

Announcements and Calls for Papers

Essay Proposals are invited for an edited collection titled ***City Comp: Teaching Writing in Urban Spaces***, edited by Bruce McComiskey and Cynthia Ryan. Proposals for *City Comp* should address the specificity of teaching writing in urban spaces, including (though not limited to) literacy centers, prisons, homeless shelters, medical institutions, public libraries, community centers, urban corporations, as well as inner city high schools, community colleges, public and private universities, and urban National Writing Project sites. Proposals should also address special challenges and opportunities of urban spaces, such as internship and service learning possibilities, diverse student populations, economic inequalities, physical conditions in schools and classrooms, alternative literacies, and unique community resources. Send one copy of one or two page single spaced proposals by June 1, 2000 to: Bruce McComiskey or Cynthia Ryan, Department of English, University of Alabama at Birmingham, 217 Humanities Building, 1530 Third Avenue South, Birmingham, AL 35294-1260. Queries: Bruce McComiskey, mcomisk@uab.edu, (205) 934-5228; Cynthia Ryan, cynryan@uab.edu, (205) 934-8593.

Call for Year 2000 Research Grant Proposals. The Research Grant Committee of the Council of Writing Program Administrators invites proposals to research issues and practices in writing program administration. Maximum awards of \$2000 may be given; average awards are \$1000. All current WPA members are eligible to apply. Please organize your proposal as follows: 1) A cover page that gives the names of all investigators (please don't identify yourself or your institution in the rest of the proposal); 2) A maximum of two pages in which you explain the project and how it will address issues of common concern to WPAs; give a timetable detailing how the project will proceed; describe how the results will be shared professionally (note that grantees are expected to submit articles resulting from the research to *WPA: Writing Program Administration* for first consideration and to present the results of their research at the annual WPA breakfast during the CCCC convention); 3) A realistic, detailed budget on a separate page. Please send four copies of the proposal to Chris Anson no later than February 1, 2000. Winners will be announced at the 2000 WPA breakfast at the CCCC meeting Minneapolis, April, 2000. Chris M. Anson, Chair, WPA Research Grant Committee, Campus Writing and

Speaking Program, Box 8105, North Carolina State University, Raleigh, NC 27695-8105.

WPA Consultant-Evaluator Service for Writing Programs. The WPA consultant-evaluator service helps colleges and universities develop and assess their writing programs. Operating on a method similar to regional accreditation agencies, WPA evaluations have several stages. WPA requests a written program self-study, sends a team of two trained consultant-evaluators to campus for interviews and on-site evaluation, and then compiles a final report. A six-month follow-up report from the campus completes the process. WPA consultant-evaluators are leaders in the field of composition. They come from four-year colleges, community colleges, and universities. All are experienced writing program administrators with a national perspective on composition teaching and program administering. Institutions pay the travel and accommodations cost for the consultant-evaluator team, plus an honorarium. While WPA suggests a \$1,500 honorarium to each consultant-evaluator, client institutions agree on a honorarium with the consultant-evaluator. Applications for the service should be initiated three months before consultant-evaluators visit a campus. WPAs, department chairs, or college administrators may apply to: Deborah H. Holdstein, Professor of English and Rhetoric, Governors State University, University Park, Illinois 60466, gas54r0@ecom3, (708) 534-4586; or Edward White California State University at San Bernardino, ewhite@wiley.csusb.edu.

Essay Proposals are invited for a volume entitled ***Reconciling Feminism and Catholicism: Witnesses for Change***. We are soliciting pieces that demonstrate the possibility of synthesizing faith with feminism. We invite writers to draw on personal experience, feminist theory or feminist theology, history, literature, sociology, cultural studies, or American studies, to describe and illustrate the unification of politics and religion. Is the American feminist experience unique, or can parallels be found in other countries? What experiences prompted this reunification? Does feminist Catholicism differ from the traditional conceptions (or misconceptions) of feminism? If not, how are issues such as divorce, birth control, and abortion—that is, the expectation that women subordinate their personal desires for the sacred obligation of motherhood—reconciled? And how does this unification thus broaden the definition of feminism? Language should be accessible to readers inside and outside the academy. Send, by July 1, 2000,

two copies of letter-quality manuscript, MLA style, approximately 15-20 pages including Works Cited to: Sally Barr Ebest, co-editor, Department of English, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121, sebest@umsl.edu.

The WPA Summer Workshop will be held from July 9-July 13, 2000 at the University of North Carolina, Charlotte. The workshop is an intensive session for new and renewing WPAs, co-lead by Martha Townsend and David Schwalm. The workshop will be held on the UNC-Charlotte campus, beginning with a reception the evening of July 9. Sessions continue through noon July 13. The complete registration fee will include all registration materials and fees, most meals, and campus housing. For details, contact Marty Townsend, townsendm@missouri.edu.

Biographies

Shane Borrowman teaches advanced composition, technical writing, and business writing at the University of Arizona and is the associate editor of *Rhetoric Review*. In addition to large-scale writing assessment, his work focuses on the connections between history, memory, the news media, and the Korean and Vietnam Wars.

Don Bushman is an Associate Professor of English and the Director of Composition at the University of North Carolina at Wilmington, where he teaches first-year composition, upper-level writing, and graduate-level composition theory and pedagogy classes. He is one of the core faculty in his department's MA concentration in Critical Literacy. His published work has appeared in *Rhetoric Review*, *Writing Lab Newsletter*, and numerous other journals and edited collections.

Mary Ann Cain is Associate Professor of English at Indiana University-Purdue University Fort Wayne where she teaches rhetoric and composition, creative writing, and women's studies. She has published a book, *Revisioning Writer's Talk: Gender and Culture in Acts of Composing* (SUNY 1995) and articles in journals such as *College Composition and Communication*, *Dialogue*, *Composition Studies*, *Written Communication*, and others. Her fiction, creative nonfiction and prose poetry appears in many literary magazines. She is a former Director of Writing.

George Kalamaras is Associate Professor of English at Indiana University-Purdue University Fort Wayne, where he teaches courses in rhetorical theory, creative writing, and composition, and where he served as Associate Director of Writing in the early 1990's. His articles have appeared in *College Composition and Communication*, *English Education*, *Composition Studies*, *International Journal of Hindu Studies*, and other places, and he is the author of *Reclaiming the Tacit Dimension: Symbolic Form in the Rhetoric of Silence* (SUNY Press, 1994). He recently won the Four Way Books Intro Series in Poetry Award for his collection of poems, *The Theory and Function of Mangoes*, which chronicles his months in India in 1994 and which will be published by Four Way Books in March 2000.

Clyde Moneyhun is Director of the University Writing Center and Director of Basic Writing at the University of Delaware. He has directed writing centers and composition programs at the University of Arizona, New Mexico Highlands University, and Youngstown State University. His articles

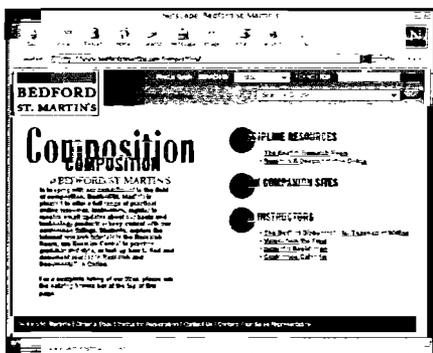
and reviews have appeared in *CCC*, *JAC*, and *Rhetoric Review*. His composition reader *Living Languages* (edited with Nancy Buffington and Marvin Diogenes) was published by Prentice-Hall in 1996; his creative writing anthology *Fiction: Theory and Practice, Tradition and Craft* (edited with Marvin Diogenes) is forthcoming from Mayfield in 2000.

Keith Rhodes is the Director of Developmental Writing and Placement in the Department of English, Foreign Languages, and Journalism at Missouri Western State College. He has worked on the Outcomes Statement since the initial forum session at the 1997 Conference on College Composition and Communication. Currently, he serves on the Outcomes Statement Steering Committee and maintains the Outcomes Statement website (<http://www.mwsc.edu/~outcomes>). His publications, often somewhat off-beat, have considered ethnographic inquiry, critical pedagogy, the preparation of composition administrators, and the psychodynamics of rhetoric. His teaching focuses exclusively on writing and the teaching of writing.

Mark Wiley directs the writing program at California State University, Long Beach. He teaches a range of classes from basic writing to graduate courses on composition theory. Over the last few years he has been actively involved in an ambitious project to develop "seamless education" for kindergarten through university with the Long Beach Unified School District and with Long Beach Community College. He is the co-author/editor along with Barbara Gleason and Louise Phelps of *Composition in Four Keys: Inquiring into the Field*. He has also published essays and reviews in, among other journals, the *Journal of Advanced Composition*, *Rhetoric Review*, and the *Journal of Teaching Writing*.

Kathleen Blake Yancey taught at UNC Charlotte for nine years, working with the National Writing Project site, the first-year writing program, and the writing-intensive program. In the fall of 1999, she moved to Clemson University to become their first Pearce Professor of Professional Communication. From 1995-1998, she served on the Executive Board of WPA; she is currently a member of the Outcomes Group and Vice-President of WPA.

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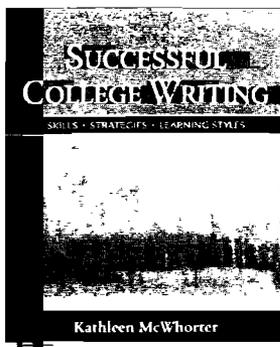
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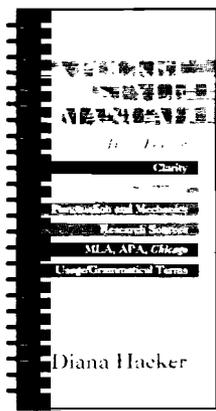
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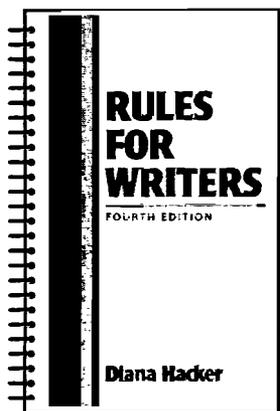
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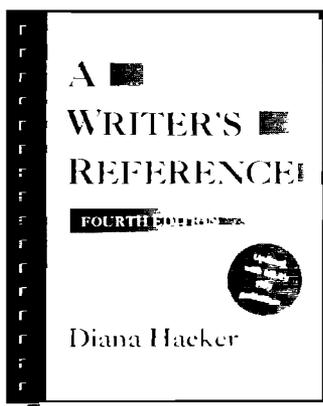


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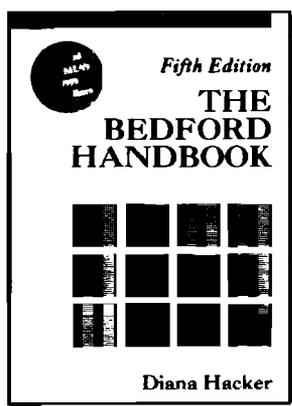
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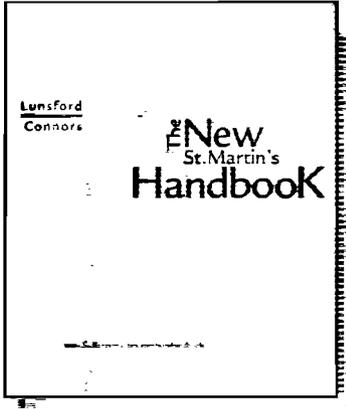
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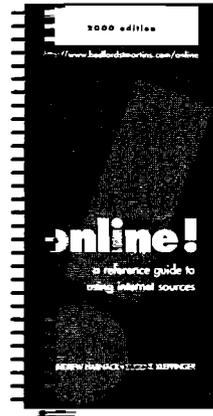
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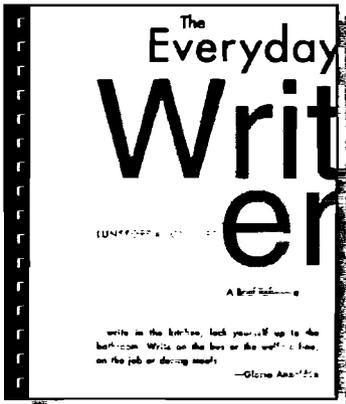
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CALL FOR PROPOSALS

The 2000 WPA Summer Conference, July 13-16, 2000
University of North Carolina-Charlotte

In the Thick of Things

**Plenary Speakers: Richard Lloyd-Jones, Jeanne Gunner,
Robert Connors, Patricia Bizzell**

A common observation is that WPAs work in the middle: between teachers and "higher" administrators, between managerial and scholarly interests, between disciplinary and institutional concerns, between programmatic dreams and budgetary realities, between student needs and public desires. Proposals are invited addressing the conference theme or issues of concern to WPAs, including those who work in WAC programs, writing centers, technical or professional writing programs, departments of writing, graduate programs, and freshman composition programs. What can we know about and learn from past programmatic efforts to organize the teaching of writing? How might writing and writing programs be situated within departments, institutions, the academic landscape, the larger culture? How might we understand the circumstances in which we find ourselves? What models, practices, or theoretical perspectives should WPAs pursue at this juncture? Also invited: reports on assessments of writing programs or features within them, including "local" studies; discussions of effective practices in program design, faculty development, working conditions, and so on; analyses of issues like distance learning, articulation, technologies and writing, education reform, etc.

The Conference will be held at the Omni Hotel and at the UNC-Charlotte downtown conference center. Registration costs include breakfasts, receptions, breaks, and a banquet.

Proposals due February 15, 2000. Please send four copies of 200 word proposals to:

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