



Rhetoric and Writing Studies: The University of Texas at El Paso
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RWS 5324: WPA

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Introduction

Historically, many Writing Program Administrators learn on the job after spending some time as an Assistant Professor, perhaps without fully intending to ever be a WPA. However, during the last decade, the field has experienced an increase in “born WPAs,” those who plan and prepare to be a WPA while in graduate school. This course will help prepare Rhetoric and Composition graduate students for WPA work as well as help them understand the various roles WPAs play.



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Policies

1. Graduate students should attend every class meeting. Emergencies do arise, however, so exceptions can be made.
2. Avoid turning work in late. Scheduled presentations cannot be made up. The final portfolio must be turned in on the date specified.
3. Retain all your work until grades are posted.
4. Incompletes will be given only in the case of emergency. These are reserved for students who have successfully completed the work all semester and have an extenuating circumstance that prevents them from finishing the final project.
5. If I find you have plagiarized, I will, under obligation of the university, submit your work to the Dean of Students for review.
6. If you require an accommodation based on a disability, please meet with me during the first week to be sure you are properly accommodated. You must provide the appropriate documentation to receive accommodations.

Texts

Charlton, C., et al. (2011) *Gen admin*

McLeod, S. (2007). *Writing program administration*

Malenczyk, R. (2013). *A rhetoric for writing program administrators*

Martins, D. (2015). *Transnational writing programs*

Reiff, MJ, et al. (2015). *Ecologies of writing programs*

Strickland, D. (2011). *The managerial unconscious*

Objectives



- Understand institutional structures and leadership styles
- Document and describe WPA work
- Complete a WPA-related task
- Review WPA-related scholarship
- Create solutions to potential WPA problems



Coursework

Reading/discussion: Weekly reading and discussion prompts will be regularly

1.

Case studies: Everyone will create and present a writing program-related case study.

The case study will be discussed in class.

2.

Portfolio projects: Completed portfolios will be due at the end of the semester along with a reflection piece. Full drafts of the projects will be due throughout the semester.

3.

Everyone will present an overview of the portfolio.

Portfolio

Select one project from each group. You will have 5 projects in total.

Group A: Understanding Institutional Structures

- Interview an administrator on campus and write about her/his administrative role, perspective, style, so on.
- Select two different types of institutions (R1, Liberal Arts, Community College, For-Profit) and create a flowchart of the administrative structure. Analyze the differences and similarities.

Group B: Documenting and Describing WPA Work

- Interview a WPA concerning the work she/he does.
- Collect and analyze current WPA job descriptions.

Group C: Completing a WPA-Related Task

- Select course descriptions from 3 different institutions and determine how/if they would count as transfer credit at UTEP. Write a memo with your justification.
- Create a workshop agenda for a writing program. Provide details of what would occur during the workshop and create a rationale for the plans.

Group D: Reviewing WPA Scholarship

- Write a book review on a WPA-related book published in the last 5 years.
- Write a bibliographic essay discussing 5-7 related articles.

Group E: Case Study Write-Up

- Include the case study presented in class, a synopsis of the discussion, and a possible set of decisions based on the discussion and your own research.

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