <ddhesse@ilstu.edu>.

WPA hopes to expand this directory; please send additions to the same address.

—DH

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An E-Mail Discussion List for Writing Program Administrators

WPA-L is an international computer bulletin board intended primarily for individuals who are involved in writing program administration at universities, colleges, or community colleges. Any faculty or students interested in composition or program administration are welcome to join.

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F R O M N C T E

INTERSECTIONS

Theory-Practice in the Writing Center

Joan A. Mullin and Ray Wallace, editors

This introduction to writing center theory-in-use analyzes the cornerstones of theory and proposes a reexamination of some taken-for-granted composition practices. The fifteen essays in *Intersections: Theory-Practice in the Writing Center* reveal the complexity of teaching writing, with some contributors calling into question the gap between classroom theory and classroom practice as seen through students' and tutors' perspectives. Though each chapter explores one theory, this volume represents the numerous theories that underlie the flexible, reflective practice necessary to every writing center, to every classroom. Expected topics appear here—collaborative learning, social construction, whole language—but these writing center practitioners also draw on medical ethics, textual linguistics, feminism, and philosophical hermeneutics. As co-editor Joan A. Mullin suggests, this book is not meant to prescribe theory or practice but to “invite you also to participate as reader/practitioner/theorist—to continue the conversation begun here, to rearrange, overláap, reflect on, and expand our beginning dialogue.” 196 pp. 1994. Coll. ISBN 0-8141-2331-7.

No. 23317-4017 \$19.95 (\$14.95)

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LISTENING TO THE WORLD

Cultural Issues in Academic Writing

Helen Fox

In *Listening to the World*, Helen Fox explores why students from other cultures often find it difficult to learn academic writing and understand its purpose in the U.S. university. Drawing upon systematic conversations with students, Fox discusses how their writing is influenced by cultures where people communicate indirectly and holistically, value the wisdom of the past, and downplay the individual in favor of the group. Based on the author's observations as a teacher-researcher and on interviews with students from Asia, Africa, and Latin America, this study looks at what happens to undergraduate and graduate students—some of them mid-career professionals who are published writers in their own countries—when they try to modify their writing and thinking styles to produce analytical papers in the Western context. No comparable book on the market addresses the difficulties of both international and U.S. students—and does so with sustained and empathetic focus on underlying cultural differences. *Listening to the World* is a valuable resource for all university teachers and academic advisers who work with students from diverse cultural and ethnic backgrounds. 161 pp. 1994. Coll. ISBN 0-8141-2953-6.

No. 29536-4017 \$16.95 (\$12.95)



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PEDAGOGY IN THE AGE OF POLITICS Writing and Reading (in) the Academy

Patricia A. Sullivan and Donna J. Qualley, editors

Writing at a time of "intense institutional examination and social critique," the authors in this important volume address how our teaching practices might productively respond to these challenges. Maxine Greene, David Bleich, Robert Scholes, and eighteen others discuss how our evolving awareness of the social forces of gender, race, class, and culture may be taken from the level of abstract discussion into our day-to-day interactions with students and colleagues. Contributors offer new perspectives on such issues as feminism in the classroom, the shifts in power brought about by computers in the writing class, approaches to literatures from various regions and cultures, and new ways of looking at genres such as the journal and the academic autobiography. Especially stimulating is the historical focus of several essays. They reveal how some of our assumptions (about pedagogy, or about literacy, for example) and our classroom genres (e.g., the thesis-driven essay) gained a hold on our current thinking, and they suggest alternative ways of viewing instruction. 256 pp. 1994. Coll. ISBN 0-8141-5890-0.

No. 58900-4017 \$21.95 (\$15.95)

VOICES ON VOICE Perspectives, Definitions, Inquiry

Kathleen Blake Yancey, editor

What is *voice*? Is it compatible with postmodern views of the self and of writing and reading? And if so, how can it be translated in ways that both respect students and challenge them? Those are the questions and issues that *Voices on Voice: Perspectives, Definitions, Inquiry* seeks to explore from a diversity of perspectives—from that of writers such as Toby Fulwiler; from readers such as Carl Klaus and Laura Julier; from scholars such as Peter Elbow; from teachers such as Paula Gillespie; from cross-cultural rhetoricians such as Gwen Gong and John Powers; and from the "unvoiced" world of the deaf. Other perspectives—the feminist, the Native American, and the postmodern electronic—situate voice differently still. That is, in part, the point of this work: We all hear voices, those we admit, acknowledge, and construct. How we listen to those voices—as individuals, as communities, as writers, and as readers—is the point of departure of *Voices on Voice*. 363 pp. 1994. Coll. ISBN 0-8141-5634-7.

No. 56347-4017 \$29.95 (\$22.95)



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SCENARIOS FOR TEACHING WRITING

Contexts for Discussion and Reflective Practice

Chris M. Anson, Joan Graham, David A. Jolliffe,
Nancy S. Shapiro, and Carolyn H. Smith

Scenarios for Teaching Writing offers teaching assistants, new faculty members, and adjunct instructors "real-world" scenarios about the many facets of teaching introductory college composition. Experienced writing program administrators from throughout the country provide situations, sample syllabi, assignments, and journal entries from their own classrooms, highlighting those that present engaging theoretical and practical topics for discussion. The book's six chapters move from general considerations of assignment design and the selection of materials to more particular concerns of teacher-student interaction. In addition, they feature "Issues for Discussion," which challenge readers to find the solutions that work in their own classrooms. Included is a bibliography featuring author-selected readings on the questions raised throughout the book. 160 pp. 1993. NCTE in cooperation with the Alliance for Undergraduate Education. Coll. ISBN 0-8141-4255-9.

No. 42559-4017 \$16.95 (\$12.95)

EVALUATING TEACHERS OF WRITING

Christine A. Hult, editor

This timely book explores issues many university writing faculty and their departments are now debating: What is an appropriate way to evaluate writing teachers? Who should conduct the evaluations? What is evaluation, anyway? Contributors such as David Bleich, Joyce Kinkead, and Peter Elbow describe the various forms evaluation can take, and then discuss the inability of a single form to accurately describe the work done in diverse, distinct types of writing classrooms. Evaluation is discussed through real-life examples: evaluation of writing faculty by literature faculty, student evaluation of teachers, peer evaluation, videotaped evaluation of class sessions, and standard departmental numerical evaluation. The book includes evaluation questionnaires that have proved successful at the authors' institutions. *Evaluating Teachers of Writing* delineates problems in evaluating writing faculty and sets the stage for reconsidering the entire evaluation process to produce a fair, equitable, and appropriate system. 189 pp. 1994. Coll. ISBN 0-8141-1621-3.

No. 16213-4017 \$19.95 (\$14.95)



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SEEING YOURSELF AS A TEACHER

Conversations with Five New Teachers
in a University Writing Program

Elizabeth Rankin

What is it like to teach writing? How do new teachers of composition conceive their roles? With these and other questions in mind, Elizabeth Rankin began a series of weekly conversations with five second-year teachers in a university writing program. In *Seeing Yourself as a Teacher*, Rankin invites us to listen as the new teachers talk about everything from their relationships with students to their pedagogical theories to their ideas about their roles as writing teachers. She also invites us to reflect, as she does, on some of the questions that emerge from these conversations: How do we integrate the personal and professional in our lives? Why do some teachers resist the whole concept of theory? How do the teachers we've known influence the teachers we will be? Why do some people struggle more than others to see themselves as teachers? Rankin's reflections on these and other questions suggest that these issues have meaning not just for new teachers, but for veteran writing teachers, scholars, and administrators as well. 137 pp. 1994. Coll. ISBN 0-8141-4298-2.

No. 42982-4017 \$12.95 (\$9.95)



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TWO-YEAR COLLEGE ENGLISH

Essays for a New Century

Mark Reynolds, editor

Two-Year College English: Essays for a New Century fills a void in the scholarly work on community college teaching, curricula, faculty, programs, and history. Each of the nineteen essays explores a significant aspect of the two-year college and argues for recognition of the critical roles that such colleges now play and will continue to play well into the twenty-first century. Among the crucial topics considered are meeting the needs of diverse student populations; the demands of preparing students for access to four-year institutions; the innovative measures required to bring ethnic/cultural awareness to the classroom; the challenges presented by "older, nontraditional students"; the status of part-time instructors in a system still too-often modeled on full-time professorial faculty; and many others. Containing essays by nationally recognized scholars, educators, and authors such as Bertie E. Fearing, Judith Rae Davis, Barbara Stout, Smokey Wilson, George B. Vaughan, Jean Bolen Bridges, and Keith Kroll, *Two-Year College English* offers energetic and optimistic insights into the current and future roles that community colleges will play in the development of today's students. 241 pp. 1994. Coll. ISBN 0-8141-5541-3.

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