

Announcements

The University of Texas at Austin will host the **2008 International Writing Across the Curriculum Conference**. This year's conference, to be held **May 29-31**, will focus on how writing professionals integrate and articulate WAC theories and practices into the curriculum and translate our work to students, academic staff, administration, and those outside the academy. Pre-conference workshops include starting or invigorating a WAC program, research in writing and WAC, faculty development to improve teaching and learning, and starting and maintaining high school WAC-writing centers. Our featured speaker, Ann Beaumont, and an international panel will discuss the preparing students for writing across the curriculum, and the implications of WAC development around the world. WAC 2008 will be held in the Radisson Hotel and Suites on the shores of the Colorado River in downtown Austin. History, nature, scholarship, fine arts, warm weather, the world's largest urban bat colony, and any kind of music you can think of are all within a short walk or bus ride. Longman Publishers has made possible a special Friday night after dinner performance by the famous Austin Lounge Lizards. See <http://www.utexas.edu/cola/progs/wac/conferences/iwacc/index/> for attendance, registration and hotel details.

The **Society for Technical Communication (STC)** has re-launched its **Academic Database**, and we need information on your school's Technical Communication or Professional Writing program. To assist those interested in pursuing a career in technical communication, STC provides a database of academic programs worldwide. Institutions are invited to add their programs to the database. Each institution offering a program of study can list all degree and certificate programs under one institutional record, and users can search these listings by program, location, and/or course delivery. Please take a look at the new database: < <http://stc.org/academic/index.aspx> > and take a few minutes to add your institution to the STC Academic Database. If you have any questions about the database, please contact STC Academic Liaison Committee member Sally Henschel: sally.henschel@mwsu.edu.

The **2008 WPA Workshop, Institutes, and Conference** will be held next July in Denver, CO, and will be hosted by the University of Denver Writing Program. The workshop will be held July 6-9, the Institutes will be held July 10, and the conference will be July 10-13. Conference chair is Joseph Janangelo, Loyola University. Theme for the conference is **“Writing**

Program Administration and/as Learning.” This conference will examine WPAs as learners, as teachers, and as learned contributors to students’ lives, to knowledge, and to higher education. Denver will be the location for working toward a better understanding of WPA work as an intellectual and a pedagogical activity with a rich and complicated history of learning. Participants are invited to think about some of the following topics and questions. This list is meant to be suggestive, not exhaustive. Proposals are welcomed to address any ideas desired, including those not explicitly tied to the conference theme but important to writing program administration. Complete information on the process and parameters for individual and panel submissions will be available soon via the conference website: <http://www.du.edu/writing/WPA2008.htm>--and certainly several months in advance of the deadline. Re-check this site and be assured that the CFP will be posted on WPA-L, other lists, and in *WPA*. The submission deadline will be no earlier than February 2008. Very likely the submission and correspondence process will be via Web and e-mail. For information about the Program, contact Joseph Janangelo: jjanang@luc.edu For information about Local Arrangements, contact Doug Hesse, dhesse@du.edu

The Council of Writing Program Administrators is seeking nominations for its **Best Book Award for 2006-2007**. This award recognizes book authors or editors who have made an outstanding contribution to the field of writing program administration over the past two calendar years.

Award Requirements:

1. The book was published in 2006 or 2007.
2. The book addresses one or more issues of long-term interest to administrators of writing programs in higher education.
3. The book discusses theories, practices, or policies that contribute to a richer understanding of WPA work.
4. The book shows sensitivity toward the situated contexts in which WPAs 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.

Nominations should include three (3) copies of the book and three (3) copies of a letter of nomination. Letters of nomination should explain how the

book meets the award requirements. Send nominations to Rita Malenczyk, Chair, WPA Book Award Committee, English Department, Eastern Connecticut State University, 83 Windham St., Willimantic, CT 06226. All nominations must be received by **January 10, 2008**. Members of the Best Book Award Committee are: Stephen Wilhoit (University of Dayton); Barbara L'Eplattenier (University of Arkansas-Little Rock); and Rita Malenczyk (Eastern Connecticut State University). Direct questions to Rita Malenczyk (malenczykr@easternct.edu).

The **WPA Executive Board** is soliciting proposals to host the **WPA Summer Conference, Workshops, and Institutes** in 2010 and 2011. As regular WPA attendees know, the WPA Summer Conference, Workshop and Institutes are sponsored by one or more institutions and hosted by local WPAs, members of the Executive Board, and the WPA at large. This is a terrific opportunity to be active in WPA, to build working relationships with WPAs in your area and to showcase your academic institution and home area. Those interested in sponsoring a WPA Summer Conference and Workshop in 2010 and 2011 should submit a proposal to be considered by the WPA Executive Board by **January 15, 2008**. Proposals should include the following:

1. Information about the people on the local arrangements committee. Provide names, contact information, institutional affiliation, (contacts, institution, etc.). Describe the "management structure" of responsibilities (local chair, coordinators for conference registration, web site, Saturday night social, local amenities, liaison with publishers, etc).
2. Information about the site(s) for the Conference, Workshop, and one-day Institute(s). Describe the conference site, indicate the size of the hotel/lodging and the meeting facilities (number, size, location) for a three-day conference (250-300 attendees-one room must be able to hold 300) and the four-day workshop preceding the conference (30 people). One-day institutes are run concurrently and require meeting space plus break and lunch facilities. Provide cost estimates for hotel rooms/lodging, parking (if any), meals, meeting rooms, and AV equipment (including set-up and take-down). List local sightseeing and cultural opportunities for conference attendees. Describe transportation to and from the conference.

3. Information about the institution(s) that will sponsor this event. Note types of sponsorship, including any institutional conference arrangers, and in-kind contributions your institution(s) can provide, including personnel, financial support, web hosting, publishing and photocopying services, etc.

You may request complete guidelines and/or models of successful proposals from Linda Adler-Kassner. Please submit your proposal via email attachment by **January 15, 2008**, to Linda Adler-Kassner (Linda.Adler-Kassner@emich.edu), Chair of the WPA Summer Conference Siting Committee. Questions are welcome. Other committee members include Dominic Delli Carpini and Barb Lutz.

“CTRL/ALT/DEL,” the **2008 NorthEast Writing Centers Association Conference**, will be held April 12-13 at the University of Vermont in Burlington. Proposals are due by **Dec. 31, 2007**. Keynote speakers are Dr. Anne Ellen Geller, Dr. Michele Eodice, Dr. Frankie Condon, Dr. Meg Carroll, and Dr. Elizabeth Boquet, authors of *The Everyday Writing Center: A Community of Practice*. These scholars have each displayed ongoing commitment to writing center scholarship and the wider writing center community, as well as ongoing support of NEWCA. Together, they have written a book that pushes us to think more deeply about the unique situation of the writing center, using the metaphor of the trickster to explore the fluidity of writing centers, the compelling contradictions of the spaces writing centers occupy both figuratively and literally, and the opportunities for using the dynamic nature of writing center work to enhance the possibilities of writing centers as multidisciplinary centers for learning and community. The conference theme, “Ctrl/Alt/Del,” is a combination of computer keystrokes used to restart an operating system. As such, the term “Control-Alt-Delete” evokes not only the influence of technology but also themes of regeneration and persistence—recurring themes for writing center administrators, peer tutors, and student writers. This term speaks to the dynamic nature of writing center work and raises questions about how much the writing center is a controlling force or opens space for alternative discourses, how vulnerable writing centers are to deletion while also flexible enough to accommodate change and the many forms of rebooting/restarting, how technologies inform writing center work with differing amounts of visibility and influence, and how collaborative learning, talking, and writing continue to center and empower writing center work. NEWCA is using “Ctrl/Alt/Del” and its distinct components control, alternative, and delete as rhetorical frames for examining writing center research and practices. Please visit the conference website at <http://www.newca-conference.com>.

com/ for further information on proposal guidelines, proposal submission, Special Interest Groups, and conference outreach.

The organizers of the **19th Annual Conference of the Mid-Atlantic Writing Centers Association** invite proposals that consider writing center work as it relates to **liberty** and **literacy**. High school students, graduate and undergraduate college students, writing center professionals, faculty and instructors are encouraged to submit proposals. Possible topics could include academic freedom and writing center work (how do writing centers promote or constrain academic freedom? Who is “free” to visit the writing center? What role do, or should, writing centers play in determining what students should learn? What is the role of faculty in the writing center?), freedom of expression and writing center work (How does our work in the writing center contribute to freedom of expression? What responsibilities come with freedom of expression? Are students free to express *anything* in their papers, or only “appropriate” things?), democracy and literacy (How does writing center work support democracy? What are the communities and constituencies of the writing center? What rules govern our work?), and liberty and pedagogy (Does writing center pedagogy make writers “free”?) Proposals for individual presentations (15 minutes), panel presentations (45 minutes), roundtable discussions (45 minutes) and poster presentations are welcome. Proposals are due by **Friday, January 4, 2008**. Please visit the conference website for more information: <http://faculty.mc3.edu/hhalbert/MAWCA/2008/index.html>.

Proposals are being sought for an edited collection on *Teaching with Student Texts*. Although there is a rich tradition of using student texts in writing classrooms, there is no collection that takes this practice as its focus. In the editors’ view, two things make the time right for such a collection now. First, new technologies and other innovations make bringing student texts to the table easier and less costly; they also allow for new twists on this well-established practice. Second, a resurgence of interest in the ways teachers can demystify academic writing through making its moves, values, and forms transparent suggests that the practice of bringing student texts to the table may be a particularly powerful means for helping students understand the principles of writing we outline in learning outcomes and scoring guides. The aims of this volume are to help beginning teachers understand what they can do with student texts in the classroom and why, to offer veteran teachers opportunities to reflect on their work and gather to new ideas and methods, and to provide graduate faculty with case studies to use in

mentoring new teachers and in leading teaching practica. Although the collection will include a few theoretical and historical pieces, most chapters will focus on the practice or craft of bringing student texts to the seminar table. We are looking for chapters that explain *what* teachers and students can do with student texts, *how* they do what they do, and *why* they do it that way. We encourage contributors to focus on teaching practice, theorizing only as much as is needed to clarify and reflect upon those practices. Contributions should run no more than 10 to 15 pages, or 3000 to 4500 words. We seek essays describing how teachers can use texts written by the students they are working with to illustrate the moves, strategies, principles, and forms of critical reading and academic writing. We anticipate essays on ways of working with student texts in small groups, seminar discussions, and one-on-one conferences; on ways of using digital media to respond to student work online and in the classroom; and on ways teachers can make student writings visible in first-year and basic writing classrooms, writing centers, supplemental instruction, advanced courses in technical and professional writing, writing-intensive courses in the disciplines, graduate seminars, teacher workshops, and more. *Teaching with Student Texts* will be edited by Joseph Harris (Duke University; joseph.harris@duke.edu), John Miles, and Charles Paine (both of University of New Mexico; jdmiles@unm.edu and cpaine@unm.edu, respectively). Proposals of 200-400 words, along with author's CV, must be emailed to John Miles (jdmiles@unm.edu) by **Jan 31, 2008**. The editors will choose contributors by **March 15, 2008**. First full drafts of essays are due **August 15, 2008**. Please feel free to contact any of the editors if you have questions. For up-to-date information about the collection and the call for proposals, consult "CFP Central" on the WPA Council website: <http://wpacouncil.org/node/974>.

Proposals are being sought for a special section of *DSQ: Disability in the Undergraduate Classroom*. This special section will feature writing about disability by undergraduate students. To put this important writing in context, the issue will also feature two to three scholarly essays by professors on teaching disability in the undergraduate classroom. Expected publication in fall 2008. We invite students to submit papers and projects related to disability—including both traditional papers and multi-modal, online work. A teacher may submit on a student's behalf if appropriate permission has been obtained from the student authors. We welcome student submissions on any disability related topics such as access, pedagogical or professional issues, disability identity and intersections with other identity categories, disability politics, history, culture, language, philosophy. We will also consider fiction or poetry, with disability themes. Any genre of

student work is acceptable, including cultural commentaries; book/film reviews; critical essays; research writing; analysis of disability representations in film, novels, or memoir; personal narratives; or reflective writing. If you are planning to teach a disability related course this summer or fall or winter, consider working this call into your course and/or using your syllabus to invite students to submit their work. For all selected student work, we will ask the teacher(s) to write a brief, accompanying critical reflection of no more than 250 words, which can offer an explanation of the course and/or assignment, as well as some words about the piece itself and the experience of teaching disability to undergraduate students. We also invite longer scholarly essays by teachers on teaching a disability-themed undergraduate class. This special issue is intended to provide opportunities for student writing and articulate the many ways disability informs pedagogy, with particular focus on writing. Deadline for submissions is **March 1, 2008**. If you have questions, please contact the editors of this special section: Amy Vidali: Amy.Vidali@cudenver.edu; Margaret Price: price.spelman@gmail.com; Cynthia Lewiecki-Wilson: lewiecc@muohio.edu.

