

**CONSORTIUM OF DOCTORAL PROGRAMS  
IN  
RHETORIC AND COMPOSITION**

December 14, 1994

Dear Representative:

Below is information to guide your plans for the CCCC.

**CONSORTIUM MEETINGS AT THE CCCC - 1995**

- 1) Our annual meeting is scheduled for: WEDNESDAY, MARCH 22, 5:30--7:30 (SIG W.21)
- 2) We also have a Preconvention Workshop: WEDNESDAY, MARCH 22, 2:00--5:30 (W.18)  
**Title:** Graduate Programs in Rhetoric and Composition: Curriculum, Faculty, Graduate Students and Contexts  
**Description:** This workshop is sponsored by the Consortium of Doctoral Programs in Rhetoric and Composition. Its purpose is to give those working in R/C doctoral programs (or those developing such programs) an opportunity to discuss ideas, needs, and problems in four areas:
  1. Graduate curriculum: designs, requirements, courses, texts, representations
  2. Graduate faculty: resources, course and dissertation loads, promotion and tenure, exchanges
  3. Doctoral students: admissions, continuing financial and academic support, job placement
  4. Contexts: relationship with English departments and other fields; starting and maintaining doctoral programs support**Resource persons:** Janice Lauer, Frank O'Hare, Ross Winterowd, and Richard Young

**DUES AND LISTS OF DISSERTATIONS**

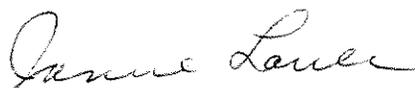
Please send me your dues (\$10 for 2 years) and list of dissertations if you have not done so. Make dues payable to "Doctoral Consortium in Rhetoric and Composition." For those institutions needing a Tax ID number, it is 35-192-1404TT.

**LIST OF MEMBERS**

Enclosed find the most recent list of members. If there are inaccuracies, please let me know.

**AGENDA ITEMS FOR THE CCCC ANNUAL MEETING**

1. Report and discussion of key issues and ideas from the Workshop just prior to the meeting.
2. Discussion of work of subcommittees:
  - a. On-line dissertations: Catherine Peadon
  - b. On-line bibliographies: Gail Hawisher
  - c. On-line exchanges: Cindy Selfe
  - d. Dissertation categories in the DAI: Robert Johnson, Catherine Peadon, and Anne Rosenthal
  - e. Research strands at the CCCC: Richard Young, Louise Phelps, and Michael Halloran
  - f. Regional networking, etc.: Janet Atwill, Lisa McClure, and Paul Ranieri
  - g. Course requirements & descriptions: Lisa McClure and Gerald Nelms
  - h. Support for developing programs: Charles Bazerman
  - i. Exchange of information on exams, organizations of programs: Michael Flanigan
- 3.. Other items members wish to discuss  
Please send me items for the agenda.  
Issues can also be introduced from the floor.



1995  
Meeting  
SIU

Department of English  
Southern Illinois University  
Carbondale, IL 62901-4503

TO: Representatives  
Consortium of Doctoral Programs  
in Rhetoric and Composition

FROM: Lisa J. McClure and R. Gerald Nelms  
Subcommittee on Course Requirements & Descriptions

RE: Collection of Information and Materials

DATE: March 22, 1995

We have volunteered to collect, organize, and prepare for distribution program information and materials. Although what materials are included will be determined by the Consortium representatives, we suggest consideration of the following:

- 1) A basic outline of the doctoral program (e.g., structure of overall program, names and distribution of course requirements, number and identification of research tools, procedures for preliminary exams, etc.).
- 2) Descriptions of the major courses as well as relevant electives or alternative courses.
- 3) Reading lists and sample syllabi.
- 4) Brief biographies of faculty.

We envision two ways of presenting and distributing this information: (1) a hard copy, detailed notebook of materials available upon request for cost of duplication; and, (2) a briefer, on-line version distributable by e-mail.

Once the Consortium members have determined what materials and information to include, we would appreciate your sending the same to us as quickly as possible. You may mail, e-mail, or fax the materials as follows:

**mail**

Lisa J. McClure  
Department of English  
2370 Faner Hall  
Southern Illinois University-Carbondale  
Carbondale, IL 62901-4503

**e-mail**

lisam@siucvmb.siu.edu [SUBJECT: Doctoral Programs]

**fax**

1 ☐ **Dissertation Database Project for Rhetoric and  
Composition and Professional Communication**

Jana C. Moring

2 ☐ **Definition of Issue**

- In order to “encourage scholarship and to enhance the efforts of graduate programs to prepare scholars in our discipline,” access to pertinent information and communication must be offered to scholars and students. This can be accomplished by creating a database of abstracted scholarship (dissertations and theses), accessing these documents with a controlled vocabulary and housing the database within a larger tool for research.

3 ☐ **Organization of Database**

- **Documentary Scope**
  - Medium and Format
    - » Online via the WWW
  - Periodicity
    - » Dissertations and abstracted Theses
  - Audience
    - » Established Scholars in the field
    - » Students in the field
    - » Browsers
  - Language and Nationality
    - » English Titles from American Consortium Universities
  - Time
    - » From the “inception” of the concentration to the present
  - Specific titles
    - » From English, Education, Communication programs (and other departments if relevant).

4 ☐ **Home Page Links**

- **Database**
  - Searchable fields
    - » author
    - » title
    - » date
    - » university
    - » committee chair
    - » subject(s)
  - Thesaurus
    - » interactive element: “dumping” of candidate terms for thesaurus
  - Electronic Reproduction Order Form from University Microfilms International
- **Research Tools**
  - Invention Site
  - Online surveys
  - Bibliographies
  - Grant and Funding Information

- Forums

- Calls for Papers
- Publishing News
- Job News

- FAQ'S

5 □ Overall Status

- Schedule or timeline of the project

- The Home Page: May-July, 1995
- Data Entry (for Database): July-August, 1995
- Thesaurus Construction/ Assignment of Headings: August-December, 1995
- "Fleshing Out" of Site: August, 1995-May, 1996

6 □ Background of Project

- Team Involved

- The consortium of doctoral programs has identified a need for a dissertation/thesis database for participating RC and PC programs. Professor Janice Lauer delegated this task to Professors Catherine Hobbs (University of Oklahoma) and Robert Johnson (Miami University). Professor Hobbs identified a master's candidate in both RC and LIS programs, Jana Moring, to construct a Web site for the database.

- Description of the consortium's scope or goals for the database:

- to better identify the programs for prospective students and others;
- to offer a de facto description of the range of research in the fields of RC and PC;
- to assist those doing research (both graduate students and others in the field) because our dissertations are so variously catalogued.

7 □ Status of Initial Objectives

- Accomplishments

- The database will be constructed, housed (and possibly maintained) at the University of Oklahoma throughout the coming year.
- The recent technology of the WWW has enabled this initial project to be contextually housed in a forum (as of now untitled) that will serve, through other links, graduate students and scholars in many ways.

- Issues and Questions

- The database will be organized according to available information (title, author, date, university, document type) by the end of the summer. However, other useful fields (committee chair and subject headings) will have to wait for further information and analysis of abstracts, respectively.
- Most theses and some dissertations are not abstracted. What is lost by questionable subject headings of these documents?
- What documents relevant to the field are falling through the interdisciplinary cracks? What is the criteria for inclusion of material outside of English, Education, and Communication departments?
- Because a thesaurus will emerge from this project, what safeguards could be put into place to ensure that
  - » bias does not occur (due to one indexer);
  - » the thesaurus is maintained throughout growth in the field;

» exhaustivity (breadth and depth) of the thesaurus is enhanced by collaboration?

■ What was learned during period of report

- Now is a kairotic moment.
  - » Specific information needs of established scholars and graduate students may be satisfied with the recently available technology of the WWW.
  - » Centralizing information pertinent to graduate students is not only convenient, but empowering. By sharing invention strategies and receiving feedback on works in progress, students can begin to make sense of the field collectively and mentor each other.
  - » Evident to all who see the inadequacies of subject headings in our field (LCSH, DDC, DAI, MLA), the need for a specific thesaurus for Rhetoric, Composition and Literacy is glaring.
  - » Jana Moring, reaching the end of two master's degrees, is in need of a challenging and exciting thesis project.

■ Key Issues

■ Feedback

- on documentary scope
- on searchable fields (author, title, ect...)
- on home page links
- on thesaurus construction and maintainance

■ Suggested courses of action in general

- If theses are to be included in the database, some universities need to send those citations to the consortium.
- If the field "committee chairs" would be a helpful access point, updated information needs to be sent to the consortium as well.

■ Suggested courses of action to [janasmith@aardvark.ucs.uoknor.edu](mailto:janasmith@aardvark.ucs.uoknor.edu)

- Submit any suggestions for naming this web site.
- Submit any pertinent http links for the site.
- Submit any thoughts about or sources helpful in constructing the thesaurus.

	NAME	E-MAIL ADDRESS
1	Allbaugh, Tom	allbaugh@siu.edu
2	Berzsenyi, Christyne	berzsenyi@aardvark.ucs.uoknor.edu
3	Borah, Beckie	bckbor@siu.edu
4	Cosby, Susan J.	sjcosby@aardvark.ucs.uoknor.edu
5	Cragle, Scott	sacragle@aardvark.ucs.uoknor.edu
6	DeLost, Jill	delost@siu.edu
7	Dew, Debra	dldew@aardvark.ucs.uoknor.edu
8	Ducommun, Kathy	duke@siucvmb.siu.edu
9	Dufour, Monique	msdufour@mailbox.svr.edu
10	Harris, Marilyn	
11	Hentz, Brian S.	bshentz2@aardvark.ucs.uoknor.edu
12	Henze, Brent	brhenze@mailbox.svr.edu
13	Koppelman, Kate	kkoppelm@mailbox.svr.edu
14	Lindblom, Ken	kjlindbl@mailbox.svr.edu
15	Maliszewski, Paul	plmalisz@mailbox.svr.edu
16	McWilliams, Cynthia	
17	Moring, Jana	janasmith@aardvark.ucs.uoknor.edu
18	Palmer, Tersh	ldpalmer@mailbox.svr.edu
19	Pieterick, Jackie	halldl@css.bham.ac.uk
20	Pifer, Matt	mjpifer@aardvark.ucs.uoknor.edu
21	Proctor, Tracy	tdprocto@mailbox.svr.edu
22	Rhodes, Althea	BPML23A@prodigy.com
23	Rivers, Lance	seraph9k@siu.edu
24	Roussell, Bridget	ab8586@uokmvsa.backbone.uoknor.edu
25	Sharer, Wendy	wbsharer@mailbox.svr.edu
26	Starck, Stephen	scstarck@aardvark.ucs.uoknor.edu
27	Stephens-Williams, Pat	
28	Tietge, David	sierra77@siu.edu
29	vonBoeckmann, Staci	svonboeck@aardvark.ucs.uoknor.edu
30	Ward, Sandra	sward@siu.edu
31	Will, Brad	bawill@aardvark.ucs.uoknor.edu
32	Zelevnik, Julie	juzelevnik@aardvark.ucs.uoknor.edu

	RESEARCH-1	RESEARCH-2
1	rhetoric (television)	composition theory
2	cultural theory	rhetoric (theory)
3	gender studies	pedagogy
4	literature (Renaissance)	
5	rhetoric (Classical)	literature/rhetoric (Ren)
6	literacy	med-prep programs
7	rhetoric (18th/19th)	cultural theory
8	nature writing	WAC
9	rhetoric (history)	creative writing
10	oral history	non-traditional students
11	pedagogy (composition)	composition theory
12	writing and technology	discourse anal/theory
13	WAC	feminism
14	first-year composition	rhetoric (sophistic)
15	first-year composition	peer group work
16	non-traditional students	gender studies
17	rhetoric (classical)	internet literacy
18	literature (so. gothic)	regionalism (19th/20th)
19	national education (US/GB)	rhetoric
20	cultural theory	creative writing
21	cultural rhetoric	autobiography
22	nonacademic writing	gender studies
23	chaos theory	composition theory
24	composition theory (Foucault)	postmodern theory
25	peer group work	feminist pedagogy
26	literature (20th fiction/avant)	cultural theory
27	technical writing	WAC
28	rhetoric (science)	Burke
29	critical theory	rhetoric (theory)
30	technology & learning	self-assessment
31	critical theory	literacy
32	cultural theory	pedagogy

	RESEARCH-3	RESEARCH-4
1		
2	pedagogy (ethics)	mysticism & fantasy
3	popular culture	
4		
5	rhetoric theory (apocalyptic)	
6	peer group work	computers & learning
7	theory&pedagogy (comp/lit)	
8		
9	interdisciplinary studies	
10	writing & community colleges	
11	technical writing	rhetoric (Classical)
12	rhetoric (science)	
13	cultural studies	
14	computers and writing	
15	teacher talk	discourse analysis/theory
16	composition theory	pedagogy
17	rhetoric (of info technology)	
18	critical theory	
19	gender studies	pedagogy
20	technical writing	narrative (theory)
21	narrative	first-year composition
22	literature (Am)	
23	mysticism, magic, & rhetoric	technology & learning
24	pedagogy (composition)	
25	WAC	
26	rhetoric (theory)	
27		
28		
29	pedagogy	Burke/Jameson/Habermas
30		
31	popular culture	literature (20th Am)
32	literature (20th Am)	

	UNIVERSITY	PROGRAM REP
1	So. Illinois U-Carbondale	McClure (lisam@siu.edu)
2	U of Oklahoma	Peaden (cpeaden@aardvark.ucs.uoknor.edu)
3	So. Illinois U-Carbondale	McClure (lisam@siu.edu)
4	U of Oklahoma	Peaden (cpeaden@aardvark.ucs.uoknor.edu)
5	U of Oklahoma	Peaden (cpeaden@aardvark.ucs.uoknor.edu)
6	So. Illinois U-Carbondale	McClure (lisam@siu.edu)
7	U of Oklahoma	Peaden (cpeaden@aardvark.ucs.uoknor.edu)
8	So. Illinois U-Carbondale	McClure (lisam@siu.edu)
9	Syracuse U	Phelps (lwphelps@mailbox.syr.edu)
10	So. Illinois U-Carbondale	McClure (lisam@siu.edu)
11	U of Oklahoma	Peaden (cpeaden@aardvark.ucs.uoknor.edu)
12	Syracuse U	Phelps (lwphelps@mailbox.syr.edu)
13	Syracuse U	Phelps (lwphelps@mailbox.syr.edu)
14	Syracuse U	Phelps (lwphelps@mailbox.syr.edu)
15	Syracuse U	Phelps (lwphelps@mailbox.syr.edu)
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24	U of Oklahoma	Peaden (cpeaden@aardvark.ucs.uoknor.edu)
25	Syracuse U	Phelps (lwphelps@mailbox.syr.edu)
26	U of Oklahoma	Peaden (cpeaden@aardvark.ucs.uoknor.edu)
27	So. Illinois U-Carbondale	McClure (lisam@siu.edu)
28	So. Illinois U-Carbondale	McClure (lisam@siu.edu)
29	U of Oklahoma	Peaden (cpeaden@aardvark.ucs.uoknor.edu)
30	So. Illinois U-Carbondale	McClure (lisam@siu.edu)
31	U of Oklahoma	Peaden (cpeaden@aardvark.ucs.uoknor.edu)
32	U of Oklahoma	Peaden (cpeaden@aardvark.ucs.uoknor.edu)

*App*

December 14, 1994

Dear Representative:

*Proposed Agenda  
for 1995*

Below is information to guide your plans for the CCCC.

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  - Resource persons:** Janice Lauer, Frank O'Hare, Ross Winterowd, and Richard Young

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  - Please send me items for the agenda.
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*J Lauer*

WORKSHOP IN DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION

Group 1

Resource Persons and Topics

Janice Lauer Graduate Curriculum: designs, requirements, representations, courses, texts

Frank O'Hare Doctoral students: admissions, continuing financial and academic support, job placement

Group Members

- ✓ Linda Ferreira Buckley
- ✓ Carl Herndl
- Ann Merle Feldman
- ✓ Nedra Reynolds
- ✓ Robert Schwegler
- ✓ Peter Vandenberg
- DAVID Neftin

Group 2

Resource Persons and Topics

Ross Winterowd Graduate Faculty: resources, course and dissertation loads, promotion and tenure, exchanges

Richard Young Contexts: relationship with English departments and other fields; starting and maintaining doctoral programs

Group Members

- ✓ Mary Battle
- ✓ Suzanne Higginbotham
- ✓ Eleanor Kutz
- ✓ Joyce Magnotto
- ✓ Matthew Rohrer
- ✓ Claire Woods

Reese Carlton Lanier

Program Participant Data Sheet for Janice M Lauer  
CCCC Convention, March 22-25, 1995, Washington, DC

Janice M Lauer  
Purdue University, West Lafayette, Indiana  
227 Timbercrest  
West Lafayette, IN 47906

Session  
TITLE: Doctoral Programs In Rhetoric And Composition: Curriculum, Faculty,  
Graduate Students And Contexts

Session W.18  
Wednesday March 22, 1995 2:00--5:30 PM

Session Type: WORKSHOP  
Your Role: CHAIR

The roles, names, and addresses of all other participants in your session are listed below. Those making presentations are encouraged to share key concepts (or complete papers) with others on their session, particularly with the Chair.

Name	Role	Address
Frank O'Hare	Presenter	Ohio State University, Columbus 170 Greenglade Avenue Worthington, OH 43085
Ross Winterowd	Presenter	University of Southern California, Los Angeles 17551 San Roque Lane Huntington Beach, CA 92647
Richard E Young	Presenter	Carnegie Mellon University, Pittsburgh, Pennsylvania Department of English Pittsburgh, PA 15213

Date: Thu, 22 Dec 1994 08:23:03 -0500  
Sender: cyselfe@mtu.edu  
To: consortium-l@mtu.edu  
Subject: A Field Test of an Online Discussion Group for the Consortium  
Reply-To: consortium-l@mtu.edu

Members of the Consortium of Doctoral Programs in Rhetoric and  
Composition--

Cindy Selfe, here, introducing the field test of an on-line discussion forum for members of the Consortium. I have set up this electronic forum to see if there is interest among members of the Consortium for such a discussion venue. At the up-coming CCCC meeting, we'll see how much discursive traffic has been generated and talk about whether the group would like to continue using such a forum.

If you send an e-mail message to CONSORTIUM-L@MTU.EDU, that message will be routed to all the contact persons of the Consortium who have functioning e-mail addresses. Anybody in the Consortium who has a message to pass along to folks can post on this list during the field trial. If you know of someone who was not on the contact list that Janice Lauer recently sent out, or whose e-mail address was wrong on that list, please send me their name and e-mail address, and I'll have it added to the list.

If you have any suggestions about the list or topics for group discussion, please send them through the list.

To start things off, let me offer a possible discussion focus. One of the topics we have been thinking about here at Michigan Tech lately is preparing candidates for the job market and for interviews. We have assigned a knowledgeable, senior faculty member (Carol Berkenkotter) the task of designing and holding a series of seminars (e.g., Reading and Understanding MLA Job Ads, Preparing your Curriculum Vitae) and mock interviews for the students that are graduating or beginning to think about graduation. Several other senior faculty (me and Marilyn Cooper) have served as participants in these interviews. Carol B. is also responsible for counseling graduating folks individually if so needed. What are the rest of you folks doing to prepare graduating students?

That's all for now! Hope to hear from some of you soon.

Cindy Selfe  
Subcommittee on On-Line Exchanges

Cynthia L. Selfe  
Humanities Department  
Michigan Technological University  
1400 Townsend Dr.  
Houghton, MI 49931

Internet: cyselfe@mtu.edu  
Telephone: (906) 487-2447  
Fax: 906/487-3559

To: CONSORTIUM-L@mtu.edu  
Subject: TOPICS FOR DISCUSSION  
Date: Thu, 22 Dec 94 09:21:25 -0500  
Reply-To: consortium-l@mtu.edu

Given the recent discussion by Selzer et al, it seems about time for the Consortium to take a position on the size of graduate programs, assuming there is a consensus that the number of graduates entering the job market be controlled to conform to market pressures. In view of the stable or shrinking job market, laissez faire seems irresponsible.

In addition, in view of the proliferation of doctoral programs in our field, as documented in a special issue of Rhetoric Review, it may be time to talk about setting up some standards to evaluate the quality and viability of these programs.

Date: Fri, 23 Dec 1994 11:45:03 -0700 (MST)  
Subject: Re: A Field Test of an Online Discussion Group for the Consortium  
To: consortium-1@mtu.edu  
{-Envelope-To: consortium-1@mtu.edu  
{-Vms-To: IN%"consortium-1@mtu.edu"  
{-Vms-Cc: JWARNOCK  
Time-Version: 1.0  
Content-Transfer-Encoding: 7BIT  
Reply-To: consortium-1@mtu.edu

Good to see the list up and running.

Correction to the hard copy address list: the suffix on my e-mail address is .edu, as you probably surmised. My phones are as below.

At Arizona, we offer a 1-unit Professional Studies Colloquium that is taught by the director with the help of other faculty in the program in which we discuss a number of issues about progress through the program, professional development, and jobs, and do some other things, like train incoming graduate students on the electronic conferencing system in use here. (RCTE has its own electronic conference.)  
here. (RCTE has its own electronic conference.)  
students agree.

We have an Annual Re-View the graduate students must complete at the beginning of each year to fulfill the criteria for satisfactory progress and qualify for financial aid. It asks students to fill out a form that helps them locate themselves (and us to locate them) in their progress through the program. It also asks them to submit a draft of a vita, and to write a Reflection on Professional Growth which can take any number of forms, from gripe sheet to a rehearsal for what one might want to say to interviewers about one's professional commitments. The director responds in writing to the Annual Re-View. It's a lot of turned work, but it's worth it.

John Warnock  
Rhetoric, Composition and the Teaching of English  
Department of English  
University of Arizona  
Tucson, AZ 85721  
Fax 602 621-7397  
Voice 602 621-1836

Message 48/65 From Cindy Selfe

Jan 4 '95 at 2:52 pm -300

Date: Wed, 4 Jan 1995 14:52:27 -0500  
Sender: cyselfe@mtu.edu  
To: consortium-1@mtu.edu  
Subject: Ph.D. graduates  
Reply-To: consortium-1@mtu.edu

Consortium Members--

Thanks for your responses over the last few weeks--it's good to know that folks are out there and that messages are getting through!

Have any of the rest of you folks been thinking the health of the job market for Ph.D.s? The latest article by Betina Huber in Profession 94 did resonate in some ways with the concerns that Stuart Brown voiced last year at the CCCC's. Have your department's been thinking about controlling enrollments at all? Would such a thing even be desirable? Has anyone been thinking about alternatives for graduate students--work in industry, for example, or within the two-year college system?

Cindy

Cynthia L. Selfe  
Humanities Department  
Michigan Technological University  
1400 Townsend Dr.  
Houghton, MI 49931

Internet: cyselfe@mtu.edu  
Telephone: (906) 487-2447  
Fax: 906/487-3559

Message 47/65 From ANNE HERRINGTON

Jan 6 '95 at 2:30 pm -300

Date: Fri, 06 Jan 1995 14:30:41 -0500 (EST)  
Subject: PhD Program size  
To: consortium-1@mtu.edu  
Mime-Version: 1.0  
Content-Transfer-Encoding: 7bit  
Content-Length: 1104  
Reply-To: consortium-1@mtu.edu

Regarding Cindy Selfe's question about limiting program sizes:

We've not done anything here at UMass to consider limiting the size of our Ph.D. program in Writing and the Teaching of Writing. That may be because internal constraints already limit it a good deal. Over the past four years, we have been consciously working to reduce the number of students we accept for all grad. programs in English, aiming to bring in a total of 15 per year. Given the competition amongst our various programs, we in Writing and Teaching of Writing are usually able to offer admissions to 4 or 5, hoping for 3 or 4 to accept. We're not inclined to want to reduce our numbers any more than that.

If we didn't have an internal constraint, I think it would only be responsible of us to consider whether external factors--i.e., hiring possibilities--should make us consider setting limits.

We've also begun informally--only informally, and only because graduate students have pushed for it--to consider how we can help them explore possibilities other than faculty positions. Anne Herrington

❖

Message 26/65 From carol berkenkotter

Jan 11 '95 at 9:18 pm -300

Date: Wed, 11 Jan 1995 21:18:54 -0500

X-Authentication-Warning: mtu.edu: Host professor.hu.mtu.edu claimed to be Dialu pEudora

Sender: cberken@mtu.edu

To: consortium-1@mtu.edu

Subject: Re: PhD Program size: a naive (?) observation

Reply-To: consortium-1@mtu.edu

Re: Jim Raymond's musings about the market for literacy workers. From my vantage point in a Ph.D. program in rhetoric and technical communication at an engineering school, the job market in English Studies has been changing for a number of years, due to a number of variables.

I think that we can see the effects of these variables on the job market in B Hubners most recent article in Professions. Looking at the figures for rhet./comp. from 1983 to 1988 when there was a decline from 24% of all jobs advertised in the JIL to 16% then up in 1993 to 19%, it suggests that there are jobs of various sorts for teachers of writing. (These figures may be slightly off because I don't have her article at hand.). Hubner also found that an increasing number of these positions over the last 10 years were for tenure track faculty members. figures handy-- but

On the local level, I find that my department's recently graduated Phs.D. are finding jobs for specialists in technical communications. However, I should note that the descriptions of these jobs has changed over the last 7-8 years to reflect the impact of computer technology on writing and on reading (e.g., familiarity with hypertext and multi media). Our department has produced a few highly technologically- oriented, rhetorically- trained Ph.D. s who have been in high demand -- they seem to be a wave of the future-- in certain institutions, in certain parts of the country. So the question I'd put on the table is in what ways are we going to assess the kinds of communications expertise that is going to be needed in the next 10-15 years in order to match the supply of newly minted Ph.D.s to the needs in the academic market? This becomes an especially thorny question when one considers the demographics of English departments and the very different ways that English departments are constituted, given those demographics.

Carol Berkenkotter

Message 27/65 From John Warnock

Jan 11 '95 at 2:42 pm -420

Date: Wed, 11 Jan 1995 14:42:01 -0700 (MST)  
Subject: Re: PhD Program size: a naive (?) observation  
To: consortium-1@mtu.edu  
X-Envelope-To: consortium-1@mtu.edu  
X-Vms-To: IN%"consortium-1@mtu.edu"  
X-Vms-Cc: JWARNOCK  
Mime-Version: 1.0  
Content-Transfer-Encoding: 7BIT  
Reply-To: consortium-1@mtu.edu

Re: Raymond's question as to whether there is a shortage of jobs or a refusal to hire literacy workers, the answer seems to me to be yes.

Seriously, we certainly are not past the time when literacy work is taken by the powers to be (mere) work (as opposed to professional activity, or some such). But I myself would feel more than a little ambivalent about seeking to become "professionalized" in an unqualified way.

A refusal to hire is a refusal to hire, but the motives may vary, Jim has reminded us, and thus our address to the situation should also.

John Warnock  
Rhetoric, Composition and the Teaching of English  
Department of English  
University of Arizona  
Tucson, AZ 85721  
Fax 602 621-7397  
Voice 602 621-1836

Message 29/65 From Stuart Brown

Jan 11 '95 at 10:07 am -420

X-Authentication-Warning: mtu.edu: Host dns1.NMSU.Edu claimed to be NMSU.Edu  
Date: Wed, 11 Jan 1995 10:07:11 -0700 (MST)  
Subject: Re: PhD Program size  
To: consortium-1@mtu.edu  
Cc: consortium-1@mtu.edu  
Mime-Version: 1.0  
Reply-To: consortium-1@mtu.edu

Since the CCCC talk last year on degree programs and the job market, I've been hearing about "literacy workers" as an employment prospect for graduates of rhet/comp programs. I know Tom Miller, Theresa Enos, Ira Shor, and others are bringing those up as viable alternatives. U of Arizona seems to be making an effort to adjust/accommodate its curriculum toward this (does that sound right, John?--Im picking this up second and third hand).

Maybe its because New Mexico still relies on the Pony Express and we move a little slower (and we like it like that), but I'm not familiar with what and who and where these literacy workers are. Could someone give me a brief idea of who is funding them? how I can advise graduate students to pursue this as a career option?

Thanks in advance.

Stuart C. Brown

PS Since our first (overly enthusiastic) admittance of 13 the first year of the program, we've cut admission to 5 to 7 per year and are talking seriously of reducing that number although its getting tough to decide as we are getting so many exciting applications.

To offer another tangent to this discussion--how are the various programs deciding of who to admit? what criteria are being used to assess/select students?

❖

Message 30/65 From Cindy Selfe

Jan 11 '95 at 8:53 am -300

Date: Wed, 11 Jan 1995 08:53:19 -0500  
Sender: cyselfe@mtu.edu  
To: consortium-1@mtu.edu  
Subject: PhD Program size  
Reply-To: consortium-1@mtu.edu

Jim et al--

The comments have fascinated me, too, especially since we have tried so hard at Michigan Tech to keep ourselves from relying on (and exploiting) a large cadre of part-time teachers. Over the past 5-7 years, we have converted all of our part-time positions (we used to employ 10-15 part-time people on a regular basis) into 4 full-time, continuing academic staff positions (which have no contract limitations on the length of service and provide both security and a relatively reasonable load for those few master teachers we keep on staff). These jobs have administrative as well as teaching responsibilities associated with them, are filled by master teachers, and provide much needed help in the department that faculty often cannot provide. One of the positions is an advising/teaching position connected with our undergraduate majors, one a computer facility administrator/teaching position in that same program, and another is a scheduling/teaching position. The fourth of these positions, the Writing Center Director/teaching position has been converted this year to a tenure-track position.

Given this system, we now employ fewer than 5 part-time people, and those for only a course or two as needed in one or more of the 17-23 different disciplines taught within the Humanities Department.

But in Jim's terms, I guess we also still rely on temporary employees to teach because our 70 graduate students teach many of our courses. We try to provide these folks the best possible support system we can as I described in my last memo, but I suppose one could still consider them temporary.

Cindy

Cynthia L. Selfe  
Humanities Department  
Michigan Technological University  
1400 Townsend Dr.  
Houghton, MI 49931

Internet: cyselfe@mtu.edu  
Telephone: (906) 487-2447  
Fax: 906/487-3559

❖

x):

Message 31/65 From Jim Raymond

Jan 11 '95 at 7:04 am cst6cdt

Organization: University of Alabama English Dept.  
To: consortium-1@mtu.edu  
Date: Wed, 11 Jan 1995 07:04:03 CST6CDT  
Subject: Re: PhD Program size: a naive (?) observation  
Priority: normal  
Reply-To: consortium-1@mtu.edu

Re. comments by Warnock et al. about shrinking job markets and the necessity to shrink graduate programs, naturally I like John's notion of training "literacy workers," but I can't help wondering whether there really is a shortage of jobs or just a refusal to hire people on a permanent basis to be literacy workers. Have we accepted as necessity the fact that virtually all post-secondary institutions rely heavily on temporary employees, as if (as I am fond of saying) the arrival of thousands of new students each year is an unanticipated emergency?--Jim Raymond

University of Alabama  
JRaymond@English.as.ua.edu

Date: Mon, 9 Jan 1995 18:38:52 -0700 (MST)  
Subject: Re: PhD Program size  
To: consortium-1@mtu.edu  
Mime-Version: 1.0  
Reply-To: consortium-1@mtu.edu

As Anne and John indicate, U of New Mexico is considering limiting enrollment because the Department's teacher/student ratio has gotten out of hand and because the Department's Graduate Committee is very worried about jobs for its grads. The worry, however, is greater for its lit people than for its writing/rhetoric/language candidates. In fact, one Language/Rhetoric student had 4 MLA interviews and may have two or more job offers from those interviews. He's the envy of the lit grad students and a puzzle to many of my colleagues.

John Warnock's comment really hit home with me:

> But those figures also invite us, as Cindy suggested, to  
> consider how we might want to envisage the job prospects of our graduates,  
> how we might want to extend that vision beyond university teaching.  
> Already, I imagine, most of us don't limit our notion these prospects to  
> teaching in "peer insitutions" (which is the criterion for a successful  
> hire in, say, literature, is it not?).

I spent the last year debating with UNM's English grad director about what the Department is teaching its grad students, what positions it's preparing them for, and what 'realistic' expectations we can talk to them about. After hearing his repeated arguments for the value of literary theory in today's profession, I was more than delighted when he returned from an MLA seminar on the prospects for future employment with a completely different fix on the issue. He was finally convinced that grad programs have to figure out ways to prepare grad students to be professionals in many different fields. The key to all those fields is language/rhetoric. Hence, he's asked me to design program tracks (that may take over as central ways of getting a PhD from UNM -- she said with great but unfounded hopes!!) for UNM's English Department.

Given this charge, I'd LOVE to hear any ideas you all have for doing just what John talked about (i.e., > producing literacy workers, and [training] people [to work] for > literacy in a wide variety of situations, including but not limited to > technical and professional ones.

Like John, sorry for all the words but thank you Cindy for the prompt.

Lynn Beene  
Department of English  
University of New Mexico  
Humanities Bldg. #217  
Albuquerque, NM 87131-1006  
(505) 277 7748

Message 38/65 From John Warnock

Jan 9 '95 at 11:43 am -420

Date: Mon, 09 Jan 1995 11:43:08 -0700 (MST)  
Subject: Re: PhD Program size  
To: consortium-1@mtu.edu  
X-Envelope-To: consortium-1@mtu.edu  
X-Vms-To: IN%"consortium-1@mtu.edu"  
X-Vms-Cc: JWARNOCK  
Mime-Version: 1.0  
Content-Transfer-Encoding: 7BIT  
Reply-To: consortium-1@mtu.edu

As at Anne H's program, at the University of Arizona we have recently reduced admissions without exactly choosing to. (We admitted 10 in 93 and 5 in 94, and now have a total graduate student population of 50.) We made this move because we had gotten swept up in a university-wide strategic planning review which found that the graduate program in English was too large given how few of the degree recipients got jobs. In fact, 100% of our graduates had gotten jobs. The problems were being experienced by the other 2 large programs (literature and creative writing, both of which are very strong programs, but even so...). The Head argued, and I think he was right, that in the political climate that obtained, it wouldn't have been a real good idea to try to resist the cutting frenzy.

The figures about the growth of graduate programs in the field in the last decade do suggest that such cuts might be appropriate on another ground, as does Cindy's invitation to this conversation.

But those figures also invite us, as Cindy suggested, to consider how we might want to envisage the job prospects of our graduates, how we might want to extend that vision beyond university teaching. Already, I imagine, most of us don't limit our notion these prospects to teaching in "peer insitutions" (which is the criterion for a successful hire in, say, literature, is it not?).

I like to think, sometimes, that what we are about here is producing literacy workers, and we can certainly imagine people working for literacy in a wide variety of situations, including but not limited to technical and professional ones.

The academic bureaucracy provides and will continue to provide the most obvious and reliable niche for the literacy workers we produce. But I hope it won't limit us overmuch.

Sorry for all the words. This subject is interesting to me and I let meself go on a bit, without saying very much, I fear.

Thanks, Cindy, for the prompt.

John Warnock  
Rhetoric, Composition and the Teaching of English  
Department of English  
University of Arizona  
Tucson, AZ 85721  
Fax 602 621-7397  
Voice 602 621-1836

Message 20/65 From Cindy Selfe

Jan 17 '95 at 11:59 am -300

Date: Tue, 17 Jan 1995 11:59:11 -0500  
Sender: cyselfe@mtu.edu  
To: consortium-1@mtu.edu, mbu-1@unicorn.acs.ttu.edu  
Subject: Help on Research/Scholarship Funds  
Cc: cyselfe@mtu.edu  
Reply-To: consortium-1@mtu.edu

Colleagues--

Cindy Selfe, here, with an important request that I'm hoping you can respond to. Michigan Tech is currently considering the possibility of setting up a university-wide fund that faculty can apply to for support for research/scholarly projects on a competitive basis. On behalf of the Humanities Department, I would like to ensure that such a fund be used to support the work of humanist scholars as well as researchers in the sciences and engineering--therein lies the purpose for my request, and the urgency.

I am in desperate need of some models that other schools use for similar funds. If you have such a fund at your university, please let me know how it works and, if possible, send me the guidelines for funding (by post or by e-mail). If you don't have any printed guidelines, I need the answers to questions like the following--so answers by e-mail would help:

- What does your university call this fund?
- How large is it in total monies?
- How large are the individual awards?
- How many awards are made annually?
- Who can apply for grants from the fund?
- What criteria are used to determine the projects that get funded?
- What kinds of projects do people in the Humanities areas submit requests for?
- Are there other constraints on the awards (e.g., time, location, number, junior or senior faculty)?

Thanks in advance for any information that you can give me.

Please cross list this posting to any other list that you think might be interested or able to help.

Cindy

Cynthia L. Selfe  
Humanities Department  
Michigan Technological University  
1400 Townsend Dr.  
Houghton, MI 49931

Internet: cyselfe@mtu.edu  
Telephone: (906) 487-2447  
Fax: 906/487-3559

Message 14/65 From Cindy Selfe

Jan 17 '95 at 5:49 pm -300

Date: Tue, 17 Jan 1995 17:49:56 -0500  
Sender: cyselfe@mtu.edu  
To: consortium-1@mtu.edu  
Subject: Re: Help on Research/Scholarship Funds  
Reply-To: consortium-1@mtu.edu

>Cindy  
>Carnegie Mellon has such a fund. I'll send on some information about it.  
>  
>Richard Young  
>Dept. of English  
>Carnegie Mellon Univ.  
>Pittsburgh, PA 15213

Richard--

Many thanks--I'd very much like to see that information!

Cindy

Cynthia L. Selfe  
Humanities Department  
Michigan Technological University  
1400 Townsend Dr.  
Houghton, MI 49931

Internet: cyselfe@mtu.edu  
Telephone: (906) 487-2447  
Fax: 906/487-3559

Message 13/65 From Phillip Sipiora

Jan 18 '95 at 7:42 pm -300

Date: Wed, 18 Jan 1995 19:42:33 -0500 (EST)  
X-Sender: sipiora@chuma  
To: Consortium <consortium-1@mtu.edu>  
Subject: Cooperative Classes  
Mime-Version: 1.0  
Reply-To: consortium-1@mtu.edu

Dear Members of the Consortium,

We are very interested in establishing cooperative classes with other institutions offering CAI courses. We currently offer 24 sections of various courses in three DOS labs (all equipped with Daedalus). Our courses include: Freshman English, Expository Writing, Technical Writing, Professional Writing, Narration and Description, and Theory of the Novel (grad course).

We have set up a MUD (Seulemonde) that operates on tinyfugue protocols. Your students could telnet directly into the mud for real time transactions or we could work out something on a delayed basis. We are very flexible in exploring this new way of teaching. Please let me know if anyone in your department has an interest in experimenting with cooperative classes and I will pass along the information to our CTAs. Thanks.

Phil

Phil Sipiora  
Director of Freshman English and Computer-Aided Instruction  
Department of English  
University of South Florida  
Phone (813) 974-2421; Fax (813) 974-9748

Message 9/111 From Stuart Brown

Mar 4 '95 at 10:32 am -420

X-Authentication-Warning: mtu.edu: Host dns1.NMSU.Edu claimed to be NMSU.Edu  
Date: Sat, 4 Mar 1995 10:32:43 -0700 (MST)  
Subject: number of applicants this year  
To: consortium-1@mtu.edu, consortium-1@mtu.edu  
Mime-Version: 1.0  
Reply-To: consortium-1@mtu.edu

We have a puzzle here in New Mexico over the paucity of good applicants for our Phd program in Rhetoric and Professional Communication. Are others of you experiencing differences from last year in both number and quality of applicants to your program? After several years of pretty dramatic growth, suddenly we're nearly zip. Ironically, it's just as we've decided to severely curtail growth, but the coincidence is a bit too happy.

We did not advertise our program this year and this has been suggested as the root cause, but I'm not so sure. How successful have you found advertising to be? I know RPI spends a lot of money on direct mail and others advertise in the journals.

Stuart C. Brown  
New Mexico State University

Message 8/111 From Cindy Selfe

Mar 4 '95 at 1:48 pm -300

Date: Sat, 4 Mar 1995 13:48:42 -0500  
Sender: cyselfe@mtu.edu  
To: consortium-l@mtu.edu  
Subject: Re: number of applicants this year  
Reply-To: consortium-l@mtu.edu

>We have a puzzle here in New Mexico over the paucity of good applicants  
>for our Phd program in Rhetoric and Professional Communication. Are  
>others of you experiencing differences from last year in both number and  
>quality of applicants to your program? After several years of pretty  
>dramatic growth, suddenly we're nearly zip. Ironically, it's just as  
>we've decided to severely curtail growth, but the coincidence is a bit too  
>happy.

>  
>We did not advertise our program this year and this has been suggested as  
>the root cause, but I'm not so sure. How successful have you found  
>advertising to be? I know RPI spends a lot of money on direct mail and  
>others advertise in the journals.

>  
>Stuart C. Brown  
>New Mexico State University

Stuart and Other Consortium Members--

We experienced a similar drop in our applications last year. This year,  
they are back up again--so far.

We also thought of similar reasons! We had let our publicity efforts  
lapse, and some people thought this was the cause. (This year, we created a  
new information booklet, a brochure, and a poster with tear-off cards. We  
also continue to advertise on some of the journals.)

We also changed our decision-making process about financial support so  
that we let applicants know earlier about the kinds of financial support we  
could provide.

It's hard to tell whether one or both or none of these measures helped,  
however! We'll try to find out more when folks actually come in September.

Cindy

Cynthia L. Selfe  
Humanities Department  
Michigan Technological University  
1400 Townsend Dr.  
Houghton, MI 49931

Internet: cyselfe@mtu.edu  
Telephone: (906) 487-2447

but not for approval. Regards, Richard

Two of the objectives of the Consortium of Doctoral Programs in Rhetoric and Composition are to encourage scholarship and to enhance the efforts of graduate programs to prepare scholars in our discipline.

Discussion by members of the Consortium in the 1994 Special Interest Group session revealed concern about the conditions under which scholars, including graduate students, compete for space on the CCC program. We were particularly concerned that the present system of submitting and evaluating session proposals allows little opportunity to consider the amount of research effort that has gone into a project at the time of submission. Given the brevity of the standard proposal form, a submission based on a well-developed program of scholarly investigation (e.g., a dissertation) may be indistinguishable from a plausible but as yet untested idea. We were at the same time concerned that changes directed toward making the selection process more probing and rigorous should respect the diversity of scholarly interests and methods in our field.

95 field

We therefore offer the following recommendations for consideration:

1. That the procedure for making proposals be revised to encourage presentations of fully developed investigations. For example, a standard format of proposals should include a statement of the question being investigated, its significance for the discipline, the method of investigation, the results of the investigation to date, and what remains to be done, if anything, to complete the project. The standard length of the proposals should be long enough to enable readers to determine accurately both its significance and the amount of effort that has gone into the project.
2. That a system of divisions for the various sub-specialties of rhetoric and composition be established to enable rigorous evaluation of such proposals. Committees with expertise in those specialties would be recruited with responsibility for evaluating proposals in each division.
3. That a category of "special" sessions be established, with the program chair responsible for evaluating them with the assistance of an ad hoc committee, the purpose of the sessions being to encourage continuing innovation in the field.
4. That the proposal process be subject to ongoing evaluation by the CCCC. The evaluation process should include consultation with scholarly organizations similar to our own (e.g., SCA, AERA, LSA), the purpose being to learn what further changes and refinements might be desirable in our own proposal process.❖❖❖

**Common Sense Advice about Placement**  
from Ross Winterowd

**Note:** If you are wealthy and your work toward an advanced degree in English is merely a genteel hobby, ignore this document. If your work toward an advanced degree in English is the idealistic pursuit of sweetness and light, ignore this document.

**START PREPARING FOR A JOB JUST AS SOON AS YOU BEGIN GRADUATE WORK.**

Don't wait until you are working on your dissertation (or until you have finished it) to start preparing for a job. Try to determine where the openings are and where they might be when you actively seek a position. Keep tabs on the MLA list of positions; talk to your mentors and to friends who already have jobs. Insofar as possible, take the real academic world into account when you plan your courses and research.

**DON'T BE GUIDED EXCLUSIVELY BY YOUR OWN INTERESTS AND PASSIONS.**

You may long to spend your life studying medieval metrical romances, but there may be no market for specialists in this area.

**DON'T BE UNDULY INFLUENCED BY YOUR MENTORS' INTERESTS, PASSIONS, AND WHIMS.**

If I had my way, all of my students would become specialists in the ontology, ontogeny, and ecology of the comma fault, but fortunately for them, they have resisted my interest in, passion for, and whimsical devotion to the comma fault — which is one reason for their success in landing tenure-track positions. (See attached list of RLL placements.)

**BECOME CONVERSANT WITH THE "HOT" AREAS IN THE FIELD.**

As of 1995, a job applicant facing interviews would be foolish not to know about post-structuralist literary theory. Composition theory is becoming a hot area. (In 1959, when I was preparing for a career, the hot areas were New Criticism and Restoration comedy.)

**GET TENURE, AND THEN FOLLOW YOUR OWN INTERESTS AND PASSIONS.**

By the time you get tenure, you probably will have lost interest in your first passion anyway.

**DO A MARKETABLE DISSERTATION.**

When you apply for a job, one of the most significant factors will be your dissertation. For instance, Edgar A. Guest was an important force in American literature and culture; his works and influence are well worth studying — but not in a dissertation. One glance at that name in the title would doom a candidate, even though the dissertation itself might be a brilliant study of American culture and literary taste.

**BE PROFESSIONALLY ACTIVE.**

Attend the meetings of the professional associations: MLA, CCCC, PAPC, AFL-CIO, NAACP, ACLU, BPOE, IWW, IOOF. . . . It's not hard to get on the programs. Publish. Consult with your mentors about crafting term papers into scholarly papers, and ask where to submit them. You might not make PMLA, but editors of dozens of other journals are looking for material.

## Graduate Program in Rhetoric, Linguistics, and Literature

30 March, 1995

The following statement and the documents transmitted herewith give an overview of the field of composition/rhetoric. I have asked both students in the program and graduates of the program to write letters that explain the usefulness of the RLL degree in their careers and that assess the importance of a background in composition/rhetoric to present graduate students.

### Why should the department be concerned about RLL?

1. *Placement.* 1) Anyone skimming the MLA job list will see the obvious: people with a background in composition/rhetoric are now in great demand. 2) Less obvious, but even more important, is the fact that candidates for placement are now likely to be asked about New Rhetoric as well as New Historicism, about Rhetoric Review as well as PMLA. Composition/ rhetoric has matured as a discipline, and people in the field now have positions of power in their departments. 3) Completely obvious is the placement record that RLL has achieved since its inception in 1973.

In short, if we are concerned about placing our graduates, we will urge them to become familiar with the current field of composition/rhetoric.

2. *Professional Responsibility.* An estimated 70 percent of all post-secondary English classes are composition. That being the case, we have the unavoidable responsibility for that large segment of our professional work (even though composition is not in English at USC). I hope I need not argue that we should prepare our students to think about this responsibility and know what is going on in theory and practice.

### What are the interests of people in composition/rhetoric?

We, of course, share our colleagues' interest in literature and literary theory. We publish articles on literature, we discuss literature and literary theory with our colleagues, and we teach literature courses. In fact, we know that the schism between composition/rhetoric and literary studies is an aberration of history. (Note that RLL students have traditionally excelled in literature classes.)

1) *Writing.* We are vitally interested in, for example, basic writing (preparing the have-nots to succeed in the discourse community of higher education); composition for speakers of English as a second language; freshman and advanced composition; "creative" writing.

2) *Reading.* In composition/rhetoric, we are concerned with reading from the standpoint of literary theory (e.g., post-structuralism), but we also investigate the psycholinguistics of reading; furthermore, we are interested in reading in the agora as reading in the academy.

3) *Teaching.* We view teaching as a problematic, not as a given: thus, we read and publish in such journals as English Education and Research in the Teaching of English.

4) *Literacy.* We study literacy as a historical and social phenomenon.

5) *The history of rhetoric.* Composition is, of course, a sub-discipline of rhetoric, having begun to define itself in the nineteenth century and assuming its present configuration about 1963. People entering the profession in 1994 should have a general grasp of classical, medieval, Renaissance, and modern rhetoric (e.g., Plato and Aristotle, Augustine, Ramus, Blair and Campbell, Richards and Burke).

### Is RLL actually an interdisciplinary degree?

RLL was conceived as an interdisciplinary degree, and throughout the history of the program, students have worked closely with faculty outside English:

Eward Finegan, Linguistics  
Walter Fisher, Communication Arts and Sciences  
Steven Krashen, Education  
Elinor Ochs (UCLA), anthropology and sociolinguistics  
Dallas Willard, Philosophy

Graduate Program in Rhetoric, Linguistics, and Literature  
University of Southern California  
Placement

Aeschbacher, Jill	UNISYS
Armstrong, Dianne	Santa Barbara CC
Augustine, Dorothy	Chapman U
Bannister, Linda	Loyola-Marymount U
Beers, Terry	Santa Clara U
Blakesley, David	Southern Illinois U
Boswell, Grant	BYU
Bowden, Darsie	DePaul U
Burton, Gideon	BYU
Carrol, Lee	Pepperdine U
Comas, James	Syracuse U
Covino, William	U of Illinois-Chicago
Crusius, Timothy	Southern Methodist U
Diepenbrock, Clotilde	U of Houston
Edlund, John	CSU-Los Angeles
Erdman, Edward	U of Wisconsin-Whitewater
Esselstrom, David	Azusa Pacific U
Feehan, Michael	U of Texas-Arlington
Fite, David	California Poly State U-Pomona
Fliegl, Richard	USC (Thematic Options)
Gleason, Barbara	CUNY
Guinn, Dorothy	Florida Atlantic U
Hamilton, Barbara	Oakland U (Michigan)
Hollis, Karyn	Villanova U
Hynes, Nancy	St. Benedict College
Johnson, Jean	
Kimberling, Ronald	
Lares, Jameela	Azusa Pacific U
Lawson, Bruce	U of Texas-El Paso
Mailloux, Steven	U of California-Irvine
Mano, Sandra	UCLA
Martin, Celest	U of Rhode Island
Massy, Katherine	California Poly State U-Pomona
Murray, Patricia	CSU-Northridge
Nixon, John	Rancho Santiago College
Olsen, Leslie	U of Michigan
Olson, John	Oregon State U
Pytlik, Betty	Ohio U
Rodby, Judith	CSU-Chico
Rose, Shirley	Purdue U
Sisney, Mary	California Poly State U-Pomona
Sotiriou, Peter	Los Angeles CC
Sterr, Susan	Santa Monica CC
Stuckey, J. Elspeth	
Tirrell, Mary Kay	CSU-Fullerton
Warnock, Tilly	U of Arizona
Wiley, Mark	CSU-Long Beach
Williams, James	U of North Carolina-Chapel Hill
Wye, Margaret	Rockhurst College
Zieger, William	Slippery Rock U

THE UNIVERSITY OF  
**ARIZONA**  
TUCSON ARIZONA

Graduate Program in Rhetoric,  
Composition and the Teaching of English  
Department of English  
Modern Languages Building, Room 445  
Tucson, AZ 85721

*Jamie,  
you are being volunteered  
for something  
on P.2.  
I hope you are  
well.  
John*

John Warnock, Director  
Jonathan Kandell, Program Assistant  
Tel#: (520) 621-5992  
Fax#: (520) 621-7397

October 4, 1995

Richard Enos  
Department of English  
Texas Christian University  
Fort Worth, Texas 76129

Dear Rich:

Theresa passed along to me your suggestion about producing a questionnaire to rank programs in R/C.

Not long after Tilly and I came the UA, I actually conducted such a survey. The university was going through a spasm of "assessing institutional priorities" 3 years ago, while you were still at CMU. Linda filled out the survey, and you might not have heard about it.

The study was, shall we say, imperfect, in ways that were perfectly obvious to anyone knowledgeable about such undertakings. Among other things, I knew everyone I sent it to, and they knew they were sending it back to me.

The survey was, of course, as all are, part of a rhetorical undertaking.

Still, responses were returned by people at every one of the 15 programs I selected for ranking (TCU was among them), and I have some spiffy charts ranking the "faculty" and "program" of all 15 programs. You might be interested to know that in both aspects, Ohio State came out #1, CMU #2, Purdue #3, RPI #4. UA was #5 in "faculty," and #6 in "program," behind Penn State. On this instrument. Which was returned to me. By people I knew.

For a next step, a survey like this could include more schools, or be made more blind. But that isn't the direction that seems most fruitful to me. I was talking to Lester Faigley about his response when it struck me that the more valuable undertaking, for us in the profession anyway, at this moment in our history, would be a kind of structured conversation about What Makes a Rhetoric/Composition Program Good (pace Bill Coles' book of several years ago).

In R/C I think we would, or should, be looking beyond the usual criteria for academic respectability. If we did this, we would look for ways of talking and thinking about questions like these:

- Should programs in R/C also be writing programs (and not just about writing)? How? What does this mean?
- Should programs in R/C also be teaching programs (and not just about teaching)? How? What does this mean?
- What kinds of relations should R/C programs seek with departments outside English? Which departments?
- What kinds of relations should R/C programs seek with other programs in the domain of "English"--language, literature, creative writing? With ESL?
- What kinds of relations should R/C programs seek with local constituencies outside the university, such as
  - .the schools and community colleges
  - .the business community
  - .community literacy agencies
  - .government
- What kind of relations should the graduate program in R/C seek with the Composition program? What kind of Composition Program should it be related to?

--How, specifically, should a program seek to support the development of its graduate students?  
--Should a ranking of programs consider cost/benefit, what a program is able to do with the resources it has? How do we do that?  
--Should minimums in these areas be established (a question that might bear on accreditation, of course)?

The list is of course not exhaustive.

Probably you envisaged such a conversation as part of what we would have to work hard on in preparing the questionnaire. Still, I think we ought to make this part of the inquiry explicit, and give it at least a year before setting out to produce a questionnaire the would aspire to rank the programs.

Having such a conversation might help people get invested in the "final" ranking process. It should also give any ranking more usefulness with the kinds of outside audiences you imagine taking notice of it, though I realize that most readers of rankings aren't very critical in their readings.

I agree that Rhetoric Review would be an appropriate sponsor for this undertaking. Theresa says okay.

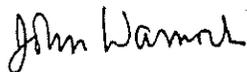
I also think that it would be a good idea ~~to set up a web site~~ (not just a listserver) to support this conversation and to allow us to hear in a more or less structured way from as many constituencies as possible, not just from those who might publish articles on the subject in RR. The Consortium, through Janice, would be a good sponsor for this activity, I'm thinking, partly because of Purdue's computer capabilities.

We'd want to think together about how to organize the site. Maybe we could do that at the next official Consortium meeting at CCC's, though there is no reason we couldn't start talking about it sooner on the Consortium's listserv.

You should know too that Stuart Brown, Theresa's collaborator on the RR survey, spoke to me last year about extending their work. In fact I promised to send him the survey I did. I didn't do that, but I'll send Stuart a copy of this letter.

Congratulations on your new appointment. They had to have been very happy to get you. May the honeymoon endure many moons.

Sincerely,



John Warnock, Director  
Rhetoric, Composition and the Teaching of English  
602 621-3496 (-1836 messages)  
IN% "jwarnock@ccit.arizona.edu"  
FAX 602 621-7397

cc:  
Stuart Brown  
Theresa Enos  
Lester Faigley  
Janice Lauer  
Richard Young