annual occurrence but should certainly not be viewed as a one-time project. As any worthwhile assessment should, DCM leads to pedagogical and program improvements, not just to scores. DCM has its drawbacks. Clearly, it is time-intensive, and the maps are not as simple to use as a rubric. Broad says little of how often evaluators at City University agreed and disagreed, but it seems unlikely the criteria maps secured more agreement than a rubric would have. As he argues, though, a rubric is designed to secure interrater agreement by constraining choices, while a map is intended to foreground a range of values and the discrepancies that arise in writing programs. Other limits of DCM are less obvious. Despite the author’s scrutiny and carefully gathered data, his categorizing, counting, and definitions of criteria are open to debate. Broad frequently notes how certain criteria might seem very much like others he found, yet he explains why he separated them anyway. Such subjectivity occurs with any study, particularly a qualitative study in which apparently only one person performs the fundamental coding and analyses of data. Any conventional rubric is also open to debate and interpretation, but criteria mapping is especially likely to be viewed as arbitrary if for no other reason than the fact that maps must be inclusive and thorough. A rubric might have five or more criteria offering opportunities for debate, whereas a map such as City University’s has eighty-nine points of departure.

At times, the author may overstate the case for DCM, referring to the “unparalleled potential for Dynamic Criteria Mapping” (120) and the “unprecedented quantity and quality of information” (121) it provides. However, his enthusiasm is understandable. With no suitable alternative, rubrics have rarely been seriously challenged. Dynamic Criteria Mapping is more than a mere instrument; this model calls for a contextualized assessment that leads directly to teacher reflection and program improvements. Is it worth the additional work it takes to implement such a radical change? DCM may not work at every site, particularly where open dialogue about values and change is risky for nontenured faculty. But it is exciting to think of the ways in which a more robust, thorough assessment might inform teachers and students. I found myself thinking I would like to see Dynamic Criteria Mapping applied not only to student writing but various types of discourse. For instance, it would be both interesting and useful to see a map of what compositionists value in their own professional discourse.

Writing creates a complex dialogue that attends to the setting in which a text appears, and Bob Broad offers a way to assess writing that is also dialogic, contextual, and complex in terms of showing what teachers really value.

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Contributors to WPA 27.3

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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.
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 period of time as well as real-time presentations. For more information about the conference, visit http://english.tru.edu/cwonline2006/ or contact Lennie Irvin at lennie.irvin@tru.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.
Extending an invitation to join the Council of Writing Program Administrators

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