

MSU RECOMMENDATION REPORT

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This report follows a campus visit on Oct. 31 - November 1. I have read the parallel recommendation report of Dr. Lester Faigley, and I am in good agreement with that analysis and set of recommendations.

General Comments

MSU has a very important opportunity to create a premier (if not *the* premier) program in professional writing, rhetoric, and cultural studies. The faculty who are in place already evidence a vision that integrates the best features of the existing ATL department with a well-articulated program of studies from BA, to MA, to PhD. The rich program of studies promises a close integration of the concerns of the academy, the workplace, and the community. The program offers useful and immediate ways for the university to connect with important social and economic goals. The proposed programs fit beautifully with MSU's tradition of outreach, of service to community, and of applied research in the interest of workplace and workforce development. A program like the one proposed fits the mission of a land-grant university.

I share the perception of many at MSU who recognize that a program centered on excellence in writing and communication in all forms can raise the culture of literacy across the university. This program will influence writing practices in many disciplines and bring new life to programs through cross-disciplinary connections. The twin emphases on writing and technology will exert strong influence on the integration of instructional technology into the programs of many students, not just those majoring in the program. Graduates of the programs are likely to create a strong network for MSU with connections to government, public schools, other universities, community organizations, and various workplaces. The faculty will discover many areas of service and outreach, both within the university and outside.

There is strong unmet demand for the kinds of graduates envisioned in all three proposed programs. Before the current economic downturn, graduates in technical and professional communication had tremendous opportunities and were courted by campus recruiters. Even during the current downturn, BA and MA graduates with strong skills in technical and scientific communication have enjoyed decent job prospects. Those who combine writing and rhetoric with a background in science, engineering, computer science, medicine, or business further enhance their prospects.

There is currently a shortage of rhetoric PhDs with strengths in technology and close connections to the workplace, and such graduates have their pick of very attractive tenure-line research professorships as well as an array of opportunities in four-year and community colleges. Many universities are hiring faculty as they increase writing requirements and work across the disciplines so that graduates have better communication skills. Many universities have built new programs in professional writing and communication in recent years as a response to society's

demands for an increasingly literate technical workforce. Open positions frequently go unfilled due to lack of qualified applicants, and many experienced faculty are moving among institutions to better their situations. Some universities are also responding to pressures to reduce their reliance on temporary pools of itinerant labor to teach writing, and so opportunities are opening up. Research and development workplaces (high tech, labs, pharmaceutical, engineering, government) also offer opportunities to PhD grads. These career routes are often not well mapped but are always available to the opportunistic graduate. IBM, for example, has always been willing to hire PhDs in technical communication, especially those with backgrounds in usability and interface design, document design, and graphic communication.

Other universities have had a difficult time sustaining strong graduate programs in professional writing and rhetoric. Some underestimate the resources such programs demand, some place too many burdens on too few faculty, some see their key faculty stolen by emerging programs. There is good reason to be optimistic about the proposed programs at MSU, assuming the stakeholders can align their vision and anticipate the challenges proactively.

Challenges facing the proposed programs.

Aligning the vision: These proposed programs have progressed quite rapidly and there has been a remarkable level of planning and accomplishment. A continuing challenge is to involve potential contributors to the programs in necessary discussion and to over-communicate in addressing concerns about what is settled and what alternatives are still on the table. Plans and assumptions gain momentum in various committee and departmental discussions, with the result that some important people feel left out of the conversations.

A consequential decision that is immanent is the placement of the new degrees. It seems logical to me and to at least some others that a newly-named Department of American Thought and Language, with a revised mission, should and will be the home for these three new degree programs. Much is contingent on this placement—recruiting and advising, departmental reorganization, and planning faculty roles and responsibilities. A second option is to keep the programs, or perhaps the graduate programs, in the College for at least some while, perhaps during a transition period, as an inter-disciplinary program. To my mind, given the extent of preparatory work that needs to be done to matriculate students in the coming fall, and given the inevitable dislocations and reinvention of faculty roles within ATL, it makes sense to make the transition to the new department and new programs at once and to undertake the reorganization necessary to plan for the new programs under one stable and permanent administrative structure.

It is advisable to continue to give Jim Porter the central role of shepherding the programs through the complex planning and administration process, with a direct line of communication to the Dean as afforded by his current appointment. His leadership should be assured through the start-up period and through at least the first year or two.

A big question for many of those involved regards the future leadership of the re-organized ATL. Doug Noverr has put in place a lot of difficult groundwork to generate understanding and acceptance of new roles for the department and the faculty. Much remains to be done. There will be the particularly tricky business of selecting or recruiting a new department chair when Doug decides to step down. What I witnessed in meetings on campus suggests the department is wise

enough and willing to make choices that ensure these new programs will work. At the appropriate time, discussions should be conducted as to whether it is advisable to go outside the university to hire the next chair, which would give MSU the opportunity to add a senior scholar of national reputation to the department and thereby provide intellectual leadership and administrative expertise.

Developing the programs: The proposed BA describes a very rich offering of courses and experiences for students. The proposed graduate course offerings do not appear as rich, but under special topics numbers, courses can be introduced as pilots and given permanent numbers if deemed central to the graduate program. The listed cognate courses in English, linguistics, and graphic design add power to the curriculum. Grad students might benefit from the opportunity to study approaches to training, consulting, and development in industry, government, and community settings. A course that complements the composition pedagogies course, one that centers on professional communication teaching and training (business, technical, workplace) is one approach that can work well. It may be that good electives exist elsewhere on campus.

The department should keep an eye out for issues associated with cross-listing too many courses, where advanced undergrads and grad students find themselves in the same classrooms. These arrangements can work ok with the right faculty and the right topics, but grad students, especially PhD students, need opportunities for seminars with other PhD students. Some PhD programs enroll all entering PhD students in a Proseminar to orient them to the discipline, department, relevant scholarship, an interests of faculty, and to set each student upon an appropriate course of individual study.

There is a special issue of program focus on *writing* as opposed to *communication*. Reasons for doing so are sometimes based on the claims of other departments or colleges to the term *communication*. Yet it is not sensible to isolate attention to writing from the broad concerns of integrated communication practices. Students who major in the new programs, as well as students across the university, need to develop broad, work-relevant communication skills, which include the various kinds of face-to-face and mediated interactions that accompany work and the production of texts. Students need some understanding of organizational and interpersonal communication, interaction, teamwork, project planning and coordination, and presentation skills. As communication is increasingly mediated by computers, hybrid forms of communication predominate, so it becomes difficult to extract writing from email conversation, chat from text, reading from writing, the visual from the verbal. It is best to focus on integrated development of communication skills, rather than attempt to maintain ownership of certain activities by traditional divisions of the university. Jim Porter pointed out that in my presentation I was inconsistent in my use of the terms *writing* and *communication*; this was in part due to my attempt to change my normal usage—*communication*—in favor of the term *writing* as codified in the MSU program descriptions.

Teaching of Tier 1 courses with tenure-stream faculty. As the many new courses for the proposed programs are put in place, ATL faculty will be siphoned off from teaching Tier 1 sections to staff the new courses. The temptation may be to convert Tier 1 teaching from tenure-stream faculty to more expedient limited-term staff or to increase the numbers of sections taught by graduate students. Faculty central to the new program, those with interests in professional writing and rhetoric, will be quite pressured by their teaching commitments to the new undergraduate and graduate programs, and their ability to give time to teaching first-year students may be threatened. The only counter to these tendencies will be to maintain or increase

the number of tenure lines in the department and recruit sufficient numbers of new faculty whose interests and training allow each to contribute to both Tier 1 and the new degrees. Having strong department commitment and full faculty involvement in Tier 1 sends a strong signal to the community of the value MSU places on writing instruction while giving students an outstanding experience as part of their first year. The department may want to set a target as to minimum level of participation in Tier 1 by each faculty member—perhaps one course per year, perhaps one each two years, with the expectation that most faculty will teach more sections of Tier 1.

While it makes a strong pedagogical statement to assign four hours credit to the Tier 1 courses, having a four-hour course as opposed to three complicates issues of faculty assignment. Here I would also second Prof. Faigley's recommendation that class size be reduced to 25 if not lower to bring the courses in line with professional practice.

Anticipate personnel issues: It is important to come to an understanding of the roles of faculty who are not in ATL but who have contributed and should continue to contribute in important ways, notably those faculty in English, but also those in TESOL/Linguistics, Education, and other departments. Again, I think it would be easier to create these formal alignments of cognate faculty if the matter were settled that the new programs were to be part of the re-named and re-organized ATL. It would then be possible to convene formal discussion among English, ATL, Linguistics, and other players to determine the best ways to develop a model of cross-departmental work that satisfies everyone. Cross appointments seem to be a good idea. I would note that the CSTE faculty appear to be quite busy and productive already, so I would be careful about expectations. There is also the threat to English that the new programs will drain both students and faculty from English programs, so some lines of communication need to be opened sooner rather than later.

A plan for GAs should be developed. The new program may offer an opportunity to convert term-limited staff teaching positions to GA lines. GAs may increasingly be assigned from within the program, as opposed to being assigned from cognate programs, such as English, which is also likely to cause some distress within English. Some decisions need to be made about GA support for MA students and whether they will be assigned full responsibility for teaching classes.

Plan systematically for implementation. If students are to be brought into these programs in the coming fall, there is a huge lot of work to be done: admission processes and criteria, program descriptions, advising materials, exam policies and procedures, and a host of policies governing student roles and responsibilities. The program faculty appear to have gotten off to a fast start in developing these materials, but much remains to be done. It is important to have everything in place so students do not perceive that program rules and procedures are being made up on the fly, as issues arise.

Students, especially undergrads, will need to be steered toward appropriate electives to complement their work in the major if they are to take advantage of the university. Many students (and faculty) need to expand their imaginations regarding potential career choices that involve writing and communication. Faculty will need to be trained so they are systematic in approaches to advising. Student advising can be well supported by building out web resources, so there is work to be done there as well.

Groundwork also needs to be in place for intern opportunities. Students who complete one or more internships are vastly better prepared, they bring new perspectives to classrooms, they tend to adopt professional identities (and reject prior identities), and they provide peer leadership.

Establish Equitable Workloads : With the founding of the new department, there should be a new workload statement that assigns teaching load as a factor of faculty productivity in research, service, and outreach. Writing programs have an inordinately large teaching and service role, particularly if they embrace initiatives to extend writing across the disciplines, maintain outreach to high schools, workplaces, and communities; and devote the time necessary to support a quality writing program. It is important for programs in professional communication to maintain close connections to industry, which means developing joint projects, development grants, and various training and consulting initiatives. Writing programs have high administrative demands, including curriculum development, TA and staff hiring, and teacher training and supervision. MSU has an extremely large Tier 1 program, and there are likely to be emerging roles for the writing faculty in support of the Tier 2 requirement. The program plans aggressive adoption and support of technology, and if MSU follows the lead of other universities, technology will increasingly be integrated into the Tier 1 experience. Evaluation of writing and general education outcomes, both in the department and across campus, often falls to writing faculty.

It is common for faculty in writing and rhetoric to be expected to take on all these roles (each of which is a good thing) while being judged by standards of research that are appropriate to faculty in other disciplines who may not have corollary duties. The proposed programs also involve internships (which demand development time and supervision) and job placement activities, as well as advising, graduate exams, and thesis and dissertation committee work. There will also be good reason to expand the service learning components of the curriculum.

Recruitment is another duty. The best programs actively recruit the top students, some with budgets to support campus visits by prospective students and attentive hosting of top candidates. Recruiting the right graduate students is extremely important to program success and very demanding in terms of faculty time if done right.

It is important that the various kinds of work that must be performed to mount a quality writing program be evened out across the new department and not be loaded too heavily on too few key faculty. It is especially important to protect faculty who are not yet tenured. Much of the work mentioned above has not traditionally been a part of ATL activities, and some ATL faculty may assume the new faculty will do it all. The upside is that the large department has many potential contributors to the new programs, assuming the ATL faculty find ways to align their energies with the program goals.

The department will need to find ways to share the load. The 2/2 teaching workload for all ATL faculty may need to be reworked. Those faculty who are productive scholars and who contribute in substantial ways through administrative, service and outreach roles should continue to teach 2/2. Those who are not publishing substantial research or performing extraordinary service should have teaching loads increased. This will help the new department maintain a serious commitment to scholarly productivity and active service while helping the productivity profile of the department in terms of student credit hours generated. It will also allow released time for administrative work in support of the new programs. Many campuses are currently rewriting workload policies to make such adjustments.

Departments with large writing programs frequently identify individuals (faculty, GAs, or staff) who receive released time or summer money in support of some combination of the following duties:

?? Department chair

- ?? Department associate chair
- ?? Director of general education in writing (Tier 1)
- ?? Director of undergraduate studies
- ?? Director of graduate studies
- ?? Advisor
- ?? Director of Writing across the Curriculum or Writing in the Disciplines (including Tier 2)
- ?? Technology coordinator; lab director; web developer
- ?? Staff developer: TA and term-limited staff hiring, training, supervision, observation, evaluation
- ?? Internship program coordinator
- ?? Placement coordinator

It would be prudent to begin to make estimates of desirable program size and to begin thinking in terms of hours of commitment for these various activities. The department needs a system to administer a flexible and equitable workload. I recognize that an administrative goal may be to reduce department-level released time across the university and ensure teaching productivity. But I also would note that writing programs are not like other programs in the university, for all the reasons stated above. Note that many of the roles stipulated are teaching and instruction-support roles, though they may not generate credit hours.

It is particularly appropriate to ask whether a Director of Campus Writing (or some such position) should be located in the College or in the University (under the Provost) to promote initiatives across the curriculum to advance the teaching of writing and enhance outcomes for all MSU students. This position on many campuses is separate from departmental roles of administering writing courses. Many campuses find that well-intentioned writing-across-the-curriculum programs falter if there are not resources provided to support intellectual leadership and to drive the new initiatives in the colleges. Many campuses have instituted such requirements as writing-intensive courses in the disciplines (such as Tier 2), but are disappointed in the results, since such a requirement does not produce the desired change without putting time and effort into the system in the form of faculty development, support, and outcomes evaluation.

Criteria for Yearly Performance Evaluation/Merit: The new department should forge a set of criteria for annual performance evaluation that reflects the nature of the scholarly and cultural work the department undertakes. In addition to the kinds of work referenced above, the criteria should recognize the impact of the contraction of university presses, the growing prevalence and value of collaborative and online publication, and the various ways that scholarship in writing and rhetoric reach the larger community inside and outside the university. Much work in writing is applied, enacted through collaborative projects, and assessed on the basis of outcomes as opposed to traditional measures of scholarly publication. Program and curriculum development should be given meaningful recognition, as should work that attempts to assess outcomes of instruction in writing or to move that instruction toward the disciplines through writing-across-the-curriculum initiatives. The evaluation criteria should give meaningful recognition to faculty who perform research, training, or development activities in public schools, workplaces, or

community sites. Department faculty are also likely to play very active roles in national leadership in writing, rhetoric, and cultural studies—some already do.

Supporting Technology: I would reinforce the cautious words in Prof. Faigley's report and would tend to trust his numbers on the costs of technology support. The department needs to be careful not to underestimate the resources needed in terms of both staff and dollars. It is typical for departments to rely on the willingness of young, web-savvy professors to provide leadership, faculty support and training, maintenance support, and all the other necessary and time-consuming effort needed to move traditional departments toward web-supported teaching. It is typical to find dollars for new equipment, but not for technical support or replacement and upgrades.

It struck me that ATL is not particularly aggressive with regard to technology nor in moving writing instruction into computer-supported environments. The campus has interests in promoting strong technology skills among its students, and writing courses are a natural point of acquisition for these skills. Furthermore, students in writing and rhetoric, especially those with plans to enter professional communication as a field, need to develop strong computing expertise at every opportunity. They should be expanding their skills in every course. This means faculty at large should be technologically savvy, and the department itself should be sophisticated in its uses of technology to do its work.

Supporting Grant and Outreach Opportunities: A professional writing program has good potential for attracting external funding, which can in turn provide professionalizing opportunities for graduate students in training, development, and research. This program could be a college leader in funded initiatives. Some understandings should be arrived at between the Dean and the Department with regard to such grant-related issues as return of overhead, faculty buy-out of teaching assignments, supplemental pay, and rewards associated with bringing in external funding. Program faculty should discuss the kinds of research and development opportunities they might pursue that would be most in line with the departmental mission.

There are typically opportunities to develop special funded programs, training, or development work in partnership with professional schools (engineering, health, business). In such cases, it is important that inter-college understandings be in place as to distribution of funds, including overhead returned to department and to discretionary accounts for participating faculty.

Consulting Report for Michigan State University

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Introduction

As the third consultant to visit the campus (Nov. 6-9), I write my report at a very different moment in the rapidly unfolding development of the new writing degree programs at Michigan State University. Since my colleagues reported their observations and recommendations, some important decisions have been made. The new degree programs have been authorized to recruit, and the faculty of the Department of American Thought and Language has voted overwhelmingly to approve a new name (Writing, Rhetoric, and American Cultures) and mission statement. The new mission statement envisions an interdisciplinary department that focuses on writing and rhetoric while emphasizing the culturally situated nature of writing and the importance of cultural understanding in successful communication. The revamped department, which has already hired six new faculty in writing and plans to add two more, anticipates taking responsibility for the new writing degrees (BA in Professional Writing, MA in Digital Rhetoric and Professional Writing, and PhD in Rhetoric and Writing) as well as the Tier 1 courses it currently implements. The department hopes also to host undergraduate and/or graduate degrees in American Studies (currently interdisciplinary programs in the College of Arts and Letters).

At the same time, however, the campus climate for new program development has changed dramatically as the university prepares to make the tough budgetary adjustments necessitated by large shortfalls in the state budget projected for (at least) 2002-03 and 2003-04. Administrators have been asked to plan for possible budget cuts of 3%, 5%, or 7%. Despite administrators' assurances of continuing support for the writing initiative, deep cuts could pose a danger to the ambitious goals and vision that make the writing degree programs so attractive. The cost of achieving competitive excellence, as distinct from simply establishing viable programs, should not be underestimated. Even more, the longterm fiscal picture and its implications must be taken into account in projecting the future growth of the "writing program" as a whole—a complex of multiple responsibilities to students, faculty, and external constituencies.

While administrators struggle to cope with this crisis, work has begun in earnest on planning an administrative model for the writing degrees, both in the near term and for the longer term. My comments will center on this problem and its ramifications, addressing the issues presented by evolution of the current initiative from its developmental phase to its steady state. I will also analyze the relationships and conflicts among different functions of a comprehensive writing program in relation to the available options for administration and governance. My goal is not to provide definitive answers, but to help program leaders and administrators at MSU reason through the implications and possible consequences of different choices.

I concur with the view of my fellow consultants that Michigan State has an extraordinary opportunity to develop a top-flight set of degree programs that are beautifully designed to fit its land grant mission. They are distinguished by their integrative emphasis on technology (digital writing, digital rhetoric); communities defined by academic field, profession, heritage, region, civic participation; cultural rhetorics and the cultural dimensions of communication. All three are cutting-edge frameworks for research and teaching in the fields of composition and rhetoric and professional and technical communication. Together, they are dynamite, especially when each is represented by some of the most exciting scholars in that area. MSU has done extremely well in its recent hires (much to the chagrin of my own university, which competed hard for one of them!) The combination of the new and continuing writing/rhetoric faculty, ATL faculty with complementary specializations, and affiliated faculty in English and the Writing Center makes for a strong ensemble. The program leaders have already begun extending or building other interdisciplinary collaborations that will further strengthen the faculty resources for research, undergraduate education, and graduate study.

One of the strengths of the plan is the simultaneous correlated development of undergraduate and graduate programs so that they have the potential for synergy. This approach affords high visibility to the coming launch of all three programs, and I have already heard buzz about them among colleagues in the field. The rapid progress so far owes much to the leadership of both Jim Porter and Doug Noverr. It was an amazing accomplishment to produce such a rich, thoughtfully designed array of courses in such a short time and to unite the faculty behind the new mission and program name. Clearly, none of this could have been accomplished without the proactive support of Dean Wendy Wilkins and steady encouragement of Provost Lou Anna Simon.

My colleagues have given astute advice about the challenges facing leaders in implementing these designs. It would be redundant to repeat their comments, but I will strategically reinforce points related to my own observations below.

Some Basic Premises and Distinctions

In the talk I gave during my visit (attached), I laid out some premises and distinctions for this analysis. Rather than treat the new writing degrees as virtually autonomous programs, I argued that MSU must understand them as contributing to its university writing program, broadly conceived to encompass all activities and functions at the institution that are related to writing and its instruction. Ideally, a writing program (like any other academic enterprise) addresses all aspects of the university's mission: not only instruction, but also research, application, and outreach to external communities. That means it requires a faculty to carry out basic and applied research on written language; its relations to mind, culture, and technology; and its role in education. The new critical mass of tenure-track writing faculty, together with the new degree programs and MSU's innovative writing center, provides the opportunity for the university to develop one of the most fully realized and intellectually substantive writing programs in the country.

I noted in my talk that the existing and contemplated elements of the MSU writing program embody an inevitable tension between two disparate modes of activity, and their corresponding structures, in writing programs:

(1) the traditional core responsibilities of departments (e.g., general education courses, curriculum of degree programs, advising, recruitment, assessment, degree certification)

(2) the cross-institutional consultative functions, collaborative projects, and nontraditional teaching (e.g., the work of writing centers, learning communities, or WAC programs) that are transdisciplinary.

For convenience, I'll refer to these modes as structurally “vertical” and “horizontal,” respectively. The core responsibilities of departments have evolved in relation to hierarchies of administration and shared governance that organize not only curriculum but also budgeting, hiring, promotion and tenure, and other processes of institutional life. The more distributed, diffuse, often collaborative activities that don't conform to these systemic features (e.g., credits, faculty load, reporting lines, budget allocation, reward system, competition among departments and colleges) typically depend on ad hoc structures to accomplish their work, making it difficult for them to survive and thrive in hard times. Thus the challenge facing MSU is to develop administrative and governance structures that can enable both two types of function, minimize their conflict, and relate them coherently.

The continuum between these two modes can be specified more fully in terms of four prototypes represented at MSU.

Vertical Pole	Writing degrees? (if disciplinary/ departmental)	Writing degrees? (if interdisciplinary/ college-based)	Tier 1 . . .	Tier 2 . . .	Writing Center	Horizontal Pole
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At left on the continuum (the vertical mode) are found courses and curriculum offered within a degree program by a tenure-track faculty: prototypically, discipline-based and administered by a department. The argument has been advanced that the new writing degree programs at MSU fall at this end of the spectrum and therefore belong in a department rather than free floating as interdisciplinary programs in the College of Arts and Letters. Enterprises involving multidisciplinary faculty responsibility and subject matter (degree programs, projects, research centers, etc.) fall to the right of departmental degrees. At the horizontal pole is something like the Writing Center (a unit without its own faculty lines) that offers professional development and co-curricular instruction, neither sponsored by nor catering to any single department, while engaging with and serving all the university's constituencies, internal or external. Between these two poles lie many other variants, the most significant of which is the course or set of course requirements that are required (by a department, school or college, the university, an accrediting agency), but are the mission of a single unit, exemplified here by ATL's responsibility for Tier 1. Tier 2, where various departments or colleges take responsibility for meeting a universal requirement for writing-intensive upper division courses (potentially in consultation with writing faculty, or under the aegis of some institutional governance board), falls closer to the horizontal pole.

The various parameters defining the position of an activity as closer to the vertical or horizontal poles (e.g., the role of faculty from one or more departments, the source of a course or competency requirement, the significance of disciplinary expertise) determine the kinds of administrative and governance structures one might design or choose for these different activities in a writing program. These decisions (for example, the reporting line and authority of a director, the role of governance committees at different levels, the funding

sources and budget planning process, the placement of faculty tenure lines, processes of hiring, or assessment authority and mechanisms) are somewhat misleadingly bundled under the term “location,” since they can be mixed and shared in various ways.

ATL/WRAC and Its Responsibilities

I have emphasized that the success (and national reputation) of a writing program derives from its intellectual force and credibility, which, at a research university, depend on having a writing/rhetoric faculty whose expertise infuses the program’s core and distributed functions. This goal has been achieved most often in the recent history of university writing programs by separating out or creating a new academic unit with writing/rhetoric as its primary responsibility and staffing it with a faculty with research qualifications in writing studies and related fields. The new unit then takes over or develops an array of the programmatic functions I have described. Typically, the new core faculty (or its previous unit) had already administered something like Tier 1 (a course requirement taught by its faculty and staff) and some other functions like a writing center, TA training program, and so on. The new units often focus first, as did Syracuse, on consolidating and reforming those elements to reflect cutting-edge disciplinary developments, while gradually building up the more traditional functions of departments like an undergraduate minor or major and graduate degrees.

ATL is an interesting anomaly in this history. It has long been a separate department with its own faculty, but that faculty’s disciplinary expertise was not primarily in the fields of composition/rhetoric or professional and technical communication. Moreover, its sole mission as a faculty was to offer a lower division “service” course, although faculty members (with varied interests and specializations) frequently taught in other departments or interdisciplinary programs through ad hoc arrangements.

An obvious move for MSU would have been to hire new writing faculty into ATL primarily to reform the Tier 1 requirement and related TA training programs, simply because that is the traditional route whereby units with this service mission have tried to gain intellectual credibility for the course(s) and for themselves. The natural extension of such an initiative (addressing the competence of all students) would be further development of the horizontal curriculum, e.g., involvement of the writing faculty in retooling or improving Tier 2. It would take years, in this model, to build a faculty and draw campus and national attention to the university as host of a writing program distinguished by its intellectual excitement and excellence. (In Syracuse’s case, it took 11 years to grow the department to a faculty of ten and institute a doctoral program; it is only now, in the Writing Program’s 16th year, that it is developing an undergraduate major.) Instead, MSU has adopted the shrewdly dramatic strategy of focusing initially on degree programs at all levels, instituting them rapidly and simultaneously, and hiring an exciting young faculty to design and implement them.

It is a smart approach that will lead quickly to a highly visible intellectual enterprise attractive to students and faculty alike. But (in the converse of the problem with the other model) it leaves open the question of how MSU will address the more typical functions of a writing program in ensuring that all students at the university and their teachers are supported in the teaching and learning of writing. Who will be responsible for these functions, under what administrative structures and governance arrangements? What role will be played by writing and rhetoric faculty and those with related expertise (including some not in ATL/WRAC)? Within the department, what changes, if any, will be made in the Tier 1

curriculum, based on the discipline-driven agendas of the new writing faculty? What responsibility, if any, will they take for that requirement, now administered by the associate chair of the department, and for the training and supervision of teaching assistants (especially in view of the fact that more TAs teaching Tier 1 in the future will be studying writing and rhetoric as their primary field?) Beyond the department, what role will the writing and rhetoric faculty play in the Writing Center? in writing assessment? in potential changes or redevelopment in Tier 2, and related cross-curricular partnerships? in community engagement and outreach? How will this group contribute to helping university constituencies develop competences and opportunities in digital technology, as promised in the MSU Technology Guarantee?

These questions are not of immediate concern, but they are inevitable longterm consequences of building up a writing faculty intended, in part, to energize writing instruction on campus beyond Tier 1 and to create an intellectual center for the study of writing, rhetoric, professional communication, rhetorical communities, and digital technologies. Faculty and leaders discussed many of these longterm opportunities during my visit: for example, the potential for addressing the looseness and incoherent implementation of the Tier 2 requirement; and the desire to establish a Digital Writing and Reading Research Center. These facts suggest that in order to plan for what I call a “growing whole,” program designers need to make current decisions that will provide a fruitful framework for addressing possible future agendas and responsibilities for those now undertaking to implement the new writing degrees. In particular, they must plan for evolution in administrative structures and faculty leadership. In thinking about the possibilities, program planners are necessarily mindful of the anomalous history of ATL in relation to the typical development of writing programs, and of the way this history materially and affectively shapes what can happen.

Location of the New Degrees: The Options and Their Implications

I would like to return to these larger questions later after examining the provisional decisions taken about the location and administration of the new degree programs. While the degrees are going forward with administrative support and enthusiasm, the planning for their “location” and administration is still ongoing, according to informal updates I have received from Jim Porter, and decisions remain tentative. Thus it may still be useful to weigh the alternatives.

Originally, consultants were asked to consider three options for locating the degrees, which imply different outcomes for the future of ATL:

- (1) Transforming ATL into WRAC, a department committed to writing and rhetoric as a primary, although not exclusive mission, and placing all the new writing degrees within the department [the option embraced in the new mission statement of ATL/WRAC]
- (2) Situating the degrees as independent programs within the College of Arts and Letters [the structure in which they were approved in the College] under the Director of Rhetoric and Writing, reporting independently to the dean (as currently)
- (3) Creating a new writing department to host the degrees and, presumably, the writing/rhetoric faculty [an option left open by choosing Option 2 for the approval process]

Subsequently, planners realized that the degree programs could, in principle, be separated and located differently. It might make sense, for example, to leave the graduate programs in the College if they required a more interdisciplinary faculty than the undergraduate program. Provisionally, the plan is to move the degrees into WRAC sequentially, starting with the undergraduate program in professional writing in Fall 2003 (under its own director). The graduate degrees are projected to follow (tentatively in 2005).

I originally considered Option 2 a serious possibility, especially for the graduate degrees. MSU is unusually rich in interdisciplinary, intracollege and intercollege degree programs and research centers and apparently manages successfully the difficulties they can create for faculty and students who participate. Furthermore, a draft document on the College website (“College Organization for Interdisciplinary Programs, Jan-Feb. 2001) seemed to suggest mechanisms for administering such degrees in ways that would protect the program, faculty, and students against their typical problems. However, I discovered later that this draft plan, written by Dean Wilkins, had never been adopted. As it stands, interdisciplinary programs lack designated faculty lines and direct access to the College budgeting process. In the longterm, it is hard to sustain a program that floats between departments and/or colleges, depending on their faculty and the support and cooperation of their administrators, when all the structures of the institution favor departmental agendas and priorities. Strong programs tend to evolve into departmental structures if they can’t thrive within an existing department.

Thus I came to understand this option as a temporizing measure that, like the establishment of a directorship of Rhetoric and Writing reporting directly to Dean Wilkins, gave the institution an independent venue for rapid development of the degrees under a strong leader while, on another track, their future in ATL was explored. Nationally, many degree programs in rhetoric and composition, whether developed in or outside English departments, have required some degree of autonomy as a protection against possible bureaucratic obstacles and faculty resistance—during their developmental periods and even after.

I assume Option 3 was put on the table because of the possibility (given its history) that ATL would prove inhospitable to the writing faculty and degrees, unwilling or unable to embrace a new mission. Although ATL has showed its good faith by a strong vote in favor of the new mission statement and name, and Doug Noverr has done an extraordinary job with Jim Porter in gaining this endorsement, some may still harbor doubts about the viability of this plan. Here, as I project them, are the consequences of choosing instead to establish a new writing department.

It immediately becomes evident why it is impossible to make decisions about the degree programs in isolation from the other functions of a writing program. It would not make any sense to create a new department of writing and rhetoric without giving it responsibility for administering Tier 1. But, since Tier 1 is ATL’s only official mission, that would leave ATL without a *raison d’être* unless the university planned to move one or more American Studies degrees into ATL and develop them as strongly as it now supports the writing degrees. Further, the small writing faculty could not actually implement Tier 1 alone, so the new department would have to depend in part on ATL faculty to continue teaching the requirement. Members of the writing faculty would find themselves with the unwelcome task of overseeing the teaching of faculty in another department. In contrast, the close association of the continuing ATL faculty and the new writing faculty and PhD students within WRAC

should encourage coherence between Tier 1 and the degree programs, although I foresee some problems (addressed below) if writing faculty become heavily involved in Tier 1.

There are other advantages to situating the new writing faculty in a transformed ATL department rather than an entirely new writing department. Practically speaking, it is easier to leverage the resources of an existing department willing to transform its mission in an evolutionary manner than to start from scratch with a new department. (And it is not clear who would be eligible to join a new writing department: would it be too small to meet its responsibilities, or would it simply turn back into WRAC?) Intellectually, there are important commonalities between the cultural focus of the old ATL, the faculty's interdisciplinary history of teaching, and the writing and rhetoric agenda represented by the new faculty and degree programs. If ATL/WRAC lives up to its commitment to the new mission, which may involve some adjustment of faculty appointments, I am not sure I see much difference between the future envisioned for WRAC and that of a new writing department, except the pace of change. In any case, the department's enthusiastic endorsement of the new directions has surely earned it the right to give the plan a chance.

On this assumption, I see no reason to keep the degree programs outside WRAC, although it seems sensible to move them incrementally to see how things go. WRAC needs at least one degree program to establish its credentials as a full-fledged department, having been (as ATL) something less than that. It makes sense to start with the undergraduate program in professional writing, launching it this fall and appointing a director who will report to the department chair and work with governance committees established by the department. Its implementation will be a good test of the department's ability to act in the best interests of the whole.

Based on the history of graduate programs in rhetoric and composition across the country, whose students and faculty have often suffered from the oversight of faculty members not in the field, there is more sensitivity about placing them under the control of a faculty that has only recently embraced a new mission, especially in the developmental phase. This problem can be dealt with by extending the development period for the graduate programs under the continuing leadership of an independent Director of Rhetoric and Writing (reporting to the Dean) until they are well-established. I recommend this arrangement for a period of about 4-5 years, or one generation of doctoral students. This period is sufficient to play out a variety of other contingencies, including some retirements, additional hiring (including another senior scholar in writing), possible moves of faculty into or out of WRAC, choice of a new WRAC department chair, decisions about the American Studies undergraduate and graduate programs, and planning the role of writing/rhetoric faculty in developing and implementing future horizontal features of the university writing program. How autonomous the graduate programs need to be once moved into the department (for example, through designated faculty and TA lines, or through control by the writing faculty over recruiting and admission), depends a great deal on the future makeup and leadership of the department.

Special considerations: CSTE Faculty, Tier 1

My analysis so far supports the provisional plans for positioning the degree programs in relation to WRAC. Before addressing larger issues, I want to offer some recommendations on specific points connected with the transformation of ATL into WRAC.

CSTE Faculty

During my visits to campus, my conversation with three members of the CSTE faculty (not including Patricia Stock) suggested their eagerness to participate in the new degree programs and willingness to consider “moving” into WRAC, as has been suggested by some. The concerns raised by this prospect have to do with the potential impact on CSTE as a program and on English, the department that hosts the undergraduate and graduate programs in Critical Studies in Teaching English and holds the faculty lines to which these three are appointed. While I did not conduct the interviews that would be necessary to make an informed judgment about those matters, I do have some thoughts about how these faculty wishes might be accommodated.

Questions have been raised about the future location of the CSTE program itself, its overlaps or competitiveness (at the graduate level) with the new degree programs in writing and rhetoric, and its relations to the College of Education. Presumably, Dean Wilkins will evaluate the needs and future of this program at the appropriate moment. But answers to these questions (which may be different for the CSTE undergraduate major, the Master’s program, and the PhD) are not necessary in order to address the problem of faculty location in the near future. The three who expressed interest in becoming faculty members building the new degree programs in WRAC, whose primary duties in English are for CSTE, saw such participation as compatible with continuing their commitment to the CSTE courses and program. In some cases, courses appropriate for the new degree programs would be the same as they currently offer in CSTE.

Text making reference to specific faculty members has been deleted.

Tier 1

Because teaching freshman writing courses is such a traditional responsibility for faculty members in composition and rhetoric, there will be a great temptation for the core writing faculty to get involved in Tier 1 administration (faculty development, TA training, and ultimately administrative leadership). The obvious course—as in so many other writing programs—would be to reform the current Tier 1 to fit with the intellectual agendas of the writing faculty and, short of that, to participate vigorously in discussions of the curriculum and influence programmatic content through their mentoring of graduate students. I strongly recommend that the writing faculty resist this temptation. From the perspective of a writing program administrator, the current Tier 1 courses, because they are defined by their content, are essentially writing-intensive courses in cultural studies rather than “writing courses” in the strict sense. Some purists in composition would object to this and try to convert them into more discipline-based composition courses. But if they are viewed as what they aim to be, they are interesting and attractive courses. It may be unusual to start with a writing-intensive course in culture rather than “freshman writing,” but it fits well with the well-established premise in composition that what is important is for students to have opportunities to study and practice writing throughout their college years in a variety of settings, from intensive instruction with writing professionals to peer writing groups, consultation in a writing center, and mentored writing practice in their own disciplines. In modern writing programs, students’ writing development no longer rests on a single writing course. Since the Tier 1 courses taught by ATL faculty have worked well enough as an introduction to writing in the academy that they are not under widespread critique or institutional review, the core writing

specialists can concentrate in the near future on the major challenges of developing three new degree programs.

Planning for the Growing Whole of a University Writing Program

Clearly, there is hope that in the future the writing faculty in (and outside) WRAC will take on additional responsibilities related to the broader needs of the university writing program. My colleagues have emphasized that the writing degree programs themselves require a substantive infrastructure of technology and staffing, including faculty administrative appointments, secretarial assistance, and a technology manager, that must be planned for, a point I would like to strongly reinforce. If faculty in WRAC develop expanded roles related to Tier 2, writing-across-the-curriculum, assessment, interdisciplinary programs, and outreach, these needs will expand. It is vital to account for the time commitment and intellectual intensity of such nontraditional duties in planning the teaching load of writing faculty and evaluating them for promotion and tenure. In the case of my own writing program (a departmental unit), our faculty taught 2/1 loads for the first few years of building the program and continues to need substantial amounts of assigned faculty time and staff support for undergraduate and graduate program leadership, professional development, TA training, and interdisciplinary projects like learning communities. Such realistic accommodations are necessary if the university wants a small core writing faculty and its affiliates to leverage a broad effort to assure that undergraduates become competent digital writers and skilled rhetoricians.

In pursuing these goals, it is important for administrators to realize that what is taught through writing programs is not simply linguistic expressiveness, mastery of conventions, or technological skill, but what James Crosswhite calls “written reasoning.” That means communicative effectiveness is intimately tied to content knowledge, communities, and cultural knowledge; and therefore writing instruction and practice must necessarily be diffused throughout the courses and experiences of students in their general education and majors. The entire faculty is ultimately responsible for the outcomes, but it needs the continuing support of writing professionals in roles of intellectual leadership, consultation, coordination, professional development, and collaboration.

At some future point, the university will need to decide how to coordinate all the elements of its writing program and whether to consolidate them under a single umbrella. This issue also raises the question of how the directorship of Rhetoric and Writing might evolve as the degree programs move into WRAC.

It seems impractical at a university the size of Michigan State to combine the vertical functions suited to departmental oversight (degree programs) and the horizontal functions that cross not only departmental but college lines, which require reporting lines at least at the dean’s level. It has long been clear that it makes no sense to place a university-wide coordinative effort inside a department reporting to a department chair. One obvious option already contemplated for MSU is to consolidate all horizontal functions under the leadership of the Rhetoric and Writing Director, including ultimately the Writing Center, Tier 2, and other interdisciplinary initiatives and responsibilities related to writing. Plans are already underway for Jim Porter to explore these concerns and possibilities with administrators and faculty across campus, as well as to build partnerships that will facilitate such interdisciplinary collaborations. In this plan, as the degree programs pass into WRAC (with

their own graduate director), the current directorship would evolve into a comprehensive WAC position for a senior scholar.

I think, however, that it is problematic in the long term to have such a director floating alone in some ambiguous space outside any identifiable unit, reporting directly to the dean, with enormous responsibility but often tenuous authority to coordinate a broad range of decentered activities carried out by other faculty and in many units of all colleges. There are dangers, on the one side, of concentrating too much power in a single leader, without the constraints normally exercised through governance mechanisms in a faculty unit; and, on the other, of relying too much on one individual's scholarly reputation and personal charisma to authorize curricular initiatives that, in departmental contexts, would gain intellectual credibility from the disciplinary expertise of a whole faculty. Tier 2 is a perfect example of how difficult it would be politically and intellectually for a director to establish oversight authority over a diffuse set of curricular offerings in various units. If a director is to undertake coordination of such a requirement (or any kind of broad university writing initiative), he or she needs faculty peers and shared governance arrangements.

It is important for other reasons to develop structures that define the relationships among all the elements of a writing program and between any relatively independent administrative leaders of its component parts (i.e., directors with direct reporting lines to a dean or central administrator) and a departmentally based writing faculty. Such structured relationships are necessary to provide coherence, to assure intellectual credibility in establishing consultative and advisory relations to faculty in the disciplines, and to tap the energy, time, and resourcefulness of writing specialists in developing this dimension of the program. It is also important for the WRAC department in managing its internal affairs to understand and account for such roles among its faculty. Such structures can be networks, however, rather than following the models of either departmental governance or centralized directorial authority over a program.

I propose that MSU exploit a research center in digital writing and rhetoric (already in planning under the title “Digital Writing and Reading Center”) to address these concerns and accomplish these goals. I envision such a center as a mechanism to network the various faculty involved in instructional initiatives and programs, their administrators, and faculty and student researchers in writing; and to provide intellectual coherence to writing instruction at the university through an ongoing set of inquiries and conversations among the faculty of many fields. It would function effectively as an R and D lab, led by the Director of Rhetoric and Writing and staffed by a fluid, shifting base of interdisciplinary faculty working on research grants and university-funded initiatives. The directorship of Rhetoric and Writing is already, in practice, a developmental position focused on the curriculum of the degree programs and fostering interdisciplinary relationships in support of them. I suggest that it continue to be defined that way, while shifting focus over time to a new mission. For the next few years, the graduate programs will be in a founding period, during which Jim Porter (or his successor) should serve as graduate director while exploring future directions for the university writing program. When the graduate degrees move into the department (under their own director), the directorship of Rhetoric and Writing should be rededicated to leadership of a Center for Research in Digital Writing and Rhetoric. The Center would host basic and applied research that, in part, focuses on writing instruction and learning across the university, reexamining existing programs, developing assessment strategies, and inventing innovative pedagogies. Any experiments worthy of institutionalization would spin off into

programs in appropriate locations, with their own administrators and coordinators. Rather than acting as a superadministrator of all such programs, the director of such a center would coordinate conversations and collaborative inquiries.

In this model, the university will have a choice between consolidating major horizontal activities including Tier 2, the Writing Center, and other possible functions (e.g., writing assessment) under a separate WAC/WID director (as described above), or simply creating a network of such programs with their various directors, coordinating their activities informally and creating intellectual coherence among them through their association with the research center rather than by giving any single administrator responsibility for all of them. The networking option, which I would recommend for MSU, leaves that oversight responsibility directly to the dean. However, I do want to repeat my warning that there are some problems inherent in asking the dean of one college to oversee implementation of a network of courses placing demands on the resources and personnel of many units and amounting collectively to a huge enterprise. For example, trying to reform Tier 2 by initiating some kind of oversight mechanism to evaluate the writing instruction incorporated into courses already in place throughout the university would put the dean, as well as any WAC administrator, in an awkward position with other deans. If it is decided to define a WAC administrative directorship with direct authority for such requirements, I would recommend a dual reporting line to the dean and provost.

Reforming Tier 2

It is generally agreed that the present implementation of Tier 2 is unsatisfactory because there is no oversight or control to ensure that the courses fulfilling the requirement are effective or even writing-intensive. The discussions I heard of Tier 2 focused on the idea of making the requirement rigorous by instituting a process to review the content of these courses. I recommend against this approach. Experience has shown that it is extraordinarily difficult to police a huge array of courses like this, even when they are first instituted, and doing it retroactively (when faculty members and their departments have some investment in the status quo) is a hopeless cause. It will be extremely time-consuming, create enormous ill-will, and ultimately prove unsuccessful. My advice is to start over and try to invent a system that is more sustainable, cost-effective, and self-regulating. I recommend an approach that requires every degree-granting unit to develop and implement its own plan, tailored to the needs and writing tasks of its field, for graduating undergraduates with writing competence. (Judging by my knowledge of professional schools at Syracuse, in many instances these plans might be defined at the college level rather than department by department.) Plans should be developed in consultation with a Writing Advisory Board led by a senior faculty member in writing, which would set broad guidelines for such plans. The current college-based Writing Advisory Board could be expanded to a university-wide role for this purpose. Writing faculty and the Writing Center would work together to provide advice, professional development, and other forms of support (some requiring new funding).

During my visit, Provost Lou Anna Simon offered \$100,000 for writing faculty to carry out research to determine the kinds of experiences that lead to accomplished writing skills among graduating students (as she called it, “reverse engineering”). I would suggest putting those funds to a different but compatible purpose: piloting development in several fields of discipline-based writing plans that could replace Tier 2. In these pilots, writing scholars and Writing Center consultants could support a cluster of (preferably diverse) faculty groups in

defining desirable writing experiences and writing competencies for their own field and developing a preferred combination of modes of writing instruction and assessment (e.g., courses from writing professionals, writing-intensive content courses, writing in internships or service learning experiences, use of the Writing Center, capstone portfolios). Pilots would provide a good test of faculty attitudes toward such an approach, its practical feasibility, and (over time) its ability to improve student outcomes. They would also provide the basis for writing faculty and members of a university writing board to define common elements and a menu of options for such plans in all units. I further recommend selecting departments for pilots based on their having a critical mass of faculty members who have participated in the professional development workshops offered by the Writing Center. Such experiences not only signal a faculty commitment to writing, but also cultivate a common language about writing that will be useful for working together on the pilots.

Request for Departmental Change Department of American Thought and Language

1. Overview

The Department of American Thought and Language is seeking approval through the appropriate academic governance process to change its name and to expand its mission in the University. Specifically, the Department is requesting approval for the following changes:

- Change the Department name to Writing, Rhetoric, and American Cultures (a name endorsed by the Advisory Council of the Department and approved by the full Department on 11.12.02 by a vote of 23-5), effective Fall 2003. This proposed name reflects the already changed constitution of the Department faculty as well as the proposed expanded mission and new curricular emphasis of the Department.
- Authorize the Department to offer degree programs, starting at the undergraduate level. For Fall 2003, the Department would take on responsibility for the BA in Professional Writing (which was approved as an interdisciplinary Arts & Letters degree program by Academic Council on 1.28.03.) For Fall 2004, the Department proposes assuming the responsibility and administration of the BA in American Studies (which currently exists as an interdisciplinary major in the College of Arts & Letters).
- Authorize the use of the prefix WRA by the Department for courses currently prefixed "ATL" and for AL-prefixed undergraduate writing courses (but not for AMS-prefixed American Studies courses), effective Fall 2003.
- Change the catalog description for the Department (see Appendix A for description) to reflect its expanded mission, its changed faculty identity, and its new degree programs, effective Fall 2003.

As we propose to expand the mission of the Department, we remain fully committed to meeting our Tier I writing responsibilities and are committing sufficient resources to maintain our current level of Tier I offerings.

2. Brief History of Process

The mission of the Department has always been to teach writing—at the Tier I level. We are requesting an expansion of this mission in order to offer undergraduate and graduate writing degree programs. Over the past five years, the Department has changed significantly in its composition and its research and teaching expertise in ways that position it well for the proposed changes. A large number of retirements (11 between 1999 and 2002) and the expanding demand for professional writers in education, business, civic life, and public affairs have prompted the Department to reevaluate its role in the University. The proposed changes adapt the Department to

take on a full range of professional responsibilities and opportunities, while maintaining its crucial service role. Our proposed expansion, which has been encouraged and supported by Dean Wendy K. Wilkins, enables our Department to address MSU's land grant imperative by responding to the changing needs of students in the State of Michigan.

Faculty Strength. Over the past two years, with the support of Dean Wilkins and Provost Lou Anna Simon, the Department has made five tenure-stream appointments in writing, rhetoric, and professional writing (three with tenure), including a senior position held by a distinguished scholar, James Porter, who has led our curriculum development efforts as Director of Rhetoric and Writing. These five new faculty join at least six established senior faculty with significant research and curricular interests in rhetoric and the teaching of writing, and strong connections with other university writing initiatives, including the Writing Center. Many others have teaching experience and research expertise in American culture. These five new hires have added strength in rhetoric, particularly in digital and professional writing, theoretical and applied studies in writing, and American Indian rhetoric. These new faculty bring substantial experience teaching a variety of upper-level courses, serving on or directing graduate committees, advising students, and developing as well as administering curriculum. In addition, over the past six years the Department has successfully hired minority faculty particularly well positioned to contribute to the teaching of writing and rhetorics of specific American cultures.

Curriculum Development. In Fall 2001, faculty committees were formed to create BA, MA, and PhD programs in professional writing and rhetoric. The committees, convened by Professor Porter, also drew on the expertise of CSTE faculty (Critical Studies in the Teaching of English) from the Department of English. Based on their evaluation of national trends and needs of MSU students, three new degree programs were developed—a BA in Professional Writing, an MA in Digital Rhetoric and Professional Writing, and a PhD in Rhetoric and Writing—supported by 28 accompanying new course requests. The courses and programs were designated AL (Arts and Letters) with the recommendation of the Arts and Letters College Curriculum Committee, with the Committee recommending that the Department work through the governance process to enable the programs to be brought into a departmental home.

These programs and courses moved through the academic governance system in Spring 2002, Fall 2002 and Spring 2003. All three have been approved by Academic Council. (See Appendix B for approved timeline.) Nine of these new courses were offered during the 2002-2003 academic year, with enrollments at or near capacity. Eighteen are scheduled to be taught in 2003-2004.

During the same time, the Americanist and American Studies faculty expressed an interest in developing the undergraduate major in American Studies; Dean Wilkins encouraged an exploration of this opportunity. Four new courses have been developed by Department faculty in concert with the Director of American Studies, and forwarded for inclusion to the College Curriculum Committee as part of revised core requirements for the AMS undergraduate major. They were approved by CCC on 2.13.03. Additionally, courses in the undergraduate professional writing program were framed to focus on the study of American cultural rhetorics and their various forms, sites, and

practices. These 200- and 400-level courses (to be first offered in 2003-2004) bring new and established faculty together on a common ground and provide a focus for future collaborative research and curriculum development connecting the study of writing/rhetoric with the study of culture (e.g., the Writing in Communities and Cultures track of the BA in Professional Writing). Concerted efforts have been made to meld the expertise, interests, and training of the Department faculty, while allowing for specialized interests that will go in different directions.

Administrative Support. The Department has received strong support and encouragement from Dean Wendy Wilkins and Provost Lou Anna Simon for moving in the direction taken, especially in terms of providing nationally competitive hiring and support packages for new appointments and in bringing prominent consultants to campus.

External Reviewers. In Fall 2002, three distinguished consultants—Stephen Bernhardt of the University of Delaware, Louise Phelps of Syracuse University, and Lester Faigley of the University of Texas—reviewed the newly developed programs in rhetoric and writing very favorably. (See Appendix C for Reviewer Profiles and Appendix D for Reviewer Reports.) All three reviewers expressed the view that the new degree programs and the students in them would be best served by placement in a department focusing on the study of writing (rather than remaining as college-level, interdisciplinary programs). In his report Professor Bernhardt stated “MSU has a very important opportunity to create a premier, if not the premier, program in professional writing, rhetoric, and cultural studies” (p. 1).

3. Rationale for Name Change

The proposed mission and name change, which reflects these initiatives, was developed by the Department Advisory Council and approved by Department vote of 23-5 on 11.12.02. As is evidenced by this vote, the Department faculty has enthusiastically embraced this new mission. Its goal is to establish nationally ranked programs in rhetoric and writing and in American Studies, and the faculty welcome this challenge to establish long-term excellence and innovative programs.

The revised Departmental name and programs maintain the centrality of reading and writing cultural texts as the focus of study. The proposed name change to Writing, Rhetoric and American Cultures recognizes and represents changes in disciplinary scholarship and in community and workplace needs. **Writing** comes first in the name, to represent our primary focus of instruction and research. “Writing” is the common thread of practice that connects all responsibilities of the department and the learning experiences of the students. **Rhetoric**, the second term, identifies the disciplinary perspective of that practice—and also serves as the middle term connecting “writing” and “culture.” Rhetoric is its own established field of study with two interrelated branches (speech and writing). As both an ancient and modern art, rhetoric refers to strategies for producing effective discourse—that is, discourse that meets the needs of an audience in a particular context. Our use of this term in conjunction with “writing” establishes our connection to emerging rhetoric and composition programs across the country. **American cultures** recognizes the American Studies

specialties in the Department and places us at the forefront of national trends that connect the study of writing to the study of culture (for example, current programs at Syracuse University and the University of Texas). American cultures are the dynamics, the sites, the groups, the contexts out of which writing arises. The name “Writing, Rhetoric, and American Cultures” well represents the current constitution of our faculty. It represents our historic roots as a Department as well as acknowledging its new mission and direction.

4. Rationale for Mission Change

The Department proposes to take a leading role both locally and nationally as other writing programs continue to revise their curricula in ways which make connections between community needs and classroom learning, the study of cultures, the study of writing in digital environments, and the development of expertise in producing and studying technical writing. All three external consultants emphasize the Department’s present capabilities and future potential to take such a role. The recent process of curriculum development to meet new student needs as well as to invigorate interdisciplinary research leaves the Department well-positioned for these changes.

For several reasons, we believe that the Department of Writing, Rhetoric, and American Cultures is the most suitable location for the new writing degree programs and for the undergraduate degree in American Studies:

- **The new writing degree programs are best served by having a departmental home.** Departments are the traditional home of undergraduate degree programs. This placement arguably offers students a campus “home” whose resources are stable and ongoing. Programs within departments offer well-informed advising by faculty who teach in and develop the curriculum. Tenure faculty lines within departments provide a cadre of faculty engaged in continuous quality improvement and innovation and make course offerings more regular and consistent. In addition, the placement of these programs in the Department ensures that the programs are well represented in the governance process. All three consultants strongly advised a department home for the writing programs, for these and other reasons. The rhetoric/writing faculty within the Department concur.
- **The Department has evidenced its commitment to this expanded mission—through its recent hiring and its support of these curricular changes.** A large majority of the faculty who have developed and who will teach the courses in these programs are members of the Department—and, in the case of Professional Writing, entirely within the Department. The Department faculty has taken the initiative in developing the new courses and programs and shepherding them through the governance process with strong support from the faculty at large.
- **The Department now has the necessary complement of expert and experienced faculty to support the new writing program and the AMS undergraduate major.** The Department has at least 12 faculty primarily in rhetoric/writing (complemented by other faculty from outside the Department). For the undergraduate American Studies program, the Department has eight faculty with

PhDs in American Studies and thirteen Americanist emphasis faculty in history, literature, and cultural and ethnic studies. This corps of faculty is actively publishing and pursuing research agendas and is professionally active and nationally visible, often in areas where Americanist and rhetorical studies intersect. All have extensive experience teaching writing. Projected retirements through 2005 (at least four) will allow the Department to make appointments in areas of need and to complement existing faculty strengths.

- **An expanded mission makes better use of existing faculty resources**, creating a full range of responsibilities and improving delivery of services to students, who can take better advantage of the wide range of expertise and research experience available in the faculty. Though the Department has been responsible only for Tier I courses, its faculty have broad expertise in teaching upper-level and graduate courses in other departments and programs at MSU, including American Studies; at other universities; and in their work at the graduate and undergraduate levels in writing initiatives such as the Writing Center and the FIPSE Project for writing in the sciences.
- **The expertise of faculty in Rhetoric and Writing and in American Studies and Americanist studies complement one other in line with national trends in both areas.** All three consultants have affirmed our position that the Department has envisioned a unique program and is prepared to take a leading role nationally. As consultant Louise Phelps noted, "This Department is uniquely positioned, because of its history, to establish itself as a nationally recognized program in the study of writing, rhetoric, and American cultures...Intellectually, there are important commonalities between the cultural focus of the old ATL, the faculty's interdisciplinary history of teaching, and the writing and rhetoric agenda represented by the new faculty and degree programs" (p. 7).
- **The proposed changes will strengthen the Department's commitment to Tier I writing courses and spread of innovation both from and to Tier 1 courses.** It will strengthen and invigorate an already active learning community where faculty can experiment, practice, and perfect current research and best practices in the teaching of writing. The Tier 1 Service Learning Writing Project, for example, is already recognized nationally as a successful and innovative linking of active learning and composition instruction, and has served as a model for upper level courses in the new writing curriculum. Technological innovations in the new courses in digital and technical writing are spreading to Tier 1 Department offerings, promising to strengthen the University's Technology Guarantee. Adding tenure-line faculty in rhetoric/writing has already allowed us to offer more computer-based sections of Tier I writing courses (e.g., ATL 110) and to provide additional training for TAs new to teaching first-year writing (e.g., a new mentoring workshop for TAs to be offered in Fall 2003). Technological support has made a solid beginning though a dedicated professional writing lab (coming on line in Fall 2003) to be located in 317 Bessey Hall. We expect that adaptation of the revised mission will prompt further curricular innovation and improvement of instruction at the Tier 1 level.
- **With the proposed changes the Department expects to be better situated to contribute to the ongoing conversations about Tier II writing.** Faculty are eager to discuss Tier II issues with other units and to partner with those units to

develop approaches to addressing their Tier II needs. Indeed, we believe that the new initiative in rhetoric/writing will effect positive change in writing curricula across the University.

5. Proposed Program Alignment and Administrative Structure

The new Department of Writing, Rhetoric, and American Cultures will continue to be administered by a Chair and two Associate Chairs. One of the associate chairs will administer the undergraduate degree program in American Studies. The other associate chair will administer the undergraduate professional writing program as Director of Professional Writing. Both Associate Chairs will report directly to the Chair of WRAC.

A College of Arts & Letters Writing Board has already been established to review matters related to writing instruction, curriculum, and administration within the College.

Note: The PhD program in American Studies and the two new writing graduate programs (PhD in Rhetoric and Writing; MA in Digital Rhetoric and Professional Writing) will continue to be administered as college-level, interdisciplinary programs with their own directors (who report directly to the Dean of Arts & Letters). The Writing Center will continue to have its own Director, who reports directly to the Dean of Arts & Letters, as is the current arrangement.

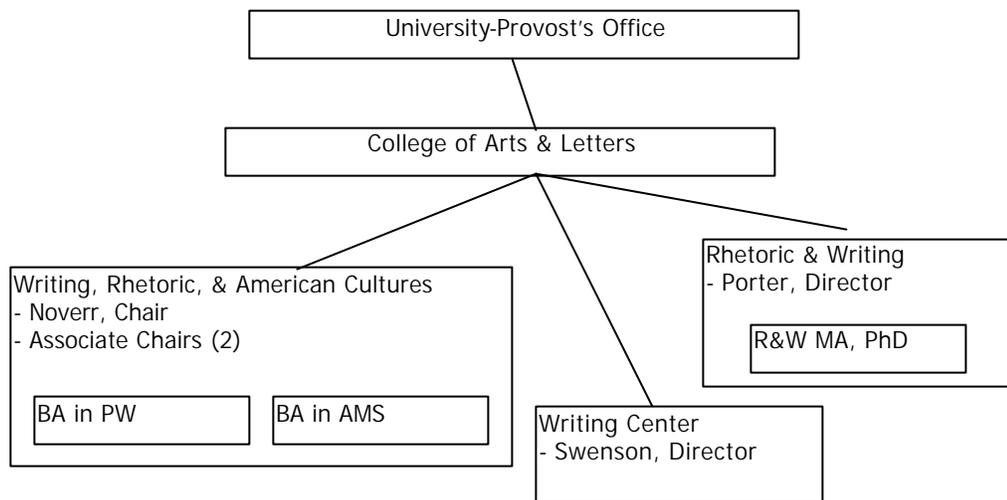


FIGURE: Proposed program alignment within Arts & Letters

6. Additional Considerations

- The proposed changes do not affect the status of non-tenure or tenure-stream faculty. (The change in name and mission does not affect faculty status.)
- The proposed changes do not affect curriculum or staffing. The same faculty will teach the same courses whether they are AL, ATL, or WRA prefixed.
- The proposed changes do not require additional funds, as funding for the new programs and courses has already been provided for (i.e., whether they are AL or WRA does not affect funding).
- The proposed changes do not negatively impact students, because (a) there are no students yet in the professional writing major and (b) any students now in the AMS major can complete that major in its current form, whether the major is an AL or WRA major.

Appendixes

- A. Proposed Catalog Description
- B. Timeline and Status of Approvals
- C. External Reviewer Profiles
- D. Reports from External Reviewers (Faigley, Bernhardt, Phelps)
- E. Overview of BA in Professional Writing and New Undergraduate Course Descriptions
- F. Faculty Biographies

A. Proposed Catalog Description

The overall goal of the Department of Writing, Rhetoric, and American Cultures is to prepare students for the kinds of writing they will be called upon to produce in the university and in their personal, professional, and civic lives. In all its courses, the Department views writing as key to students' intellectual development and as inherently linked to other aspects of communication. Effective writing demands both rhetorical knowledge and cultural understanding. Rhetorical knowledge involves an awareness of strategies appropriate to the context, beginning with attention to audience and aim and extending to knowledge about genre and style, modes of inquiry and development, and argumentative and persuasive techniques. Writing practices are culturally situated and need to be understood and studied with an awareness of their larger cultural and intercultural contexts.

The Department is responsible for providing courses that meet the University's common Tier I writing requirement and for degree programs in writing, rhetoric, and professional writing. Its Tier I writing courses are designed to improve students' ability to read carefully and critically; to collect, analyze, and share information; and to develop arguments and present ideas to others in clear, effective, and persuasive prose in a variety of genres. Analysis of verbal and visual texts helps students develop their knowledge of the cultural heritages of the United States, of public issues, and of principles of writing.

In its degree programs, the Department places special emphasis on the rhetorical, cultural, cognitive, and technological contexts within which writing is created and distributed. Various tracks within these programs allow students to explore the rhetorical nature of cultures and communities and the cultural and community contexts within which writing takes place and is shaped.

B. Timeline and Status of Approvals

Proposed Program or Action	Approvals
New PhD in Rhetoric & Writing; New MA in Digital Rhetoric & Professional Writing	- approved by ATL Department 12.06.01 - approved by CAL Graduate Committee 02.21.02 - approved by UCC 10.24.02 - approved by Academic Council on 11.26.02
New BA in Professional Writing	- approved by ATL Department 04.08.02 - approved by CAL Curriculum Committee 04.25.02 - approved by UCC 11.21.02 - approved by Academic Council 1.28.03
Revised BA in American Studies	- approved by ATL Department 12.06.01 - approved by CAL Curriculum Committee 2.13.03
ATL Department Name Change	- approved by ATL Department 11.12.02

C. External Reviewer Profiles

Lester Faigley, University of Texas

Professor Lester Faigley holds the Robert Adger Law and Thos. H. Law Professorship in Humanities at the University of Texas at Austin. He was the founding director of both the Division of Rhetoric and Composition and the Concentration in Technology, Literacy, and Culture at Texas, and he served as the 1996 Chair of the Conference on College Composition and Communication. Faigley has published six books, including *Fragments of Rationality* (Pittsburgh, 1992), which received the MLA Mina P. Shaughnessy Prize and the CCCC Outstanding Book Award.

Stephen Bernhardt, University of Delaware

Professor Stephen A. Bernhardt is the Andrew B. Kirkpatrick, Jr. Chair in Writing and Professor of English at University of Delaware, where he teaches technical and business communication at all levels and works to build a culture of writing on campus. His book *Writing at Work: Professional Writing Skills for People on the Job* (McGraw Hill, 1997) is a practical book for working writers who desire to improve their grammar and style (co-written with Edward Smith). *Expanding Literacies: English Teaching and the New Workplace* (co-edited with Mary Sue Garay, SUNY, 1998) looks at the transformation of English teaching in high schools and colleges. Bernhardt is widely published in leading journals, with research interests centering on visual rhetoric, computers and writing, workplace training and development, and the teaching of scientific and technical communication. He is Past President of both the Council for Programs in Technical and Scientific Communication (CPTSC) and the Association of Teachers of Technical Writing (ATTW); he is also on the Editorial Board of *Technical Communication Quarterly* and the *Journal of Business and Technical Communication*. As consultant to the pharmaceutical industry, he helps such companies as Pfizer, Schering-Plough, and AstraZeneca design large documentation sets, use global teams and technologies, deliver training programs, and improve written communication as a part of new drug development and registration.

Louise Phelps, Syracuse University

Professor Louise Wetherbee Phelps is Professor of Writing and Rhetoric at Syracuse University and a former Fellow of the American Council on Higher Education. The founding director of the Syracuse Writing Program, she established the unit as an independent department and led development of its undergraduate and doctoral programs. Phelps is the author of *Composition as a Human Science* (1988) and co-editor of two volumes, *Feminine Principles and Women's Experience in American Composition and Rhetoric* (1995) and *Composition in Four Keys* (1995), as well as numerous articles and chapters on writing, rhetoric, and administration. Her recent writing includes essays on response to student writing, educating faculty leaders, institutional invention, and the history of composition. Currently she is completing *Poetics of Composition: Footprints of an Intellectual Journey*, the first of a two-volume collection of her published and unpublished writings called *Madisonian Research*.

Appendix D – Reports from External Reviewers (Faigley, Bernhardt, Phelps), Attached

Appendix E – Overview of BA in Professional Writing can be found at the following website:
http://www.rhetoric.msu.edu/undergrad/BA_profwriting.pdf

Appendix F – Faculty Biographies, Attached

Date: March 24, 2003

To: Lou Anna K. Simon, Provost

From: Wendy K. Wilkins, Dean
College of Arts & Letters

Re: ATL mission and departmental name change

By way of this memo, I am sending to you, with my strong endorsement, a recommendation that the Department of American Thought and Language (ATL) expand its mission in the University and change its name to the Department of Writing, Rhetoric, and American Cultures. An “expansion” of this department’s mission would involve authorizing it to offer degree programs, thus bringing into line with every other department at MSU in which faculty make their tenure homes. The recommended name accurately reflects the interests and expertise of the current faculty.

These recommendations are the result of a lengthy and in-depth process of faculty consultation within ATL. The College Advisory Council, at its meeting of 13 March 2003, reviewed the recommendations and all relevant documents and voted unanimously to support the initiative as brought forward by the ATL faculty.

The current proposal includes a request that the prefix WRA be authorized for both the courses currently prefixed ATL and the new AL-prefixed undergraduate writing courses. However, no new courses (or degree programs) are being created or recommended as part of this proposal; the degree programs involved are the BA in Professional Writing and the BA in American Studies. Further, and especially importantly in the current context, the proposal is completely revenue neutral; it requires no new budgetary investment of any kind. The capacity of the current faculty to undertake an expanded mission, in particular the offering of new writing courses, was thoroughly discussed during the curriculum review process when the new major in professional writing was approved. The new major is now “housed” in the College of Arts & Letters; more appropriately, it should “reside” in the home unit of the faculty who developed it and who have the primary oversight responsibility.

Because the courses and undergraduate degree programs to be offered by the proposed Department of Writing, Rhetoric, and American Cultures involve only courses already established and degrees already approved and offered within Arts & Letters, and because

no new administrative structure (or restructuring) is needed or requested, this initiative can be accomplished quickly. I recommend that the name change and mission expansion become effective with the beginning of the Fall, 2003 semester.

Along with this memo, I attach ATL's request that this recommendation be submitted for approval through the academic governance process. The request includes an overview, a brief history of the process to date, a rationale for the name change, a rationale for the mission change, a proposal for the alignment and administrative structure for the writing programs and the programs in American studies, and notes about certain further considerations. The appendices include the proposed catalog description, the timeline and status of approvals to date, profiles of the three external reviewers who served as consultants on the new writing programs, the reports from the external reviewers, an overview of the BA in professional writing and the new undergraduate course descriptions (all of which are already scheduled to be offered), and biographies of the current faculty.

Please let me know if there is further information you would recommend that we provide in order to move this proposal forward. It is my assumption that the documents will need to be made available to ECAC, and perhaps other committees, and they are all available electronically, or can be provided in hard copy.

Thank you for your attention to this request.

c: Doug Noverr, Chair, Department of American Thought and Language
Jim Porter, Director, Rhetoric and Writing
Anna Celenza, Chair, College Advisory Council
Pat Paulsell, Associate Dean, College of Arts & Letters
Pat McConeghy, Associate Dean, College of Arts & Letters

Tenure Stream Faculty
Department of American Thought and Language

Assistant Professor Phil Bellfy earned his Ph.D. in American Studies at Michigan State University. He is a member of the White Earth Band of Minnesota Chippewa. He teaches first-year writing for the Department of American Thought and Language. He also teaches an IAH course on the Native People of North America and has taught upper level courses in sociology, psychology, American studies, history, and English at other institutions. Bellfy's research is concerned with the comparative experience of the indigenous people in both the United States and Canada, especially those who live on the border. He is also interested in how indigenous people are referred to and represented in popular culture, especially how they are portrayed in corporate logos, and on flags, coats of arms, coins and currency.

Bellfy recently edited the *American Review of Canadian Studies* special theme issue dealing with the Aboriginal People of Canada (Spring-Summer, 2001). His cross-referenced dictionary of tribal names, people, and places, *Indians and Other Misnomers*, was published by Fulcrum Press in Spring 2001. He is a member of the Association for Canadian Studies in the United States, and co-chairs their affiliate organization, the indigenous Peoples Issues Circle. He is a member of the MSU Canadian Studies Advisory Board and is the current President of the Midwest Association for Canadian Studies.

Professor John Bratzel received his Ph.D. in history from Michigan State University and also studied at the *Centro de Documentación Intercultural* in Cuernavaca, Mexico. In 1983, Bratzel won the prestigious MSU Teacher-Scholar Award for excellence in both of teaching and scholarship. In 1994, the Center for Latin American and Caribbean Studies awarded him its "Distinguished Faculty Award." In addition to Tier 1 writing courses, he has taught IAH, and graduate and undergraduate courses in American Studies and Latin American Studies. He has recently developed a new IAH course, Latin American and the World, and has led study abroad programs to the Regional Technological Institute in Merida, Mexico.

He has published extensively on the role of German and Japanese espionage in Latin America during World War II. *The Shadow War: German Espionage and United States Counterespionage in Latin America* won the "best Book" prize from the National Intelligence Center. He has also published works on the perceptions of Latin Americans in the United States as defined in the popular media. He has also published eighteen articles, many on the perceptions of Latin Americans in the United States as defined in the popular media, and has given many papers.

Bratzel has been Acting Chair and Associate Chair of the Department of American Thought and Language. Currently, he is the Graduate Coordinator for the Center for Latin American and Caribbean Studies. Among his duties are supervising FLAS and Tinker Fellowships and writing grant applications for the Center. He is also the National Coordinator for eLCTL initiative to coordinate and organize the offering of Latin American Less Commonly Taught Languages (LCTLs).

Professor Roger Bresnahan earned his Ph.D. in English at the University of Massachusetts. He taught for three years at a historically Black college in South Carolina and for one year at the University of the Philippines. Since joining the faculty at MSU in 1974 he has sought to balance four areas of teaching, research, and public service: race and ethnicity, Southeast Asia, Midwestern culture, and the study of rhetoric. He has published two volumes of interviews with Filipino writers and has edited two other books—a collection of American anti-imperialist writing in reference to the Philippine-American War and a volume of essays on Philippine cultural studies. He has written more

than 200 articles, book reviews, and papers, and he has supervised independent study in Asian and Asian American studies for some 90 MSU students.

He is an active member of the Asian Studies core faculty and is book review editor for *The Journal of Asian Studies*. He regularly teaches Tier I writing courses focused on American radicalism and on issues of race & ethnicity, as well as an IAH course on Southeast Asia. In Fall 2003, he will teach AL 444 "Writing in American Cultures."

Associate Professor Maria Bruno received her Ph.D. in English from Michigan State University. She has published over thirty short stories and creative non-fiction essays in *Ms.*, *Women's Words*, *Earth's Daughter*, *Korone*, *Italian Americana*, *Midway Review*, *The Feminist Teacher*, *Feminist Parenting*, *New Directions For Women*, *Waystation*, *The Red Cedar Review*. Her stories have appeared in the anthologies: *Catholic Girls and Boys*, *The Time of Our Lives*, *Breaking Up Is Hard To Do*, and *Women's Friendships*.

She has been a finalist or semi-finalist in several creative writing awards for *Ms.*, *The Writer's Voice*, *Korone*, *Story Quarterly*, *Midway Review*, *Red Cedar Review*, *New Millennium*, and The Detroit Women Writer's Fiction Competition. Her two screenplays, *The Black Madonna* and *Virtually Yours* were optioned by Rearguard Productions of Los Angeles, California. *The Black Madonna* was a semi-finalist in the Moondance International Screenwriting Competition. She is currently working on a novel set in the Sixties. In addition to various Tier 1 writing courses, often Writing: Women in America, Dr. Bruno has taught senior level Women's Studies in the study abroad program in London, introduction to Women's Studies, and WS 491, The Female Body in Western Culture. She has also taught English 374: Screenwriting.

Professor Nancy Bunge has an A.B. in Philosophy from Radcliffe College (Harvard University) and a Ph.D. in American Lit with a minor in Philosophy from the University of Wisconsin at Madison. She has been teaching in American Thought and Language since 1973. In order to improve the way she teaches writing, she began interviewing poets and fiction writers about their teaching in the late 70's. A collection of her interviews, *Finding the Words: Conversations with Writers Who Teach* (Swallow/Ohio, 1985) was praised by *The Washington Post*, "Noted with Pleasure" by *The New York Times Book Review* and the subject of an article in *The Chronicle of Higher Education*. Recently, her interview with Allen Ginsberg was one of 35 included in *Spontaneous Mind* (HarperCollins), a collection of the best interviews selected from over 350 published interviews with Ginsberg. She also edited and contributed to *Conversations with Clarence Major* (University Press of Mississippi, 2002). More interviews with writers are forthcoming.

She also has taught at George Washington University, University of Wisconsin at Madison, University of Vienna, Free University of Brussels, Ghent University. In addition to Tier 1 writing, her courses have included Midwestern literature, the American Novel, American literature surveys, the American Renaissance and American Poetry and she continues to publish literary analysis, including her book *Nathaniel Hawthorne: A Study of the Short Fiction*. She especially enjoys teaching widely interdisciplinary courses such "Myths and Dreams" and "The Creative Process" in the IAH program at MSU. Michigan State University gave her the teacher-scholar award for "dedication to and excellence in undergraduate teaching."

She has published over 50 contributions to books and periodicals with this work appearing in a variety of venues: *The Washington Post*, *Studies in Short Fiction*, *Philosophy Now*, *The Walt Whitman Review*, *The San Francisco Review of Books*, *Black Warrior Review*, *The American Poetry Review*, *Poets & Writers Magazine* and others. The first woman to serve as a senior Fulbright lecturer in American literature and culture at the University of Vienna, she was also a senior Fulbright lecturer in American literature at Ghent University and at the Free University of Brussels.

Associate Professor Jeff Charnley has a Ph.D. in history from Michigan State University. His areas of research include oral history, military history (especially the Civil War and the War in Vietnam), United States presidential history with a focus on the life and career of Gerald R. Ford, and Michigan history. He also has experience with computers and writing instruction and humanities computing work emphasizing written historical and photographic documents and internet access and curricular applications.

As the former co-director of Project Write from 1989-1991, Charnley developed an expertise in writing-across-the-disciplines in working with faculty and students of the College of Agriculture and Natural Resources at Michigan State University. Professor Charnley developed and taught ANR 480 (Academic and Professional Writing in Agriculture and Natural Resources) as a graduate course involving collaborative teaching with ANR faculty.

He currently serves as the director of the Michigan State University Oral History Project for the sesquicentennial of the university in 2005. He has conducted many workshops relating to oral history techniques and uses oral history in his Tier 1 writing courses to involve students in original research projects and writing assignments. Dr. Charnley taught a summer graduate course in oral history methodology by invitation of the Department of History and the Walter Reuther Library at Wayne State University. He serves on several dissertation committees involving oral research methodology. His combined humanities research and computer expertise are put to good use through his development of two H-Net discussion lists (H-Michigan and H-Oralhist), where he serves as a founding editor and web editor for both lists.

Assistant Professor Sheila M. Contreras received her Ph.D. in English from The University of Texas at Austin. She has published in *The D. H. Lawrence Review*, *Reflexiones* and in *Codex Aztlanahuac: Going Back to Where We Came From*, forthcoming from Wings Press. Her research and teaching interests include Chicana/o Literature, Multi-ethnic literatures, the literatures and theories of travel and tourism, American Studies and Women's Studies. She has taught courses such as Introduction to Chicana/o Literature (ENG 351), Let's Go Mexico: Travel, Tourism and Revolution in the Early-Twentieth Century (AMS 891), Nationalisms and Feminisms in the United States (AMS 891), in addition to Tier one American Thought and Language writing courses focusing on multi-ethnic literatures and the history of the City of Detroit. In Spring 2003, she will teach Latina Feminist Theory in the Women's Studies Program at MSU. She is co-chairing a dissertation in the Literature of the Americas concentration in English. Her current manuscript, *Blood Lines: Indigenism and the Construction of Chicana/o Identity*, critically examines literary articulations of Chicana/o indigenous ancestry as narrative strategies of resistance that draw from and reconstitute the discourses of primitivism.

Professor David D. Cooper (Ph.D. American Studies, Brown University) specializes in public culture studies and rhetoric in the public interest. Author or editor of four books, Cooper's essays, articles, and commentaries on education for democracy, service-learning in the humanities, the land grant tradition, and civic education and the language arts have appeared in numerous journals and national magazines such as the *Michigan Journal of Community Service-Learning*, *The American Behavioral Scientist*, *About Campus*, *Composition Chronicle*, and *The Higher Education Exchange*. As a practicing public scholar, Cooper edits reports and proceedings for the Bipartisan Urban Caucus of the Michigan House of Representatives and the Michigan Partnership for Economic Development.

In 1999, Cooper received the national Thomas Ehrlich Faculty Award for Service-Learning, awarded by the Campus Compact and the American Association of Higher Education for "exemplary leadership and scholarship in advancing service-learning as a teacher, a researcher, and a

community partner.” He is a Research Associate for the Kettering Foundation’s national seminar on Deliberative Democracy and Higher Education, and a member of the Kellogg Forum on Higher Education for the Public Good (The University of Michigan). Cooper co-edits *Fourth Genre: Explorations in Nonfiction*. His literary nonfiction has appeared in national journals and magazines, including *DoubleTake*.

Assistant Professor Dànielle DeVoss received her Ph.D. (2001) from Michigan Technological University in Rhetoric and Technical Communication. Her research interests include computer/technological literacies; feminist interpretations of and interventions in computer technologies; philosophy of technology/technoscience; professional and technical communication; computer technologies in writing centers; gender/identity play in online spaces; online representation and embodiment; University partnerships with K-12, community, and industry institutions; and issues of rhetoric in disciplines such as nursing and medicine.

DeVoss’ work has most recently appeared in *Computers and Composition; Journal of Business and Technical Communication; Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture; Sexuality and Culture; Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*, (2001, NCTE); and *Writing Center Research: Extending the Conversation* (2001, Lawrence Erlbaum Associates). DeVoss recently co-edited a collection on behavioral interventions in cancer care, *Evidence-based Cancer Care and Prevention*, due out in March 2003 (Springer Publishing Corp.).

Current research projects DeVoss is working on include an exploration of images of women and representations of women’s work in “office folklore”; analyses of composing in/with/through new media; and research exploring the burden family members face when providing care for cancer patients. In addition to Tier 1 writing, her teaching interests include digital rhetoric; gender issues; professional/technical writing; and technological literacies. At MSU, she has taught ATL 110: Writing Science and Technology; ATL 150: Writing Evolution of American Thought; AL 210: Introduction to Web Authoring; and AL 360: Visual Rhetoric for Professional Writers.

Assistant Professor Ramona Fernandez (Ph.D. in The History of Consciousness, University of California, Santa Cruz). Her teaching and research interests include cultural studies, gender and race, popular culture, women’s studies, semiotics, science fiction and cultural literacy. She often teaches the Tier 1 course ATL 125: Writing: The American Ethnic and Racial Experience. Fernandez’ *Imagining Literacy: Rhizomes of Knowledge in American Culture and Literature* addresses the ideological assumptions that underlie prevailing models of cultural literacy. Her continuing work cuts across disciplines, asking questions about literature, popular culture, race, gender and the reconstruction of the human body by science and science fiction. She is associate editor of the on-line journal *Rhizomes*.

Associate Professor Jeff Grabill has a Ph.D. in English from Purdue University with an emphasis in rhetoric and composition and secondary areas in professional and technical writing and literary theory. He has taught composition, technical writing, and digital rhetoric courses at Georgia State University as well as at Michigan State University, and at both institutions, Jeff has helped develop and administer professional writing programs. His research is located at the intersection of professional and technical writing, rhetorical theory, and literacy theory and focuses on the literate and technological practices of citizens, users, students, and others within communities and non-academic institutions. He has written a book on community literacy programs (*Community Literacy Programs and the Politics of Change*, State University of New York Press 2001). He has won awards for articles published in *College Composition and Communication, Technical Communication Quarterly*, and *Computers and Composition*. Most recently, his work was included in a special issue

of *Technical Communication Quarterly* that won the NCTE Award for Best Collection of Essays in Technical and Scientific Communication.

Associate Professor Clarence Hooker has a Ph.D. in history from Michigan State University. His teaching and research have recently focused on the social history of America. The emphasis has been the culture of Union and Confederate veterans of the Civil War, and the culture of assembly-line workers of the Model T Era.

During the past few years he has worked to find innovative ways to add genealogical data and methods to his Tier 1 course, which continues to have a heavy dose of historical texts. Most of the reading, as well as the writing assignments, are inspired by an exciting new project, *My History is America's History*, created by the National Endowment of the Humanities (October 1999) to mark the new millennium. While this approach to the course has been a tremendous challenge, he is gratified to find that enlisting first-year students in locating and interpreting information by interviewing their grandparents or other elders as sources of information about our history and culture engages their interest as they improve their writing.

Professor Gary Hoppenstand Professor Gary Hoppenstand received his Ph.D. in American Culture Studies from Bowling Green State University. At MSU, he has taught a wide variety of classes in Tier 1 writing, American Studies, Popular Culture Studies, and Film Studies. He has researched extensively in the field of Popular Culture Studies, publishing two single-authored books, three edited books, and six co-edited books. His *Popular Fiction: An Anthology* (Longman) won the 1997 Ray and Pat Browne Award for Best Textbook of the Year. He has published over forty refereed articles that have appeared in scholarly journals and as book chapters. He has also completed work on seven critical editions of famous adventure novels for the Signet Classic and Penguin Classics lines, his latest release being a Penguin Classics edition of Rafael Sabatini's *Captain Blood; His Odyssey*. He is currently writing a book-length history of popular fiction for Oxford University Press. His past editing work in the area of science fiction and fantasy has been nominated twice for the prestigious World Fantasy Award. He is President of the national Popular Culture Association, and Editor-in-Chief of *The Journal of Popular Culture*.

Associate Professor Laura Julier has a Ph.D. in English from University of Iowa. Her scholarly writing is concerned with the ways in which narrative mediates the relationship between marginality and empowerment, or explores how writing gives voice to the experiences of those who are at the edges of the social order and may see themselves as lacking the power and authority to speak. Recent publications include "Community-Service Pedagogy" in *Composition Pedagogies: A Bibliographic Guide* (Oxford UP, 2000) and "Voices from the Line: The Clothesline Project as Healing Text" in *Writing and Healing: Towards an Informed Practice* (NCTE Press, 2000). She has had chapters also included in *Feminist Cyberscapes: Mapping Gendered Academic Spaces* (Ablex, 1999); *Writing the Community: Concepts and Models for Service-Learning in Composition* (AAHE, 1997); *Voices on Voice: Perspectives, Definitions, Inquiry* (NCTE Press, 1994); and *The Critical Response to Joan Didion* (Greenwood, 1993). One ongoing research project concerns 300 years of literary and cultural representations of the captivity and escape of Hannah Duston. Her most recent writing has been a return to literary nonfiction.

Her teaching interests include literary nonfiction; American women writers; first-year composition; writing pedagogy; feminist pedagogies; American nature writing and writing about place. She has recently taught the Tier 1 writing course *Writing: Women in America*, and *Public Life in America* (service learning). Her upper level teaching includes courses in *Women's Studies* and *American women's literature*. She is a former associate director at the Writing Center and has taught *Issues in Writing Consultancy* and *Writing Workshop for Teachers and Nature Writing*. As a guest faculty

member at University of Iowa, she has taught Forms of Non-Fiction, Forms of the Essay, and Non-fiction Prose by Women. She was given the Michigan Campus Compact Community Service Learning Award/ Outstanding Faculty in 1995, and was a Lilly Endowment Teaching Fellow in 1993-1994.

Professor Joyce Ladenson took her Ph.D. in English at the University of Wisconsin, Madison. Her teaching experience spans from Jewish-American literature to a variety of Women's Studies courses to first-year writing. Specific courses Ladenson has taught in addition to Tier 1 writing include Women and Gender in American Life, Jewish Women's Writings and Experiences, Jewish-American Literature, the Role of Women in America, Women Writers of Gothic Horror and Science Fiction and others. She has been active in Studies Abroad, often teaching Women's Studies in London. Ladenson presided over the creation and development of the Women's Studies major at MSU and served as Coordinator and then as Director of the Women's Studies Program at Michigan State University for over 20 years.

Ladenson is a co-editor of the collection, *Doing Feminism: Teaching and Research in The Academy*; her articles have been published in a variety of collections and journals including *Ways of Knowing: Essays on Marge Piercy*; *The Centennial Review*; *Shofar*; *Mid America*; *Massachusetts Studies in English*; *Re-Visions*, *Muses*, and *Women's International Quarterly*. She is currently working on a collection exploring political themes in Jewish women's writing. Ladenson was the MSU representative to the AAUW; is a member of the Jewish-American and Holocaust Literature division of the American Literature Association; The National Women's Studies Association and the Michigan Women's Studies Association. She has been active in the Women's Caucus for the Modern Language Association, the Midwest Modern Language Association, and the Popular Culture Association.

Associate Professor Ann Larabee earned her Ph.D. in English at Binghamton University. Her teaching and research interests include disaster studies, cultural impacts of technology, cultural theory, feminism and technology, history of terrorism. She has taught Tier 1 writing in the Writing: Science and Technology and Writing: American Radical Thought courses as well as upper level and graduate courses in American and Women's Studies, including Body and Technology; Impacts of New Technologies on Women; Introduction to Women's Studies; American Studies Methodologies. She is a member of the core faculty of the American Studies Program. Recent publications include: *Decade of Disaster* (University of Illinois Press, 2000); "'Nothing Ends Here': Managing the Challenger Disaster," in *American Disasters*, ed. Steven Biel (NYU Press, 2001); "The American Hero and His Mechanical Bride: Gender Myths of the Titanic Disaster," (*American Studies*, 1990) reprinted in *Titanic: An Anthology*, ed. John Wilson Foster (Penguin, 1999); "'The Drama of Transformation': Settlement House Idealism and the Neighborhood Playhouse." In *Performing America: Cultural Nationalism in American Theatre*. Ed. J. Ellen Gainor and Jeffrey Mason. (University of Michigan Press, 1999).

Associate Professor Patrick Russell LeBeau (Ph.D. American Studies from University of Michigan) is Director of the American Indian Studies Program and Associate Professor of American Thought and Language, where he teaches Tier 1 writing and Native American Studies. Courses include Writing: American Ethnic & Racial Experience; Native American Studies; Native American literature; images of Native Americans in Hollywood films; race, ethnicity, & gender in Hollywood films; Native American history; Native American contemporary issues; and Native American philosophy.

LeBeau has published several articles and made many presentations on general topics of Native American history and culture, most recently a chapter in a book on Indian mascots entitled, "The Fighting Braves of Michigamua: Adopting the Visage of American Indian Warriors in the Halls of Academia." In October of 1999, his first book of poetry, *Stands Alone, Faces and Other Poems*, was

published. He is currently working on a book length curriculum unit tentatively titled *Michigan Indians Yesterday and Today: A Teacher's Guide and Resource*. LeBeau is an enrolled member of the Cheyenne River Sioux Indian Reservation of South Dakota, his father's home. His mother is from Turtle Mountain Indian Reservation, North Dakota.

Associate Professor Julie Lindquist received her Ph.D. in English (Language, Literacy, and Rhetoric) from The University of Illinois of Chicago in 1995, and came to MSU from The University of Southern Mississippi in 2002. At USM, she directed the Writing Center and taught graduate and undergraduate courses in rhetoric, writing, cultural studies, English education, linguistics, and literacy theory. At MSU, she is currently teaching courses in first-year writing and in rhetoric, persuasion and argument. Her research works at the intersection of rhetoric, anthropological linguistics, and cultural studies. She is particularly interested in the discursive production of working-class identity and culture, the subject of her recently published book *A Place to Stand: Politics and Persuasion in a Working Class Bar* (Oxford University Press, 2002). Her work on language, class, and culture extends to problems of adult literacy education, and she has published essays and articles in scholarly journals including *College Composition and Communication* and *Pedagogy*, as well as chapters in edited collections.

Assistant Professor Kimberly Little received her Ph.D. and M.A. in U.S. History from University of Wisconsin-Madison, with a minor in literature. She has taught two Tier 1 courses, Writing: The American Experience and Writing: Law and Justice, the later with two variations, one focusing on law and crime and RISE-affiliated sections with a focus on environmental law and justice. She also taught American studies courses at the graduate and introductory undergraduate level (the Arts and Letters freshman seminar) in Cold War culture as well as the introduction to women's studies. At University of Wisconsin-Madison, University of Missouri-St. Louis, and University of Central Florida, she taught the U.S. history survey from 1865 to the present and upper-level undergraduate and graduate courses in twentieth-century history (1914-1945 and 1945 to the present) and women's history.

Her research interests focus on the intersection of social and political history, specifically on Progressive-era history and twentieth-century urban environmental justice. She has special training in Civil War history, women's history, and Constitutional history. She anticipates publishing two manuscripts in the next two and a half years, the first on the woman suffrage movement and the second on urban environmental justice. She plans to complete an anthology on urban planning and environmental justice by 2005. She served more than five years' experience as a history journal editor and held positions in public history for the National Park Service and a local museum. Her work included material culture and historical architecture, two areas useful for her American studies' teaching.

Professor Erik Lunde has been a faculty member of the department since 1970. He is the author of *Horace Greeley* (1981) in the Twayne United States Authors Series and co-editor of *Film History* and *Film Studies* (1989). He has published book chapters on censorship and the American film industry and on Alfred Hitchcock's *Psycho*, and he is frequently consulted and quoted by the media on all aspects of the American film industry. He has also published biographical articles in such reference works as the *Biographical Dictionary of American Sports* and the *American National Biography*. He has written a series of articles on MSU Spartans in Hollywood for the *MSU Alumni Magazine* and maintains close contacts with former students who have established themselves in the film or media industry. In more than 30 years of teaching at MSU he has developed and taught courses in film history, the silent film, documentary film, film directors and genres both in the Department of English and the Telecommunication Department. For the Integrative Studies in the Arts and Humanities Program he has developed and taught numerous times a course on the regional cultures of the United States. Professor Lunde has also been a visiting professor of American history

during summer sessions at the University of Michigan and Kalamazoo College. He is a member of the Golden Key National Honor Society and served as a faculty advisor to the MSU Chapter of Golden Key. His current research involves a co-authored project on the films of William Wyler, a research project that has taken him to film archives at the Library of Congress and sites on the West Coast.

Professor Douglas A. Noverr has served as chairperson of the Department of American Thought and Language since 1995. He is the co-author or editor of books on American painting and poetry, sports history, film history and studies. He is an Associate Editor of Volumes I and II of *The Journalism* in the Collected Writings of Walt Whitman (1998, 2003) and an advisory editor of *The Guide to United States Popular Culture* (2002). His published book chapters and articles cover such areas as nineteenth-century American literature and culture; popular literature and historical fiction; sports literature and films; issues of sports and society; American film; and popular culture. He has given papers at more than ten international conferences and is currently working on issues of globalization and the internationalization of popular culture studies. He served as President of the Popular Culture Association from 1997-1999 and is the director of the organization's Endowment Fund and coordinator of its grants programs. He serves on the Advisory Board of the *Journal of Popular Culture*.

His current research project is researching and writing Volume Three of Michigan State University's Sesquicentennial Histories, covering 1968 to the present. He is a member of the core faculty of the American Studies Program and has taught American Studies graduate courses and upper-level film courses in the English Department. For the IAH program, he developed and taught a course on American regional cultures. He has recently developed curriculum for and taught the Tier 1 course Writing: Science and Technology. He also serves as the coordinator for the Department's New York Times Readership Program, now in its fifth year and involving over 300 students each semester.

Professor James E. Porter (Ph.D., University of Detroit, 1982) has authored or co-authored four books, including *Audience and Rhetoric* (1992) and *Professional Writing Online* (2001), a web-based textbook. His book *Rhetorical Ethics and Interneted Writing* (1998) won the Computers & Composition Best Book award. His co-authored book *Opening Spaces: Writing Technologies and Critical Research Practices* (1997) won the NCTE book award for Excellence in Technical and Scientific Communication. And his co-authored article "Institutional Critique: A Rhetorical Methodology for Change" won the CCCC Braddock Award in 2001. Porter's research focuses on the intersections of rhetoric theory, professional/technical communication, and digital writing. He is working on a sequel to his *Audience and Rhetoric* book which will examine the conception and character of "the digital audience." Currently the Director of Rhetoric and Writing in the College of Arts & Letters at MSU, Porter has extensive experience in graduate writing program administration. From 1988-1999, he taught rhetoric theory and professional writing in the graduate rhetoric/composition program at Purdue University, where he also served as Director of Business Writing and Director of Professional Writing. From 1999-2001, he was Director of Technical and Professional Communication at Case Western Reserve University, where he helped develop a new Ph.D. concentration in "Writing History and Theory."

Associate Professor Malea Powell earned her Ph.D. at Miami University of Ohio in (1998, Rhetoric & Composition). Her research focuses on examining the rhetorics of survivance used by 19th century American Indian intellectuals. She has published essays in *College Composition and Communication*, *Paradoxa*, and several critical essay collections and has presented her work at the Modern Language Association Convention, the Conference on College Composition and Communication, the Mystic Lake Native American Literature Symposium, the Rhetoric Society of America Conference, and other scholarly gatherings. Powell is the editor of SAIL: *Studies in*

American Indian Literatures. Last year she was awarded the University of Nebraska College of Arts and Science Distinguished Teaching Award.

She is a founding member of the National Center for the Study of Great Lakes Native American Culture—an organization dedicated to the preservation of Great Lakes indigenous history, art, and culture—and a participant in the Myaamia Project for the preservation of Miami Language and Culture (located at Miami University). In her spare time she works on applique and brick stitch beadwork projects and hopes to someday focus on Woodland beadwork traditions in her scholarship. Her teaching interests include first-year writing, American Indian rhetorics and literatures, history of rhetoric, critical theory (postcolonial and postmodern emphasis), radical pedagogy. At MSU, she has taught Writing: American Ethnic & Racial Experience; and soon plans to teach AL 491: Special Topics Writing in American Cultures (American Indian Rhetorics).

Associate Professor Dean Rehberger received his Ph.D. from University of Utah in a double degree program in Rhetorical Theory and American Studies. He is Associate Director of MATRIX, the Center for Humane Arts, Letters, and Social Sciences Online. Dean has been teaching with technology for over a decade. He specializes in using online technologies and developing educational resources for the World Wide Web. He has run numerous faculty technology and workshops and given presentations for educators and cultural heritage workers from local, national and international audience, recently workshops in South Africa, Italy and—on the MSU campus—for women scholars and social leaders from West African. His primary areas of research include: information design and architecture; digital libraries, museums and archives; Internet technologies in the classroom; and hybrid learning environments. He also coordinates many large grant projects for Matrix, including the National Gallery of the Spoken Word, a National Digital Library Initiative Phase II spearheaded by the National Science Foundation and the NSF/JISC grant, The Spoken Word: New Resources to Transform Teaching and Learning.

Dean teaches graduate course in American Studies (theories and methods), cultural studies, writing theory, and teaching with technology. He teaches undergraduate course in humanities computing, hypertext theory, and advanced web design and has extensive experience teaching Tier 1 writing. He has developed for the College of Arts & Letters at MSU a Humanities Computing Certificate Program for graduate students and faculty members.

Professor Kathleen Rout received her Ph.D. from Stanford University in English, specializing in American Literature. During her time at MSU she has taught Tier 1 courses primarily in the Writing: The American Experience and Writing: Racial and Ethnic Experience. She has also worked with Center for Integrative Studies in Arts and Humanities, where she created a course in the culture of the 1960's in America. She has also served as faculty of record for IAH 201, mentoring 6-9 graduate teaching assistants each semester, and has taught both Tier 1 and IAH courses in London. She has written a number of articles and a critical biography of author and Black Panther Party member Eldridge Cleaver. She is currently working on a monograph about Huey P. Newton, Black Panther Party founder. In her frequent conference papers and in several articles she has often focused upon the horror genre, especially the novels of Anne Rice. She is the national Area Chair for Anne Rice in the Popular Culture Association and the Area Chair for Horror and Science Fiction for the Midwest Popular Culture Association.

Associate Professor Leonora Smith has a dual Ph.D. in English (College of Arts and Letters) and in Curriculum (College of Education) from MSU, with emphasis on research in the teaching of writing at college level and above. She has been awarded creative writing grants from Michigan Council for the Arts (fiction); Virginia Studio Center; Atlantic Center for the Arts, Banff Centre for the Arts and from MSU (IRGP). Her poetry and fiction have appeared in many journals and anthologies,

including *Contemporary Michigan Poetry*, *Alaska Quarterly Review*, *Exquisite Corpse*, *Nimrod*. A collection of her poetry, *Spatial Relations*, was published in 2001. She won the 2002 Gwendolyn Brooks poetry prize (Society for the Study of Midwestern Literature) for "Purple," written with support from her 2001 IRGP grant.

Her research interests in theoretical issues related to writing are rooted in her own practice as a writer, teacher and editor: curricula and educational theory in rhetoric and writing; American poetry; American women writers. She has worked as a free-lance writer for government and industry (print and film); as editor of *Muses* (alumni magazine of Arts and Letters); and as associate editor for Years Press. She is on the editorial board of *Fourth Genre*. She has been involved in many campus writing initiatives: Project Write; the Writing Center; the FIPSE project for writing in the sciences. Her scholarly work on the teaching of writing has appeared in *English Journal*, *Writers in the Classroom*, *Writers Groups* and other places, and she has given many papers (CCCC, AWP, NCTE) on writing. She teaches the Tier 1 course Writing: Women in America; her students participate in the New York Times Readership Program. She is currently teaching AL 308, Invention in Writing. She has taught Introduction to Women's Studies and graduate courses for public school teachers, including courses in philosophy of education and creativity in education. Her teaching experience includes seminars, courses and workshops in college and in the community: fiction and poetry writing, workplace writing, life writing and writing from dream imagery. She will be teaching AL 355, Writing for Publication Workshop in Fall, 2003.

Associate Professor David Stowe took his Ph.D. in American Studies at Yale University. His primary research and teaching interests lie in 20th century cultural history of the United States, particularly the study of vernacular musics. His book, *Swing Changes: Big Band Jazz in New Deal America* (Harvard, 1994), was published in Japanese translation by Hosei University Press in 1999. Stowe has published a study of New York cabaret culture and politics in the 1930s and 1940s in the *Journal of American History*, where he regularly reviews books. He has also written articles on whiteness studies, copyright and fair use for academic authors, and church conflict during the Great Awakening. His article, "Jazz in the West: Cultural Frontier and Region During the Swing Era," received the Bert M. Fireman Prize from the Western History Association for the best article by a graduate student published in 1992.

Stowe is currently writing a transnational history of American sacred music, tracing the migrations and intersections of religious music from Europe, Africa, Asia and North America, also for Harvard University Press. While on leave from Michigan State University Stowe taught at Doshisha University's Graduate School of American Studies in Kyoto, Japan, where he also served as associate dean. Courses included American Civilization, American Thought, history of American religious music, and a variety of research workshops.

As part of his interest in the globalization of American Studies he has participated in international conferences of American Studies scholars in Japan, Korea and Singapore. Stowe was invited to attend the final annual conference of the NYU-OAH project on internationalizing American history, which met in July 2000 in Italy to draft a report to the profession. He is a core faculty member of the Asian Studies Center and on the advisory board of the American Studies Program at MSU, where is working to develop a graduate level American studies exchange program between MSU and Doshisha's Graduate School of American Studies. At Michigan State, he teaches Tier 1 writing as well as graduate courses in American Studies theory and methodology, and IAH courses on music and culture in American religion. He is currently teaching a course on jazz history for the new program in jazz studies, of which he is a faculty member.

Professor F. Richard Thomas (Ph.D. English, Indiana University) has published two full-length collections of poetry (*Frog Praises Night* and *Death at Camp Pahoka*), six chapbooks of poetry, and a

short novel (*Prism: The Journal of John Fish*), in addition to publications of individual poetry and fiction in many journals and anthologies. He has edited an anthology of poetry, *The Landlocked Heart* (a collection of Indiana "place" poems), and an anthology of essays in a book titled *Americans in Denmark*. His scholarly book on the relationship of poetry and fiction to photography is *Literary Admirers of Alfred Stieglitz*.

He has received Michigan Council for the Arts awards for his poetry, an MSU grant to complete a work of fiction, and two Fulbright awards to Denmark. He has been editor/publisher of *Centering Magazine* and Years Press chapbooks of poetry between 1973 and 1990. In his teaching of writing he focuses on the role of the student/citizen in a democracy and the student/citizen's understanding and use of educational resources on the MSU campus.

Associate Professor Sharon Thomas has her Ph.D. in Language Arts from Michigan State University and has taught in K-12 and university settings in both the United States and Denmark. She has an M.A. in Teaching English to Speakers of Other Languages (TESOL). She has been Associate Director and Acting Director of the MSU Writing Center and Associate Chair of the ATL Department. She is the co-founder of the Red Cedar Writing Project, a site of the National Writing Project (1992), funded by grants from the U.S. Department of Education. She received a Fulbright Award to teach in Denmark in 1982-1983 and a Fund for the Improvement of Post-Secondary Education (FIPSE) grant (with an MSU zoology professor) to develop professional writing groups in the sciences (1997-2000).

Thomas' recent publications include contributions to the new Bedford Bibliography of Basic Writing (2002); two pieces on professional writing groups in the sciences ("Using the Peer Response Model for Graduate Student Writing Groups in the Sciences" with Renate Snider and Teresa Trupiano Barry in the *Michigan Academician*, XXI (1999) and "Shaping Writing Groups in the Sciences," with Leonora Smith and Teresa Trupiano Barry in *Writing Groups*, to be published as part of a new series by Lawrence Erlbaum Associates. She also co-authored a book chapter on a study of the writing students do during their undergraduate years at MSU ("The Portfolio Project: Sharing Our Stories" with Julie Bevins and Mary Ann Crawford in *Centered Research: The Making of Knowledge in Writing Centers*, 2002). Thomas is currently working on a case study of one of the professional writing groups in the sciences that was part of the FIPSE project.

Associate Professor Denise Troutman has a Ph.D. degree in Linguistics from Michigan State University and has a joint appointment with Linguistics. She is winner of the 2001-2002 Fulbright Award (CHECK DETAIL). Her teaching and research interests include developmental and first-year writing, language and society, discourse analysis, women and language, African American women's discourse patterns, African American English. Troutman has published in a variety of collections and journals, including *Centering Ourselves: African American Feminist and Womanist Studies in Discourse* (2001, Hampton Press), *Sociocultural and Historical Contexts of African American English* (2001, John Benjamins), *The Workings of Language: From Prescriptions to Perspectives* (1999, Praeger), the *Middle Atlantic Writers Association*, the *Journal of Negro Education*, and more. She has taught ATL 125: Writing American Ethnic & Racial Experience; LIN 225: Women and Language; LIN 891: Special Topics (African American Speech Community) as well as other courses. Recently, Troutman has presented papers at the Conference on College Composition and Communication, New Ways of Analyzing Variation in English, the International Pragmatics Conference, and the National Council of Teachers of English.

Professor Arthur Versluis holds a doctorate from the University of Michigan, Ann Arbor, and has published numerous books and articles. Among his books are *The Esoteric Origins of the American Renaissance* (Oxford University Press, 2001); *Wisdom's Book: The Sophia Anthology* (Paragon House, 2000); *Island Farm* (MSU Press, 2000); *Wisdom's Children: A Christian Esoteric Tradition*

(State University of New York Press, 1999); and *American Transcendentalism and Asian Religions* (Oxford University Press, 1993).

Versluis has written on and taught a wide range of topics, from American agrarianism and Christian esotericism to contemplative traditions and practices. He is very interested in the philosophy of teaching and in the contemporary plight of the humanities, as well as in the central role that freshmen writing courses play in university education. In Tier 1, he has taught Writing: American Radical Thought and honors courses, as well as other versions of first year writing at other institutions. Versluis has lectured on such subjects as American Transcendentalism and Asian religions, esotericism, mysticism, and mythology at the University of Dusseldorf, Germany, the Sorbonne, France, in London, and in Australia. He has also taught creative writing and a variety of courses that integrate the study of religion and writing. He developed an innovative course in Religious Studies at Michigan State—the first survey of Western esotericism taught in the United States.

Versluis has been awarded a Fulbright scholarship to Germany, and is the editor-in-chief of *Esoterica*, an electronic journal available at <http://www.esoteric.msu.edu> and devoted to the academic study of esotericism. His family owns a multi-generational farm on the west side of Grand Rapids, Michigan, (about which he has published a book entitled *Island Farm*), and he is deeply interested in contemporary agricultural issues as well as agricultural history.

Associate Professor Ned Watts has a Ph.D. in American Studies from Indiana University. He is the author of two books—*Writing and Postcolonialism in the Early Republic* (University Press of Virginia, 1998) and *An American Colony; Regionalism and the Origins of Midwestern Culture* (Ohio University Press, 2002). The latter won the Society for the Study of Midwestern Literature Book Prize. He has also co-edited *The First West: Writing from the American Frontier, 1776-1860* (with David Rachels, Oxford University Press, 2002) and *Messy Beginnings: Postcolonial Early American Studies* (co-edited with Malini Johar Schueller, under contract to Rutgers University Press, 2003 publication scheduled). His articles have appeared in a variety of publications, including *Studies in American Fiction* and the *Journal of Commonwealth Literature*.

Watt's research focuses on the development of writing and expression in "settlement colonies," such as various American regions, Australia, New Zealand or Canada. Issues of authority, legitimacy, indigeneity, and the role of print culture stand at the center of most of his work. His current project is a book manuscript entitled *Cooper in the Colonies*. It will explore the difficult model of American independence in the development of local, colonial, or nationalist identity in other settlement colonies, focusing specifically on the pervasive imitation of the novels of James Fenimore Cooper, an oft-noted influence in the literary histories of each former colony.

His teaching interests include content-based first-year writing courses; American Studies; early American culture; postcolonial theory. At MSU, he has taught Tier one courses: Writing: Law and Justice in American Life; Writing: Evolution of American Thought as well as AMS 891-3 Region and Nation in American Studies (a content-based writing seminar in the American Studies Graduate Program).

Professor Lawrence E. Ziewacz received his Ph.D. in history from Michigan State University. Over his career, Ziewacz has taught a variety of courses at Edinboro University (Edinboro, PA), Lansing Community College and at Michigan State University, including Michigan history, American history survey courses, general education humanities, IAH 211C (regional studies in the American West and Midwest), and writing the research paper, as well as the Tier 1 Writing: Evolution of American Thought

He has delivered papers at such professional meetings as the Great Lakes History Conference, the Duquesne History Forum, the Organization of American Historians, and the American Culture and Popular Culture Associations. Articles he has authored or co-authored have been published in such journals as *Michigan History*, the *Michigan Historical Review*, the *Sport Sociology Bulletin*, *Country Music Annual*, the *Journal of the Great Lakes History Conference*, *Midwestern Miscellany*, and *History Reviews of New Books*. He co-authored, with Douglas A. Noverr, *The Games They Played: Sports in American History: 1865-1980*. He has also co-authored, with Bruce A. Rubenstein of the University of Michigan in Flint, *Michigan: A History of the Great Lakes State*, *Three Bullets Sealed His Lips*, and *Payoffs in the Cloakroom: The Greening of the Michigan Legislature, 1938-1946*--the latter a Choice selection as one of the "outstanding academic books of 1995."

Currently, Ziewacz is working on another book with Rubenstein on Michigan lumbermen during the Gilded Age. He also serves as consultant for the National Endowment for the Humanities and is listed in *Who's Who in the Midwest* and the *Directory of American Scholars*.

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professional writing @msu

The BA in Professional Writing is a new major in the College of Arts & Letters for students interested in specializing in writing as an area of expertise. This major helps students develop advanced writing skills, with emphasis on writing in digital environments (e.g., web authoring, multimedia writing); on writing for/in diverse disciplines, communities, and cultures; and on editing and publishing.

The major prepares students for careers in professional editing and publishing, technical writing, information development, and web authoring. It also prepares students for graduate work in rhetoric, writing, technical writing, the teaching of writing, and the study of culture. This writing degree program emphasizes the organizational, disciplinary, and cultural contexts for writing.

Majors must take 16 credit hours of required course work, an additional 9 credits in one of three specialty tracks (Digital and Technical Writing; Writing in Communities and Cultures; Writing, Editing, and Publishing), and 9 elective credits.

BA in Professional Writing (34 credit hours)

CORE COURSES			
16 credits minimum	AL 202 Introduction to Professional Writing (3) AL 210 Introduction to Web Authoring (3) AL 260 Rhetorics of American Cultures (3) AL 360 Visual Rhetoric (4) # 3 credits in a senior-level writing workshop or internship: AL 455, AL 493E, AL 493D (Note: Students in the "Writing, Editing, and Publishing" track cannot use AL 493D to fulfill this core requirement)		
REQUIRED COURSES			
9 credits minimum within a selected track	Digital and Technical Writing AL 320 Technical Writing (3) AL 410 Advanced Web Authoring (3) or AL 417 Multimedia Writing (4) AL 415 Digital Rhetoric (3)	Writing in Communities and Cultures AL 331 Writing in the Public Interest (3) AL 444 Writing in American Cultures (3) AL 453 Grant and Proposal Writing (3)	Writing, Editing and Publishing AL 355 Writing for Publication Workshop (3) AL 370 Editing and Style in Professional Writing (3) AL 493D Internship in Professional Editing and Publishing (3) or equivalent
ELECTIVES			
9 credits, at least ONE of which (3 credits) is at the 400 level; students may use their elective options toward meeting the requirements for a second concentration above	AL 308 Invention in Writing (3) AL 320 Technical Writing (3) AL 331 Writing in the Public Interest (3) AL 341 Writing Nature and the Nature of Writing (3) AL 355 Writing for Publication Workshop (3) AL 361 Rhetoric, Persuasion, and Argument (3) AL 370 Editing and Style in Professional Writing (3) AL 410 Advanced Web Authoring (3) AL 415 Digital Rhetoric (3) AL 417 Multimedia Writing (4)	AL 420 Advanced Technical Writing (3) AL 444 Writing in American Cultures (3) AL 445 Rhetoric and Music (3) AL 451 Coordinating Large-Scale Publications (3) AL 453 Grant and Proposal Writing (3) AL 455 Portfolio Seminar (3) AL 493E Internship in Professional Writing (3-6) AL 493D Internship in Editing and Publishing (2-3) AMS 265 Transcultural Perspectives (3) # one or two 200-, 300-, or 400-level ENG creative writing courses # one or two 300- or 400-level STA graphic design courses (with consent of instructor)	

New Undergraduate Professional Writing Courses

AL 202 Introduction to Professional Writing (3 credits). Basic principles of rhetoric and composition applied to professional writing. Topics include page design, field definition, research tools and practices, genres and conventions, and professional style.

AL 210 Introduction to Web Authoring (3 credits). Reading, analyzing, evaluating, and authoring Web sites. Principles of design rhetoric. Practices of Web accessibility.

AL 260 Rhetorics of American Popular Culture (3 credits). Rhetorical analysis of consumer, corporate, organizational, and popular cultures appropriate to professional settings.

AL 308 Invention in Writing (3 credits). Theory and practice of invention in writing. Strategies and theories of generating and exploring thought in civic and professional writing contexts.

AL 320 Technical Writing (3 credits). Principles and practices of effective writing in the workplace, with special emphasis on technical, scientific, and electronic-mediated writing. Includes audience and organizational needs, visual rhetoric, information design, electronic publication, ethics, technical style, usability testing, and team writing.

AL 331 Writing in the Public Interest (3 credits). Various forms of public writing and rhetoric and their roles in democracy and public culture. Practice in modes of public and civic discourse, including deliberative strategies and a range of public literacies.

AL 341 Writing Nature and the Nature of Writing (3 credits). Writing- and reading-intensive course focusing on the language of scientists, poets, essayists, naturalists, environmentalists, and biologists, and on their various responses to and representations of the natural environment.

AL 355 Writing for Publication Workshop (3 credits). Develop and hone skills in revision and editing using a rhetorical approach. Develop to publishable level at least two major pieces of work and submit them for print, web, performance or other publication.

AL 360 Visual Rhetoric (4 credits). Writing- and design-intensive. Visual literacy, design, and rhetoric and the effects elements in print and online documents have on audience, such as typography, page size, paper type, graphics, alignment.

AL 361 Rhetoric, Persuasion, and Argument (3 credits). Traditional and contemporary approaches to rhetoric, persuasion, and argument both in text and visuals and relating to a wide variety of approaches (e.g., feminist, digital/electronic, political, postmodern).

AL 370 Editing and Style in Professional Writing (3 credits). Theories, practice, and processes of editing in professional writing contexts. Focus on rhetoric and style.

AL 410 Advanced Web Authoring (3 credits). Developing and maintaining large-scale, interactive web sites. Emphasis on visual design, usability, audio and video integration, ongoing site management, and web accessibility.

AL 415 Digital Rhetoric (3 credits). Exploration of the rhetorical, social, political, economic, and ethical dimensions of electronic writing and publishing. Focus on the rhetorical dynamics of computer-mediated writing spaces such as the Internet, World Wide Web, email, and synchronous chat.

AL 417 Multimedia Writing (4 credits). Visual rhetoric and design theories applied to digital short subjects. Write, direct, critique, and produce motion-based digital compositions that include multiple media.

AL 420 Advanced Technical Writing (3 credits). Applied theory and specialized practices. Topics such as user-centered design, project and document management, information and interface design, issues in digital writing, technical editing, and writing for scientific and technical journals.

AL 444 Writing in American Cultures (3 credits, repeatable up to 6). Analysis of rhetorical practices in selected American disciplines, communities, and public cultures.

AL 446 American Indian Rhetorics (3 credits). Theoretical approaches to Native rhetorics. Historical and contemporary debates about the production and reception of visual and written Native texts.

AL 453 Grant and Proposal Writing (3 credits). Researching and writing grants and proposals for corporations, nonprofit organizations, businesses, and government agencies.

AL 455 Portfolio Seminar (3 credits). Workshop for students preparing professional document portfolios, in print and digital formats, including application materials for career, graduate study, and professional positions.

AL 493E Internship in Professional Writing (3-6 credits). Supervised work as writers and editors in a corporate or organizational setting, with classroom component. Internship assignment must be arranged with instructor prior to semester.

for more information, please contact Jeff Grabill (grabill@msu.edu) or Judy Easterbrook (rhetoric@msu.edu)