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## In This Issue:

In the past three semesters, everyone involved with Writing Programs has been involved the formidable task of reviewing and reassessing the conditions of teaching, learning, and administrating in the largest writing program in the country. Review of Writing Programs has taken several forms, including outside evaluation, self-reflection, planning, and development, as well as critical evaluation of what we do well and what we might do better. In keeping with the project of review that we've undertaken of late, this issue of *Writing Notes* collects reflections, projections, descriptions, and photographs of some of the useful and important projects and processes that will help to shape Writing Programs in the years ahead.

## Council of Writing Program Administrators' Consultant-Evaluator Team Visits Tempe

By Ryan Skinnell

At the end of last Spring, Writing Programs hosted a two member Consultant-Evaluator (CE) team from the Council of Writing Program Administrators (CWPA). The CE team's visit was the culmination of two semesters' worth of self-study, program review, meetings, data collection, analysis, and committee work designed to give Writing Programs' administrators and teachers a sense of the strengths and challenges that exist as part of the country's largest writing program.

Professor Charles Schuster from the University of Wisconsin-Madison and Professor Lil Brannon from the University of North Carolina at Charlotte made up the CE team. Prepared with WP's Self-Study Write-Up, they arrived on campus on Sunday, April 25th and stayed until April 27th. During their visit, Professors Schuster and Brannon visited with a variety of stakeholders, including Dean of the College of Liberal Arts and Sciences, Deborah Losse, Chair of English, Maureen Daly Goggin, the Writing Programs Administrative Council, and groups of WP teachers representing every constituency (i.e., Instructors, Lecturers, FAs, TAs, and TT faculty). While not all WP teachers were able to make the scheduled meetings, the CE team reported meeting with many teachers in their time on campus. In addition, Professor Schuster also took the opportunity to meet with a section of English 102 students in which their feedback was solicited for inclusion in the CE team's final report.



## Notes from the Director

By Shirley Rose

In last fall's issue of *Writing Notes*, I announced my intention to emphasize developing the visibility of ASU Writing Programs, noting that this visibility project has four essential components: reflection, connection, communication, and participation. In recent issues of *Writing Notes* I have discussed the first two, reflection and connection. In this issue I will focus on *communication*.

*Communication* is particularly challenging for a program as large as ours. With more than 200 teachers and staff, we cannot expect to see one another on a daily—or even weekly—basis, which means we cannot rely on casual face-to-face conversation for conveying important information and making collective decisions as other programs often can. Distributing, circulating, and exchanging ideas using paper and ink is also out of the question for a program, department, and university that values sustainability as we do. And effective communication is difficult even with the aid of email, websites, Facebook, Blackboard, and other internet-based technologies. The channels are open, but it's no secret that the volume of information is difficult to manage. At one time or another, all of us end up feeling either that we're not being heard or that we're not being informed of things we need to know about—or both. I hear expressions of concern about this from many teachers in the program—and I suspect there are additional expressions I don't hear.

Last spring, the WPA Consultant-Evaluator team who visited Writing Programs (see other stories in this issue for more information about the visit and the report) identified *communication* as an area in which we need to improve, noting not only that we need to improve our internal communications but that we also need to improve our communications with our stakeholders and our publics. As an academic program, we need to do a better job of communicating with students, with our colleagues in the English Department, and with other units at the university; we also need to develop new ways of telling our story to other writing programs in the state and around the country and to the communities the university serves. Publicizing what we do in Writing Programs is not easy. Most of our colleagues around the university are not accustomed to hearing from us and may find it simpler to rely on old assumptions about what we do than to pay attention to new information, when there are so many demands from other directions for that attention. At the same time, we may find it more comfortable to stay “under the radar” than to risk being criticized for possibly not conforming to others expectations.

But while some colleagues around the university don't expect to hear from us, our colleagues in other writing programs around the country do. Our writing program has earned high visibility among its peers thanks in part to its history of being led by nationally recognized writing program administrators and its reputation for developing innovative and effective curricula. As the nation's largest university writing program, we would be visible to these peers for our size alone. For that reason, if not for any other, it's important that we accept responsibility to be an exemplary program and make a concerted effort to present a clear picture of what we do.

We need a **communication plan**.

A communication plan can help us to strategize and organize our efforts to make our work visible to our stakeholders and peers, both internal and external, local and national/global. Thanks to our expertise in rhetoric and writing, we already have many of the skills we need to successfully develop and carry out an effective communication plan once we make a commitment to doing so. The communication plan can also serve a heuristic purpose by helping us to think not only about *how* we can communicate in an intentional and strategic way, but also about *what* we want to communicate.

*Continued on p. 3*



## Rose, cont. from p.2

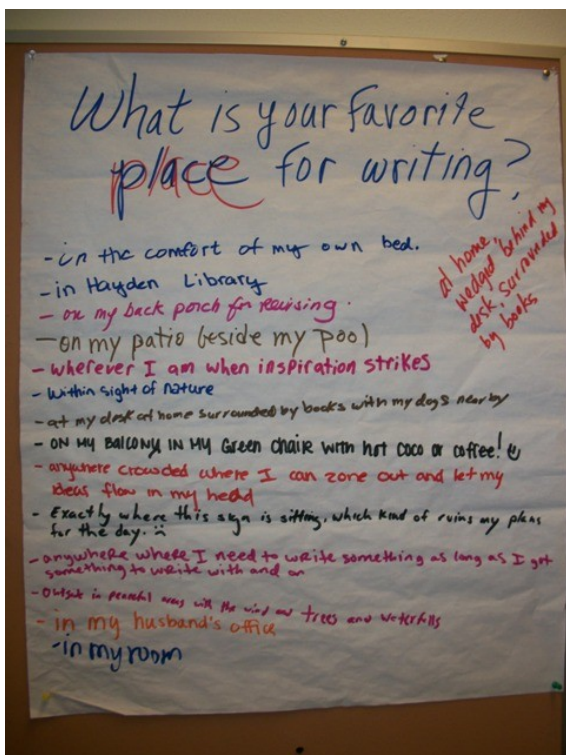
With those goals and purposes in mind, the Ad Hoc Steering Committee for the WPA Report on Writing Programs has decided to strike a task force and charge it with working on developing a Communication and Visibility Plan for ASU Writing Programs. For this task force, we will need teachers from all ranks and from all areas of our writing curriculum to be involved. We will also want to be certain that teachers from the Hassayampa Academic Village offices and teachers who teach primarily online are represented. If you are interested in serving on this new Task Force, please let me know (Shirley.Rose@asu.edu). I also encourage you to nominate colleagues who would make good contributions to the task force. The task force will be asked to present a draft of a communication plan for review by Writing Programs members by the end of the spring 2011 semester.

We can't expect to solve our communication problems once and for all, particularly as we anticipate continued growth for the University and for ASU Writing Programs. But we can begin the hard work of improving the ways we communicate with each other within the program and the equally challenging work of opening up new lines of communication with others outside the program. We have an important message to convey. Writing takes place. ♦

## Writing Programs Celebrates the Second Annual National Day on Writing

By Katherine Heenan

On October 20, ASU Writing Programs held its second annual "Write-In" to celebrate the National Day on Writing. This year's theme was "writing takes place." An area near the Cady Mall Fountain on ASU's Tempe campus served as the "write" place for ASU students, faculty, staff, and visitors to stop by and share thoughts about the places that inspire them; places they like to write; places they like to write about; and the role place plays in their work. Contributions will be displayed in Writing Programs' offices and at Writing Programs' events. The ASU Student Success's Writing Center staff joined us this year, and their energetic and engaging tutors encouraged passers-by to create six-word autobiographies. The day's events culminated in recognizing Linda Pedersen of the Provost's Office with our first Behind-the-Scenes Writer of the Year award. We plan to present this award each year as we celebrate the National Day on Writing.



NDOW was created in 2009 by the National Council of Teachers of English (NCTE) to honor and celebrate the importance of writing in the personal, professional, and civic lives of Americans, and to encourage all Americans to write, as well as to enjoy and learn from the writing of others. On September 29, 2010, the Senate passed a resolution declaring October 20, 2010, the National Day on Writing (the Senate passed a similar resolution on October 8, 2009). Writing produced from Day on Writing events throughout the country has been uploaded to the NCTE National Gallery of Writing (<http://galleryofwriting.org>). The gallery is, according to NCTE, "a virtual space--a website--where people who perhaps have never thought of themselves as writers--mothers, bus drivers, fathers, veterans, nurses, firefighters, sanitation workers, stockbrokers--select and post writing that is important to them." ♦





# Implementing the CWPA CE Team's Recommendations

By Elenore Long

Since early September of this year, an ad hoc steering committee has been meeting under the leadership of Shirley Rose, Director of Writing Programs, to explore strategies for addressing the nine recommendations identified in the *Council of Writing Program Administrators Review of our Writing Programs*, the document presented in May of 2010 following the Council of Writing Program Administrators' consultant-evaluator on-site visit in late April of 2010. The document is available on the Writing Programs' Blackboard site and the Department's secure website. The committee's work thus far has helped members better understand existing governance structures and patterns of communication that need to be addressed in order to design and implement changes that can respond to the outside evaluators' recommendations. These recommendations include improving the writing programs' leadership structure, increasing compensation for Writing Programs' teachers, developing an enhanced budget structure and resource-development plan, developing communication and visibility plans, designing inquiry-based curricula, and ensuring ongoing and context-specific faculty development.

The committee is comprised of 17 educators, including Teaching Assistants and Associates, Faculty Associates, Instructors, Lecturers and tenure-track faculty within the Department of English. While the track faculty members were appointed by the Chair of the Department, members from other job classes were elected from their groups. Though quite diverse, the committee's members share commitments to writing and literacy. The committee's work this fall has been a lesson in joint inquiry and problem analysis—inherently complex processes, especially with a committee as large as this one and in such a multi-dimensional and dynamic problem space. The insights we have reached are a testament to the heuristics Shirley has introduced to guide the committee's work.

To offer committee members—especially members who have little day-to-day experience with Writing Programs—some idea of the bigger purpose, Shirley recently drafted vision and mission statements. Working to support the direction articulated here, the committee's work has sharpened members' understanding of not only the evaluators' recommendations and the current state of the writing programs, but also what kind of initiatives might most successfully institute the various recommendations. This work has unfolded around a set of central activities. First, the committee considered the report's nine recommendations in light of their relative priority, as indicated at a late-summer faculty meeting and through an online survey of ASU Writing Programs teachers, asked to rate the importance of each of the recommendations on a scale of 1 to 10.

Next, subgroups considered the evaluators' recommendations in light of the following questions: Who is/should be responsible to carry out each recommendation? Does a group already exist who could carry out that work, or do we need to create one? What research will that group need to do (identifying other models, surveying program participants, etc)? What calendar or stages can we anticipate will be needed? What will be the concrete outcome(s)? More recently, the committee has consolidated the nine recommendations into six clusters. Currently, we are elaborating charges for specific task-forces for each cluster of concerns. The committee intends to present their recommendations to various stakeholders by the end of this semester. ♦



## 2011 ASU Composition Conference Preview

By **Wendy King**

The 2011 Arizona State University Composition Conference will be held on the Tempe campus on Saturday, February 19, 2011, from 8:00 a.m. to 4:30 p.m. Dr. Maureen Goggin, newly appointed Chair of the ASU Department of English and noted scholar in the field of rhetoric and composition, will give the keynote address, titled “**(Re)Inventing *Inventio***”. As in years past, the conference will be free of charge for all attendees and will include a complimentary light breakfast and full lunch. Participants from previous years have often remarked that attending this conference proved well worth their time.

Concurrent sessions throughout the day will feature presentations and panel discussions by faculty and resource personnel who will share their best practices in teaching composition and English as a Second Language. The goal of this conference is to provide a site for faculty from ASU and other colleges in the greater Arizona community to share practical teaching ideas that attendees may implement in their own classrooms.

Proposals for individual and panel presentations are being accepted at our conference website (<http://english.clas.asu.edu/ASUCC/home>). We welcome proposals from faculty at all ASU campuses and other Arizona colleges and universities.

At lunch, Dan Brendza ([Daniel.Brendza@asu.edu](mailto:Daniel.Brendza@asu.edu)) will host an open mic for participants to share readings and music. Those who want to participate in the open mic should notify Dan two weeks prior to the conference. If you have questions our conference website cannot answer, please contact Wendy King, the conference chair ([Wendy.M.King@asu.edu](mailto:Wendy.M.King@asu.edu)).♦



### Writing Programs: Bringing the Sky Closer

By **Angela Christie**

Democracy in the United States is a political power vested in the people, a political voice resonating both directly through the citizenry and indirectly through elected representation. However, linguist and political activist Noam Chomsky suggests that the masses become participants in what is really little more than a political spectator sport, except for the occasional election. Once the narrow choice of political candidates is made, the majority of Americans step quietly back into spectatorship, once again watching from the sidelines where they can be observed and distracted from major issues.<sup>1</sup> Nevertheless, historian Howard Zinn maintained an enduring faith in the power of words, having observed them springing into action throughout his lifetime. He firmly believed that language can resonate loudly, inspiring and influencing the American people so that even in the face of feeling defenseless against great wealth, elite control of government, and private ownership of the press, they will find the strength to rise up in the truth of their own histories and their own convictions that no one can silence.<sup>2</sup> True democracy is more than some distant dream, and Writing Programs holds within its purview a particular focus that may serve to inspire greater participation in the democratic process: *critical thinking*.

Chomsky reminds anyone who would like to experience real democracy to take a risk, to approach with an open mind what may appear to be cultural certainties. Close ties to national history, language, and pride can easily obscure another's reality,<sup>3</sup> and challenging students to peer over the walls of their own certitudes is a task that Writing Programs takes seriously, inviting them to explore a broader range of issues and stakeholders. As student writers tackle the issues of our time, they may find within the realm of rigorous academic

*Continued on p. 6*



Skinnell, cont. from p.1

Over the course of their 3-day visit, the CE team attempted to understand the ways in which Writing Programs faculty and administrators meet the challenges of teaching nearly 20,000 students each year with the goal of formulating suggestions for how those challenges might be better met in the future. Following their visit, Professors Schuster and Brannon produced a report of their visit which included 9 recommendations for building on Writing Programs' strengths to improve the program and meet the challenges of teaching writing at ASU moving forward. Armed with the CE's team's report and the data collected during last year's self-study, a new phase of self-study and programmatic assessment has begun as we work to implement the recommendations. ♦



Christie, cont. from p.5

inquiry a certain element of surprise: new data may invite a change of heart, while more plausible reasoning may serve to underscore a cherished view. Armed with critical thinking and their own examined convictions, students are less likely to remain spectators on the playing field of democracy. Writing Programs is a place where students dig deeper.

For students taking research-based writing courses, digging deeper may be akin to a small but potent *tasse* of espresso: a wake-up call to real-world conflict more action-packed than *Grand Theft Auto*. Those with one foot still in the high school gym have been preoccupied with other endeavors, like learning how to ace standardized achievement tests known to reward the skill of parroting—and pirating—the content of literary excerpts. In some states, students are even penalized for failure to borrow word-for-word from original texts, and quotation marks are nowhere on the evaluator's radar screen pre-

packaged at some plush testing facility in Sacramento. For example, on one standardized achievement test in the Midwest, the word "woods" appeared in a Jane Goodall excerpt about chimpanzee behaviors; if a student replaced "woods" with a synonym like "forest" or "jungle," the score was reduced without any regard for reasoning. How many university freshmen are caught plagiarizing, tearfully proclaiming that they "never knew"? *Never knew*? One might be inclined to laugh if there were not a disturbing specter of politically-driven achievement tests full of mixed messages and questionable outcomes. It is harder to be armed with conviction when someone else's script flashes neon in the night, or when bigots throw logical fallacies around like stones.

In my Persuasive Writing on Public Issues courses, students are asked if they have ever considered their own writing as a form of democracy. Students taking the course range in age from nineteen to over sixty, and in spite of the wide range of life experience, most say no but find it an interesting idea. *No*? One student, a former U.S. Navy Seal, explained that politics have become so divisive that he prefers to avoid dealing with "hotheads," using only the ballot to express his political voice. Perhaps Chomsky was right. Several students had worked on newspapers, writing opinion pieces and reviews.

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## Update: Writing Programs' Visual Identity

In last spring's issue of Writing Notes, we described the process of establishing a visual identity for Writing Programs. In the Spring, we distributed a call for logo ideas to the art department and design program, but unfortunately, the call did not result in submissions that met our needs. This year, we have decided to work with one or two students over the course of the year (and a series of revisions) to design a logo that meets our needs. While the process has been longer than anticipated, we expect to end up with a logo that communicates our identity soon. ♦



### Christie, cont. from p.6

A few others had written political letters and blogged, and one student, a single mother, reported using the power of persuasion in letters to school board members when her autistic child's education was at stake. One thing becomes clear: more bullies will likely be put on notice as students discover their own informed views on key issues. One course reading is appropriately entitled "You Also Have the Right to Tell a Bigot What You Think." And you do.

Writing Programs educators hope to keep the door to critical thinking thrown wide open so that fewer and fewer students will be left sitting on the sidelines of democracy. Of course, working toward a true democracy is no easy task, and no one ever promised that reflecting on the darker side of humanity would be anything less than disturbing. But American Romanticist Henry David Thoreau offers a reminder that gazing at the bottom of a stream can have the surprise of bringing the sky closer.<sup>4</sup> For the thousands of students who join writing communities established each semester in Writing Programs' face-to-face and online classrooms, the sky may no longer seem quite so distant. ♦

### Sources:

<sup>1</sup> Chomsky, Noam, *Chomsky on Miseducation*, Ed. Donald Macedo (Lanham, MD: Rowman and Littlefield, 2000) 12.

<sup>2</sup> Zinn, Howard, *Voices of a People's History of the United States*, Ed. Anthony Arnove (New York: Seven Stories, 2004) 12.

<sup>3</sup> Chomsky 12.

<sup>4</sup> Thoreau, Henry David. "Walden," *Anthology of American Literature*, Ed. George McMichael, 5<sup>th</sup> ed. (New York: Macmillan, 1993) 1541-42.

## Welcoming Writing Programs' New TAs

By **John Henry Adams**

Every incoming cohort of new TAs has to introduce themselves to the rest of the department. Our cohort decided to make a short video based around the work we had done during orientation with regard our revision of the Writing Programs mission statement.

We decided to structure the video around the three categories inherent in our revision of the mission statement: our goals (expressed in the video by the title "so that our students will be able to..."), the means to achieving those goals ("in our curriculum we will...") and our justification for both the goals and the means ("because we believe..."). Since everybody has dreamed at some point or other of bursting through a ream of butcher paper, we decided that we would introduce ourselves by doing just that, presenting the categories as titles before dramatically revealing the forces behind them. The criteria that we had developed were then superimposed over photographs of us at work as a slideshow to give people a chance to see us in a more natural, less theatrical condition.

Whether it was due to the statement revision or vicarious tearing of butcher paper, the video seems to have been well-received. At the very least, people know who we are now. ♦

See the video at: <http://www.youtube.com/watch?v=b1Njod3MrBY>

### Writing Programs' New TAs, 2010-2011

Name: **John Henry Adams**

Program: PhD in Literature  
Focus: Renaissance drama  
Recent school: U of Cincinnati



Name: **Dan Bommarito**

Program: PhD in Rhet/Comp/Ling  
Recent school: U of Missouri, St. Louis

Name: **Clarissa Bonner**

Program: PhD in Literature  
Focus: Modernism  
Recent school: Oklahoma State U



Name: **Brent Chappelow**

Program: PhD in Rhet/Comp/Ling  
Focus: Writing Program Administration  
Recent school: Northwest Missouri State U

Name: **Emily Cooney**

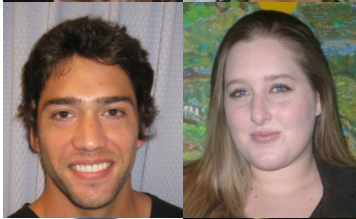
Program: PhD Rhet/Comp/Ling



Name: **Ryan Day**

Name: **Chad Fore**

Program: MFA  
Focus: Fiction  
Recent school: Stanford University



Name: **Courtney Isbell Fowler**

Program: MFA  
Focus: Fiction  
Recent school: Cal State U, Long Beach

Name: **William Fullam**

Program: PhD in Literature  
Focus: Renaissance  
Recent school: U of New Hampshire,  
Durham

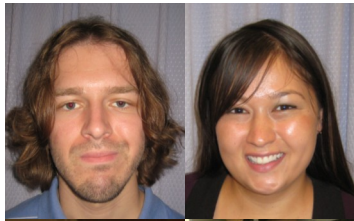


Name: **Sarah Grieve**

Program: PhD in Literature  
Focus: 20th century poetics  
Florida State University



Name: **Vedran Husic**  
Program: MFA  
Focus: Fiction  
Recent school: Webster U



Name: **Sarah Hynes**  
Program: MFA  
Focus: Fiction  
Recent school: U of Arizona

Name: **Jen Russum**  
Program: PhD in Literature  
Focus: Renaissance drama  
Recent school: Texas Christian U



Name: **Devori Kimbro**  
Program: PhD in Literature  
Focus: Renaissance literature  
Recent school: Idaho State U

Name: **Daniela Kostadinovska**  
Program: PhD in Rhet/Comp/Ling  
Focus: Syntax  
Recent school: Ss. Cyril & Methodius,  
Macedonia



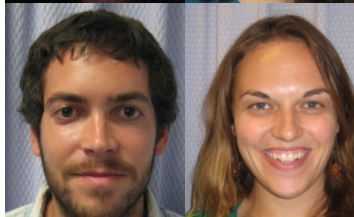
Name: **Naira Kuzmich**  
Program: MFA  
Focus: Fiction, Autoethnography, Short  
Story  
Recent school: U of Southern Cal

Name: **Yazmin Lazcano-Pry**  
Program: PhD in Rhet/Comp/Ling  
Focus: Chicano/a studies, digital rhetoric,  
documentary film studies  
Recent school: Texas State U-San Marcos



Name: **Chris Miller**

Name: **Scott Montgomery**



Name: **Cate Murray**  
Program: MFA  
Focus: Poetry  
Recent school: Colorado College

Name: **Veronica Oliver**  
Program: PhD in Rhet/Comp/Ling  
Focus: Community & comparative litera-  
cies/writing communities, public sphere  
Recent school: Southern Illinois U



Name: **Wongjan Poolpoem**  
Program: PhD in Rhet/Comp/Ling  
Area of Focus: Second Language Writing  
Recent school: Naresuan U, Thailand

Name: **Michele Poulos**  
Program: MFA  
Focus: Creative Writing  
Recent school: Virginia Commonwealth U



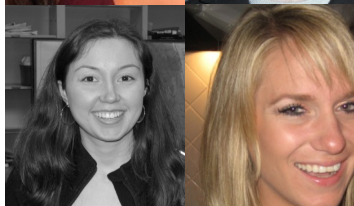
Name: **Arthur J. Russell**  
Program: PhD in Literature  
Focus: Medieval  
Recent school: Western Michigan U

Name: **Sara Sams**  
Program: MFA  
Focus: Poetry  
Recent school: Davidson College



Name: **Ryan Shepherd**  
Program: PhD in Rhet/Comp/Ling  
Focus: New Media Studies  
Recent school: Indiana U

Name: **Alison Sutherland**  
Program: PhD in Rhet/Comp/Ling  
Focus: Identity construction and  
gender/biology  
Recent school: U of Winnipeg



Name: **Kyndra Turner**  
Program: PhD in Literature  
Focus: Environmental lit, ecocriticism,  
American lit & film  
Recent school: San Diego State U

## Kudos! Compiled by Egyirba High

**Shavawn M. Berry** and **Cornelia "Corri" Wells** presented "Three Strategies for Cultivating Civic Consciousness in the Writing Classroom," at the Arizona English Teachers Association (AETA) conference at ASU Polytechnic on September 25.

**Thomas Bonfiglio** published "Puppies" in *The Literary Review*, Fall 2010, Vol 54:1, and publication of "This Family Moment" in *Lake Effect*, Volume 15, Spring 2011. His piece, "Long Enough and Hard Enough" has placed him as a finalist in the Flatmancrooked Annual Fiction Contest.

**Angela Christie** presented a paper at the 2010 Annual Meeting of the American Society for Ethnohistory held in Ottawa, Canada, in October. The theme was "Creating Nations and Building States: Past and Present," which focused on relationships between indigenous peoples and the "expanding colonial and modern state structures of Canada, America, and Latin America." Christie's paper entitled "State of Being: First Nation Women and a New Directive for Nation Builders" addressed environmental threats faced by indigenous communities in the United States and Canada, revealing the rhetoric of indigenous women who—armed with tradition and a vision of seven generations—invoked change against tremendous odds.

**Maureen Daly Goggin** gave a keynote address, "*The Legacy of Richard E. Young and Rhetoric: Discovery and Change and ReInventing Inventio*," at the Western States Rhetoric and Literacy Conference, Las Cruces, NM, 22 October 2010. Maureen also presented "*Materializing Argument: War, Politics, and Political Assertions in Needle and Thread*," at the Society for the Study of Argumentation (ISSA) Conference in Amsterdam, Holland, 30 June 2010. Maureen gave a lecture, "*Reading American Culture in Needlework Samplers*," at University of Graz, Graz, Austria, 17 May 2010. Maureen and Richard Bullock authored *Norton Field Guide to Writing with Readings*. Rev. 2<sup>nd</sup> ed. New York: W. W. Norton, 2010.

**Jessica Early** and **Meredith DeCosta-Smith** will have an article titled, "Writing for the Real World:

Making Time for College Admission Essays and Other Authentic Writing Tasks," in the November, 2010 issue of *Educational Leadership*. Jessica , Meredith, and **Arturo Valdespino** will have an article titled, "Write Your Ticket to College: A College Admission Essay Workshop for Ethnically Diverse, Underserved Students," in the November issue of *Journal of Adolescent and Adult Literacy*.

**Sarah Fedirka** has had an article accepted for publication. "Reorienting Modernism: Transnational Exchange in the Modernist Little Magazine Orient" will appear in *English Language Notes Special "Transnational Exchange" Issue* (Spring 2011)

**Christine Gillette's** first book, *Painting in the Margins: Women Artists and Evangelical Ideology in Nineteenth-Century Novels*, was published by Lambert Academic Publishing in August 2010. Christine also chaired a session of the Rocky Mountain Modern Language Association (RMMLA) Conference called "Literature and Other Arts" in Albuquerque, New Mexico in October 2010.

**Peter Goggin** presented "The New American University, the Humanities, and Environmental Sustainability" on the panel, Transforming Environmental Rhetoric for a Sustainable Future, at Arizona State University. Peter also presented "Argumentation on Sustainability in Small Island Communities," at the 7th Conference on Argumentation of the International Society for the Study of Argumentation, Amsterdam, July 2, 2010.

**Ellen Kennedy Johnson** was awarded a Fellowship for Summer 2011, at the Chawton House Women's Library in London, England.

**Amanda Klump** presented "Is the Medium the Message?: Al Gore's An Inconvenient Truth and Rhetorical Appeal to Audience" on the panel Transforming Environmental Rhetoric for a Sustainable Future at Arizona State University.

*Continued on pg. 11*





**Kudos!**, cont. from p.10

**Bill Konigsberg** was on the Young Adult author's panel at the Arizona English Teachers Association (AETA) conference September 2010, and in late November presented workshops about his novel, *Out of the Pocket*, at the National Council of Teachers of English (NCTE) and the Assembly on Literature for Adolescents (ALAN) in Orlando, Florida.

**Kathleen S. Lamp** has a top paper in the Visual Communication Division at the National Communication Association Annual Convention November 2010, San Francisco). The title of the paper is "The Altars of the Lares Augusti: Plebian Vernacular Discourses in the Roman Principate."

**Yazmin Lazcano-Pry** has given several conference presentations this year including "Making History Relevant: Latino/a Audience Remixes Ken Burns' The War," at the annual meeting of the Conference on College Composition and Communication, Louisville, Kentucky, 17-20 March 2010. She presented "From Oral History to Documentary Film: The Ongoing Pilgrimage of La Virgen de Guadalupe in Contemporary Consciousness," at the annual meeting of the New Directions Critical Theory Conference, Tucson, Arizona 30 April 2010. Yazmin also presented "Latino/a Rhetorical Reception and the Shaping of Ken Burns' The War," at the 14th Biennial Rhetoric Society of America conference, Minneapolis, Minnesota, 28-31 May 2010. She presented "Online Local Publics and the Composition Classroom," at the annual meeting of the Arizona English Teachers Association, Mesa, Arizona, 24-25 September 2010. Finally, Yazmin presented "Linking Film Reception to Freshman Composition: Traitorous Writing for Social Consciousness," at the 8th Biennial Thomas R. Watson Conference on Rhetoric and Composition, Louisville, Kentucky, 14-16 October 2010.

**Megan Mason** presented "Drill baby, drill (or God'll get 'cha): Sarah Palin and Fundamentalist Rhetorics of Environmentalism" on the panel Transforming Environmental Rhetoric for a Sustainable Future at Arizona State University.

**Keith Miller** presented "Malcolm X's Apocalyptic Rhetoric: Esteeming the Disparaged Tragic Frame" at RSA in Minneapolis in May 2010. The paper was among those selected for the volume of conference proceedings to be published by RSA.

**Shirley Rose** presented papers at four conferences: "Archival Location: Using a Rhetoric of Discovery to Locate John T. McCutcheon's Women's Suffrage Cartoons" at Western States Rhetoric and Literacy Conference Las Cruces, NM in October 2010; "Act Local, Impact Local: Bridging Institutional Boundaries" at Arizona English Teachers Association Annual conference in Mesa, AZ in September 2010; "Archival Description as a Rhetorical Practice: Representing John T. McCutcheon's Women's Suffrage Cartoons from 1950 to 2007" at Rhetoric Society of America Conference in Minneapolis, MN in May 2010; and "Speaking Frankly' about 'The Limits of Authority': A Colloquium on Revisiting the Polin & White and Olson & Moxley Surveys" at the Council of Writing Program Administrators' Summer conference in Philadelphia, PA in July 2010.

**Tanita Saenkhum** and **Paul Kei Matsuda** have published an annotated bibliography, "Second Language Writing and Writing Program Administration: An Annotated Bibliography," in *WPA-CompPile Research Bibliographies*, No. 4 (May 2010). Tanita has also published a book review, "Learning the Literacy Practices of Graduate School: Insiders' Reflections on Academic Enculturation by Christine Pearson Casanave and Xiaoming Li, ed." in *Journal of English for Academic Purposes* 9 (2010): 242-248.

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## Milestones

In a program as large as ours, sometimes even major milestones in our lives get overlooked. We are inaugurating this section to help acknowledge important milestones (births, deaths, marriages/milestone anniversaries, and new jobs/promotions) of current and former Writing Programs' teachers, administrators, staff members, TAs and others who have contributed to the program over the years.

### Births:

**Kathleen M. Hicks**, Instructor, welcomed a son, Jacob David Harney, on July 13, 2010.

### Remembrances:

**Allene Cooper**, former Lecturer and Assistant Director of WP, passed on October 2, 2010.

**Gary Hatch**, former Teaching Associate, passed on May 1, 2010.

**Jeremy Spohr**, former Teaching Associate and incoming Faculty Associate, passed on August 6, 2010.

### Unions:

**Yazmin Lazcano-Pry**, Teaching Associate, was married in the Summer of 2010.

**Tom Skeen**, Instructor, was married in September 2010.

**Julianne White**, Instructor, celebrated her 10th wedding anniversary on October 6, 2010.

### New Jobs/Promotions:

**Karen Engler**, Faculty Associate, was promoted to Coordinator Sr. in the Provost's Office, October 2010.

## Kudos!, cont. from p.11

**Thomas Skeen** presented "From Consumers to Producers: Teaching Writing with Web 2.0 Technologies" at Computers and Writing 2010 at Purdue University, West Lafayette, Indiana, 22 May 2010.

**Cambria Stamper** presented her paper "Globalization, Labor, and Human Rights: Intimacy and Solidarity in Karen Tei Yamashita's *Tropic of Orange*," at the 45th Western Literature Association conference in Prescott, AZ, 23 October 2010.

**Ryan Skinnell** published "A Problem of Publics and the Curious Case at Texas" in *JAC: A Journal of Composition Theory* 30.1/2 and he published "Circuitry in Motion: Rhetoric(al) Moves in YouTube's Archive" in the *Video and Participatory Culture* special issue of *Enculturation* 8.

**Dana Tait** presented "Hazlitt's Critical Influence: What Keats Learned" at the North American Society for the Study of Romanticism (NASSR) in Vancouver, BC in August 2010.

**Kate Weinkauf** and Dr. **Yasmina Katsulis** will be presenting "Countering the Trafficking Paradigm: The Role of Family Obligations, Remittance, and Investment Strategies among Migrant Sex Workers in Tijuana, Mexico," at the American Anthropological Association (AAA) conference in New Orleans, 17-21 November 2010. This co-authored paper has been published in *Sex Trafficking, Human Rights, and Social Justice*. Ed. Tiantian Zheng. New York, NY Routledge. July 2010, 170-191. Kate and Yasmina also have a co-authored a book review of *Lydia's Open Door: Inside Mexico's Most Modern Brothel* that is being published in *American Ethnologist*. Kate is currently in Berkeley, CA where she has been accepted to University of California Berkeley as a visiting student researcher.

**Jacqueline Wheeler** is now blogging on environmental justice for *High Country News* (a magazine that covers Western environmental issues). Her blog posts appear biweekly at HCN.org. ♦

