Contributors, WPA 30.1–2

Patricia Friedrich is an assistant professor in the Department of Language, Cultures, and History at Arizona State University where she teaches linguistics, rhetoric and composition, and ESL courses. Her research interests include the politics of English, attitudes toward English, the spread of English and other themes encompassing world Englishes. She has authored articles in such journals as World Englishes, English Today, and International Journal of Applied Linguistics. She has also coedited a special issue of World Englishes centered on South America. Currently, she is working on a book focused on the English language and peace.

Maria Fruit is a graduate student in the Department of Linguistics at the University of Iowa. As a student of linguistics and an advocate of interdisciplinary work, she teaches ESL courses in linguistics, and she teaches speech and composition in the Department of Rhetoric. Recently, Fruit joined the staff of that department’s writing center, where she tutors native and non-native English writers. Her thesis, in progress, addresses generative second language acquisition; she is investigating properties of L2 acquisition and L1 attrition in European Portuguese. Her research interests include theoretical syntax, language acquisition, classical rhetoric, and L2 writing pedagogies.

Kristine Hansen is professor of English at Brigham Young University, where she has directed the English composition program and the WAC program. She teaches courses in advanced writing, history of rhetoric, and research methods in composition and rhetoric. Her research interests center on the rhetoric of the social sciences, the relationship of rhetoric to epistemology, and the high school-to-college transition of student writers. She has published articles in CCC, WPA, Research in the Teaching of English, and English Journal, as well as several chapters in edited volumes. With Joseph Janangelo, she coedited Resituating Writing: Constructing and Administering Writing Programs (Boynton/Cook-Heinemann, 1995). A member of the WPA Executive Committee from 1994–97, she currently serves on the editorial board of WPA: Journal of the Council of Writing Program Administrators.

Tamara Burton Lamm received a bachelor’s degree in English and a master’s degree in Teaching English to Speakers of Other Languages from Brigham Young University. She has worked as a writing center tutor and supervisor for mainstream and international students, and she has taught freshman composition to mainstream students. In that setting she perceived the need in her university for a multicultural, interdisciplinary approach to writing,
one that specifically focused on the needs of second language writers. She
designed the curriculum for a freshman composition course for international
students, which she currently teaches.

Kate Mangelsdorf is professor of English at the University of Texas–El
Paso, where she directs the PhD program in rhetoric and composition. Her
latest book is Discoveries, a basic writing text from Bedford/St. Martin’s
coauthored with Evelyn Posey. Her research specialties are Generation 1.5
writing, second language writing, and basic writing.

Paul Kei Matsuda is the director of composition at the University of New
Hampshire, where he teaches various writing courses as well as graduate
courses in composition studies. Founding chair of the CCCC Committee on
Second Language Writing and the Symposium on Second Language Writing,
Paul has coedited several books, including On Second Language Writing
(Erlbaum, 2001), Landmark Essays on ESL Writing (Erlbaum, 2001), Second
Language Writing Research (Erlbaum, 2005), and Second-Language Writing
in the Composition Classroom (Bedford and NCTE, 2006). His work appears
in a wide variety of publications in composition studies and second language
studies.

Jessie Moore Kapper is an assistant professor of English at Elon University
in North Carolina. She coordinates Elon's Professional Writing and Rheto-
ric concentration and teaches additional courses in TESOL. She also chairs
TESOL’s Second Language Writing Interest Section. Her research explores
the interdisciplinarity of second language writing and the integration of acade-
mic service-learning projects in undergraduate coursework.

Christina Ortmeier-Hooper is a Ph.D. candidate in Composition Studies
at the University of New Hampshire, where she teaches first-year composi-
tion, ESL, advanced composition, and teacher education courses. She is the
foundating chair of the Second Language Writing Interest Section at TESOL
and serves on the CCCC Committee on Second Language Writing. She has
published in TESOL Journal and has coedited Second-Language Writing in
the Composition Classroom: A Critical Sourcebook (with Paul Kei Matsuda,
Michelle Cox, and Jay Jordan). Her dissertation examines the academic writ-
ing development and identity negotiation of high-school second language
writers residing in the United States.
Contributors to WPA 30.1/2

Talinn Phillips is the assistant director of Writing Across the Curriculum at Ohio University, where she also teaches first-year and advanced composition. She is currently pursuing her doctorate at Ohio University in rhetoric and composition, having completed her master’s degree there in applied linguistics and TESOL. Her research interests include second language writing, writing centers, visual rhetoric, and service learning.

Ana Maria Preto-Bay holds a Ph.D. in instructional psychology and technology in second language acquisition. During the past fifteen years, she has worked with international students and students of various ethnicities at Brigham Young University. She has taught writing in the intensive ESL program and the English composition program for most of that time. Her work with second language writers has inspired much of her work and research in L2 academic literacy acquisition and curriculum and program design. A native of Portugal, Preto-Bay is now working on foreign language writing instruction and program development in higher education.

Gail Shuck is assistant professor of English and coordinator of English Language Support Programs at Boise State University. Her research interests include the politics of second language writing, discourse analysis of everyday talk, and the construction of language identity and ownership among multilingual speakers and writers. In addition to her publications in *Language in Society* and the online journal *The Reading Matrix*, Shuck has conducted an examination of discursive means for connecting language and race in native English speakers’ talk about nonnative English speakers, which is scheduled to appear in the fall 2006 issue of the *Journal of Language, Identity, and Education*.

Candace Stewart recently left her position as coordinator of the Student Writing Center at Ohio University to serve as the director of composition in the English Department at that university. She teaches undergraduate writing courses and graduate courses in pedagogy, rhetorical theory, and research methods. Her current research interests include graduate teaching assistant preparation, WAC-oriented writing center pedagogy, and materialist theories of rhetoric.

Robert D. Stewart is a graduate student in applied linguistics and TESOL at Ohio University. He has taught English in the United States and abroad since 2001, including preacademic intensive ESL at Ohio University. His research interests include second language writing and German dialectology. He is currently studying in Leipzig, Germany.
Christine Tardy is an assistant professor in the Department of English at DePaul University, where she teaches courses in writing and teaching English as a Second Language. Her research interests are in second language writing, genre studies, and ESL teacher education. Her work has appeared in Written Communication, Computers and Composition, and Journal of English for Academic Purposes.

Terese Thonus is associate professor of linguistics at California State University, Fresno. A graduate of Indiana University, she taught English as a second language, tutored in the Writing Center, and served as editorial assistant for the journal Studies in Second Language Acquisition. She has taught in Thailand and the United States and trained teachers for the British Council in Brazil. She is currently teaching and researching ESL methods, second language writing, and oral discourse analysis with an emphasis on tutor-student interaction in writing centers. Her recent publications have appeared in The Writing Center Journal, Journal of Second Language Writing, and Assessing Writing.
Announcements

Call for Nominations for WPA Executive Board Members

WPA will hold elections for three Executive Board members this fall. We will be saying thank you and goodbye to Executive Board members Rebecca Moore Howard, Martha Patton, and Susan Miller-Cochran, whose terms end in June 2007, and invite nominations for three Executive Board members to replace those rotating off. The Executive Board oversees the WPA, its events, and its activities, creates policies and procedures for its management, and engages in special projects and initiatives. The new Board members will serve for three years, with terms beginning in July of 2007.

Nominees for the Executive Board should have a demonstrated commitment to the work of the Council and a background in writing program administration, and should be willing to attend Board meetings at the CCCC and at the WPA summer conference. Self-nominations as well as nominations of others are welcome. To be considered, a nomination should include all contact information, a C.V. (attached or posted on a listed web site) or a description of the nominee’s work as a WPA, and a statement explaining why the nominee makes a strong candidate for membership on the WPA Executive Board. If possible, please secure the nominee’s permission before submitting the nomination.

All nominators and nominees must be current members of the Council of Writing Program Administrators. Nominations are reviewed by the WPA Nominating Committee, which creates a slate for vote by the membership.

Please send your nominations to the Chair of the WPA Nominating Committee, Joe Janangelo (jjanang@luc.edu) by November 15, 2006.

This fall WPA will also elect a new Vice-President. Nominees for Vice-President make a six-year commitment to WPA, first serving as vice-president for two years, as president for the next two years, and as immediate past president for a final two years.

The nominating committee chooses Vice-Presidential candidates from among recent Executive Board members.

Nominating Committee members are Joe Janangelo, Susan Miller-Cochran and Chris Anson.
WPA Book Award for 2004-2005


The Council of Writing Program Administrators has established this award as part of its efforts to develop and promote an understanding of writing program administration as intellectual work of depth, sophistication, and significance. The Awards Committee employed the following criteria for selection:

1. The book addressed one or more issues of long-term interest to administrators of writing programs in higher education.
2. The book presents outcomes of the intellectual work of one or more writing program administrators.
3. The book discusses theories, practices, or policies that contribute to a richer understanding of writing program administration work.
4. The book shows sensitivity toward the situated contexts in which writing program administrators work.
5. The book makes a significant contribution to the scholarship of writing program administration.
6. The book will serve as a strong representative of the scholarship of and research on writing program administration.

Members of the Award Committee were Lauren Fitzgerald (Yeshiva University), Gregory Glau (Arizona State University), and Stephen Wilhoit, Chair (University of Dayton).
Announcements

Change the Media Message about our Work:
Join the WPA Network for Media Action!

The Network for Media Action provides a space wherein those interested in changing the public conversation about writing and writing instruction can converse, share resources, and find support in publicizing the positive facets of the work we do. This group is committed to developing media messages that can accurately portray the goals and methods of writing instruction, illustrate the crucial importance of a literate public, and foreground the efforts of writing programs in providing high quality instruction in writing. Recent efforts include the formation of message frameworks, which provide us with cogent statements of issues like plagiarism, machine scoring of writing, high-stakes testing, and the role of grammar instruction—all issues that often become issues for the media.

To participate in the initiatives of the NMA, or to find out more information on this work, visit our site on Digital WPA (http://wpacouncil.org/nma) or contact Linda Adler-Kassner (Linda.Adler-Kassner@emich.edu) or Dominic Delli Carpini (dcarpini@ycp.edu).

WPA at MLA 2006
Philadelphia, PA

The Council of Writing Program Administrators will sponsor two panels and a social at the 2006 MLA Convention in Philadelphia.

WPA at MLA Panels:
On the occasion of WPA’s 30th anniversary, two WPA-sponsored panels at the Modern Language Association meeting in Philadelphia will focus upon diversity issues. The panels will look back at our efforts at inclusion over the past thirty years and discuss the great potential that increasing diversity provides for us, both as an organization and within our writing classes. The first panel, “Moving toward Inclusion: Thirty Years of the Council of Writ-
ing Program Administrators,” chaired by Shirley Rose (who will also act as a respondent), will be held on Friday, December 29th, 1:45–3:00 p.m., in Room 307 of the Philadelphia Marriott. Presentations include:

- Chris Anson, North Carolina State University: *Drawing in, Reaching Out: The Problems and Prospects of Internationalization*
- Joe Janangelo, Loyola University, Chicago: *Why Diversify?*
- M. Elizabeth Sargent, University of Alberta: *On the Trail of the Outcomes Statement: Increasing the Work of the WPA in Canada*
- Joseph S. Eng, University of Eastern Washington: WPA and Diversity: *The Asian-American Locations in the Modern University*

The second panel, entitled “Challenges of the Future: Foregrounding Diversity in the WPA Palette” and chaired by Dominic Delli Carpini, will be held on Saturday, December 30th, noon to 1:15, in Room 302 of the Philadelphia Marriott. Presentations include:

- Juanita Comfort, West Chester University: *Framing Diversity Issues for College Writers: Listening to a Multi-Vocal Writing Program*
- Wendy Olson, Washington State University, Pullman: *Writing Programs, Diversity, and the Knowledge Economy: Some Implications*
- Ellen Strenski, University of California, Irvine: *Electronic Equity or Exclusion: Four Campus Digital Divides*
- Jonathan Alexander, University of Cincinnati and William Banks, East Carolina University: *Queer Eye for the Comp Program: Towards a Queer Critique of WPA Work*

**WPA Social**

CWPA, the Philadelphia Area Writing Program Administrators (PAWPA), and Temple University will be sponsoring a social event at MLA on the evening of Friday, December 29 at the Hilton Garden Inn in Philadelphia. More information on the event will be provided on Digital WPA [http://wpacouncil.org](http://wpacouncil.org) and WPA-L. All WPA members and friends are cordially invited.
Announcements

New WPA Executive Board Members
Three new Board members began their terms on July 1, 2006: Joe Marshall Hardin (Western Kentucky University), Rita Malenczyk (Eastern Connecticut State University), and Carol Rutz (Carleton College). We look forward to working with these colleagues during their three-year terms of service.

Our three retiring Executive Board members are Lauren Fitzgerald (Yeshiva University), Greg Glau (Arizona State University), and Raul Sanchez (University of Florida). We thank them for their fine work.

WPA Regional Affiliates
In the last few years, WPA has welcomed four US regional affiliates:

- Carolinas WPA (CWPA, founded informally in 1999 and formally in 2003, with about 75 members; see http://facstaff.elon.edu/peeples/cwpa/index.htm),
- Michigan WPA (founded in 2001, with about 25 members; see http://writing.msu.edu/miwpa/),
- Mid-America WPA (MAWPA, founded in 2004 with about 40 members; website in the planning stage), and
- Philadelphia Area WPA (PAWPA, founded in 2000, with about 45 members; see http://www.english.udel.edu/pwpa/).

Groups wishing to become affiliates of WPA should send a letter to the WPA Executive Board requesting affiliation and providing basic information such as the group’s name, a roster of officers, an estimate of membership, and a list of schools represented by members. The Executive Board will consider the application and communicate a decision to the group.

WPA Affiliate Status with AACU
In March 2006, the Council of Writing Program Administrators renewed its affiliate status with the American Association of Colleges and Universities (AAC&U). Our affiliate status with AAC&U aligns us with an organization that focuses on addressing issues of assessment, civic engagement, diversity, general education, globalization, integrative learning and educational outcomes. AAC&U was formerly the Association of American Colleges (AAC).
2006 WPA Research Grants Awards

Winners of the 2006 WPA Research Grants were announced at the WPA CCCC Breakfast in Chicago, March 23, 2006. The winning proposals were for the following projects:

“Does it Transfer? Tracing FYC Students’ Rhetorical Practices across Multiple Mediums”
  Jenn Fishman, Mary Jo Reiff -- Co-Principal Investigators
  Bill Doyle, Casie Fedukovich, Hiie Saumaa, Stacey Pigg -- Project Researchers
  University of Tennessee-Knoxville
  $2000.00

“Are We Making it Harder? A Comparison of Online and Paper Based Writing Instruction Focusing on Subjective Cognitive Workload”
  Lisa Emerson
  Massey University, New Zealand
  $1098.87

“Reformist Opportunities: A Study of Writing Program Partnerships”
  Diana George, Kelly Belanger (Department of English)
  Marie Paretti, Lisa DuPree McNair (Department of Engineering Education)
  Virginia Tech
  $1997.00

Research project results will be presented on posters at the 2007 WPA Breakfast at CCCC. Research reports or articles resulting from the research projects are submitted to our journal WPA: Writing Program Administration for first consideration.
Announcements

Bedford/St. Martin’s

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Diana Hacker

Still the most widely adopted college handbook, A Writer’s Reference, now in its sixth edition, remains the easiest reference tool for college writers to use and to understand — within and outside of the composition class. In the tradition of Hacker innovation, A Writer’s Reference — both the print handbook and the companion Web site — will be available with flexible content to suit the needs of your students and your course. You can finally have your handbook your way.

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