

# Writing Program Administration

*Journal of the Council of Writing Program Administrators*

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# Council of Writing Program Administrators

The Council of Writing Program Administrators is a national association of college and university faculty who serve or have served as directors of freshman composition or writing programs, coordinators of writing centers and writing workshops, chairpersons and members of writing-program-related committees, or in similar administrative capacities. The Council of Writing Program Administrators is an affiliate of the Association of American Colleges and the Modern Language Association.

For membership information, please see page 116.

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# Author's Guide

*WPA: Writing Program Administration* publishes articles and essays concerning the organization, administration, practices, and aims of college and university writing programs. Possible topics include the education and support of writing teachers; the intellectual and administrative work of WPAs; the situation of writing programs, within both academic institutions and broader contexts; the programmatic implications of current theories, technologies, and research; relationships between WPAs and other administrators, between writing and other academic programs, and among high school, two-year, and four-year college writing programs; placement; assessment; and the professional status of WPAs.

The previous list is meant to be suggestive, not exhaustive, but contributions must be appropriate to the interests and concerns of those who administer writing programs. The editor welcomes empirical research (quantitative as well as qualitative), historical research, and more theoretically, essayistically, or reflectively developed pieces.

The length of submissions should be approximately 2000 to 5000 words, although the journal occasionally will publish shorter or longer pieces when the subject matter warrants. Articles should be suitably documented using the current *MLA Style Manual*. Please submit three copies of manuscripts, with the author identified only on a separate cover letter. Include a self-addressed stamped envelope if you would like a copy returned. Submissions are anonymously reviewed by the Editorial Board, and the editor aspires to a response time of approximately ten weeks.

*WPA* publishes reviews of books related to writing programs and their administration. Publishers are invited to send appropriate professional books to the Editor, who assigns reviews. *WPA* also publishes an annual review of textbooks; publishers should contact the Managing Editor.

Authors whose works are accepted for publication will be asked to submit final versions in both print and electronic form. *WPA* is produced with Pagemaker 5.0 for the Macintosh. (Articles submitted in Word for the Macintosh will greatly facilitate production, although we have the capability to translate among many Macintosh and PC programs.) Authors will also be asked to submit a 100-word biography for inclusion in the "Notes on Contributors" section of the journal.

Relevant announcements and calls for papers are also acceptable. Announcement deadlines: Fall/Winter issue, September 1; Spring issue, January 1.

**Address articles and editorial correspondence** to Douglas Hesse, Editor, *WPA*, 4240 Department of English, Illinois State University, Normal, IL 61790-4240. E-mail: ddhesse@ilstu.edu.

**Address subscription and membership inquiries** to Jeffrey Sommers, Secretary-Treasurer, *WPA*, Department of English, Miami University, Oxford, OH 45056. (See subscription and membership form at the back of the journal.)

**Address advertising inquiries** to the Editor at the address above.

**Address inquiries about the *WPA* consultation/evaluation service** to Ben W. McClelland, Department of English, University of Mississippi, University, MS 38677.



## Call for 1997 Research Grant Proposals



The Research Grant Committee of the Council of Writing Program Administrators invites proposals to investigate the intellectual work of the WPA. Maximum awards of \$2,000 may be given; average awards are \$1,000.

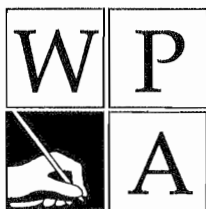
A complete proposal will explain the project and how it will address issues of common concern to WPAs; outline how the project will proceed; provide a budget that is realistic, detailed, and specific; and explain how the results will be shared professionally. The descriptive proposal should be no longer than three pages. **PLEASE NOTE:** Because proposals will be blind reviewed, please do not identify yourself or your institution in the project description. Attach a cover letter that gives the names of all investigators. Four copies must be sent to Kristine Hansen at the address below no later than 2 January 1997.

Proposers should contact Hansen for more detailed information. Winners will be announced at the 1997 WPA breakfast.

Kristine Hansen, Chair  
WPA Research Grant Committee  
English Department  
Brigham Young University  
Provo, UT 84602

Members: Theresa Enos, David Jolliffe, Ben McClelland





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## Letter from the Editor

Last Friday at 8:10 a.m., thirteen English 101 students visited my office. Their teacher gone that day, ill, the students wanted to voice concerns. We found an empty classroom, and I spent an hour listening to issues ranging from the teacher not being clear enough (“Would *you* please tell us what ‘discourse conventions’ are?”) to the teacher expecting too much (“We work harder for this class than any other class, and no one is getting A’s).

They had some legitimate concerns and some unreasonable ones. I drew from my stock of analogies to deal with the latter. (Suppose I practiced basketball 16 hours a day for months, no one disputing my efforts; would the Chicago Bulls be “expecting too much” in not giving me a contract?) And I promised to address those problems that I agreed did exist. The atmosphere of this class had clearly gone south with the robins.

Three days later I learned that my university had proposed a meager, even insulting pay raise for our Graduate Teaching Assistants, a group that had gone over ten years without an increase. We had done all the right things in building our argument, collecting comparative data on assistantships within the university, within the state, and at like institutions, raising ethical arguments and quality of instruction arguments and quality of program arguments. Then this.

As a child I was fascinated to learn that, in addition to the four main points on a compass and even in addition to the four secondary points, there were ones more exotic: north-northwest, west-northwest, and so on. Such subtleties of direction. Most of the time, the WPA compass has predictable major points: student needs, teacher needs, institution needs, profession needs. But when the job blows us between lands like those I described above, even sixteen points cannot describe where we are. In “An Expedition to the Pole,” Annie Dillard notes that old sea navigational charts often included the letters “P.D.” next to symbols for shoals. Position Doubtful. ☹

This issue contains a resource article by Todd Taylor and a ruminative essay by Deb Holdstein, both about computers. Dave Healy and Irene Clark prod the conventional wisdom regarding writing centers, plagiarism, and what it means to help students. Hildy Miller explores feminist and masculinist tensions in program administration, and Mark Long, Jennifer Holberg, and Marcy Taylor view a related issue but through the lens of preparing future WPAs. Greg Glau explains a strategy for working with basic writers, and Kirsti Sandy’s review discusses a book that challenges the very notion of general required writing courses—Glau’s and all of ours. Finally, readers will find a draft copy of the Executive Committee statement on “The Intellectual Work of the WPA.” Please note the call for responses included in its headnote.

*Doug Hesse*