

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: CoLA Department/Division: English Alpha Designator/Number: ENG 100

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

Any faculty member would be able to teach this course, as well as adjunct faculty specially trained.

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

To accomodate the additional 200+ students who will be able to enroll because of this course, we have asked the Dean of CoLA and the Provost for 3 additional full-time adjunct positions at a minimum of \$20,000 a year plus benefits. Efforts are being made to meet this need.

3. If this course will be required by a department/division other than your own, identify by name.

N/A

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

N/A

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

N/A

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

Computer classroom.

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

N/A

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

**ENG 100.[section]
College Writing
Spring 2009**

This course meets [date] through [date]. All times are Eastern. Please see the University Academic Calendar for course withdrawal dates.

Contact Information

Instructor: [name]

Office Location: [office]

Phone: [number]

Email: [email]

Office Hours: [days and times]

Required Texts:

The McGraw Hill Guide: Writing for College, Writing for Life by Roen, Glau, Maid

ISBN: 978-0-07-249647-5

Estimated price – \$39.00 new

A Pocket Style Manual, 5th ed. by Diana Hacker

ISBN: 978-0-312-45275-9

Estimated price - \$12 new

They Say, I Say: The Moves That Matter in Academic Writing by Graff and Birkenstein

ISBN: 978-0-393-92409-1

Estimated price - \$15 new

Computer Requirements

[insert policies]

- Help Desk site: <http://www.marshall.edu/muonline/technicalfaq.asp>
- Help Desk phone numbers:
 - (304) 696-3200 (Huntington, WV)
 - (304) 746-1969 (Charleston, WV)
 - (877) 689-8638 (Toll free)

Course Description

Part one of the introduction to academic writing with emphasis on writing as a multi-stage process, critical thinking, and fundamental research strategies and skills. (PR: ACT English <18)

Course Philosophy

The Writing Program and your instructor reserve the right to make changes to this syllabus as needed. All changes will be provided in writing.

The Writing Program views this course as one that is designed to initiate the student into the world of academic writing – specifically the scholarly paper. This course focuses primarily on helping our freshman students gain fundamental skills in persuasive writing.

[insert own philosophies]

Writing Program and Course Objectives, Outcomes, and Assessment

All members of a society need to be adept at understanding discourse communities as experienced through the written and spoken word, as well as through visual images or signs. This course focuses primarily on helping you gain an understanding of the knowledge building process as done through the collection, synthesis, and implementation of research in an academic settings of any discipline.

The Writing Program and this course has identified the following four objectives for this semester: rhetorical knowledge; critical thinking, reading, and writing; processes; and knowledge of conventions. Each objective has outcomes that should be easily assessed to determine growth in the course.

A. Rhetorical Knowledge

1. Focus on a purpose.
2. Respond to the needs of different audiences.
3. Respond appropriately to different kinds of rhetorical situations.
4. Use conventions of format and structure appropriate to the rhetorical situation.
5. Adopt appropriate voice, tone, and level of formality.
6. Understand how genres shape reading and writing.
7. Write in several genres.

OUTCOMES:

1. Gain a greater understanding, both in your own writings and the writings of others, of *rhetorical context* (i.e., the role that audience, occasion, subject matter, word choice, and other factors have in shaping discourse).
2. Gain a clear understanding of the purpose of research and writers' role as researchers.
3. Gain a greater understanding of the theory and practice of critical exposition, rhetorical analysis, and modern /approaches theories of argumentation (e.g., Classical, Toulmin, Rogerian, etc.).

ASSESSMENT:

1. At least three different audiences will be addressed through various pieces of writing.
2. One substantial length (at least six pages) argumentative paper.

B. Critical Thinking, Reading, and Writing

1. Use writing and reading for inquiry, learning, thinking, and communicating.
2. Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.

The Writing Program and your instructor reserve the right to make changes to this syllabus as needed. All changes will be provided in writing.

3. Integrate their own ideas with those of others.
4. Understand the relationships among language, knowledge, and power.

OUTCOME:

1. Find, read, and rhetorically evaluate scholarly and popular sources, both online and in print.
2. Include sources in writing through direct quote, summary, and paraphrase.

ASSESSMENT:

1. One substantial length (at least six pages) argumentative paper.
2. Several small writing assignments comprising the research process.

C. Processes

1. Be aware that it usually takes multiple drafts to create and complete a successful text.
2. Develop flexible strategies for generating, revising, editing, and proof-reading.
3. Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work.
4. Understand the collaborative and social aspects of writing processes
5. Learn to critique their own and others' works.
6. Learn to balance the advantages of relying on others with the responsibility of doing their part.
7. Use a variety of technologies to address a range of audiences.

OUTCOME:

1. Develop and assess your own composing processes.
2. Incorporate technology as an integral part of the writing process.

ASSESSMENT:

1. Several small writing assignments comprising the drafting process.
2. At least one writing assignment which requires collaboration, preferably through technology.
3. One major revision.

D. Knowledge of Conventions

1. Learn common formats for different kinds of texts.
2. Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.
3. Practice appropriate means of documenting their work.
4. Control such surface features as syntax, grammar, punctuation, and spelling.

OUTCOME:

1. Learn to identify and avoid ineffective patterns of usage and mechanics in your own writings.

The Writing Program and your instructor reserve the right to make changes to this syllabus as needed. All changes will be provided in writing.

2. Applying organizational and stylistic choices to affect the development and effectiveness of arguments.
3. Address ethical concerns in writing, including plagiarism.

ASSESSMENT:

1. Several small writing assignments focusing on surface features.
2. Several small writing assignments focusing on organization and style.
3. At least one small writing assignment focusing on documentation.

[insert own Objectives, Outcomes, and Assessments]

Grading Policy

Each course requirement will be taught and evaluated through various writing assignments as briefly described below and in detail in an assignment sheet for each.

[insert own assignments]

[insert own policies]

Attendance

[insert own policy]

I will abide by the Class Attendance policy as described in the Undergraduate Catalog on pages 127-129. If you are absent for class, you will need to obtain a notice of excused absence from the proper office (Office of Academic Affairs or Dean of Enrollment Management as appropriate). They will notify me via email. I cannot accept any paperwork related to illness and such. Students with excused absences will be allowed to make up all work.

[suggestion: Inclement Weather Policy]

[suggestion: Online Class Policy]

Plagiarism/Academic Honesty/Academic Integrity

[insert own policy]

I will abide by the Academic Dishonesty policy as described in the *Undergraduate Catalog* on pages 105-109. I highly encourage you to read this policy carefully because you will be responsible for following the policy. All incidents of dishonesty that result in penalty will be reported to the Office of Academic Affairs in writing.

Policy for Students with Disabilities

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services

The Writing Program and your instructor reserve the right to make changes to this syllabus as needed. All changes will be provided in writing.

(DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

[suggestion: Social Justice policy]

Support Services

Marshall University offers a variety of support services to students.

- Writing Center Online - <http://www.marshall.edu/english/writingcenter/owc/>
- Disabled Student Services - <http://www.marshall.edu/disabled/>
- Campus Resources - <http://www.marshall.edu/muonline/campusresources.asp>
- Technical Help - <http://www.marshall.edu/muonline/help.asp>

Portfolios and Program Assessment

Please be aware that all assessment materials should be considered public writing. Although these documents are public, individual students will not be identified in the program assessment.

ENG 101.[section] College Writing Course Calendar

Major Due Dates			
Week 1	WP 1 - Ideologies	Aug 26	Aug 28
Week 2		Sep 2 Conferences	Sep 4 Conferences
Week 3		Sep 9 draft due	Sep 11 Project 1 Due
Week 4	WP 2 - Web & Visual	Sep 16	Sep 18
Week 5		Sep 23 Author Reflective Due	Sep 25
Week 6		Sep 30	Oct 2 draft due
Week 7		Oct 7	Oct 9 Project 2 Due
Week 8	WP 3 - Scholarly	Oct 14	Oct 16
Week 9		Oct 21	Oct 23
Week 10		Oct 28 draft due	Oct 30 Project 3 Due
Week 11	WP 4 - Academic	Nov 4 Research Reflective Due	Nov 6
Week 12		Nov 11 Conferences	Nov 13 Conferences
Week 13		Nov 18 draft due	Nov 20 Project 4 Due
Week 14		Nov 25 Thanksgiving/Fall Break	Nov 27 Thanksgiving/Fall Break
Week 15	Portfolio	Dec 2 Argument Reflective Due	Dec 4
Week 16		Dec 9 Portfolio Due	
Final		Dec 16 – 12:45-2:45 Course Reflective Due	

NOTE: There is no class during the week conferences are scheduled.

ENG 100: Bibliography

Association of Departments of English. "[ADE Guidelines for Class Size and Workload for College and University Teachers of English.](#)" *ADE Bulletin* 132 (Fall 2002): 73-75.

Anson, Chris. "Figuring It Out: Writing Programs in the Context of University Budgets." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 233-252.

Aronowitz, Stanley. "Against Schooling: Education and Social Class." *Social Text* 22.2 (Summer 2004).

Aronowitz, Stanley, and Henry Giroux. *Education Under Siege*. South Hadley, MA: Bergin and Garvey, 1985.

Aronowitz, Stanley. *The Knowledge Factory: Dismantling the Corporate University and Creating True Higher Learning*. Boston: Beacon, 2000.

Association of Departments of English. "ADE Guidelines for Class Size and Workload for College and University Teachers of English." 1992. *ADE Bulletin* 132 (Fall 2002): 73-75.

Association of Departments of English. "ADE Statement on the Use of Part-Time and Full-Time Adjunct Faculty Members." 1992. *ADE Bulletin* 132 (Fall 2002): 76-77.

Bloom, Lynn Z., Donald A. Daiker, and Edward M. White, eds. *Composition in the Twenty-First Century: Crisis and Change*. Carbondale: Southern Illinois UP, 1996.

Bloom, Lynn Z. *Composition Studies as a Creative Art: Teaching, Writing, Scholarship, Administration*. Logan: Utah State UP, 1998.

Bloom, Lynn Z., Donald A. Daiker, and Edward M. White, eds. *Composition Studies in the New Millennium: Rereading the Past, Rewriting the Future*. Carbondale, IL: Southern Illinois University Press, 2003.

Bloom, Lynn Z. "The Great Paradigm Shift and Its Legacy for the Twenty-First Century." *Composition Studies in the New Millennium: Rereading the Past, Rewriting the Future*. Ed. Lynn Z. Bloom, Donald A. Daiker, and Edward M. White. Carbondale, IL: Southern Illinois University Press, 2003. 31-47.

Booth, Wayne C. "A Cheap, Efficient, Challenging, Sure-Fire, and Obvious Device for Combating the Major Scandal in Higher Education Today." *WPA: Writing Program Administration* 5 (1981): 35-39.

Brown, Stuart C. "Applying Ethics: A Decision-Making Heuristic for Writing Program Administrators." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002.

Brown, Stuart C., et al. "Doctoral Programs in Rhetoric and Composition: A Catalog of the Profession." *Rhetoric Review* 12 (1994): 240-389.

Brown, Stuart C., Theresa Enos, and Catherine Chaput, eds. *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Lawrence Erlbaum, 2002.

Burnham, Christopher. "Reflection, Assessment, and Articulation: A Rhetoric of Writing Program Administration." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 303-314.

Conference on College Composition and Communication. "[Statement of Principles and Standards for the Postsecondary Teaching of Writing](#)." October 1989.

Connolly, Paul, and Teresa Vilardi, eds. *New Methods in College Writing Programs: Theories in Practice*. New York: MLA, 1987.

Council of Writing Program Administrators. "[WPA Outcomes Statement for First-Year Composition](#)." *WPA: Writing Program Administration* 23.1-2 (Fall/Winter 1999): 59-66.

David, Denise, Barbara Gordon, and Rita Pollard. "Seeking Common Ground: Guiding Assumptions for Writing Courses." *College Composition and Communication* 46.4 (December 1995): 522-32.

Faigley, Lester, and Susan Romano. "Going Electronic: Creating Multiple Sites for Innovation in a Writing Program." *Resituating Writing: Constructing and Administering Writing Programs*. Ed. Joseph Janangelo and Kristine Hansen. Portsmouth, NH: Heinemann, 1995. 46-58.

Farmer, Frank. "Community Intellectuals." *College English* 65.2 (November 2002): 202-210.

Fulwiler, Toby, and Art Young, ed. *Programs That Work: Models and Methods for Writing Across the Curriculum*. Portsmouth: Boynton/Cook, 1990.

Glau, Gregory R. "Hard Work and Hard Data: Using Statistics to Help Your Program." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 291-302.

Adams, Katherine; and John Adams. "Write, Read and Edit: ESL Theory in the Basic Writing Curriculum." *The Writing Instructor* 4.3 (1985): 116-122.

Adler-Kassner, Linda. "Structure and Possibility: New Scholarship about Students-Called-Basic-Writers." *College English* 63.2 (November 2000): 229-243.

Anokye, Akua Duku. "Housewives and Compositionists." *College Composition and Communication* 47.1 (February 1996): 101-2.

Baker, Brooke. "Safe Houses and Contact Zones: Reconsidering the Basic Writing Tutorial." *Young Scholars in Writing* 4 (Fall 2006): 64-72.

Baley-Meissner, Mary Louise. "Error Analysis in Basic Writing." *Journal of Teaching Writing* 8 (Spring/Summer 1989): 85-90.

Bamberg, Betty. "Composition Instruction Does Make a Difference: A Comparison of the High School Preparation of College Freshmen in Regular and Remedial English Classes." *Research in the Teaching of English* 12 (1978): 47-59.

Bartholomae, David. "Teaching Basic Writing: An Alternative to Basic Skills." *Dialogue on Writing: Rethinking ESL, Basic Writing, and First-Year Composition*. Ed. Geraldine DeLuca, Len Fox, Mark-Ameen Johnson, and Myra Kogen. Mahwah, NJ: Lawrence Erlbaum, 2002.

Bartholomae, David. "The Tidy House: Basic Writing in the American Curriculum." *Journal of Basic Writing* 12.1 (1993): 4-21.

BasicWriting.org.

Benson, Beverly, et al. "A Combined Basic Writing/English as a Second Language Class: Melting Pot or Mishmash?" *Journal of Basic Writing* 11.1 (1992): 58-74.

Bizzell, Patricia. "What Happens When Basic Writers Come to College?" *College Composition and Communication* 37 (1986): 294-301. Rpt. *Academic Discourse and Critical Consciousness*. U Pittsburgh P, 1992. 164-174.

Boyd, Zohara, and Harriette Cuttino Buchanan. "English as a Second Language Techniques in Developmental Writing." *CEA Critic* 42.3 (1980): 37-40.

Bradford, Annette N. "Cognitive Immaturity and Remedial College Writers." *The Writer's Mind: Writing as a Mode of Thinking*. Ed Janice N. Hays et al. Urbana IL: NCTE, 1983. 15-24.

Briggs, Terri. "Helping Basic Writers Find a Topic: Using Life Experiences." *Exercise Exchange* 43.2 (Spring 1998): 5-7.

Chaney, Sarah Biggs. "Study of Teacher Error: Misreading Resistance in the Basic Writing Classroom." *Journal of Basic Writing* 23.1 (Spring 2004): 25-38.

Cooper, Marilyn M. "'We Don't Belong Here, Do We?' A Response to Lives on the Boundary and The Violence of Literacy." *The Writing Center Journal* 12.1 (Fall 1991): 48-62.

Douglas, W. "Rhetoric for the Meritocracy: The Creation of Composition at Harvard." *English in America*. Ed. R. Ohmann. NY: Oxford UP, 1976.

Enos, Theresa, ed. *Sourcebook for Basic Writing Teachers*. New York: Random, 1987.

Eichler, Marie Hutchison. *Developing Basic Writing Skills in English as a Second Language*. U Pittsburgh P, 1981.

Fishman, Stephen M., and Lucille McCarthy. *Whose Goals? Whose Aspirations? Learning to Teach Underprepared Writers Across the Curriculum*. Logan: Utah State UP, 2002.

Fox, Tom. "Basic Writing as Cultural Conflict." *Journal of Education* 172 (1990): 65-83.

Friedrich, Patricia. "Assessing the Needs of Linguistically Diverse First-Year Students: Bringing Together and Telling Apart International ESL, Resident ESL, and Monolingual Basic Writers." *WPA: Writing Program Administration* 30.1-2 (Fall 2006): 15-36.

Gabriel, Kathleen. *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Stylus, 2008.

Gale, Xin Liu. "'The Stranger' in Communication: Race, Class, and Conflict in a Basic Writing Class." *JAC: A Journal of Composition Theory* 17.21 (1997): 53-68.

Gardner, Susan, and Toby Fulwiler, eds. *The Journal Book for Teachers of At-Risk Students*. Portsmouth, NH: Heinemann Boynton/Cook, 1999.

Gilyard, Keith, and Elaine Richardson. "Students' Right to Possibility: Basic Writing and African American Rhetoric." *Insurrections: Approaches to Resistance in Composition Studies*. Ed. Andrea Greenbaum. Albany: SUNY UP, 2001.

Glau, Gregory R. "The 'Stretch Program:' Arizona State University's New Model of University-Level Basic Writing Instruction." *WPA: Writing Program Administration* 20.1-2 (Fall/Winter 1996): 79-91.

Gleason, Barbara. "Remediation Phase-Out at CUNY: The 'Equity versus Excellence' Controversy." *College Composition and Communication* 51.3 (February 2000): 488-491.

Goldblatt, Eli C. *Round My Way: Authority and Double-Consciousness in Three Urban High School Writers*. Pittsburgh: U Pittsburgh P, 1995.

Gose, B. "Tutoring Companies Take Over Remedial Teaching at Some Colleges." **Chronicle of Higher Education** 19 September 1997: A44-A45.

Gray-Rosendale, Laura, et al. "Basic Writing's Past, Present, and Future: A Discussion of Problems and Possibilities." *Composition Studies* 29.2 (Fall 2001): 37-70.

Gray-Rosendale, Laura, and Keith Gilyard. *Rethinking Basic Writing: Exploring Identity, Politics, and Community in Interaction*. Mahwah, NJ: Lawrence Erlbaum, 2000.

Greenberg, Karen L. "Error Analysis and the Teaching of Developmental Writing." *Research & Teaching in Developmental Education* 2 (1985): 34-40.

Greene, Brenda. "Autobiography as a Liberating Force in the Basic Writing Classroom." *Voices in English Classrooms: Honoring Diversity and Change*. Ed. Lenora Cook and Helen Lodge. Urbana: National Council of Teachers of English, 1996. 212-218.

Grego, Rhonda, and Nancy Thompson. "The Writing Studio Program: Reconfiguring Basic Writing/Freshman Composition." *WPA: Writing Program Administration* 19.1-2 (Fall/Winter 1995): 66-89.

Grego, Rhonda, and Nancy Thompson. "Repositioning Remediation: Renegotiating Composition's Work in the Academy." *College Composition and Communication* 47.1 (February 1996): 62-84.

Hairspray. Dir. John Waters. Perf. Ricki Lake, Divine, Jerry Stiller, Michael St. Gerard, Ruth Brown. New Line, 1988.

Hampton, Sally. "The Education of At-Risk Students." *Theory and Practice in the Teaching of Writing: Rethinking the Discipline*. Ed. Lee Odell. Carbondale: Southern Illinois UP, 1993. 186-212.

Haswell, Richard H. "Dark Shadows: The Fate of Writers at the Bottom." *College Composition and Communication* 39 (1988): 303-15.

Henning, Barbara. "The World Was Stone Cold: Basic Writing in an Urban University." *College English* 53.6 (October 1991): 674-85.

Holbrook, David. *English for the Rejected*. London: Cambridge UP, 1964.

Horner, Bruce. "Discoursing Basic Writing." *College Composition and Communication* 47.2 (May 1996): 199-222.

Horner, Bruce. "Mapping Errors and Expectations for Basic Writing: From 'Frontier Field' to 'Border Country.'" *English Education* 26 (1994): 29-51.

Horner, Bruce, and Min-Zhan Lu. *Representing the "Other": Basic Writers and the Teaching of Basic Writing*. Urbana, IL: NCTE, 1998.

Horning, Alice S. *Teaching Writing as a Second Language*. Southern Illinois UP, 1987.

Hull, Glynda. "An Attempt to Categorize Error (Or Can Stray Dogs Be Mermaids?)" *Sourcebook for Basic Writing Teachers*. Ed. Theresa Enos. New York: Random, 1987. 259-274.

Hull, Glynda, and Mike Rose. "'This Wooden Shack Place': The Logic of an Unconventional Reading." *College Composition and Communication* 41 (October 1990): 287-98.

Hull, Glynda, and Mike Rose. "Rethinking Remediation: Toward a Social-Cognitive Understanding of Problematic Reading and Writing." *Written Communication* 6.2 (1989): 139-54.

Hull, Glynda, et al. "Remediation as Social Construct: Perspectives from an Analysis of Classroom Discourse." *College Composition and Communication* 42.3 (October 1991): 299-329.

Hunter, Paul. "'Waiting for an Aristotle': A Moment in the History of the Basic Writing Movement." *College English* 54.8 (December 1992): 914-27.

Kells, Michelle Hall, and Valerie Balester, eds. *Attending to the Margins*. Portsmouth, NH: Boynton/Cook, 1999.

Lazere, Donald. "Back to Basics: A Force for Oppression or Liberation?" *College English* 54.1 (January 1992): 7-21.

Lees, Elaine O. "Proofreading as Reading, Errors as Embarrassments." *Sourcebook for Basic Writing Teachers*. Ed. Theresa Enos. New York: Random, 1987. 216-230.

Lerner, Neal. "Rejecting the Remedial Brand: The Rise and Fall of the Dartmouth Writing Clinic." *College Composition and Communication* 59.1 (Sept. 2007): 13-35.

LoPresti, Gene. "A Case Study of the Reading/Writing Models of a Basic Writing Student." *Journal of Teaching Writing* (Special issue, 1989): 205-26.

Lu, Min-Zhan. "Conflict and Struggle: The Enemies or Preconditions of Basic Writing?" *College English* 54.8 (December 1992): 887-913.

Lu, Min-Zhan. "Redefining the Legacy of Mina Shaughnessy: A Critique of the Politics of Linguistic Innocence." *Journal of Basic Writing* 10.1 (1991): 26-39. Rpt. *The Writing Teacher's Sourcebook*. Ed. Gary Tate, Edward P.J. Corbett, and Nancy Myers. 3rd ed. New York: Oxford UP, 1994. 327-37.

Lunsford, Andrea Abernethy.

Manly, John Matthews, and Edith Rickert. *The Writing of English*. New York: Henry Holt, 1920.

McAlexander, Patricia J. "Developmental Classroom Personality and Response to Peer Review." *Research and Teaching in Developmental Education* 17.1 (Fall 2000): 4-12.

McAndrew, Donald, and Michael Williamson. "Research on Writing III: Teaching the Basic Writer." *Research & Teaching in Developmental Education* 2 (1985): 48-56.

McCleary, Bill. "'Action Plan for the Education of Minorities' Implies Challenges for English Teacher." *Composition Chronicle* 3 (February 1990): 1-2.

McNenny, Gerri, ed. *Mainstreaming Basic Writers: Politics and Pedagogies of Access*. Mahwah, NJ: Lawrence Erlbaum, 2001.

Montgomery, Michael. "Dialects and Basic Writers." *Research in Basic Writing: A Bibliographic Sourcebook*. 1990. 95-116.

Moran, Michael G., and Martin J. Jacobi. *Research in Basic Writing: A Bibliographic Sourcebook*. NY: Greenwood P, 1990.

Moreno, Renee M. "'The Politics of Location': Text as Opposition." *College Composition and Communication* 54.2 (December 2002): 222-242.

Murphy, Ann. "Transference and Resistance in the Basic Writing Classroom: Problematics and Praxis." *College Composition and Communication* 40 (1989): 175-87.

Mutnick, Deborah. "On the Academic Margins: Basic Writing Pedagogy." *A Guide to Composition Pedagogies*. Ed. Gary Tate, Amy Rupiper, and Kurt Schick. New York: Oxford UP, 2001. 183-202.

Mutnick, Deborah. *Writing in an Alien World: Basic Writing and the Struggle for Equality in Higher Education*. Portsmouth, NH: Heinemann, 1995.

Perkins, Priscilla. "Detecting the Camouflaged Conflicts: Blackness, Whiteness, and Language Difference in Basic Writing Courses." *Conflicts and Crises in the Composition Classroom—And What Instructors Can Do About Them*. Ed. Dawn Skorczewski and Matthew Parfitt. Portsmouth, NH: Boynton/Cook, 2003. 51-55.

Perl, Sondra. "The Composing Processes of Unskilled College Writers." *Research in the Teaching of English* 13 (1979): 317-36. Rpt. *Cross-Talk in Comp Theory: A Reader*. Ed. Victor Villanueva, Jr. Urbana, IL: NCTE, 1997. 17-42.

Phelps, Louise Wetherbee. "When 'Basic Skills' Are Really Basic and Really Skills." *Constructing Rhetorical Education*. Ed. Marie Secor and Davida Charney. Carbondale: Southern Illinois UP, 1992. 116-39.

Piche, G.L. "Class and Culture in the Development of the High School English Curriculum, 1880-1900." *Research in the Teaching of English* 11 (1977): 17-27.

Render, Sue. "TESL Research and Basic Writing." *Research in Basic Writing: A Bibliographic Sourcebook*. Eds. Michael G. Moran and Martin J. Jacobi. Greenwood P, 1990. 117-139.

Rodby, Judith. "What's It Worth and What's It For? Revisions to Basic Writing Revisited." *College Composition and Communication* 47.1 (February 1996): 107-111.

Rose, Mike. *Lives on the Boundary: The Struggles and Achievements of America's Underprepared*. New York: Free Press, 1989.

Rose, Mike. "The Language of Exclusion: Writing Instruction at the University." *College English* 47.4 (Apr. 1985): 341-359.

Rose, Mike. "Narrowing the Mind and Page: Remedial Writers and Cognitive Reductionism." *College Composition and Communication* 39 (1988): 267-302.

Rose, Mike. "Remedial Writing Courses: A Critique and a Proposal." *College English* 45 (1983): 109-28. [file Pedagogy]

Rubin, Lois. "Combining the Personal and Analytical: Assignments for Basic Writing." *Teaching English in the Two-Year College* 19.2 (1992): 141-147.

Schwalm, David E. "Teaching Basic Writing: The Community College on the University Campus." *WPA: Writing Program Administration* 13.1-2 (Fall/Winter 1989): 15-24.

Shaughnessy, Michael F. "Levels of Processing: Implications for Developmental Education." *Research & Teaching in Developmental Education* 2 (1985): 12-18.

Shaughnessy, Mina P.

Simm, Rochelle B. "Accommodating the Remedial Student in the Content Class." *Improving College and University Teaching* 32.4 (Fall 1984): 195-99.

Soliday, Mary. "From the Margins to the Mainstream: Reconceiving Remediation." *College Composition and Communication* 47.1 (February 1996): 85-100.

Soliday, Mary. *The Politics of Remediation: Institutional and Student Needs in Higher Education*. U Pittsburgh P, 2002.

Spigelman, Candace. "Trying for Democracy: Group Decision Making in the Portfolio Classroom." *Composition Studies* 27.2 (Fall 1999): 23-37.

Stevens, Scott. "Nowhere to Go: Remediation and the Scapegoating of Civic Failure." Modern Language Association, San Francisco CA, 26-30 December 1998.

Stotsky, Sandra. "Teaching the Vocabulary of Academic Discourse." *Journal of Basic Writing* 2 (1970): 15-39. Rpt. *A Sourcebook for Basic Writing Teachers*. Ed. Theresa Enos. NY: Random House, 1987. 328-347.

Stygall, Gail. "Resisting Privilege: Basic Writing and Foucault's Author Function." *College Composition and Communication* 45.3 (October 1994): 320-41.

Tiner, Elza C. "Elements of Classical and Medieval Rhetoric in the Teaching of Basic Composition." *The Writing Teacher's Sourcebook*. Ed. Gary Tate, Edward P.J. Corbett, and Nancy Myers. 3rd ed. New York: Oxford UP, 1994. 371-80.

Varonis, Evangeline Marlos. "U-Shaped Behavior in Basic Writing: The Case for Backsliding." *Constructing Rhetorical Education*. Ed. Marie Secor and Davida Charney. Carbondale: Southern Illinois UP, 1992. 175-201.

Wall, Susan, and Nicholas Coles. "Reading Basic Writing: Alternatives to a Pedagogy of Accommodation." *The Politics of Writing Instruction: Postsecondary*. Ed. Richard Bullock, John Trimbur, and Charles Schuster. Portsmouth, NH: Heinemann, 1991. 227-246.

Wiener, Harvey S. "Basic Writing: First Days' Thoughts on Process and Detail." *Eight Approaches to Teaching Composition*. Ed. Timothy R. Donovan and Ben W. McClelland. Urbana, IL: National Council of Teachers of English, 1980. 87-100.

Weiner, Harvey S. "Evaluating Assessment Programs in Basic Skills." *Journal of Developmental Education* 13 (Winter 1989): 24-6.

Zamel, Vivian. "Engaging Students in Writing-to-Learn: Promoting Language and Literacy across the Curriculum." *Journal of Basic Writing* 19.2 (2000): 3-21.

- Jacoby, Russell. *The Last Intellectuals: American Culture In the Age of Academe*. Noonday P, 1989.
- Janangelo, Joseph, and Kristine Hansen, eds. *Resituating Writing: Constructing and Administering Writing Programs*. Portsmouth, NH: Heinemann, 1995.
- Janangelo, Joseph. "Somewhere Between Disparity and Despair: Writing Program Administrators, Image Problems, and *The MLA Job Information List*." *WPA: Writing Program Administration* 15.1-2 (Fall/Winter 1991): 60-6.
- Janangelo, Joseph. "Theorizing Difference and Negotiating Differends: (Un)naming Writing Programs' Many Complexities and Strengths." *Resituating Writing: Constructing and Administering Writing Programs*. Ed. Joseph Janangelo and Kristine Hansen. Portsmouth, NH: Heinemann, 1995. 3-22.
- Janangelo, Joseph. "Writhing-Across-the-Curriculum: Contemplating Auteurism and Creativity in Writing Program Direction." *The Writing Program Administrator as Theorist*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002.
- Jones, Libby Falk. "Exploring Paradoxes of Power in Small College Writing Administration." *Composition Studies* 32.2 (Fall 2004): 75-92.
- Jurecic, Ann. "Writing Beyond the Headline: Bulding a Writing Program at Princeton." *WPA: Writing Program Administration* 27.3 (Spring 2004): 69-82.
- Jukuri, Stephen Davenport, and W.J. Williamson. "How to Be a Wishy-Washy Graduate Student WPA, or Undefined but Overdetermined: The Positioning of Graduate Student WPAs." *Kitchen Cooks, Plate Twirlers and Troubadours: Writing Program Administrators Tell Their Stories*. Ed. Diana George. Portsmouth, NH: Boynton/Cook, 1999. 105-119.
- Jukuri, Stephen D. "Private Classrooms Made Public: Writing Program Administration and the Development of a Community of Scholar-Teacher Colleagues." *Rhetoric Review* 21.1 (2002): 70-79.
- Kelly-Riley, Diane, Lisa Johnson-Shull, and Bill Condon. "Opportunities for Consilience: Toward a Network-Based Model for Writing Program Administration ." *The Writing Program Administrator as Theorist*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002.
- Kerr, C. "Knowledge, Ethics, and the New Academic Culture." *Change* 26.1 (1994): 8-15.
- Kinkead, Joyce, and Jeanne Simpson. "The Administrative Audience: A Rhetorical Problem." *WPA: Writing Program Administration* 23.3 (Spring 2000): 71-85.
- Kiniry, Malcolm, and Ellen Strenski. "Sequencing Expository Writing: A Recursive Approach." *College Composition and Communication* 36 (May 1985).
- Klaus, C.H. "Research on Writing Courses: A Cautionary Essay." *Freshman English News*, Spring 1982, 11, 1-4, 13-14.
- Koster, Josephine A. "Administration Across the Curriculum: Or Practicing What We Preach." *The Center Will Hold: Critical Perspectives on Writing Center Scholarship*. Ed. Michael A. Pemberton and Joyce Kinkead. Logan: Utah State UP, 2003. 151-165.

- Krebs, Paula M. "The Faculty-Staff Divide." *Chronicle of Higher Education* 14 November 2003. <<http://chronicle.com/prm/weekly/v50/i12/12b00501.htm>>.
- Lalicker, William. "The Writing Program Administrator and the Challenge of Textbooks and Theory." *The Writing Program Administrator as Theorist*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002. 54-66.
- Lang, Susan. "New Process, New Product: Redistributing Labor in a First-Year Writing Program." *Market Matters: Applied Rhetoric Studies and Free Market Competition*. Ed. Locke Carter. Cresskill, NJ: Hampton P, 2005. 187-204.
- Langland, Elizabeth. "Thinking Globally, Reengaging Locally." *ADE Bulletin* 130 (Winter 2002): 30-35.
- Lanham, Richard. "The Rhetorical Paideia: The Curriculum as a Work of Art." *College English* 48 (1986): 132-41.
- Larson, Magali Sarfatti. *The Rise of Professionalism: A Sociological Analysis*. Berkeley: U California P, 1977.
- Latterell, Catherine G. "Defining Roles for Graduate Students in Writing Program Administration: Balancing Pragmatic Needs with a Postmodern Ethics of Action." *WPA: Writing Program Administration* 27.1-2 (Fall/Winter 2003): 23-39.
- Laurence, David. "Searching for the Intellectual Center." Modern Language Association, San Diego CA, 27 December 1994.
- "Learning Outcomes for WRT 205: Critical Research." Syracuse University, n.d. <<http://wrt.syr.edu/pub/handbook/205outcomes.html>> 14 December 2002.
- Leitch, Vincent B. "Work Theory." *Critical Inquiry* 31.2 (Winter 2004): 286-301.
- L'Eplattenier, Barbara. "Finding Ourselves in the Past: An Argument for Historical Work on WPAs." *The Writing Program Administrator as Researcher*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 1999. 131-140.
- L'Eplattenier, Barbara, and Lisa Mastrangelo, eds. *Historical Studies of Writing Program Administration: Individuals, Communities, and the Formation of a Discipline*. West Lafayette, IN: Parlor P, 2004.
- Leverenz, Carrie. "Theorizing Ethical Issues in Writing Program Administration." *The Writing Program Administrator as Theorist*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002. 103-115.
- Levy, Matthew. "Cynicism, Social Epistemic, and the Institutional Context of College Composition." *JAC* 25.2 (2005): 347-370.
- Lindblom, Kenneth, and Patricia A. Dunn. "Cooperative Writing 'Program' Administration at Illinois State Normal University: The Committee on English of 1904-05 and the Influence of Professor J. Rose Colby." *Historical Studies of Writing Program Administration: Individuals, Communities, and the Formation of a Discipline*. Ed. Barbara L'Eplattenier and Lisa Mastrangelo. West Lafayette, IN: Parlor P, 2004. 37-70.
- Lively, K., and Goldie Blumenstyk. "Sylvan Learning Systems to Start a Network of For-Profit Universities Overseas." *The Chronicle of Higher Education* 29 January 1999: A 43.
- Longaker, Mark Garrett. "The Economics of Exposition: Managerialism, Current-Traditional Rhetoric, and Henry Noble Day." *College English* 67.5 (May 2005): 508-531.

Lucas, Ann F. *Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities*. San Francisco: Jossey-Bass, 1994.

Maid, Barry M., and Marian Stone. "Balancing Constituencies: Being Able to Act." *Market Matters: Applied Rhetoric Studies and Free Market Competition*. Ed. Locke Carter. Cresskill, NJ: Hampton P, 2005. 205-221.

Maid, Barry M. "More Than a Room of Our Own: Building an Independent Department of Writing." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002.

Malenczyk, Rita. "Administration as Emergence: Toward A Rhetorical Theory of Writing Program Administration." *The Writing Program Administrator as Theorist*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002.

Malenczyk, Rita. "Doin' the Managerial Exclusion: What WPAs Might Need to Know about Collective Bargaining." *WPA: Writing Program Administration* 27.3 (Spring 2004): 23-33.

Malenczyk, Rita. "Fighting Across the Curriculum: The WPA Joins the AAUP." *WPA: Writing Program Administration* 24.3 (Spring 2001): 11-24.

Marsh, Bill. "Turnitin.com and the Scriptural Enterprise of Plagiarism Detection." *Computers and Composition* 21 (2004): 427-438.

Marshall, Margaret J. *Response to Reform: Composition and the Professionalization of Teaching*. Carbondale: Southern Illinois UP, 2003.

Marshall, Margaret J. "Sites of (Invisible) Intellectual Work." *The Politics of Writing Centers*. Eds. Jane Nelson and Kathy Evertz. Portsmouth, NH: Boynton/Cook, 2001. 74-84.

Marrou, Henri. *The History of Education in Antiquity*. 3rd ed. Trans. George Lamb. New York: Sheed & Ward, 1956.

Mastrangelo, Lisa, and Barbara L'Eplattenier. "'Is It the Pleasure of this Conference to Have Another?' Women's Colleges Meeting and Talking about Writing in the Progressive Era." *Historical Studies of Writing Program Administration: Individuals, Communities, and the Formation of a Discipline*. Ed. Barbara L'Eplattenier and Lisa Mastrangelo. West Lafayette, IN: Parlor P, 2004. 91-116.

Matsuda, Paul Kei, Maria Fruit, and Tamara Lee Burton Lamm. "Second Language Writers and Writing Program Administrators." *WPA: Writing Program Administration* 30.1-2 (Fall 2006): 11-14.

McAllister, Ken S., and Cynthia L. Selfe. "Writing Program Administration and Instructional Computing." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 341-376.

McLemee, Scott. "Deconstructing Composition." *Chronicle of Higher Education*. 21 March 2003. 14 March 2003 <<http://chronicle.com/free/v49/i28/28a01601.htm>>.

McLeod, Susan H. "Evaluating Writing Programs: Paradigms, Problems, Possibilities." *Journal of Advanced Composition* 12.2 (Fall 1992): 373-82.

McLeod, Susan H. "The Foreigner: WAC Directors as Agents of Change." *Resituating Writing: Constructing and Administering Writing Programs*. Ed. Joseph Janangelo and Kristine Hansen. Portsmouth, NH: Heinemann, 1995. 108-116.

McLeod, Susan H. "Moving up the Administrative Ladder." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 113-124.

McLeod, Susan H. [Writing Program Administration](#). Parlor Press, 2007.

McMullen, Judith Q., and J. Douglas Wellman. "Writing Programs Outside the English Department: An Assessment of a Five-Year Program." *WPA: Writing Program Administration* 14 (Fall/Winter 1990): 17-26.

Menand, Louis. "College: The End of the Golden Age." *New York Review of Books* 18 October 2001. <http://www.nybooks.com/articles/14628>

Merrill, Yvonne, and Thomas P. Miller. "Making Learning Visible: A Rhetorical Stance on General Education." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002.

Merrill, Yvonne. "Marketing Rhetoric in the Market Economy: Selling the Value of Rhetorical Knowledge to Business." *Market Matters: Applied Rhetoric Studies and Free Market Competition*. Ed. Locke Carter. Cresskill, NJ: Hampton P, 2005. 221-242.

Micciche, Laura R. "More than a Feeling: Disappointment and WPA Work." *College English* 64.4 (March 2002): 432-458.

Mielke, Robert. "Revisionist Theory on Moral Development and Its Impact upon Pedagogical and Departmental Practice." *Teaching Writing: Pedagogy, Gender, and Equity*. Ed. Cynthia L. Caywood and Gillian R. Overing. Albany: SUNY UP, 1987. 171-8.

Miles, Libby. "Constructing Composition: Reproduction and WPA Agency in Textbook Publishing." *WPA: Writing Program Administration* 24.1/2 (Fall/Winter 2000): 29-54.

Miller, Hildy. "Postmasculinist Directions in Writing Program Administration." *WPA: Writing Program Administration* 20.1-2 (Fall/Winter 1996): 49-65.

Miller, Richard E. *As if Learning Mattered: Reforming Higher Education*. Ithaca, NY: Cornell UP, 1998.

Miller, Richard E. "Critique's the Easy Part: Choice and the Scale of Relative Oppression." *Kitchen Cooks, Plate Twirlers and Troubadours: Writing Program Administrators Tell Their Stories*. Ed. Diana George. Portsmouth, NH: Boynton/Cook, 1999. 3-13.

Miller, Richard E. "From Intellectual Wasteland to Resource-Rich Colony: Capitalizing on the Role of Writing Instruction in Higher Education." *WPA: Writing Program Administration* 24.3 (Spring 2001): 25-40.

Miller, Richard E. "'Let's Do the Numbers': Comp Droids and the Prophets of Doom." *Profession 1999*: 96-105.

Mirtz, Ruth M., and Roxanne M. Cullen. "Beyond Postmodernism: Leadership Theories and Writing Program Administration." *The Writing Program Administrator as Theorist*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002. 90-102.

Mirtz, Ruth M. "WPAs as Historians: Discovering a First-Year Writing Program by Researching Its Past." *The Writing Program Administrator as Researcher*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 1999. 119-130.

MLA Committee on Information Technology. "Guidelines for Evaluating Work with Digital Media in the Modern Languages." 2000. *ADE Bulletin* 132 (Fall 2002): 94-95.

Mohan, Mary Leslie. *Organizational Communication and Cultural Vision: Approaches for Analysis*. Albany, NY: SUNY P, 1993.

Moran, Charles, and Anne Herrington. "Program Review, Program Renewal." *Assessing Writing Across the Curriculum: Diverse Approaches and Practices*. Ed. Kathleen Blake Yancey and Brian Huot. Greenwich, CT: Ablex, 1997. 123-140.

Morgan, Meg. "The GTA Experience: Grounding, Practicing, Evaluating, and Reflecting." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 393-410.

Morris, Barbara S. *Disciplinary Perspectives on Thinking and Writing*. Ann Arbor: English Composition Board, 1989.

Mountford, Roxanne. "From Labor to Middle Management: Graduate Students in Writing Program Administration." *Rhetoric Review* 21.1 (2002): 41-52.

Mullin, Joan, Peter Carino, Jane Nelson, and Kathy Evertz. "Administrative (Chaos) Theory: The Politics and Practices of Writing Center Location." *The Writing Center Director's Resource Book*. Ed. Christina Murphy and Byron L. Stay. Mahwah, NJ: Lawrence Erlbaum, 2006. 225-236.

Murphy, Christina, and Joe Law. "The Disappearing Writing Center Within the Disappearing Academy: The Challenges and Consequences of Outsourcing in the Twenty-First Century." *The Politics of Writing Centers*. Eds. Jane Nelson and Kathy Evertz. Portsmouth, NH: Boynton/Cook, 2001. 133-146.

Murphy, Michael. "Just *Which* 'Few People,' Anyway? A Response to Marc Bousquet." *JAC* 24.1 (2004): 229-238.

Myers, Miles. *The Teacher-Researcher: How to Study Writing in the Classroom*. Urbana IL: NCTE, 1985.

Myers-Breslin, Linda. *Administrative Problem-Solving for Writing Programs and Writing Centers: Scenarios in Effective Program Management*. Urbana, IL; National Council of Teachers of English, 1999.

National Council of Teachers of English. "[More than a Number: Why Class Size Matters.](#)" 1999.

National Council of Teachers of English. "Teaching Composition: A Position Statement." *College English* 36.2 (October 1974): 219-221.

Nelson, Cary. "What Hath English Wrought: The Corporate University's Fast Food Discipline." *Disciplining Composition: Alternative Histories, Critical Perspectives*. Ed. David R. Shumway and Craig Dionne. SUNY P, 2002. 195-213.

Newkirk, Thomas. "Locating Freshman English." *Nuts & Bolts: A Practical Guide to Teaching College Composition*. Ed. Thomas Newkirk. Portsmouth: Boynton, 1993. 1-15.

Newman, John Henry. "The Idea of a University." 1854. *Essays, English and American, with Introductions Notes and Illustrations*. New York: P. F. Collier & Son, 1910. Rpt. *History and Archival Resources in Higher Education*. Ed. John A. Schwartz. Higher Education Resource Hub, 1998. 6 Sept. 2004 <<http://www.higher-ed.org/resources/newman-university.htm>>.

Oakes, Jeannie. *Keeping Track: How Schools Structure Inequality*. New Haven: Yale UP, 1985.

O'Brien, G.D. *All the Essential Half-Truths about Higher Education*. U Chicago P, 1998.

Ohmann, Richard. "Accountability and the Conditions for Curricular Change." *Beyond English Inc.: Curricular Reform in a Global Economy*. Eds. David B. Downing, Claude Mark Hurlbert, and Paula Mathieu. Portsmouth, NH: Boynton/Cook, 2002. 62-74.

Ohmann, Richard. *Politics of Letters*. Middletown, CT: Wesleyan UP, 1987.

Olds, Barbara M. "Does a Writing Program Make a Difference? A Ten-Year Comparison of Faculty Attitudes about Writing." *WPA: Writing Program Administration* 14 (Fall/Winter 1990): 27-40.

Olson, Gary A., and Joseph M. Moxley. "Directing Freshman Composition: The Limits of Authority." *College Composition and Communication* 40 (1989): 51-9.

Pantoja, Veronica, Nancy Tribbensee, and Duane Roen. "Legal Considerations for Writing Program Administrators." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002.

Papp, James. "University Administration and the Language of Management: Seven Types of Ambiguity." *ADE Bulletin* 130 (Winter 2002): 66-72.

Paul, Danette, and Ann M. Blakeslee. "Inventing the American Research University: Nineteenth-Century American Science and the New Middle Class." *Inventing a Discipline: Rhetoric Scholarship in Honor of Richard E. Young*. Ed. Maureen Daly Goggin. Urbana, IL: National Council of Teachers of English, 2000. 237-269.

Payne, Darin, and Theresa Enos. "TA Education as Dialogic Response: Furthering the Intellectual Work of the Profession through WPA." *Preparing College Teachers of Writing: Histories, Theories, Practices, and Programs*. Ed. Betty Pytlik and Sarah Liggett. Oxford UP, 2002. 50-62.

Peeples, Tim. "Program Administrators as/and Postmodern Planners: Frameworks for Making Tomorrow's Writing Space." *The Writing Program Administrator as Theorist*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002. 116-128.

Peeples, Tim. "'Seeing' the WPA With/Through Postmodern Mapping." *The Writing Program Administrator as Researcher*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002. 153-167.

Peterson, Marvin W., et al. *Planning and Management for a Changing Environment: A Handbook on Redesigning Postsecondary Institutions*. San Francisco: Jossey-Bass, 1997.

Phelps, Louise Wetherbee. "The Institutional Logic of Writing Programs: Catalyst, Laboratory, and Pattern for Change." *The Politics of Writing Instruction: Postsecondary*. Ed. Richard Bullock, John Trimbur, and Charles Schuster. Portsmouth, NH: Heinemann, 1991. 155-170.

Phelps, Louise Wetherbee. "Telling a Writing Program Its Own Story: A Tenth-Anniversary Speech." *The Writing Program Administrator as Researcher*. Ed. Shirley K.

Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 1999. 168-184.

Phelps, Louise Wetherbee. "Turtles All the Way Down: Educating Academic Leaders." *The Writing Program Administrator's Handbook: A Guide to Reflective Institutional Change and Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 3-41.

Pinard, Mary. "Surviving the Honeymoon: Bliss and Anxiety in a WPA's First Year, or Appreciating the Plate Twirler's Art." *Kitchen Cooks, Plate Twirlers and Troubadours: Writing Program Administrators Tell Their Stories*. Ed. Diana George. Portsmouth, NH: Boynton/Cook, 1999. 56-62.

Popham, Susan, Michael Neal, Ellen Schendel and Brian Huot. "Breaking Hierarchies: Using Reflective Practice to Re-Construct the Role of the Writing Program Administrator." *The Writing Program Administrator as Theorist*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002. 19-28.

Popken, Randall. "The WPA as Publishing Scholar: Edwin Hopkins and the Labor and Cost of the Teaching of English." *Historical Studies of Writing Program Administration: Individuals, Communities, and the Formation of a Discipline*. Ed. Barbara L'Eplattenier and Lisa Mastrangelo. West Lafayette, IN: Parlor P, 2004. 5-22.

Porter, James E., and Richard N. Ramsey. "A Philosophy of Composition for a Writing Program: Articulating Composition as a Liberal Art." *Journal of Teaching Writing* 6 (1987): 133-54.

Preto-Bay, Ana Maria, and Kristine Hansen. "Preparing for the Tipping Point: Designing Writing Programs to Meet the Needs of the Changing Population." *WPA: Writing Program Administration* 30.1-2 (Fall 2006): 37-58.

Ramage, John. "From Profession to Discipline: The Politics of Establishing a Writing Concentration." *Coming of Age: The Advanced Writing Curriculum*. Ed. Linda K. Shamon, Rebecca Moore Howard, Sandra Jamieson, and Robert A. Schwegler. Portsmouth, NH: Heinemann Boynton/Cook, 2000. 137.

Readings, Bill. *The University in Ruins*. Cambridge, MA: Harvard UP, 1996.

Reid, E. Shelley. "A Changing for the Better: Curriculum Revision as Reflective Practice in Teaching and Administration." *WPA: Writing Program Administration* 26.3 (Spring 2003): 10-27.

Rhodes, Keith. "Marketing Composition for the 21st Century." *WPA: Writing Program Administration* 23.3 (Spring 2000): 51-70.

Rhodes, Keith. "Mothers, Tell Your Children Not to Do What I Have Done: the Sin and Misery of Entering the Profession as a Composition Coordinator." *Kitchen Cooks, Plate Twirlers and Troubadours: Writing Program Administrators Tell Their Stories*. Ed. Diana George. Portsmouth, NH: Boynton/Cook, 1999. 86-94.

Rider, Janine, and Esther Broughton. "Moving Out, Moving Up: Beyond the Basement and Ivory Tower." *Journal of Advanced Composition* 14.1 (Winter 1994): 239-56.

Ritter, Kelly. "Extra-Institutional Agency and the Public Value of the WPA." *WPA: Writing Program Administration* 29.3 (Spring 2006).

Robertson, Linda R., Sharon Crowley, and Frank Lentricchia. "The Wyoming Conference Resolution Opposing Unfair Salaries and Working Conditions for Post-Secondary Teachers of Writing." *College English* 49 (1987): 274-280.

Roen, Duane, Barry M. Maid, Gregory R. Glau, John Ramage, David Schwalm. "Reconsidering and Assessing the Work of Writing Program Administrators." *The Writing Program Administrator as Theorist*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002.

Rose, Shirley K. "Preserving Our Histories of Institutional Change: Enabling Research in the Writing Program Archives." *The Writing Program Administrator as Researcher: Inquiry in Action and Reflection*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 1999. 107-118.

Rose, Shirley K., and Irwin Weiser. "The WPA as Researcher and Archivist." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 275-290.

Rose, Shirley K., and Irwin Weiser, eds. *The Writing Program Administrator as Researcher: Inquiry in Action and Reflection*. Westport, CT: Heinemann Boynton/Cook, 1999.

Rose, Shirley K., and Irwin Weiser, eds. *The Writing Program Administrator as Theorist: Making Knowledge Work*. Westport, CT: Heinemann Boynton/Cook, 2002.

Royer, Daniel J., and Roger Gilles, "Placement Issues." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 263-274.

Rudolph, Frederick. *The American College and University: A History*. New York: Vintage Books, 1962.

Samuels, Robert. ["Re-Inventing the Modern University with WAC: Postmodern Composition as Cultural and Intellectual History."](#) *Across the Disciplines* 1 (2004).

Schell, Eileen E. *Gypsy Academics and Mother-Teachers: Gender, Contingent Labor, and Writing Instruction*. Portsmouth, NH: Boynton-Cook, 1998.

Rudy, Jill Terry. "Building a Career by Directing Composition: Harvard, Professionalism, and Stith Thompson at Indiana University." *Historical Studies of Writing Program Administration: Individuals, Communities, and the Formation of a Discipline*. Ed. Barbara L'Eplattenier and Lisa Mastrangelo. West Lafayette, IN: Parlor P, 2004. 71-88.

Schell, Eileen "Part-time/Adjunct Issues: Working toward Change." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002.

Schell, Eileen. "What's the Bottom-Line? Literacy and Quality Education in the Twenty-First Century." *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*. Ed. Patricia Lambert Stock and Eileen E. Schell. Urbana, IL: National Council of Teachers of English, 2000. 324-340.

Schilb, John "The WPA and the Politics of LitComp." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 165-180.

Schildgen, Brenda Deen. "Master of Arts in Writing." *WPA: Writing Program Administration* 15.1-2 (Fall/Winter 1991): 35-50.

Schneider, Barbara, and Richgard Marback. "Judging WPAs by What They Say They Do: An Argument for Revising 'Evaluating the Intellectual Work of Writing Administration.'" *WPA: Writing Program Administration* 27.3 (Spring 2004): 7-22.

- Schon, Donald A. *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass, 1987.
- Schon, Donald A. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books, 1983.
- Scholnick, Robert. "Power and Form': Learning and Unlearning the Lessons of the Academy." *ADE Bulletin* 129 (Fall 2001): 35-39.
- Schuessler, Brian F., Anne Ruggles Gere, and Robert D. Abbott. "The Development of Scales Measuring Teacher Attitudes Toward Instruction in Written Composition: A Preliminary Investigation." *Research in the Teaching of English* 15.1 (February 1981): 55-63.
- Schuster, Charles. "Confessions of an Academic Dean." *WPA: Writing Program Administration* 24.3 (Spring 2001): 83-98.
- Schwalm, David E. "Writing Program Administration as Preparation for an Administrative Career." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 125-136.
- Schwegler, Robert A. "Curriculum Development in Composition." *Coming of Age: The Advanced Writing Curriculum*. Ed. Linda K. Shamoan, Rebecca Moore Howard, Sandra Jamieson, and Robert A. Schwegler. Portsmouth, NH: Heinemann Boynton/Cook, 2000. 25-31.
- Seitz, James. "Eluding Righteous Discourse: A Discreet Politics for New Writing Curricula." *WPA: Writing Program Administration* 16.3 (1993): 7-14.
- Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York : Doubleday/Currency, 1990.
- Shamoan, Linda K., Rebecca Moore Howard, Sandra Jamieson, and Robert A. Schwegler, eds. *Coming of Age: The Advanced Writing Curriculum*. Portsmouth, NH: Heinemann Boynton/Cook, 2000.
- Shamoan, Linda K., with Robert A. Schwegler, John Trimbur, and Patricia Bizzell. "New Rhetoric Courses in Writing Programs: A Report from a Conference for New England Writing Program Administrators." *WPA: Writing Program Administration* 18.3 (Spring 1995): 7-25.
- Shamoan, Linda K., Robert A. Schwegler, Rebecca Moore Howard, and Sandra Jamieson. "Reexamining the Theory-Practice Binary in the Work of Writing Program Administrators." *The Writing Program Administrator as Theorist*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002. 67-78.
- Shuck, Gail. "Combating Monolingualism: A Novice Administrator's Challenge." *WPA: Writing Program Administration* 30.1-2 (Fall 2006): 59-82.
- Simpson, Jeanne H., and Barry M. Maid. "Lining Up Ducks or Herding Cats? The Politics of Writing Center Accreditation." *The Politics of Writing Centers*. Eds. Jane Nelson and Kathy Evertz. Portsmouth, NH: Boynton/Cook, 2001. 121-132.
- Simpson, Jeanne. "Managing Encounters With Central Administration." *The Writing Center Director's Resource Book*. Ed. Christina Murphy and Byron L. Stay. Mahwah, NJ: Lawrence Erlbaum, 2006. 199-214.
- Simpson, Jeanne H. "Slippery Sylvans Sliding Sleekly in the Writing CenterÑOr Preparing for Professional Competition." *Writing Lab Newsletter* 21.1 (1996): 1-4.

- Slaughter, Sheila, and Larry L. Leslie. *Academic Capitalism: Politics, Policies, and the Entrepreneurial University*. Baltimore: Johns Hopkins UP, 1997.
- Sledd, James. "Why the Wyoming Resolution Had to Be Emasculated: A History and a Quixotism." *Journal of Advanced Composition* 11.2 (Fall 1991): 269-82.
- Slevin, James F. "Keeping the University Occupied and out of Trouble." *ADE Bulletin* 130 (Winter 2002): 50-54.
- Sloan, Douglas. *The Scottish Enlightenment and the American College Ideal*. New York: Teachers College P, 1971.
- Smit, David. "Curriculum Design for First-Year Writing Programs." " *The Allyn & Bacon Sourcebook for Writing Program Administrators*. Ed. Irene Ward and William J. Carpenter. New York: Addison Wesley, 2002. 185-206.
- Smith, Jeff. "Students' Goals, Gatekeeping, and Some Questions of Ethics." *College English* 59.3 (March 1997): 299-320.
- Smith, Louise Z. "Composing Composition Courses." *College English* 46.5 (September 1984): 460-69.
- Smith, Paula V. "On Park Street: Crossing between Faculty and Administration." *ADE Bulletin* 129 (Fall 2001): 40-42.
- Sommers, Nancy. "The Case for Research: One Writing Program Administrator's Story." *College Composition and Communication* 56.3 (Feb. 2005): 507-514.
- Speck, Bruce W. "Managing Up: Philosophical and Financial Perspectives for Administrative Success." *The Writing Center Director's Resource Book*. Ed. Christina Murphy and Byron L. Stay. Mahwah, NJ: Lawrence Erlbaum, 2006. 215-224.
- Spring, Joel. *The American School, 1642-1985: Varieties of Historical Interpretation of the Foundations and Development of American Education*. New York: Longman, 1986.
- Squire, James. "Review: Evaluating Composition." *College English* 46 (1984): 138-9.
- Stewart, Donald C. "The Writing Program Director in the English Department Power Structure." *Freshman English News* 9.3 (1981): 17-18.
- Stock, Patricia Lambert, and Eileen E. Schell, eds. *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*. Urbana, IL: National Council of Teachers of English, 2000.
- Strenski, Ellen. "Recruiting and Retraining Experienced Teachers: Balancing Game Plans in an Entrepreneurial Force-Field." *Resituating Writing: Constructing and Administering Writing Programs*. Ed. Joseph Janangelo and Kristine Hansen. Portsmouth, NH: Heinemann, 1995. 82-99.
- Stewart, Donald C. "The Writing Program Director in the English Department Power Structure." *Freshman English News* 9.3 (1981): 17-18.
- Strickland, Donna. "Taking Dictation: The Emergence of Writing Programs and the Cultural Contradictions of Composition Teaching." *College English* 63.4 (March 2001): 457-479.
- Stygall, Gail "Certifying the Knowledge of WPAs." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002. 71-88.

Sullivan, Francis J., Arabella Lyon, Dennis Lebofsky, Susan Wells, and Eli Goldblatt. "Student Needs and Strong Composition: The Dialectics of Writing Program Reform." *College Composition and Communication* 48.3 (October 1997): 372-391.

Sullivan, Patricia A. "Writing in the Graduate Curriculum: Literary Criticism as Composition." *Journal of Advanced Composition* 11.2 (Fall 1991): 283-300.

Tapscott, D. *The Digital Economy: Promise and Peril in the Age of Networked Intelligence*. New York: McGraw-Hill, 1996.

Taylor, Rebecca G. "Preparing WPAs for the Small College Context." *Composition Studies* 32.2 (Fall 2004): 53-74.

Taylor, Todd. "Teacher Training: A Blueprint for Action Using the World Wide Web." *Electronic Communication Across the Curriculum*. Ed. Donna Reiss, Dickie Selfe, and Art Young. Urbana, IL: NCTE, 1998. 129-136.

Taylor, Todd. "Ten Commandments for Computers and Composition." *The Allyn & Bacon Sourcebook for Writing Program Administrators*. Ed. Irene Ward and William J. Carpenter. New York: Addison Wesley, 2002. 229-242.

Tiernan, M.L. "Writing Program Administration and (Self)-Representation: Paradoxes, Anomalies, and Institutional Resistance." *Kitchen Cooks, Plate Twirlers and Troubadours: Writing Program Administrators Tell Their Stories*. Ed. Diana George. Portsmouth, NH: Boynton/Cook, 1999. 162-174.

Tierney, William G. *Building the Responsive Campus: Creating High Performance Colleges and Universities*. Thousand Oaks, CA: Sage, 1999.

Tierney, William G., ed. *The Responsive University: Restructuring for High Performance*. Baltimore: Johns Hopkins UP, 1998.

Tingle, Nicholas, and Judy Kirscht. "A Place to Stand: The Role of Unions in the Development of Writing Programs." *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*. Ed. Patricia Lambert Stock and Eileen E. Schell. Urbana, IL: National Council of Teachers of English, 2000. 218-232.

Townsend, Martha. "Writing across the Curriculum." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002.

Trimmer, Joseph F. "Faculty Development and the Teaching of Writing." *WPA: Writing Program Administration* 9.1-2 (Fall-Winter, 1985): 11-18.

Vesey, Laurence R. *The Emergence of the American University*. Chicago: U of Chicago P, 1965.

Wagner, Betty Jane. "Review: Evaluating Composition Instruction." *College English* 46 (1984): 133-37.

Wahlstrom, Ralph. "Catching Our Tail: A Writing Center in Transition." *Kitchen Cooks, Plate Twirlers and Troubadours: Writing Program Administrators Tell Their Stories*. Ed. Diana George. Portsmouth, NH: Boynton/Cook, 1999. 95-104.

Ward, Irene. "Developing Healthy Management and Leadership Styles: Surviving the WPA's 'Inside Game.'" *The Allyn & Bacon Sourcebook for Writing Program Administrators*. Ed. Irene Ward and William J. Carpenter. New York: Addison Wesley, 2002. 49-67.

Ward, Irene, and William J. Carpenter, eds. *The Allyn & Bacon Sourcebook for Writing Program Administrators*. New York: Addison Wesley, 2002.

Wasley, Paula. "[A New Way to Grade.](#)" *Chronicle of Higher Education* 10 Mar. 2006.

Watkins, Evan. *Work Time: English Departments and the Circulation of Cultural Value*. Stanford, CA: Stanford UP, 1989.

Weese, Katherine L., Stephen L. Fox, and Stuart Greene, eds. *Teaching Academic Literacy: The Uses of Teacher-Research in Developing a Writing Program*. Mahwah, NJ: Lawrence Erlbaum, 1999.

Weiser, Irwin, and Shirley K Rose. "Theorizing Writing Program Theorizing." *The Writing Program Administrator as Theorist*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 2002. 183-195.

Westheimer, Joel. "Tenure Denied: Anti-Unionism and Anti-Intellectualism in the Academy." *Social Text* 20.4 (Winter 2002): 47-64.

White, Edward M. "Use It or Lose It: Power and the WPA." *WPA: Writing Program Administration* 15.1-2 (Fall/Winter 1991): 3-12.

White, Edward M. *Developing Successful College Writing Programs*. San Francisco: Jossey-Bass, 1989.

White, Edward M. "Teaching a Graduate Course in Writing Program Administration." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown, Theresa Enos, and Catherine Chaput. Lawrence Erlbaum, 2002.

White, Edward M. *Teaching and Assessing Writing*. San Francisco: Jossey-Bass, 1985.

White, Edward M. "The Rhetorical Problem of Program Evaluation and the WPA." *Resituating Writing: Constructing and Administering Writing Programs*. Ed. Joseph Janangelo and Kristine Hansen. Portsmouth, NH: Heinemann, 1995. 132-50.

Willard-Traub, Margaret K. "Professionalization and the Politics of Subjectivity." *Rhetoric Review* 21.1 (2002): 61-69.

Williams, Jeffrey J. "History as a Challenge to the Idea of the University." *JAC* 25.1 (2005): 55-74.

Williams, Jeffrey J. "The Post-Welfare State University." *American Literary History* 18.1 (Spring 2006): 190-216.

Winterowd, W. Ross. *The English Department: A Personal and Institutional History*. Carbondale: Southern Illinois UP, 1998.

Witte, Stephen P., Paul R. Meyer, Thomas P. Miller, and Lester Faigley. *National Survey of College and University Writing Program Directors*. Austin: Writing Programs Assessment Project, University of Texas, 1981. ERIC ED 210 709.

WPA Executive Committee. "Evaluating the Intellectual Work of Writing Program Administrators: A Draft." *WPA: Writing Program Administration* 20.1-2 (Fall/Winter 1996): 92-103.

"The WPA Outcomes Statement for First-Year Composition." *WPA: Writing Program Administration* 23.1-2 (Fall/Winter 1999): 59-66. <<http://www.english.ilstu.edu/Hesse/outcomes.html>>. Rpt. *College English* 63.3 (January 2001): 321-25. Rpt. *The Allyn & Bacon Sourcebook for Writing Program Administrators*. Ed. Irene Ward and William J. Carpenter. New York: Addison Wesley, 2002. 357-359.

Writing Study Group of the NCTE Executive Committee. "[NCTE Beliefs about the Teaching of Writing.](#)" November 2004.

Yancey, Kathleen Blake, ed. *Delivering College Composition: The Fifth Canon*. Portsmouth, NH: Boynton/Cook, 2006.

Yancey, Kathleen Blake, and Meg Morgan. "Reflective Essays, Curriculum, and the Scholarship of Administration: Notes Toward Administrative Scholarly Work." *The Writing Program Administrator as Researcher*. Ed. Shirley K. Rose and Irwin Weiser. Westport, CT: Heinemann Boynton/Cook, 1999. 81-94.

Zebroski, James Thomas. "Composition and Rhetoric, Inc.: Life after the English Department at Syracuse University." *Beyond English Inc.: Curricular Reform in a Global Economy*. Ed. David B. Downing, Claude Mark Hurlbert, and Paula Mathieu. Portsmouth, NH: Boynton/Cook, 2002. 164-180.

[Edit this page \(if you have permission\)](#) |
[Google Docs -- Web word processing, presentations and spreadsheets.](#)