

The Writing Program Administrator as Researcher

Inquiry in Action & Reflection

Edited by Shirley K. Rose & Irwin Weiser

The Writing Program Administrator As Researcher Inquiry In Action Reflection

**Michelle Ballif,D. Diane Davis,Roxanne
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The Writing Program Administrator As Researcher Inquiry In Action Reflection:

The Writing Program Administrator as Researcher Shirley K. Rose, Irwin Weiser, 1999 This collection of essays discusses writing program administrators' WPAs' research. The essays pose several questions to characterize WPAs' research practices: What is WPA research? What characterizes WPA research and the sites of WPA inquiry? and What values guide WPA research? The 14 chapters are divided into 2 parts: Writing Program Administrators' Inquiry in Action and Writing Program

Administrators' Inquiry in Reflection. Part 1 exemplifies WPA research by describing and conceptualizing specific research projects conducted as part of WPA responsibilities and thereby provides a detailed picture of administrative research. Part 2 then draws on the concrete experiences of particular WPAs and particular writing programs, raising and reflecting on issues about WPA research in general. Each chapter demonstrates that WPAs' inquiry is characterized by a recursive interplay between reflection and action. Some of the many topics addressed in the book include diverse research methodologies for diverse audiences, feminist methods, conflicts between teaching and assessing writing outcomes, assessment research as a teaching tool, the contributions of sociolinguistic profiling, assessing teacher preparation programs, reflective essays, local research and curriculum development, enabling research in the writing program archives, WPAs as historians, historical work on WPAs, the role of research in writing programs, and postmodern mapping. RJM

The Writing Program Administrator's Resource Stuart C. Brown, Theresa Jarnagi Enos, 2005-04-11 This handbook offers wisdom and guidance from experienced college writing program administrators. It is intended for WPAs at all levels of experience.

Landmark Essays on Writing Program Administration Kelly Ritter, MELISSA IANETTA, 2024-11-01 Leading with the provocative observation that writing programs' administration lacks an established set of texts that provides a baseline of shared knowledge in which to root our ongoing conversations and with which to welcome newcomers, *Landmark Essays on Writing Program Administration* focuses on WPA identity to propose one such grouping of texts. This Landmark volume is the cornerstone resource for new Writing Program Administrators and graduate students seeking an ever-important overview of the literature on Writing Program Administration. Drawing broadly across scholarship in writing programs and writing centers, Ritter and Ianetta work to historicize, theorize, and problematize the ever-shifting answers offered to the question: Who or what is a WPA?

Untenured Faculty as Writing Program Administrators Debra Frank Dew, Alice Horning, 2007-08-06 Contributors examine the politics of untenured writing program administrator appointments given the demands of writing program administration and reconcile the tension between WPA position statements and current institutional practice.

A Rhetoric for Writing Program Administrators 2e Rita Malenczyk, 2016-09-01 *A Rhetoric for Writing Program Administrators 2nd Edition* presents the major issues and questions in the field of writing program administration. The collection provides aspiring new and seasoned WPAs with the theoretical lenses, terminologies, historical contexts, and research they need to understand the nature, history, and complexities of their intellectual and administrative work.

The Promise and Perils of Writing Program

Administration Theresa Enos, Shane Borrowman, 2008-01-26 Combining formal quantitative research with narrative based scholarship THE PROMISE AND PERILS OF WRITING PROGRAM ADMINISTRATION represents multiple voices from faculty balancing between the demands of teaching writing and administering writing programs in professional ethical ways often under circumstances that can be defined at best as difficult In these pages junior faculty tell their stories of triumph and trauma while more firmly established composition scholars reflect upon the changing and challenging profession we all share

The WPA Outcomes Statement—A Decade Later Nicholas N. Behm, Gregory R. Glau, 2014-09-12 The WPA Outcomes Statement A Decade Later examines the ways that the Council of Writing Program Administrators Outcomes Statement for First Year Composition has informed curricula generated programmatic institutional and disciplinary change and affected a disciplinary understanding of best practices in first year composition Labored Randall McClure, Dayna V.

Goldstein, 2016-11-01 Labored The State ment and Future of Work in Composition edited by Randall McClure Dayna V Goldstein and Michael Pemberton offers both a retrospective and a prospective look at the 1989 Statement of Principles and Standards for the Postsecondary Teaching of Writing and its relation to the changing nature of work in composition Stemming from an investigative project to strengthen the Statement with data culled from national reports on labor conditions this collection draws on the expertise of scholars whose research agendas and lived experiences afford fresh insights and critical analyses on labor issues in composition and writing program administration The Internationalization of US Writing Programs Shirley K Rose, Irwin Weiser, 2018-04-02 The Internationalization of US Writing Programs illuminates the role writing programs and WPAs play in defining goals curriculum placement assessment faculty development and instruction for international student populations The volume offers multiple theoretical approaches to the work of writing programs and illustrates a wide range of well planned writing program based empirical research projects As of 2016 over 425 000 international students were enrolled as undergraduates in US colleges and universities part of a decade long trend of increasing numbers of international students coming to the United States for both undergraduate and graduate degrees Writing program administrators and writing teachers across the country are beginning to recognize this changing demographic as a useful catalyst for change in writing programs which are tasked with preparing all students regardless of initial level of English proficiency for academic and professional writing The Internationalization of US Writing Programs is the first collection to focus specifically on this crucial aspect of the roles and responsibilities of WPAs who are leading efforts to provide all students on their campuses regardless of nationality or first language with competencies in writing that will serve them in the academy and beyond Contributors Jonathan Benda Michael Dedek Christiane Donahue Chris W Gallagher Kristi Girdharry Tarez Samra Graban Jennifer E Haan Paula Harrington Yu Kyung Kang Neal Lerner David S Martins Paul Kei Matsuda Heidi A McKee Libby Miles Susan Miller Cochran Matt Noonan Katherine Daily O Meara Carolina Pelaez Morales Stacey Sheriff Gail Shuck Christine M Tardy Stanley Van Horn Daniel Wilber Margaret Willard Traub **Historical**

Studies of Writing Program Administration Barbara L'Eplattenier, Lisa Mastrangelo, 2004-03-14 Historical Studies of Writing Program Administration Individuals Communities and the Formation of a Discipline collects essays that shine new light on the early history of writing program administration Broad in scope the book illuminates the development of the profession in the narratives of the individuals who helped form the discipline prior to the emergence of the Council of Writing Program Administrators in 1976 including those narratives of Gertrude Buck and Laura J Wylie Edwin Hopkins Regina Crandall Rose Colby George Jardine Clara Stevens Stith Thompson and George Wykoff Drawing from deep archival work these narratives offer rare glimpses into writing program administration and the development of composition as a college requirement

Women's Ways of Making It in Rhetoric and Composition Michelle Ballif, Diane Davis, Roxanne Mountford, 2010-03-17 This volume explores how women in the fields of rhetoric and composition have succeeded despite the challenges inherent in the circumstances of their work Focusing on those women generally viewed as successful in rhetoric and composition this volume relates their stories of successes and failures to serve as models for other women in the profession who aspire to make it too to succeed as women academics in a sea of gender and disciplinary bias and to have a life as well Building on the gains made by several generations of rhetoric and composition scholars this volume provides strategies for a newer generation of scholars entering the field and in so doing broadens the support base for women in the field by connecting them with a greater web of women in the profession Offering frank discussion of professional and personal struggles as well as providing reference materials addressing these concerns solid career advice and inspirational narratives told by women who have made it in the field of rhetoric and composition this work highlights such common concerns as dealing with sexism in the tenure and promotion process maintaining a balance between career and family struggling for scholarly and or administrative respect mentoring junior women finding one's voice in scholarship and struggling to say no to unrewarded service work The profiles of individual successful women describe each woman's methods for success examine the price each has paid for that success and pass along the advice each has to offer other women who are beginning a career in the field or attempting to jumpstart an existing career With resources and general advice for women in the field of rhetoric and composition to guide them through their careers as they become survive and thrive as professionals in the discipline this book is must have reading for every woman making her career in the rhetoric and composition fields

Institutional Ethnography Michelle LaFrance, 2019-06-15 A form of critical ethnography introduced to the social sciences in the late 1990s institutional ethnography uncovers how things happen within institutional sites providing a new and flexible tool for the study of how work is co constituted within sites of writing and writing instruction The study of work and work processes reveals how institutional discourse social relations and norms of professional practice coordinate what people do across time and sites of writing Adoption of IE offers finely grained understandings of how our participation in the work of writing writing instruction and sites of writing gives material face to the institutions that govern

the social world In this book Michelle LaFrance introduces the theories rhetorical frames and methods that ground and animate institutional ethnography Three case studies illustrate key aspects of the methodology in action tracing the work of writing assignment design in a linked gateway course the ways annual reviews coordinate the work of faculty and writing center administrators and staff and how the key term information literacy socially organizes teaching in a first year English program Through these explorations of the practice of ethnography within sites of writing and writing instruction LaFrance shows that IE is a methodology keenly attuned to the material relations and conditions of work in twenty first century writing studies contexts ideal for both practiced and novice ethnographers who seek to understand the actualities of social organization and lived experience in the sites they study Institutional Ethnography expands the field s repertoire of research methodologies and offers the grounding necessary for work with the IE framework It will be invaluable to writing researchers and students and scholars of writing studies across the spectrum composition and rhetoric literacy studies and education as well as those working in fields such as sociology and cultural studies Composing Health Literacies Michael Madson,2023-03-31 This edited collection examines engagements between health literacies and undergraduate writing instruction providing research case studies and practical guidance on developing an interdisciplinary writing pedagogy Bringing together works from scholars in rhetoric and composition technical communication UX public health nursing and writing center administration this collection showcases a range of evidence based practices for composing teaching and assessing health literacies which the readers can apply to their own contexts Using non specialist language accessible to instructors from a variety of backgrounds the chapters consider the use of writing assignments including image analyses public service announcements podcasts health education materials illness narratives public presentations research proposals and journal articles The book offers a holistic overview by profiling entire writing programs both online and face to face that teach health literacies across their curricula This evidence based collection is essential reading for scholars and instructors in rhetoric and composition writing in the health professions technical communication and health humanities and can be used as a supplemental textbook for pedagogy courses in these fields *Theories and Methods of Writing Center Studies* Jo Mackiewicz,Rebecca Babcock,2019-11-01 This collection helps students and researchers understand the foundations of writing center studies in order to make sound decisions about the types of methods and theoretical lenses that will help them formulate and answer their research questions In the collection accomplished writing center researchers discuss the theories and methods that have enabled their work providing readers with a useful and accessible guide to developing research projects that interest them and make a positive contribution It introduces an array of theories including genre theory second language acquisition theory transfer theory and disability theory and guides novice and experienced researchers through the finer points of methods such as ethnography corpus analysis and mixed methods research Ideal for courses on writing center studies and pedagogy it is essential reading for researchers and administrators in writing centers and writing across the

curriculum or writing in the disciplines programs Lean Technical Communication Meredith A. Johnson, W. Michele Simmons, Patricia Sullivan, 2017-11-20 Winner of the 2020 CCCC Research Impact Award Lean Technical Communication Toward Sustainable Program Innovation offers a theoretically and empirically grounded model for growing and stewarding professional and technical communication programs under diverse conditions Through case studies of disruptive innovations this book presents a forward looking sustainable vision of program administration that negotiates short term resource deficits with long term resilience It illustrates how to meet many of the newest challenges facing technical communication programs such as building and maintaining change with limited resources economic shortfalls technology deficits and expanding reimagining the role of our programs in the 21st century university Its insights benefit those involved in the development of undergraduate and graduate programs including majors service courses minors specializations and certificates

Making Administrative Work Visible Leigh Graziano, Kay Halasek, Remi Hudgins, Susan Miller-Cochran, Frank Napolitano, Natalie Szymanski, 2023-05-15 Making Administrative Work Visible brings together voices from graduate students associated faculty administrative staff and tenured and tenure track faculty at community colleges regional state universities liberal arts colleges private colleges and research intensive institutions across the country to speak to the challenges both named and unnamed faced by those who do writing program administration work These authors call explicit attention to this work and examine WPAs lived labor experiences and research methodologies to truly understand the scope of lived WPA labor The collection has three parts each of which focuses on the most confounding challenges facing WPAs as well as the most compelling sites of their contributions to administration labor in higher education and the discipline s collective obligation to forwarding the goals of social justice and advocacy Advocating through Representations of WPA Labor Advocating by Accounting for Time and Labor and Advocating in and through Complex Institutional Contexts The chapters use data to share and track the work functions job titles grand narratives program assessments tenure and promotion email practices and more undertaken by WPAs in their administrative capacities Chapters also surface narratives for future data and studies to be done by other scholars By taking up and answering questions about the range of WPA work and the invisibility of much of that work Making Administrative Work Visible creates avenues toward accounting for and acknowledging the complex activity systems in which WPAs lead the work of the university and advocate for data driven strategies needed to sustain this foundational area of higher education Contributors Kamila Albert Brooke Anderson Sheila Carter Tod Amy Cicchino Ana Cort s Lagos Kristi Murray Costello Jennifer Cunningham Ryan Dippre Kimberly Emmons Genevieve Garcia de M eller Jill Gladstein Caleb Gonzalez Michael Healy Lyra Hilliard Kristine Johnson Seth Kahn Rita Malenczyk Troy Mikanovich Lilian Mina Angela Mitchell Greer Murphy Kate Navickas Michael Neal Patti Poblete Jan Rieman Heather Robinson Katelyn Stark Mary Stewart Natalie Stillman Webb Lizbett Tinoco Lisa Tremain Martha Wilson Schaffer

Writing at the State U Emily Isaacs, 2018-02-21 Writing at the State U presents a comprehensive empirical examination of

writing programs at 106 universities Rather than using open survey calls and self reporting Emily Isaacs uses statistical analysis to show the extent to which established principles of writing instruction and administration have been implemented at state comprehensive universities the ways in which writing at those institutions has differed from writing at other institutions over time and how state institutions have responded to major scholarly debates concerning first year composition and writing program administration Isaacs s findings are surprising state university writing programs give lip service to important principles of writing research but many still emphasize grammar instruction and a skills based approach classes continue to be outsized faculty development is optional and orientation toward basic writing is generally remedial As such she considers where a closer match between writing research and writing instruction might help to expose and remedy these difficulties and identifies strategies and areas where faculty or writing program administrators are empowered to enact change Unique in its wide scope and methodology *Writing at the State U* sheds much needed light on the true state of the writing discipline at state universities and demonstrates the advantages of more frequent and rigorous quantitative studies of the field

Assessment in Technical and Professional Communication Margaret Hundleby, Jo Allen, 2017-07-05 This collection of essays focuses on both how and why assessment serves as a key element in the teaching and practice of technical and professional communication The collection is organized to form a dual approach on the one hand it offers a landscape view of the activities involved in assessment examining how it works at institutional program and classroom levels on the other it surveys the implications of using assessment for formulating maintaining and extending the teaching and practice of technical communication The book offers teachers students scholars and practitioners alike evidence of the increasingly valuable role of assessment in the field as it supports and enriches our thinking and practice No other volume has addressed the demands of and the expectations for assessment in technical communication Consequently the book has two key goals The first is to be as inclusive as is feasible for its size demonstrating the global operation of assessment in the field For this reason descriptions of assessment practice lead to examinations of some key feature of the landscape captured by the term technical communication The second goal is to retain the public and cooperative approach that has characterized technical communication from the beginning To achieve this the book represents a conversation with contributors chosen from among practicing highly active technical communication teachers and scholars and the chapters set up pairs of opening statement and following response The overriding purpose of the volume therefore is to invite the whole community into the conversation about assessment in technical communication

Writing Program Administration Susan H. McLeod, 2007-03-16 This reference guide provides a comprehensive review of the literature on all the issues responsibilities and opportunities that writing program administrators need to understand manage and enact including budgets personnel curriculum assessment teacher training and supervision and more *Writing Program Administration* also provides the first comprehensive history of writing program administration in U S higher education *Writing Program Administration* includes a

helpful glossary of terms and an annotated bibliography for further reading **Points of Departure** Tricia Serviss, Sandra Jamieson, 2018-01-08 Points of Departure encourages a return to empirical research about writing presenting a wealth of transparent reproducible studies of student sources The volume shows how to develop methods for coding and characterizing student texts their choice of source material and the resources used to teach information literacy In so doing the volume advances our understanding of how students actually write The contributors offer methodologies techniques and suggestions for research that move beyond decontextualized guides to grapple with the messiness of research in process as well as design development and expansion Serviss and Jamieson s model of RAD writing studies research is transcontextual and based on hybridized or mixed methods Among these methods are citation context analysis research aloud protocols textual and genre analysis surveys interviews and focus groups with an emphasis on process and knowledge as contingent Chapters report on research projects at different stages and across institution types from pilot to multi site from community college to research university focusing on the methods and artifacts employed A rich mosaic of research about research Points of Departure advances knowledge about student writing and serves as a guide for both new and experienced researchers in writing studies Contributors Crystal Benedicks Katt Blackwell Starnes Lee Ann Kastman Breuch Kristi Murray Costello Anne Diekema Rebecca Moore Howard Sandra Jamieson Elizabeth Kleinfeld Brian N Larson Karen J Lunsford M Whitney Olsen Tricia Serviss Janice R Walker

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