

Announcements and Calls for Papers

JAC (A Journal of Composition Theory) invites submissions of articles on a variety of topics related to writing, rhetoric, multiple literacies, and culture. *JAC* seeks to support intellectual work in composition studies by publishing scholarship that finds in contemporary theory the language to ask new questions, to reframe existing problems, and to move beyond current impasses in thought and action. We therefore invite articles that explore intersections of composition theory with theoretical work in other disciplines and fields of study, and we invite theoretical articles on the politics of difference. Also of interest are articles that make available a theoretical understanding of important professional issues in composition studies, English studies, and higher education. Although *JAC* does not typically accept articles describing classroom techniques, we do invite submissions on pedagogical theory. Please use current MLA style and send three copies, stripped of any identifying information, for blind review. Direct submissions and inquiries to: Professor Lynn Worsham, Editor, *JAC*; Department of English, University of South Florida, Tampa, FL 33620-5550, (813) 974-9536. <Lworsham@chuma1.cas.usf.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>.

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. As evaluators, their primary goal is to determine a program's unique strengths and weaknesses, not to transform all writing programs into clones of their own. They recognize that every program must retain its individual character, serve a particular community, and solve special problems. Institutions pay the travel and accommodations cost for the consultant-evaluator team, plus an honorarium. While WPA suggest 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>.

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>.

Contributors to WPA 23.3

Thomas Amorose is Associate Professor of English and Director of Campus Writing at Seattle Pacific University, where he teaches composition and literature, and oversees writing programs. He maintains the <smallcomp@spu.edu> listserv, co-coordinates the NCTE Special Interest Group on composition at the small college/university, and publishes in language politics and rhetoric in the public sphere. He is currently at work co-editing, with Paul Hanstedt, a book on composition at the small school.

Lauren Sewell Coulter is Director of Composition and Assistant Professor of English at the University of Tennessee-Chattanooga, where she teaches courses in freelance writing, proposal writing, business writing, the theory and practice of teaching writing, and first-year composition. Her recent essays have appeared in *Composition Studies* and *The Ethics of Writing Instruction*, and her current research focuses on administrative ethics and the relationship between English departments and writing programs. She wishes to thank a number of people whose generous responses have improved the essay that appears here, including Debra Journet, Brian Huot, Beth Boehm, Richard Miller, and the editors and anonymous reviewers of *WPA*.

Emily Golson is an Associate Professor of English at the University of Northern Colorado where she founded the University Writing Center. She currently trains Teaching Assistants and teaches graduate and upper-division courses in the History and Theory of Rhetoric, Composition Theory, Advanced Expository Writing, The Personal Essay, and Introduction to Composition online. She has authored or co-authored articles in *The Journal of Advanced Composition*, *Computers and Composition*, *Theorizing Composition*, *Kairos*, *Comp Tales*, *Weaving a Virtual Web*, and *Intertexts and Hypertexts*, as well as other journals and essay collections. In her spare time, she enjoys lurking on rhetoric and composition lists.

Joseph Harris directs the Center for Teaching, Learning, and Writing at Duke University. He is the author of *A Teaching Subject: Composition Since 1966* (Prentice, 1997) and *Media Journal: Reading and Writing about Popular Culture* (Allyn and Bacon, 1999). From 1994-99, Harris also edited *College Composition and Communication*.

Jane E. Hindman is a member of the Department of Rhetoric and Writing Studies at San Diego State University. Her wide range of topics of publication—from evaluating teaching and students' writing to rhetorically analyzing Toni Morrison's use of quilting as metaphor in *Beloved* to authorizing anger in a woman's reading of Plato's *Gorgias* to theorizing and embodying the personal in academic discourse—all come together under the rubric of feminist epistemology and pedagogy. Her work appears in *Pre/Text*, *Journal of Basic Writing*, *Rhetoric Review*, *JAC*, and others. She is currently at work on a book tentatively titled *Inside Out: Regendering Academic [Life] Writing*.

William B. Lalicker is Director of the Composition Program at West Chester University of Pennsylvania, where he has taught basic writing, introductory composition, and composition theory courses since 1995. His publications include

articles in *Writing on the Edge*, *Composition Chronicle*, *BWe: basic writing e-journal*. He currently serves on the board of the Conference on Basic Writing, and on the editorial boards of *BWe* and (as a composition gadfly) *College Literature*. He is in his fifteenth year of directing composition and writing emphasis programs.

Joyce Kinkead is Professor of English and Associate Dean of Humanities, Arts, and Social Sciences at Utah State University, where she directed the writing program and the writing center. In 1999-2000, she is an American Council on Education Fellow, working in the Office of the Chancellor and the Provost at University of California, Davis.

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.

Carol Rutz is Director of the College Writing Program and adjunct lecturer in English at Carleton College in Northfield, Minnesota. She has presented at CCCC, NCTE, MLA, WPA, and several regional conferences. Her publications (*WPA*, *Rhetoric Review*) center on writing pedagogy, program management, and faculty development. With Chris Anson and two others, she co-edited a collection titled, *Dilemmas in Teaching: Cases for Collaborative Faculty Reflection*.

Jeanne Simpson recently retired to Colorado after nine years as Assistant Vice President for Academic Affairs at Eastern Illinois University, where she was also professor of English. She established and then directed the writing center at Eastern from 1981 to 1990. Her publications include *The Elements of Invention*, co-editing *The Writing Center: New Directions*, and articles in *Writing Center Journal*, *Writing Lab Newsletter*, and other journals. She continues to have a training and consulting practice in negotiation and conflict resolution.

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