

## Contributors to WPA 29.1–2

**Anthony Baker** is an assistant professor of English and director of composition at Tennessee Tech University, where he teaches courses in writing, rhetoric, and literature. His research interests include student reflection, visual rhetoric, and postmodern texts.

**Larry Beason** is associate professor of English at the University of South Alabama. His research on error, ethos, and writing assessment has appeared in *CCC*, *Journal of Business Communication*, and *Research in the Teaching of English*. He is working on a new edition of his coauthored textbook, *A Commonsense Guide to Grammar and Usage*, and on a book examining the history and social aspects of spelling.

**Lisa Cahill** is completing her doctoral degree in Rhetoric, Composition, and Linguistics at Arizona State University where she also teaches first-year composition and trains composition tutors. Her research interests include Writing Across the Curriculum research, tutor training, and writing assessment.

**Suelynn Duffey** directs the first-year writing program at Georgia Southern University and has previously directed both basic writing and writing across the curriculum programs. Her interest in “The Progress of Generations” originates in a career of generational mixing in different institutional settings and from an awareness of how radically different these settings are. She has published on WPA-related issues in *CCC*, *Rhetoric Review*, *Writing on the Edge* and in the forthcoming book on the *junior* WPAs.

**Joseph S. Eng** is associate professor of English and director of English composition at Eastern Washington University. He teaches courses in rhetorical theory, writing pedagogy, research methods, and first-year composition. He has written about connections between literature and composition and identity politics in the classroom. Currently, he occupies himself with readings about empirical methodology, teaching and learning centers, and the concept of co-inquiry.

**Jeanne Gunner** is associate provost for academic programs and professor of English and Comparative Literature at Chapman University. Her primary research interest continues to be writing program theory. With Donna Strickland, she is editing a collection of essays on critical issues in writing program administration.

**Judith Hebb** is associate professor of English and Spanish at Atlanta Christian College, where she teaches courses in writing, linguistics, literature, and Spanish and is the yearbook advisor. She is chair of the Department of Humanities and General Studies and director of the writing program. She holds an MA in Spanish Literature and a PhD in English composition and rhetoric, both from Texas A&M University–Commerce. She has published in *English Journal*, *Journal of Basic Writing*, and *Academic Exchange Quarterly*.

**Neal Lerner** is lecturer in Writing Across the Curriculum at the Massachusetts Institute of Technology, where he teaches scientific and technical communications. He is co-editor (with Beth Boquet) of *The Writing Center Journal* and co-author (with Paula Gillespie) of *The Allyn & Bacon Guide to Peer Tutoring*, 2<sup>nd</sup> ed. His publications have appeared in *Composition Studies*, *Writing Center Journal*, *Writing Lab Newsletter*, and several edited collections. He is also a three-time recipient of the International Writing Centers Association Outstanding Scholarship award; his current research focuses on the history of teaching both writing and science via “laboratory methods.”

**Carl R. Lovitt** is associate dean for academic affairs and professor of English at Penn State Berks-Lehigh Valley. Prior to joining Penn State in 2000, Dr. Lovitt served for ten years as founding director of the Pearce Center for Professional Communication at Clemson University. He also co-founded the National Writing Across the Curriculum Conference. Dr. Lovitt is the editor of a book on international professional communication and author of numerous articles on teaching, writing, and literature. He is currently completing a textbook on the teaching of writing. Dr. Lovitt holds degrees from Washington University, the Sorbonne, and the University of Wisconsin.

**Rich Miller** is an associate professor and director of composition in the English department at Suffolk University in Boston, Massachusetts. He received both his PhD (Bowling Green, 1999) and MA (New Mexico State, 1993) in rhetoric and composition. His research interests include WPA, computers and writing, and outcomes assessment in composition studies. He thanks his coauthors for their help and patience in composing and revising this article.

**Karen Bishop Morris** is an assistant professor of English at Elmhurst College, where she teaches courses in composition and rhetoric, professional writing, and a graduate seminar that explores current issues in writing. While serving as WPA at the University of Southern Indiana, she was

named Writing Fellow in recognition of her efforts to work with faculty across the curriculum to form public writing partnerships and to integrate writing into their disciplinary areas. Her scholarship focuses on documentation strategies and program design aimed toward strengthening campus and community partnerships—for this she draws upon her experiences as a consultant to nonprofit organizations and WPA.

**Shelley Reid** is an assistant professor of English and director of the first-year composition program at George Mason University (which is not the school she writes about for this article), where she teaches writing as well as courses in composition theory and pedagogy. She has published articles on curriculum development in writing programs and on the difficulty of teaching multiculturalism in first-year writing courses; she is currently investigating strategies for preparing TA mentors in composition programs and writing about the joys and stresses of pretenure writing program administration.

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## Announcements

### 2006 WPA Summer Workshop, Institutes, and Conference

The 2006 WPA Summer Workshop, Institutes, and Conference will be held at the Chattanooga Choo Choo Convention Center in Chattanooga, Tennessee, July 9-16. Leaders for the four-day workshop, July 9-13, will be Lauren Fitzgerald, from Yeshiva University, and Greg Glau, from Arizona State University. The theme for the conference, July 13-16, is "Keeping on Track: Looking Back, Looking Forward, Looking Out for New Opportunities." One-day institutes on writing assessment and technology issues will be held on July 13. For more information about the workshop, institutes, and conference, visit the CWPA website at <http://wpacouncil.org>.

### Announcement of Award for Excellence:

Best Article in the 2003 and 2004 Issues of *WPA: Writing Program Administration*

At the request of the WPA president, Shirley Rose, the Best Article Award committee comprised of Joe Janangelo, Libby Miles, Duane Roen, and Joel Wingard evaluated all the articles in the 2003 and 2004 issues of *WPA: Writing Program Administration*. Although these issues contained many strong articles, the committee chose Candace Spigelman's article, "Politics, Rhetoric, and Service-Learning," because it effectively challenges some all-too-familiar administrative practices and does so with an eye toward the larger political and economic context in which WPA work is necessarily situated. Her work is thorough, careful, theoretically informed, and respectful; it leaves us with much to ponder as we take her insights back to our own institutions. Hers is provocative, generative research. Her article appeared in the Fall 2004 (28.1-2) issue.

At the WPA conference in Anchorage in July 2005, the Best Article Award was given posthumously to Candace Spigelman. CWPA also made a \$500 donation to the Candace Spigelman memorial fund at Penn State Berks-Lehigh Valley College.

### Feb. 6-28, 2006, Computers & Writing Online 2006: Making Knowledge on the Digital Frontier(s)

The 2006 Computers & Writing Online Conference deals with the interface between writing scholarship, writing pedagogy, and technology. The conference involves asynchronous sessions whose discussions run over an extended

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period of time as well as real-time presentations. For more information about the conference, visit <http://english.ttu.edu/cwonline2006/> or contact Lennie Irvin at [lennie.irvin@ttu.edu](mailto:lennie.irvin@ttu.edu).

**Call for Submissions:** *Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric* seeks theory-driven and/or research-based submissions from undergraduates on the following topics: writing, rhetoric, composition, professional writing, technical writing, business writing, discourse analysis, writing technologies, peer tutoring in writing, writing process, writing in the disciplines, and related topics. Submissions to this refereed journal should be 10-20 pages, in MLA format, and should be accompanied by a professor's note that the essay was written by the student. Please send four copies of manuscript without author's name on manuscript. Please include author's name, address, affiliation, email address, and phone number on *separate* title page. Send inquiries and submissions to Dr. Laurie Grobman, Editor, Penn State Berks, P.O. Box 7009, Tulpehocken Road, Reading, PA 19610-6009. E-mail inquiries to [leg8@psu.edu](mailto:leg8@psu.edu).

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- Invitations to submit papers for sessions that WPA sponsors at MLA and CCCC
- Participation in the WPA Research Grant Program, which distributes several awards, ranging from \$1000 to \$2000
- Invitations to the annual WPA breakfast at CCCC and the annual WPA party at MLA
- Information about the WPA Consultant-Evaluator program

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To Join

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Jennie Dautermann, WPA Secretary  
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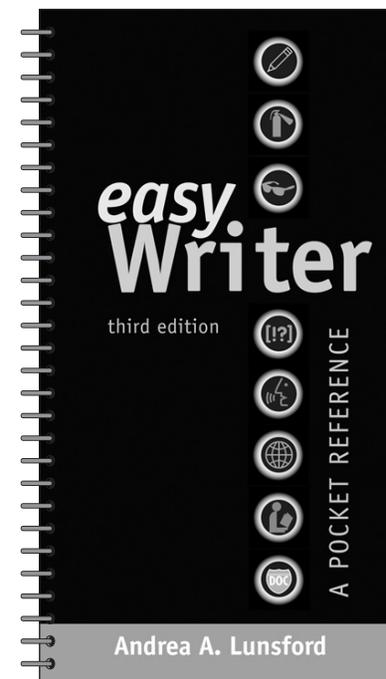
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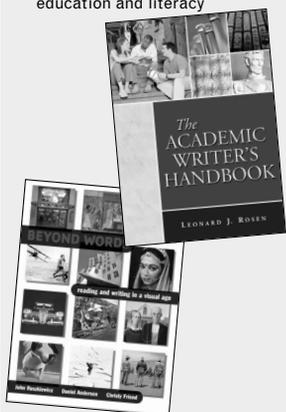
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