WPA

SUMMER CONFERENCE 1989

MIAMI UNIVERSITY

JULY 26-28, 1989

THE COUNCIL OF WRITING PROGRAM ADMINISTRATORS 1989 SUMMER CONFERENCE

Doug Hesse Illinois State

July 26-28, 1989

Marcum Conference Center
Miami University
Oxford, Ohio

PROGRAM SCHEDULE

Wednesday, July 26, 1989

5-6 p.m. Reception, Room 154. Sponsored by Miami University Department of English

6-7:15 p.m. Dinner, Room 158

7:30-8:45 p.m.

"The Roles of Writing Programs: Views from Outside the Director's Office"
(FEATURED PANEL) Room 186

Lynn Z. Bloom, University of Connecticut
Phyllis Franklin, Modern Language Association
Harvey Wiener, City University of New York
Richard Bullock, Wright State U., Moderator

9-10 p.m. Small group discussions. Rooms 180-184

GROUP LEADERS:
Group 1—Sally Taylor, Brigham Young University
Group 2—Peter Beidler, Lehigh University
Group 3—David Schwalm, Arizona State University
Group 4—John McKernan, Marshall University
Group 5—Robert Donahoo, Texas Christian University
Group 6—Susan Gardner, Walla Walla College
Group 7—Bill Lamb, Johnson County C.C.
Group 8—Peter Schiff, Northern Kentucky University

INKSHEDDING I

A few words about ...

INKSHEDDING

Inkshedding is a favorite tradition at the annual Wyoming Conference on English. Because it provides a way for conference participants to be writers as well as presenters and listeners, we are introducing it to the 1989 WPA Conference.

WHAT is inkshedding? A chance—in writing—to reflect on a panel you've just heard, to dialogue with one of the speakers, to bring your reading or experience to bear on something you've just heard, to offer your perspective on any aspect of the conference, to express a concern, to ask a question of an individual speaker—or of the conference—or of the profession; the "sheds" are all anonymous. At various points in the conference, participants write brief ideas—thoughts—questions; conference organizers then collect the "sheds," type them, and distribute them to all of us. We thus enlarge the circumference of our parlor and find another way to continue our conversation.

WHY are we doing this? To broaden the conversation of the conference by making writing part of what we do; to allow an opportunity for everyone's ideas to find voice; to create another forum for the exchange and generation of ideas

HOW does it work? Whenever you have a few minutes, sit down with one of the clipboards (located at the Inkshedding Table in the main hall) or with your own paper, write what you want, and put your shed in the box on the table in the hall labeled "INKSHEDDING."

WHEN does all this happen? The first Inkshedding will be available to read at breakfast on Thursday morning. We'll collect all sheds for Inkshed #2 at 11:45 Thursday morning, and we'll distribute them at the end of the day's program. We'll collect the sheds for Inkshed #3 at 8 a.m. on Friday morning and distribute them at the conclusion of the conference later that morning.

And WHERE does the shedding occur? Write wherever you want, but deposit your sheds at the Inkshedding Table in the main hall.

Thursday, July 27, 1989

7-8:30 Breakfast. Room 158. INKSHEDDING I available.

8:00 Book Exhibit Opens, Room 154

8:30-9:45 a.m. **Session A**

A-1 "The Writing Portfolio: An Assessment Program from the Perspectives of Both Teacher and Administrator" (PANEL) Room 180

Nadene Keene, Indiana University-Kokomo

During the spring of 1989, a new writing course that focuses on research writing was offered at Indiana University-Kokomo. The three instructors of the course worked together to create a standard syllabus and to use portfolios to evaluate students' writing in the course. This presentation will report on the contents, procedures, implementation, and evaluation of portfolios in that multiple section course.

Thomas Vander Ven, Indiana University-South Bend

The portfolio works as an assessment vehicle in any course that employs writing. The working portfolio serves the writing process as a record of skill development, as an archive of research, and as a context for evaluation by the student and instructor. As a writing product, the portfolio may even become a submission for publication.

Barbara Cambridge, Indiana University-Purdue University -Indianapolis

This presentation features an ideological rationale for a portfolio program and discusses the interrelationships for portfolios in composition, in the major, and in the university. The presentation will use as an example a proposed Indiana University portfolio plan.

Chair: John Heyda, Miami University-Middletown

A-2 "A Comprehensive View of Writing Program Issues in Two-Year and Four-Year Colleges" (ROUNDTABLE) Room 184

Elizabeth Nist University of Utah, Moderator
Susan Miller, University of Utah
Charles Davis, University of Arizona.

This roundtable will introduce conflicts, pedagogical differences, articulation issues, and administrative problems that exist between university writing program directors and two-year college program coordinators. The presentations will refer to a number of outreach efforts that have been reported in the *WPA Journal* or are well-known in the western states, such as the University of Utah's and the University

of Arizona's interactions with high schools, community colleges, and other universities.

A-3 **"Teacher Training: Three Models" (PANEL) Room 186**

"Addressing New Teaching Assistants' Concerns: Using Survey Responses to Plan an Orientation for Writing Teachers"
Irwin Weiser, Purdue University

This presentation will discuss how responses to a survey sent to incoming teaching assistants can help in planning an orientation program tailored to their prior knowledge and experience, their concerns, and their interests.

"Training Graduate Teaching Assistants: A Peer Consultant Program"
Stephen Wilhoit, University of Dayton

This presentation will discuss the structure, benefits, and limitations of a peer-consultant program developed at Indiana University, examining what new instructors, consultants, and administrators stand to gain by having TAs help train their peers. The presentation will detail a number of steps administrators might take when selecting, training, and evaluating peer consultants and offer suggestions for structuring and administering such a program.

"Mentoring: A Misnomer"
Betty Pytlik, Ohio University

Results of a research study into "mentoring" situations, suggest that mentoring is a misnomer for the kind of collaborative relationships new and veteran teachers establish for themselves. This presentation will propose a model for interaction between new teaching assistants and veteran faculty.

Chair: Nedra Grogan, Miami University

A-4 **"Computerized Writing Labs: Issues and Trends" (ROUNDTABLE) Room 112**
David K. Vaughan, Air Force Institute of Technology, Moderator
Rex Easley and Gary Vaughn, University of Cincinnati
Marianne Cooley and Peter Gingiss, U of Houston
W.Webster Newbold, Ball State University
Celia Anderson, Eastern Connecticut State University

Topics covered will include how to start up and use a computer lab, how to select appropriate software as an integral part of a writing program, how to gain administrative support, how to reassure technophobic instructors, how to select hardware and set-up a lab that makes efficient use of space, how to integrate the lab into the writing program, how to train staff, how to plan for expansion of computer labs, how to use a written planning document in "selling" expansion plans to other administrative levels, how to ensure that the computer facility focuses on the writing process rather than word processing.

9:45-10 a.m. McGraw-Hill sponsored coffee break. Book exhibit open.

A few words about ... The Book Exhibit

This year the WPA Conference will feature a book exhibit that includes the following publishers:

Harper and Row
Heinemann
Holt Rinehart Winston
Houghton-Mifflin
MacMillan
McGraw-Hill
Prentice-Hall
St. Martin's Press

The Book Exhibit, in room 154, will open at 8 a.m. on Thursday, July 27, and will remain open until 4:45 Thursday afternoon.

We encourage you to visit the Book Exhibit throughout the day during the morning and afternoon coffee breaks and after you have finished breakfast and lunch. The 9:45 Coffee Break is sponsored by McGraw-Hill. The 1:45 Coffee Break is sponsored by Houghton-Mifflin. The 3:00 Coffee Break is sponsored by Holt Rinehart Winston.

The generosity of these publishers has greatly assisted us in planning this year's conference. Please support our supporters by spending some time in the Book Exhibit.

10:00-11:15 a.m. **SESSION B**

B-1 "Composing Ourselves: Politics, Commitment, and the WPA Workshop" (ROUNDTABLE) Room 186

Erika Lindemann, North Carolina, Moderator
Elizabeth Rankin, University of North Dakota
William Rivers, University of South Carolina
Andrew Stubbs, Laurier University
Eleanor Swanson, Regis College
Emily Miller, Virginia Military Institute

Five participants in the 1988 WPA Workshop, representing a wide range of institutions and roles within those institutions, will discuss the impact that two academic discourse communities—their home institutions and the WPA Workshop—have had on their attempts to define their roles as WPAs.

B-2 "The Writing Program Administrator's Dilemma: Power vs. Responsibility" (ROUNDTABLE) Room 112

Art Young, Clemson University, Moderator
Barbara Cambridge, IUPUI
Diana George, Michigan Technological University
Sally Reagan, University of Missouri-St. Louis
Raymond Smith, University of Missouri-Columbia

The heavy and varied responsibilities of WPAs and the often frustrating lack of power to meet these responsibilties fully create a dilemma for WPAs. This roundtable will discuss this dilemma and offer some solutions to the problems it creates.

B-3 "Writing Program Administrators and Writing Across the Curriculum Programs" (PANEL) Room 180

"The Role of the WPA: Attempting to Define the Goals of Students and Instructors in a Writing Across the Curriculum Program"

Ann Shapiro, SUNY College of Technology at Farmingdale

The presentation will describe the Writing Across the Curriculum: Peer Tutoring Program at SUNY at Farmingdale and how the WPA's goals may differ from those of the participating faculty and the students in the program. The problem will be illustrated by examining some assignments given by faculty. Current efforts at faculty development will be discussed in an attempt to redefine faculty goals.

"Interpreting Thick Information: Writing Across the Curriculum Program Evaluation as Faculty Development."

Douglas Hesse, Illinois State University

In a multiple measure study of Illinois State's Writing Across the Curriculum program, faculty helped interpret information from their own students, enabling them to reflect productively on their practices and having the extra benefit of raising campus consciousness about composition research and researching.

"Hiring Across the Curriculum"
Rebecca Moore Howard, Colgate University

If a writing program is not to be staffed entirely with composition specialists, should the faculty come from English? The Colgate experience has demonstrated that a faculty hired into the writing program from all the disciplines is both feasible and advantageous.

Chair: Diane Rawlings, Miami University

11:30-12:30 Lunch, Room 158. Book Exhibit open.
INKSHEDDING II DEADLINE (11:45 a.m.)

12:45-1:45 p.m.

KEYNOTE ADDRESS, Room 186
"Managing Writing"
David Bartholomae
University of Pittsburgh

Introduced by Donald Daiker, Miami University

1:45-2 p.m. Houghton-Mifflin Coffee Break. Book Exhibit open

A few words about ...

Topic Tables
Session C

This year's conference is designed to encourage as much group interaction as possible with small group work, inkshedding, many roundtable sessions, and a format new to the WPA Conference—Topic Tables.

WHAT are Topic Tables? Topic Tables are a means of bringing presenters and listeners closer together. Each Topic Table features a speaker who will make a brief presentation; the rest of the session will be devoted to an informal give-and-take between presenter and a limited number of participants. Check your program for topics and descriptions.

WHEN are Topic Table sessions? Topic Tables are scheduled for 2-3 p.m. on Thursday.

WHERE are Topic Tables? All Topic Tables are scheduled for rooms 180-184. You'll find nine Topic Tables set up in these rooms.

HOW do Topic Tables work? All conference participants need to plan ahead, for each Topic Table will have restricted seating with no more than 10 chairs available at a table. Once the chairs at a particular Topic Table have been filled, that program is closed. All participants probably should select two or three Topic Tables to attend in the event of being closed out of their first choice.

WHY use the Topic Table format? This format allows us to schedule a wider variety of program sessions, especially unique sessions that might not fit neatly into a traditional panel of three related papers. Topic Tables also encourage informal conversation because of their small group approach; hence the reason for limiting the number of participants in each group.

We encourage you to participate in the Topic Tables Session on Thursday. Then let us know what you think!

2-3 p.m. **SESSION C. TOPIC TABLES. Rooms 180-184**

C-1 "Conflicting Paradigms: Theoretical and Administrative Tensions in Writing Program Administration"
Irene Gale, University of South Florida

In some writing programs, compositionists do not have the opportunity to teach teaching practicums or administer the writing program itself. Theoretical and administrative tensions can arise from the conflict of paradigms within the writing program.

C-2 "Visiting High School English Classes: One More Duty of the WPA." Margaret Whitt, University of Denver

Visiting high school college-prep English classes is an excellent way to establish connections of good will between the university and local high schools. Further, the opportunity lends itself to explaining to eager college-bound students the demands of first-year college writing, the need for careful proofreading, the consequences of plagiarism, and the legal ramifications of the class syllabus.

C-3 "Before and After the Writing Program: A Comparison of Faculty Attitudes about Student Writing"
Barbara Olds, Colorado School of Mines

Two surveys of faculty's attitudes towards student writing and their use of writing as an assessment or learning tool in their classes, taken ten years apart, suggest that the implementation of an unorthodox, but comprehensive, writing program involving faculty from every department at the school is arguably responsible for the changes in faculty attitude.

C-4 "The Loneliness of the Long-Distance Writer: Three Long-Term Case Studies of the Personal Journal"
Trudelle Thomas, Xavier University

This presentation explores the long-term effect of personal writing by examining the collected journals of two adult "self-sponsored" writers over a twenty-year period. Their growth as writers is viewed within the context of current theories of adult psychological development (Eriksen, Levinson, Spencer) and in the framework for cognitive growth set forth by Belenky et al. in *Women's Ways of Knowing*.

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C-5 "How to Attract Corporate Funding to Support Writing Programs"

Minerva Neiditz, University of Connecticut

Topics to be covered include how to transfer writing and teaching experience into funding a writing program, who to approach in corporations, how to meet employee needs, how to maintain professional independence and make a difference in the corporate world.

C-6 "Belletristic Writing"

Lynn Z. Bloom, University of Connecticut

It is important for belletristic writers to come out of the closet and start to write the kind of essays we are teaching our students to read—essays that have a voice, a real persona, a mind, and a heart, and that are written in language we really speak and think in, rather than in the jargony, voiceless language of a discipline that the students have not yet learned to understand, much less to write in.

C-7 "Multiple Personalities: The Conflicting Roles of the WPA"

Colleen Kennedy, College of William and Mary

This Topic Table addresses the apparently irreconcilable differences between the controversies raging at conferences and those raging at our home institutions. These differences produce multiple personalities in WPA's in response to the various and conflicting demands. Unfortunately, the result is too often a marked separation between the theoretical concerns of conferences and the WPA's ability to act on those concerns at home.

C-8 "The Forward-Thinking Computer Writing Lab"

Forrest Houlette, Ball State University

This Topic Table will describe how to outfit a computer lab that will keep pace with innovations in software for writing instruction, including relevant software and hardware trends that affect choices about what to buy.

C-9 "Publication in Rhetoric and Composition"

Kenney Withers, Director, SIU Press

This Topic Table will discuss how a project is developed and current trends in publication in rhetoric and composition.

3-3:15 p.m. Holt Rinehart Winston Sponsored Coffee Break, Book Exhibit.

3:15-4:30 p.m. **SESSION D**

D-1 "Publishing in *WPA: Writing Program Administration*" (ROUNDTABLE) Room 112

Christine Hult, Utah State University, Moderator
Edward White, Cal State University, San Bernardino
Irwin Weiser, Purdue University
Diana George, Michigan Technological University

This roundtable discussion with the Editor and Referees of the *WPA: Writing Program Administration* journal will review for prospective authors the editorial policies and criteria that govern selection of articles for publication. We will discuss trends noted in manuscripts submitted, the review process for manuscripts, the audience needs of the journal and how editorial policies are designed to address that audience, as well as other topics pertinent to prospective authors.

D-2 "The Role of Writing Programs in the Academy: Servicing the Institution or Converting the Natives?" (PANEL) Room 180

The panel will address the broad question "What is the role of writing centers in writing programs?" discussing an integrative approach that has proven most productive.

"Practicing What We Preach: Talking to Faculty Across the Disciplines about Writing Against the Disciplines"
Sandra Deel, SUNY-Albany

"Uses and Abuses of Ethnography: Creating Self- Consciousness of Our Own Ideologies"
Mary Ann Cain, SUNY-Albany

"Effecting Institutional Change Through Writing Across the Curriculum: Ideology and Inner Dialogue"
George Kalamaras, SUNY-Albany

Chair: Deborah Pope, University of Mississippi

D-3 "A Matter of Authority: Approaches to Writing Program Administration" (PANEL) Room 186

"After the Wyoming Revolution: Authority and Autonomy in Writing Programs"
Peter Dow Adams, Essex Community College

This presentation will discuss the tension between authority

and autonomy in writing programs in the 90s and will suggest techniques for providing coherence in writing programs while respecting the autonomy of the individual instructor as we move away from authoritarian models toward more collaborative ones.

"Directing Without Power: A Feminist Approach to Writing Program Administration"

Marcia Dickson, Ohio State University-Marion

When WPAs lack complete authority over composition instruction, effective and coherent programs can be formed by applying Sara Ruddick's "Maternal Thinking" principles. These collaborative approaches to forming policy and spreading new methods of composition pedagogy can reduce the anxiety, confusion, and pedagogical harrassment that authoritarian models of administration engender.

"A Case Study of Curricular Change: Authority, Consensus, and Power"

Suellyn Duffey, Ohio State University

How do—or how might writing program changes occur when the authority and power to institute change is vaguely defined? And what insight can various frames, collaborative, gender-based and rhetorical, lend to our understanding of successful change under such conditions? A case study of curricular change at Ohio State will anchor this discussion in the concrete.

Respondent: Gary Olson, University of South Florida
Chair: Jane Danielowicz, St. John Fischer College

D-4 "Developing a Community within a Writing Program" (PANEL) Room 184

"Everyone 'Publishes': A Writing Program That Writes"

Louise Wetherbee Phelps, Syracuse University

This presentation will discuss efforts in the Writing Program at Syracuse to build community among teaching assistants and part-time instructors through their participation in program development, especially teacher, writing, and program "publishing." The goal is to create a culture of reflective practice linking research, teaching, and learning as interdependent forms of inquiry and communication.

"Writing Program Administration as Opportunity to Establish a Research Community"

David Mair, University of Oklahoma

This presentation describes a developing community in a large state school which unites the efforts of administrators, other faculty, and graduate teaching assistants studying composition and rhetoric in an exploration and application of various methods of inquiry that researchers use to construct knowledge about the discipline.

"Your Own In-House Writing Journal: A Source of Bricks for Building"

Virginia Polanski, Stonehill College

At Stonehill College, an in-house writing journal records what is being written and how it is being written by administrators, faculty, students, and alumni. This presentation will focus on the process by which articles from this journal are used to determine what will be written and how it will be written in classes across the disciplines.

INKSHEDDING II available

5:00 p.m. **BUSES DEPART FOR RIVERBOAT CRUISE**

Friday, July 28, 1989

7:30-8:45 a.m. Breakfast, Room 158.

INKSHEDDING III deadline (8 a.m.)

9-10:15 a.m. **SESSION E**

E-1 "Politics, Power, and Writing Program Administration" Room 186

GUEST SPEAKER: Gary Olson, University of South Florida.

Jeff Sommers, Miami University-Middletown, Chair

This presentation examines issues of departmental politics in the administration of writing programs (including writing centers) and explores the extent of writing program administrators' authority. It analyzes the specific role of WPAs in translating modern composition theory into sound administrative practice within the power hierarchy of the English department.

E-2 "On Becoming a Reflective Practitioner: Teaching Assistants Talk about Their Training" (PANEL) Room 180

Lucille Schultz, University of Cincinnati, Chair
Marjorie Roemer, University of Cincinnati, Chair
Rebekah Bloyd, University of Cincinnati
Jefferson Faye, University of Cincinnati
Angela Hesson, University of Cincinnati
Anya McGinnis, University of Cincinnati
Allison Russell, University of Cincinnati
Geraldine Wall, University of Cincinnati
Barbara Wenner, University of Cincinnati

First year Teaching Assistants will report on a teaching practicum in which their teaching journals formed the text of the class. They will share a set of journals, a videotape of class discussion, and some meditations about how collaboration and group support helps beginning teachers to become "reflective practitioners."

E-3 "The Writing Program Administrator and Institutional Change" (PANEL) Room 184

"Political and Textual Strategies for Accomplishing Major Changes in University Writing Requirements"

Joan Livingston-Webber, Western Illinois University
Bruce H. Leland, Western Illinois University

Once changes in a writing program are envisioned, how do we get them approved? A proposal for a four-year writing curriculum at Western Illinois University demonstrates the writing process in response to practical politics, as the text was revised to accommodate various campus communities.

"Exclusion from the Privileged Circle"
Delores Schriner, Northern Arizona University

Basic writers in Arizona are currently on the outside looking in as a result of steps taken by the Board of Regents that block the access of marginalized students to the academic community. This situation has presented serious political and practical problems for Northern Arizona University which is in the midst of changing its writing program to be more responsive to minority students.

"A Successful Writing Program at Risk: Three Options for the Future"

Cynthia Cornell, DePauw University
David Klooster, DePauw University
Robert Newton, DePauw University

For ten years, the DePauw writing program, including a writing-across-the-curriculum component, has been a notable success. This success is now at risk, threatened both by changes in the university and by elements of university culture which resist change. Do we respond to these threats with faithful perseverance, graceful retreat, or creative adaptation?

Chair: Gail Stygall, Miami University

10:15-10:30 Break. **INKSHEDDING III available**

10:30-11:30 a.m.

KEYNOTE ADDRESS Room 186

"Language and Reality in Writing Assessment"

Edward White
California State University, San Bernardino

Introduced by Lucille Schultz, University of Cincinnati

Conference Ends. Return Evaluations

Jeffrey Sommers, Miami University-Middletown
Conference Director

Program Committee
Paul Anderson, Miami University
Richard Bullock, Wright State University
Don Daiker, Miami University
Mary Fuller, Miami University
John Heyda, Miami University-Middletown
Naton Leslie, Miami University-Hamilton
Marjorie Roemer, University of Cincinnati
Lucille Schultz, University of Cincinnati
Gail Stygall, Miami University

Local Arrangements Committee
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Naton Leslie, Miami University-Hamilton, Co-Chair
Laurel Black, Miami University
Sara Ferris, Miami University
Nedra Grogan, Miami University
Diane Rawlings, Miami University

A special thank you to the Miami University Center for the Study of Writing for its generous financial support of the WPA Summer Conference.

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