

Course Proposal for ENGL 7/8823: Topics in Composition, Fall 2015

Title: Writing Program Administration

Teacher: Susan Popham

Course Description: this course attempts to cover the sub-field of administrative work (WPA) within the discipline of Composition Studies. Students will explore theories of WPA work in regards curriculum, training, assessment, collaboration, and other areas pertinent to the field of Composition Studies, coming to a fuller understanding and appreciation of the complex impact that WPA work has had on learning, teaching, and researching in academia. While the emphasis of this particular course iteration is not on training students to take on the WPA (rather the emphasis is on exploring and learning about issues related to such work), students will be expected to practice one aspect of WPA work (mentoring).

Learning Outcomes: Students will

- Demonstrate knowledge of the various theoretical frameworks for administrative work within and among writing programs, including theories of reflection, feminism, responsiveness, service, activity systems, hierarchical, managerial, and structural etc.
- Work (and demonstrate thoughtful reflection of that work) as a mentor to other new teachers or tutors
- Demonstrate the ability to conduct thorough research about writing program administration
- Identify key concepts and discuss latest developments in writing program administration
- Discuss WPA as a variable in a wide array of real-world/academic contexts and texts, such as labor issues, training, mentoring, and evaluating teachers, working with university administrators, assessment, etc.

Possible Required Texts:

Strickland, Donna. *The Managerial Unconscious in the History of Composition Studies*. Carbondale and Edwardsville, IL: Southern Illinois University Press, 2011.

Rose, Shirley K. and Weiser, Irwin (Eds.). *The Writing Program Administrator as Theorist*. Portsmouth, NH: Boynton/Cook, 2002.

McLeod, Susan H. *Writing Program Administration*. West Lafayette, IN: Parlor Press, 2007. Also on WAC Clearinghouse (it's free).

Enos, Teresa and Borrowman, Shane. *The Promise and Perils of Writing Program Administration*. Parlour Press, 2008.

Malenczyk, Rita. *A Rhetoric for Writing Program Administrators (Writing Program Administration)*, Parlour Press, 2013.

Many other articles will be linked or provided as PDFs by the teacher.

Assignments:

10%: Class attendance and engaged participation (participate in class discussions with interest, tact, and preparation; complete reading homework; meet deadlines, etc.)

15%: help to mentor a new TA in the CAP program, or work in the CWC with new tutors, or arrange with the teacher an alternative mentoring situation. Weekly logs required.

75%: Portfolio (Statement of WPA theory; application letter; reflection of mentoring work; one @10page paper about a relevant issue; 10 reading responses)

Course Plan: (possible topics and readings)

Week 1: Course matters and why WPA work matters; course/research resources.

Week 2: Theories of WPA work (read Rose and Irwin, Johnson-Sheehan, Micciche and Strickland)).

Week 3: The place of writing programs in the university (Strickland, Miller)

Week 4: Curriculum Design (Graff, Clark, Ede, Wardle and Downs)

Week 5: Training and mentoring TAs and new teachers (Moore, Restaino, Davies, Good and Warshauer)

Week 6: Issues of international students, ESL, ELL, L1.5 (Matsuda, Inoue, Horner, Lu, Lawrick)

Week 7: WAC/WID programs (Russell, Macleod, Tarabochia, Townsend et al)

Week 8: Writing Center programs (North, Hughes, Mattingly)

Week 9: Issues of Multimodality and multidisciplinary (Moxley, Warnock, Monty, Adler-Kassner)

Week 10: Placement and Transfer (Jones, Farris, Hansen, Frazier)

Week 11: Labor Issues in WPA work: (Bousquet, Scott)

Week 12: Issues of Graduate Students as administrators (Edgington and Taylor, Rice)

Week 13: Assessment in WPA (White, Huot, O'Neill)

Week 14: Work/Work/Work/Work/Life Balance (Chartlon et al, Craig and Clark, Enos)

Week 15: rough draft review and subsequent submission of final portfolio