

# *A Field of Dreams*

*Independent  
Writing  
Programs  
and the  
Future of  
Composition  
Studies*

*edited by  
Peggy O'Neill  
Angela Crow  
Larry W. Burton*

# Field Of Dreams Peggy O Neill

**Stuart C. Brown, Theresa Jarnagi Enos**

## **Field Of Dreams Peggy O'Neill:**

Field Of Dreams Peggy O'Neill, 2003-04-01 One of the first collections to focus on independent writing programs A Field of Dreams offers a complex picture of the experience of the stand alone Included here are narratives of individual programs from a wide range of institutions exploring such issues as what institutional issues led to their independence how independence solved or created administrative problems how it changed the culture of the writing program and faculty sense of purpose success or failure Further chapters build larger ideas about the advantages and disadvantages of stand alone status covering labor issues promotion tenure issues institutional politics and others A retrospective on the famous controversy at Minnesota is included along with a look at the long established independent programs at Harvard and Syracuse Finally the book considers disciplinary questions raised by the growth of stand alone programs Authors here respond with critique and reflection to ideas raised by other chapters do current independent models inadvertently diminish the influence of rhetoric and composition scholarship Do they tend to ignore the outward movement of literacy toward technology Can they be structured to enhance interdisciplinary or writing across the curriculum efforts Can independent programs play a more influential role in the university than they do from the English department **Weathering the**

**Storm** Richard N. Matzen Jr., Matthew Abraham, 2019-08-15 Weathering the Storm assesses the socioeconomic and political conditions that have surrounded the rise of independent writing programs IWPs and departments Chapter contributors look at the institutional conditions and challenges that IWPs have faced since the 1980s with a focus on enduring the financial collapse of 2008 Leading writing specialists at the University of Texas at Austin Syracuse University the University of Minnesota and many other institutions document and think carefully about the on the ground obstacles that have made the creation of IWPs unique From institutional naysayers in English departments to skeptical administrators IWPs and the faculty within them have surmounted not only negative economics but also negative rhetorics This collection charts the story of this journey as writing faculty continually make the case for the importance of writing in the university curriculum Independence has for the most part allowed IWPs to better respond to the Great Recession but to do so they have had to define writing studies in relation to other disciplines and departments Weathering the Storm will be of great interest to faculty and graduate students in rhetoric and composition writing program administrators and writing studies and English department faculty Contributors Linda Adler Kassner Lois Agnew Alice Batt David Beard Davida Charney Amy Clements Diane Davis Frank Gaughan Heidi Skurat Harris George H Jensen Rodger LeGrand Drew M Loewe Mark Garrett Longaker Cindy Moore Peggy O'Neill Chongwon Park Louise Wetherbee Phelps Mary Rist Valerie Ross John J Ruszkiewicz Eileen E Schell Madeleine Sorapure Chris Thaiss Patrick Wehner Jamie White Farnham Carl Whithaus Traci A Zimmerman The Battles of Texas Nate Kreuter, Mark Garrett Longaker, 2024-12-10 The 1980s were a consequential decade for universities The marketization of higher education the adjunctification of labor and culture wars over curriculum transformed the landscape in a short

period of time *The Battles of Texas* traces the lived consequences of this upheaval by focusing on one influential institution the writing program at the University of Texas at Austin Drawing from university records newspaper archives and present day interviews Nate Kreuter and Mark Garrett Longaker provide an on the ground perspective of the radical creation of UT Austin s writing program and the subsequent events that made national headlines the mass firing of lecturers in 1985 the national debate over multicultural content in the first year curriculum and the divorce of the writing program from the English Department in 1992 Despite these pressures however the authors also reveal how writing program administrators at UT Austin exerted their own agency to resist economic and political forces in service of their students and adjunct lecturers By highlighting the parallels between the 1980s and current labor and political pressures in higher education *The Battles of Texas* offers a strategic perspective for academics and administrators today Combining a narrative institutional history with a public digital archive searchable and arranged in exhibits and in chronological annals *The Battles of Texas* provides academics with the resources they need to survive in times of rapid transition      *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      *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      *The Managerial Unconscious in the History of Composition Studies* Donna Strickland,2011-07-11 In this pointed appraisal of composition studies Donna Strickland contends the rise of writing program administration is crucial to understanding the history of the field Noting existing histories of composition studies that offer little to no exploration of administration Strickland argues the field suffers from a managerial unconscious

that ignores or denies the dependence of the teaching of writing on administrative structures

**The Managerial Unconscious in the History of Composition Studies** is the first book to address the history of composition studies as a profession rather than focusing on its pedagogical theories and systems Strickland questions why writing and the teaching of writing have been the major areas of scholarly inquiry in the field when specialists often work primarily as writing program administrators not teachers Strickland traces the emergence of writing programs in the early twentieth century the founding of two professional organizations by and for writing program administrators and the managerial overtones of the social turn of the field during the 1990s She illustrates how these managerial imperatives not only have provided much of the impetus for the growth of composition studies over the past three decades but also have contributed to the stratified workplaces and managed writing practices the field's pedagogical research often decries

**The Managerial Unconscious in the History of Composition Studies** makes the case that administrative work should not be separated from intellectual work calling attention to the interplay between these two kinds of work in academia at large and to the pronounced hierarchies of contingent faculty and tenure track administrators endemic to college writing programs The result is a reasoned plea for an alternative understanding of the very mission of the field itself

**Writing Majors** Greg Giberson, Jim Nugent, Lori Ostergaard, 2015-02-15 The writing major is among the most exciting scenes in the evolving American university **Writing Majors** is a collection of firsthand descriptions of the origins growth and transformations of eighteen different programs The chapters provide useful administrative insight benchmark information and even inspiration for new curricular configurations from a range of institutions A practical sourcebook for those who are building revising or administering their own writing majors this volume also serves as a historical archive of a particular instance of growth and transformation in American higher education Revealing bureaucratic practical and institutional matters as well as academic ideals and ideologies each profile includes sections providing a detailed program review and rationale an implementation narrative and reflection and prospection about the program Documenting eighteen stories of writing major programs in various stages of formation preservation and reform and exposing the contingencies of their local and material constitution **Writing Majors** speaks as much to the how to of building writing major programs as to the larger what why and how of institutional growth and change

**The Present State of Scholarship in the History of Rhetoric** Lynée Lewis Gaillet, Winifred Bryan Horner, 2010-03-15 Through two previous editions **The Present State of Scholarship in Historical and Contemporary Rhetoric** has not only introduced new scholars to interdisciplinary research but also become a standard research tool in a number of fields and pointed the way toward future study Adopting research methodologies of revision and recovery this latest edition includes all new material while still following the format of the original and is constructed around bibliographical surveys of both primary and secondary works addressing the Classical Medieval Renaissance and eighteenth through twentieth century periods within the history of rhetoric **The Present State of Scholarship in the History of Rhetoric** doesn't simply update but rather recasts study

in the history of rhetoric The authors experienced and well known scholars in their respective fields redefine existing strands of rhetorical study within the periods expand the scope of rhetorical engagement and include additional figures and their works The globalization and expansion of rhetoric are demonstrated in each of these parts and seen clearly in the inclusion of more female rhetors discussions of historical and contemporary electronic resources and examinations of rhetorical practices falling outside the academy and the traditional canon New to this edition is a cumulative review of twentieth century rhetoric along with a thematic index designed to facilitate interdisciplinary or specialized study and scholarly research across the traditional historical periods As programs incorporating rhetorical studies continue to expand at the university level students and researchers are in need of up to date bibliographical resources No other work matches the scope and approach of *The Present State of Scholarship in the History of Rhetoric* which carries scholarship on rhetoric into the twenty first century

**A Teaching Subject** Joseph Harris,2012-01-01 In this classic text Joseph Harris traces the evolution of college writing instruction since the Dartmouth Seminar of 1966 *A Teaching Subject* offers a brilliant interpretive history of the first decades during which writing studies came to be imagined as a discipline separable from its partners in English studies Postscripts to each chapter in this new edition bring the history of composition up to the present Reviewing the development of the field through five key ideas Harris unfolds a set of issues and tensions that continue to shape the teaching of writing today Ultimately he builds a case now deeply influential in its own right that composition defines itself through its interest and investment in the literacy work that students and teachers do together Unique among English studies fields composition is Harris contends a teaching subject

**Pivotal Strategies** Lynn C. Lewis,2024-07-15 *Pivotal Strategies* examines the rhetorical contexts and motivations that determine how and why people choose writing studies as a discipline especially as the field begins to take more seriously an antiracist imperative that requires more conscious listening and promotion of work from scholars representing traditionally underrepresented voices Because undergraduate degrees in writing studies are relatively new claiming the discipline has required reinvention and revision at personal and professional levels far different than any other discipline Suspicions about the viability of the discipline linger in many departments and universities as well as outside the academy leading writing studies scholars to develop innovative strategies to deal with covertly hostile attitudes Within the collection contributors name explicit claiming strategies from the discipline s beginnings to the contemporary moment locating opportune spaces negotiating identities and fostering resilience and developing allegiances by foregrounding their embodiment as underrepresented members of academia through a commitment to social justice and equity Responding to current conversations on the worth of education with honest stories about the burdens and joys of becoming and being an academic *Pivotal Strategies* features a spectrum of voices across racial gender class and age categories This collection not only makes the discipline more visible but also helps map the contemporary state of writing studies

*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      Writing Program Administration at Small Liberal Arts Colleges Jill M. Gladstein,Dara Rossman Regaignon,2012-03-19 WRITING PROGRAM ADMINISTRATION AT SMALL LIBERAL ARTS COLLEGES presents an empirical study of the writing programs at one hundred small private liberal arts colleges Jill M Gladstein and Dara Rossman Regaignon provide detailed information about a type of writing program not often highlighted in the scholarly record and offer a model for such national multi institutional research      **Writing Against the Curriculum** Randi Gray Kristensen,Ryan M. Claycomb,2010-01-01 Writing against the Curriculum responds to the popularity of Writing Across the Curriculum WAC and similar programs in U S higher education Essays by administrators faculty and librarians teaching introductory and advanced writing classes argue that such classrooms make excellent spaces to question disciplinarity through the study of rhetoric critical thinking and curricular flexibility This intervention in composition and cultural studies discourses enables the activist enactment of cultural studies theory and addresses the theoretical implications of composition practices      Labor, Writing Technologies, and the Shaping of Composition in the Academy Pamela Takayoshi,Patricia Sullivan,2007 The changing nature of the workforce and the increasing presence of technologies in composition studies promise to affect not only the ways we work but the very shape of the discipline This volume takes on the challenge of thinking about the intersections of work technology and composition studies in ways that are unprecedented These areas interact in numerous and significant ways yet the focus is often on the concepts in isolation from one another Authors in this collection explore technology and labor issues across a range of institutional locations to focus on working as scholars administrators of writing programs writing across the curriculum programs assessment programs teachers workers held accountable to bureaucrats and gendered and raced workers and the future roles compositions will adopt in the university and how technology affects those identities The chapters address the nature of composition labor in a technological society the new geographies of composition variety of identity and agency that are enabled and denied academic labor outside the classroom and academy and how virtuality impacts labor They provide varied perspectives on what issues are of import and alert researchers and teachers that a serious consideration of labor and writing technologies are needed to expand notions of what composition studies can and must be Publisher s description      *The New Work of Writing Across the Curriculum* Staci M. Perryman-Clark,2023-08-21 The New Work of Writing Across the Curriculum is a descriptive analysis of how institutions can work to foster stronger intellectual activities around writing as connected to campus wide diversity and inclusion initiatives Author Staci M Perryman Clark blends theory and practice grounds disciplinary conversations with practical examples of campus work and provides realistic expectations for operations with budgetary constraints while enhancing diversity equity and inclusion work in higher education Many of these initiatives are created in isolation reinforcing institutional silos that are not used strategically to gain the attention of senior administrators particularly those working at

state supported public institutions who must manage shrinking institutional budgets Yet teaching and learning centers and WAC programs gain tremendously from one another by building explicit partnerships on campus wide diversity initiatives that emphasize cultural competence In addition both cultural competence and written proficiency enhance the transferable skills necessary for completing undergraduate education requirements and this work can be leveraged to draw the attention of senior administrative leadership Faculty development and WAC need to make diversity and inclusion initiatives a priority for professional development The New Work of Writing Across the Curriculum reviews initiatives that point to increased understanding of diversity and inclusion that will be of significance to administrators WAC specialists faculty developers and diversity officers across the spectrum of institutions of higher learning

**Reading and Writing Instruction in the Twenty-First Century** Ellen C. Carillo, 2021-08-02 Robert Scholes passed away on December 9 2016 leaving behind an intellectual legacy focused broadly on textuality Scholes's work had a significant impact on a range of fields including literary studies composition and rhetoric education media studies and the digital humanities among others In *Reading and Writing Instruction in the Twenty First Century* contemporary scholars explore and extend the continued relevance of Scholes's work for those in English and writing studies In this volume Scholes's scholarship is included alongside original essays providing a resource for those considering everything from the place of the English major in the twenty first century to best practices for helping students navigate misinformation and disinformation *Reading and Writing Instruction in the Twenty First Century* not only keeps Scholes's legacy alive but carries it on through a commitment in Scholes's 1998 own words to offer our students the cultural equipment they are going to need when they leave us Contributors Angela Christie Paul T Corrigan Lyn e Lewis Gaillet Doug Hesse Alice S Horning Emily J Isaacs Christopher La Casse Robert Lest n Kelsey McNiff Thomas P Miller Jessica Rivera Mueller Christian Smith Kenny Smith

*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      Rhetoric and Writing Studies in the New Century Cheryl Glenn, Roxanne Mountford, 2017-07-17 This collection of essays investigates the historiography of rhetoric global perspectives on rhetoric and the teaching of writing and rhetoric offering diverse viewpoints Addressing four major areas of research in rhetoric and writing studies contributors consider authorship and audience discuss the context and material conditions in which students compose cover the politics of the field and the value of a rhetorical education and reflect on contemporary trends in canon diversification Providing both retrospective and prospective assessments Rhetoric and Writing Studies in the New Century offers original research by important figures in the field      **The Viability of the Rhetorical Tradition** Richard Graff, Arthur E. Walzer, Janet Atwill, 2005-01-28 The Viability of the Rhetorical Tradition reconsiders the relationship between rhetorical theory practice and pedagogy Continuing the line of questioning begun in the 1980s contributors examine the duality of a rhetorical canon in determining if past practice can make us more or less able to address contemporary concerns Also examined is the role of tradition as a limiting or inspiring force rhetoric as a discipline rhetoric s contribution to interest in civic education and citizenship and the possibilities digital media offer to scholars of rhetoric BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved      **The Writing Center Director's Resource Book** Christina Murphy, Byron Stay, 2012-11-12 The Writing Center Director s Resource Book has been developed to serve as a guide to writing center professionals in carrying out their various roles duties and responsibilities It is a resource for those whose jobs not only encompass a wide range of tasks but also require a broad knowledge of multiple issues The volume provides information on the most significant areas of writing center work that writing center professionals both new and seasoned are likely to encounter It is structured for use in diverse institutional settings providing both current knowledge as well as case studies of specific settings that represent the types of challenges and possible outcomes writing center professionals may experience This blend of theory with actual practice provides a multi dimensional view of writing center work In the end this book serves not only as a resource but also as a guide to future directions for the writing center which will continue to evolve in response to a myriad of new challenges that will lie ahead

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