

Announcements

Discovering Digital Dimensions: Computers and Writing 2003 (3-D at Purdue in 2003) will be hosted by Purdue's Department of English, the Professional Writing Program, the Rhetoric and Composition Program, and the Writing Lab from May 22–25, 2003, in West Lafayette, Indiana.

As in years past, the conference will provide diverse opportunities for engagement on issues of central concern to teachers, scholars, and writers in the emergent culture of the digital age. The theme—3-D at Purdue in 2003—stresses the importance of discovery in the many dimensions of learning, teaching, and writing as digital networks proliferate and make possible new forms of expression, suggest alternative rhetorics, and invite (re)presentation of our disciplinary histories. Conference participants will have opportunities to hear keynote addresses from well-known intellectuals, attend poster and panel sessions, interact with vendors specializing in communication technologies, and be entertained at special multimedia (3-D) events. The conference will again partner with the Graduate Research Network and the CW 2003 Online Conference. Some participants may have opportunities for earning course credit.

The conference theme, *Discovering Digital Dimensions*, encourages participants to look at the digital world from multiple perspectives and to consider new applications and directions for emerging technologies. Possible areas of inquiry will include but not be limited to the following topics:

- *The Wired Academy*: electronic communication across the curriculum; transcending disciplinary boundaries; interdisciplinarity; electronic publication; intellectual property; queer issues; technology in the writing lab; computers in professional writing, technical writing, and scientific communication;
- *Digital Pedagogies*: teaching technology; implications and pedagogies of commercial and open source technologies; technology and writing program administration; assessment;
- *ESL and Technology*: international and immigrant populations; global discourses and communities; electronic borders and borderlands;
- *Race, Gender, Access to Technology*: digital and feminist politics; technological literacies; vaporware; support and training; workplace prejudice; technological histories;
- *A/Synchronous Learning Environments*: MUDs and MOOs, OWLs, IM, courseware, etc.;

- *Spatiality and Electronic Architectures*: archival issues; real/virtual classroom design; web design; digital libraries; eBooks; virtuality;
- *Hybrid Rhetorics*: visual, oral, textual, multimedia, hypertext;
- *Emergent Network Cultures*: film; media representations; virtual communities; digital copyright; distance learning; writing in the digital workplace.

Proposals will be due Monday, October 28, 2002. They may be submitted beginning September 16, 2002. We encourage those interested to visit the website, <http://www.cw2003.org>, to take advantage of online discussion venues designed to assist proposal planning and development, foster ongoing discussion of conference themes and events, and find answers for your questions.

For more information about the on-site conference, contact David Blakesley, Program Chair, Department of English, Purdue University, West Lafayette, IN 47907, 765.494.3772, info@cw2003.org. The conference web site is <http://www.cw2003.org>.

The Council for Programs in Technical and Scientific Communication (CPTSC) will hold its 29th annual meeting 3-5 October 2002 in Logan, Utah. The conference theme is “Complicating Binaries: Exploring Tensions in Technical and Scientific Communication.” Discussions will explore issues in opposing viewpoints such as: academy vs. industry, theory vs. practice, internal funding vs. external funding, professional education vs. service courses, humanities vs. science and technology, and inside English vs. outside English. For information about the program, please contact Nancy Allen <nallen@online.emich.edu>. For information on the conference site, contact Kelli Cargile Cook <kcargilecook@english.usu.edu> or check the CPTSC website at <http://www.cptsc.org>. We hope to see you there.

The Writing Instructor, a freely available networked journal and digital community, announces the release of Betas 2.1 (Open Topic) and 2.5 (“Electronic Publication”). Beta 2.5 is a multi-journal, collaborative issue involving *TWI*, *Academic.Writing*, *Enculturation*, *Kairos*, and *CCC Online*. These *TWI* releases feature new work from Paul Cesarini, Joseph Eng, Paul Heilker, Janice McIntire-Strasburg, Peggy O’Neill, Patricia Webb Peterson, and Karen Wink. *TWI* accepts open submissions for blind, peer review year round. Contact editors David Blakesley (blakesle@purdue.edu) or Dawn Formo (dformo@csusm.edu) for more information, or visit the Website at <http://www.writinginstructor.com>.

Contributors to WPA 25.3

David Blakesley is Associate Professor of English and Director of Professional Writing at Purdue University. He is the author of *The Elements of Dramatism* (Longman, 2002) and the forthcoming *Illuminating Rhetoric: A Guide to Seeing, Reading, and Writing* (Mayfield/McGraw-Hill, 2003). He is the editor of the forthcoming collection, *The Terministic Screen: Rhetorical Perspectives on Film* (SIU Press, 2003) and the co-editor and publisher, with Dawn Formo, of *The Writing Instructor*, a networked journal and digital community. At Southern Illinois University Carbondale, he was the WPA from 1997-2000.

Lynée Lewis Gaillet is Associate Professor of Rhetoric and Composition at Georgia State University, where she directs the Lower Division Studies program. She is the editor of *Scottish Rhetoric and Its Influences* and author of numerous articles examining contemporary composition theory/pedagogy and the history of modern writing practices. Her work has been published in *Rhetoric Review*, *Rhetoric Society Quarterly*, *Journal of Advanced Composition*, *Journal of Basic Writing*, and *Composition Studies*.

Jeff Grabill is Assistant Professor of English at Georgia State University in Atlanta. He works at the intersection of professional and technical writing, rhetorical theory, and literacy theory. He has written a book on community literacy programs, *Community Literacy Programs and the Politics of Change* (SUNY 2001) and articles in journals such as *College Composition and Communication*, *Technical Communication Quarterly*, and *Computers and Composition*.

Ruth Mirtz is Assistant Professor at Ferris State University in Big Rapids, Michigan, where she teaches composition at all levels, proposal writing, linguistics, and first-year student orientation courses. Her most recent publications include essays in *Questioning Authority: Stories Told in School* (University of Michigan Press, 2001) and *The Writing Program Administrator as Theorist* (Heinemann Boynton/Cook, 2002).

Keith Rhodes is Assistant Professor at Missouri Western State College, where he also directs basic writing and writing placement and serves as liaison for dual credit composition courses. His scholarship focuses on the practical situation of composition theory. He has been highly active in the WPA Outcomes Statement process, and he currently serves as

the Coordinator of Missouri's politically active Colloquium on Writing Assessment.

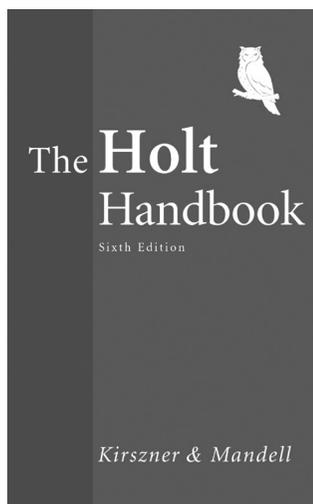
Theresa Freda Nicolay is Assistant Professor of English, Coordinator of the First-Year Writing Program, and Writing Center Director at St. John Fisher College in Rochester, New York. Her PhD in English with a concentration in Colonial and Nineteenth-Century American literature is from the University of Rochester. She regularly teaches undergraduate courses in classical rhetoric, peer tutoring, and first-year and intermediate writing. She is the author of *Gender Roles, Literary Authority, and Three American Women Writers: Anne Dudley Bradstreet, Mercy Otis Warren, and Margaret Fuller Ossoli* (Peter Lang, 1995).

Scott Stevens directs the basic writing program at California State University, Fresno, where he also teaches writing, composition theory and pedagogy, and American literature. His research interests include ethnographic methods in composition, genre and cultural rhetoric, and the multiple literacies in California's San Joaquin Valley.

Susan Taylor has retired from teaching. Currently, she is recovering from brain surgery and deciding between two employment opportunities for her future.

Kim van Alkemade earned her PhD in Composition and Rhetoric from the University of Wisconsin-Milwaukee with a dissertation on computers and writing. She has served as the Director of Composition at Shippensburg University of Pennsylvania since 1992, where she teaches composition, developmental writing, technical writing, and creative non-fiction. She is currently working on a nonfiction book project about the Hebrew Orphan Asylum in New York City.





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