

Appendix A

Rhetoric and Composition: A Brief History of the Field

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The Consortium of Doctoral Programs in Rhetoric and Composition, founded in 1993 at the Conference on College Composition and Communication (CCCC), adopted “Rhetoric and Composition” as a generic term for programs in this field, which has a complex intellectual and institutional history.

The postsecondary teaching of writing—Composition—replaced rhetorical education (focusing on speech) in the 1880s in American universities. Rhetoric as an intellectual discipline splintered into speech communication, linguistics, philology, and English literature (criticism), but the connection between the teaching and the disciplinary study of writing (as rhetoric) was severed for over half a century. College composition pedagogy drew on the Western rhetorical tradition as well as on other educational traditions (e.g., progressivism), but during this period did not challenge or advance these traditions through research or theory.

Several periods of expanding college enrollment (associated with the GI bill in the late nineteen-forties and with open admission in the nineteen-seventies), in the general framework of democratizing higher education, coincided with increasing demands for workers to be highly literate (Faigley). These historical conditions set the stage for the development of academic studies—and, eventually, doctoral programs—devoted to writing. Starting in the mid-nineteen-sixties, composition (until then primarily a teaching practice) was reinvented as an academic discipline (Rhetoric and Composition) through the intersection of two new intellectual projects:

- The effort to research writing (initially, composing processes) as a basis for composition pedagogy, drawing on social science and cognitive-linguistic methodologies
- The effort to reintegrate concepts and theories of writing, as well as practices in teaching and learning language, with the humanistic Western tradition of rhetorical theory and rhetorical education.

Compositionists and rhetoricians of written language were aided in these projects by growing interest among many fields in studying writing, literacy, or rhetoric, each bringing its own notion of interesting problems, knowledge goals, and appropriate methods. Thus “Rhetoric and Composition” (or “Composition and Rhetoric”) has been characterized from the beginning as an “interdisciplinary” field in several senses: drawing eclectically on multidisciplinary sources for theoretical insights and applications; training in and employing methodologies from various fields, often multimodally; and engaging in collaborations, including not only research projects but also the teaching of writing and rhetoric in other fields and with other faculty, as in “writing across the curriculum.” A related part of its work is the study of disciplinary discourses: their conventions and constraints, their differences and interrelationships, their function in learning and thinking, their active role in creating and maintaining professional cultures. Doctoral programs in Rhetoric and Composition reflect these different forms of interdisciplinarity in their diverse configurations and staffing.

The force of these interdisciplinary influences was to greatly expand the subject-matter of the emerging discipline, to blur its boundaries with cognate fields, and to incorporate research approaches and theoretical questions from both the humanities and the social sciences. Viewed from the varying

perspectives provided by other disciplines, writing became understood as multidimensional: not only a cognitive act but a social practice shaped by history and ideology; a technology interacting with other technologies and media; a complex set of developing personal skills; an expression of ethnic and cultural identities; and so on. The early cognitive-linguistic emphasis in research modulated to a concept of socially embedded cognition and took its place alongside a range of empirical, textual, historical, and theoretical investigations, often combined in multimodal studies. Similarly, reinvigoration of the Western rhetorical tradition quickly led to the invention of “new rhetorics” and questioning of the rhetorical canon. Scholars are engaged now, for example, in recuperating alternative historical rhetorics and neglected figures, studying critically the relations between rhetoric and gender, researching non-European rhetorics and global uses of English, examining the role of ethnicity and social class in rhetorical differences, and investigating cross-culturally the history of relations between rhetorical theory and rhetorical practices. New interests and interdisciplinary partnerships have also emerged because of immigration and globalization (e.g., ESL writing and international writing education) and technology (digital rhetoric, information design, visual rhetoric).

By the mid-nineteen-eighties Rhetoric and Composition was securely established as a field in the academy by such institutional measures as journals, publications, professional organizations, tenure track jobs, tenured faculty, undergraduate teaching programs, and the founding of doctoral programs. In 1996, through the efforts of the Consortium, Rhetoric and Composition was assigned a code number for dissertations in the DAI. Its primary professional organization, the Conference on College Composition and Communication (4Cs), has grown steadily and today numbers around 8000 members (combined individual and institutional). Rhetoric and Composition has a strong and steady hold on a substantial segment (at least a quarter) of the faculty jobs advertised in the MLA Job Information List.[•] Stygall documented 28% of these jobs from 1994-98, and graduate directors report approximately 28-30% by their counts in recent years.

[•] Although academic jobs in Rhetoric and Composition are increasingly advertised through listservs and websites, the MLA Job list still comprises the most comprehensive list of jobs in the field.

Appendix B

The Consortium of Doctoral Programs in Rhetoric and Composition: A Brief History

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The Consortium of Doctoral Programs in Rhetoric and Composition began in 1993, a little over a decade after the earliest doctoral programs in Rhetoric and Composition began in the late nineteen-seventies and early nineteen-eighties. Prior to that time at the national Conference on College Composition and Communication (CCCC), a group of scholars convened to plan for a consortium. At these meetings they confirmed the need for a consortium and appointed Janice Lauer as coordinator. Letters of invitation were extended to all programs identifying themselves as offering doctoral degrees in Rhetoric and Composition in a survey published in Rhetoric Review. Those responding to the invitation were asked to designate a representative from each affiliating program. Fifty-six programs registered to be part of the Consortium and designated their representatives. The first meeting of the Consortium was held at the next CCCC meeting in Nashville as well as a workshop on doctoral education in this discipline.

At the first official meeting in 1994, at the CCCC in Nashville, the participants articulated the identity and purposes of the Consortium as a research-oriented coalition of doctoral programs in Rhetoric and Composition, whose purposes were to:

- a. facilitate the exchange of research by faculty and graduate students through online posting of dissertations and faculty research projects, including historical, theoretical, interpretive, and empirical studies
- b. provide mutual support of each other's programs in terms of ideas, needs, and problem areas, e.g.,
 1. developing graduate curricula, faculty resources, and library holdings
 2. dealing with course and dissertation loads, promotion, and tenure
 3. admitting and supporting graduate students, both financially and academically
 4. guiding students in job placement
 5. building relationships within English departments and with other disciplines
- c. create a listserv to enable online exchange among members of the Consortium and a Home Page
- d. establish Rhetoric and Composition categories in the Dissertation Abstracts International and to work for inclusion of the discipline of Rhetoric and Composition in academic societies

Since then, the Consortium has met annually at the CCCC. Through working subcommittees, the Consortium has developed a listserv (RC Consortium) and a website (http://www.rhetoric.msu.edu/rc_consortium). It has obtained a category "Rhetoric and Composition" in the Dissertation Abstracts International (0681). It has also promoted regional networking among doctoral programs in Rhetoric and Composition, drawing together (sometimes annually) faculty and graduate students to share research and network, for example, the meeting of Midwest Universities (Ohio State University, Purdue University, University of Illinois at Urbana, the University of Illinois at Chicago, Illinois State University, Ball State University, Miami

University of Ohio, the University of Louisville, and Carnegie Mellon University). The Consortium has also offered workshops for program directors and sponsored research sessions at conventions. In addition, it has conducted surveys of examination practices; course requirements and descriptions; hiring practices for Rhetoric and Composition faculty; and graduate placement. It is currently working toward exchanging courses (on line), and faculty and graduate students among programs, especially to enrich smaller programs. It is also creating an archive of documents that have been used to develop and argue for the initiation of new Rhetoric and Composition Programs and a list of faculty willing to advise others starting programs. Another of our current efforts is to articulate criteria to guide program review.

Currently, the Consortium has 70 members (a list is attached.)

CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION 2004

University of Alabama
University of Arizona
Arizona State University
Ball State University
Bowling Green State University
University of California Santa Barbara
University of California San Diego
Carnegie Mellon University
Case Western Reserve University
Clemson University
University of Connecticut
East Carolina State University
Florida State University
Georgia State University
Illinois State University
University of Illinois Chicago
University of Illinois Urbana- Champaign
Indiana University
Indiana University of Pennsylvania
Iowa State University
Kent State University
Louisiana State University
University of Louisiana Lafayette
University of Louisville
University of Maryland College Park
University of Massachusetts Amherst
Miami University
University of Michigan
Michigan State University
Michigan Tech University
University of Minnesota
University of Mississippi
University of Missouri Columbia
University of Nebraska
University of Nevada Reno
University of New Hampshire
University of New Mexico
New Mexico State University
City University of New York
SUNY, Albany
SUNY, Stony Brook
University of North Carolina Greensboro
North Carolina State University
Northern Illinois University
Ohio State University
University of Oklahoma
Penn State University
University of Pittsburgh
Purdue University
Rensselaer Polytechnic Institute
University of Rhode Island
University of South Carolina
University of South Florida
Southern Illinois University
Syracuse University
Texas A & M University College Station
Texas A & M University Commerce
University of Tennessee
University of Texas Austin
Texas Christian University
University of Texas El Paso
Texas Tech University
Texas Woman's University
University of Utah
Virginia Tech
University of Washington
Washington State University
Wayne State University
University of Wisconsin, Madison
University of Wisconsin, Milwaukee

LISTSERV: RC Consortium

<http://consortium@linnell.english.purdue.edu>

HOME PAGE:

http://www.rhetoric.msu.edu/rc_consortium

Appendix C

Selected Peer-Reviewed Journals in Rhetoric/Composition

Selected Book Series in Rhetoric and Composition

SELECTED PEER-REVIEWED JOURNALS IN RHETORIC/COMPOSITION

Journal	Description
<p><i>Across the Disciplines</i></p> <p>Continues:</p> <p><i>Academic.Writing</i></p> <p style="text-align: center;">and</p> <p><i>Language and Learning Across the Disciplines</i></p>	<p><i>Across the Disciplines</i>. a refereed journal devoted to language, learning, and academic writing, publishes articles relevant to writing and writing pedagogy in all their intellectual, political, social, and technological complexity. <i>ATD</i> shares the mission of the WAC Clearinghouse in making information about writing and writing instruction freely available to members of the CAC, WAC, and ECAC communities</p> <p>[WAC: Writing across the Curriculum] [CAC: Composing across the Curriculum] [ECAC: Electronic Communication across the Curriculum]</p> <p>http://wac.colostate.edu/atd/</p> <p><i>ATD</i> is an online journal, as was <i>Academic.Writing</i>. <i>LLAD</i> was originally a print journal.</p> <p>First issue published January, 2004.</p> <p>In January 2004, <i>Academic.Writing</i> and <i>Language and Learning Across the Disciplines</i> merged to form <i>Across the Disciplines</i>. Back issues of Academic.Writing and Language and Learning Across the Disciplines are available on this page.</p> <p><i>Academic.Writing</i> first issue = 2000 / founded April 1999</p> <p><i>Academic.Writing: Interdisciplinary Perspectives on Communication Across the Curriculum</i> was published from 2000 to 2003. The mission of this peer-reviewed, academic journal was to provide information for – and an opportunity for interaction among – scholars interested in writing, speaking, and otherwise communicating across the curriculum.</p> <p><i>LLAD</i> first issue = Jan. 1994</p> <p><i>Language and Learning Across the Disciplines</i> was published from 1994 to 2003. The mission of this peer-reviewed, academic journal was to provide a forum for debates concerning interdisciplinarity, situated discourse communities, and writing across the curriculum programs.</p>

Journal	Description
<p>The <i>Business Communication Quarterly</i>, ISSN 1080-5699</p> <p>(formerly the <i>Bulletin of the Association for Business Communication</i>, ISSN 8756-1972)</p>	<p>For post-secondary teachers of business communication; focuses on classroom practices from an international perspective. Some abstracts available on-line. Subscription included with membership in ABC (Association for Business Communication).</p> <p><i>Business Communication Quarterly</i> is a refereed journal devoted to the teaching of business communication, which is a broad, interdisciplinary field. It is also <i>international</i>, and thus the journal aims to present the field from that international perspective.</p> <p>First issue of BCQ is 1996; first issue of the Bulletin was 1939.</p> <p>http://bcq.theabc.org/</p>
<p><i>BWe Basic Writing e-journal</i></p>	<p><i>BWe</i> is an electronic peer-reviewed journal for teachers of basic writing, published by CBW (Conference on Basic Writing).</p> <p>First issue published Summer, 1999.</p> <p>http://www.asu.edu/clas/english/composition/cbw/journal_1.htm#info</p>
<p><i>College Composition and Communication (CCC)</i></p> <p>ISSN 0010-096X</p>	<p>CCC publishes research and scholarship in composition studies that support those who teach writing at the college level. The field of composition studies draws on research and theories from a broad range of humanistic disciplines while supporting a number of subfields of its own, such as technical communication, computers and composition, history of composition, writing center work, assessment, and others.</p> <p>First issue published in 1950 as <i>Composition and Communication</i>; continued by CCC in 1994.</p> <p>http://www.ncte.org/pubs/journals/cc</p>

Journal	Description
<p><i>College English</i> (CE)</p> <p>ISSN 0010-0994</p>	<p><i>College English</i> is the professional journal for the college scholar-teacher. CE publishes articles about literature, rhetoric-composition, critical theory, creative writing theory and pedagogy, linguistics, literacy, reading theory, pedagogy, and professional issues related to the teaching of English. Each issue also includes opinion pieces, review essays, and letters from readers. Contributions may work across traditional field boundaries; authors represent the full range of institutional types.</p> <p>First issue published in 1939.</p> <p>http://www.ncte.org/pubs/journals/ce</p>
<p><i>Composition Studies</i></p> <p>ISSN 0739-4713</p>	<p>The oldest independent periodical in its field, <i>Composition Studies</i> is an academic journal dedicated to the range of professional practices associated with rhetoric and composition: teaching college writing; theorizing rhetoric and composing; administering writing related programs; preparing the field's future teacher-scholars.</p> <p>First issue published in 1972 as Freshman English News, continued by <i>Composition Studies</i> in 1991.</p> <p>http://www.compositionstudies.tcu.edu/</p>
<p><i>Computers and Composition</i></p> <p>ISSN 8755-4615</p>	<p>For teachers and researchers of computer-assisted composition and writing.</p> <p>First issue published in 1983.</p> <p>Available via Elsevier Science Direct</p> <p>http://www.bgsu.edu/cconline/</p>
<p><i>Computers and Composition Online</i></p>	<p><i>Computers and Composition Online</i> is the refereed online companion journal to <i>Computers and Composition: An International Journal</i>. Our goal is to be a significant online resource for scholar-teachers interested in the impact of new and emerging media upon the teaching of language and literacy in both virtual and face-to-face forums.</p> <p>http://www.bgsu.edu/cconline/</p>

Journal	Description
<p data-bbox="183 226 342 327"><i>Currents in Electronic Literacy</i></p> <p data-bbox="183 369 407 403">ISSN 1524-6493</p>	<p data-bbox="480 226 1409 583"><i>Currents in Electronic Literacy</i> is an electronic journal published by the Computer Writing and Research Lab of the Division of Rhetoric and Composition at The University of Texas at Austin. <i>Currents</i> strives to provide a forum for the scholarly discussion of issues pertaining to electronic literacy, widely construed. In general, <i>Currents</i> publishes work addressing the use of electronic texts and technologies for reading, writing, teaching, and learning in fields including but not restricted to the following: literature (in English and in other languages), rhetoric and composition, languages (English, foreign, and ESL), communications, media studies, and education.</p> <p data-bbox="480 625 1409 772"><i>Currents</i> is maintained by the Computer Writing and Research Lab of the Division of Rhetoric and Composition at The University of Texas at Austin. <i>Currents</i> replaces <i>Computer Writing, Rhetoric, and Literature</i> as the official e-journal of the CWRL.</p> <p data-bbox="480 814 1097 848">http://www.cwrl.utexas.edu/currents/index.html</p>
<p data-bbox="183 888 350 1035"><i>Dialogue: A Journal for Writing Specialists</i></p>	<p data-bbox="480 888 1341 1066">Since Fall, 1993, <i>Dialogue: A Journal for Writing Specialists</i> has provided a forum for dialogue, debate, conversation--occasions for writing specialists to talk to and with one another. The concept of "dialogue" is promoted with the contents and varieties of discourse published in the journal, as well as with the reviewing process.</p> <p data-bbox="480 1108 1409 1329">The editor encourages submissions that are collaborative and responsive from compositionists and rhetoricians; creative writers, technical, business, and professional writing specialists; those who work with developmental and ESL writers; those who work in National Writing Projects and literacy programs; WAC specialists; graduate students who are studying writing.</p> <p data-bbox="480 1371 862 1404">First issue published in 1993.</p>
<p data-bbox="183 1476 321 1539"><i>Discourse Processes</i></p>	<p data-bbox="480 1476 1401 1654">A forum for the cross-fertilization of ideas from diverse disciplines that share a common interest in discourse, be it prose comprehension and recall, dialogue analysis, text grammar construction, computer simulation of natural language, cross-cultural comparisons of communicative competence, or related topics.</p> <p data-bbox="480 1696 862 1730">First issue published in 1984.</p> <p data-bbox="480 1772 1036 1806">http://www.psyc.memphis.edu/DP/DP.htm</p>

Journal	Description
<p><i>Enculturation: A Journal for Rhetoric, Writing, and Culture</i></p> <p>ISBN: 1525-3120</p>	<p>Enculturation is a refereed journal devoted to contemporary theorizations of rhetoric, writing, and culture. We accept academic arguments, broadly construed, in all media forms suitable for web-based publication, including conventional articles, hypertexts, and multimedia projects.</p> <p>First published in 1997.</p> <p>http://enculturation.gmu.edu/index.html</p>
<p><i>Informal Logic</i></p>	<p><i>Informal Logic</i> publishes articles which advance the dialectic in reasoning and argumentation in theory and practice, including but not restricted to: theory of argument, argument fields, fallacy analysis and fallacy theory, criteria of good argument, rationality and argument, psychology of argumentation, argument fields, theory of critical thinking, the teaching of argumentation, informal logic and critical thinking, and related topics in cognate fields.</p> <p>First issue published in 1978.</p> <p>http://venus.uwindsor.ca/faculty/arts/philosophy/IL/index.html</p>
<p><i>Issues in Writing</i></p>	<p><i>Issues in Writing</i> is a semiannual, refereed journal devoted to the study of writing in science and technology, government, education, business and industry, the arts and humanities, and the professions.</p> <p>First issue published Fall 1988.</p> <p>http://www.uwsp.edu/english/iw/</p>
<p><i>JAC Journal of Advanced Composition</i></p> <p>ISSN 0731-6755</p>	<p><i>JAC</i> provides a forum for scholars interested in theoretical approaches to the study of rhetoric, writing, multiple literacies, and the politics of difference. As a forum for interdisciplinary inquiry, the journal features articles that explore intersections between rhetoric and composition theory and theoretical work in other fields of study. Also featured are articles on workplace literacies, computers and writing, literature and writing, cultural studies and critical literacy, graduate education, and scholarly writing and publication.</p> <p>First issue published in 1980</p> <p>http://jac.gsu.edu/</p>

Journal	Description
<p data-bbox="186 222 407 296"><i>Journal of Basic Writing</i></p> <p data-bbox="186 331 407 365">ISSN 0147-1635</p>	<p data-bbox="483 222 1398 327">The <i>Journal of Basic Writing</i> publishes articles of theory, research, and teaching practices related to basic writing. Articles are refereed by members of the Editorial Board and the Editors.</p> <p data-bbox="483 369 857 403">First issue published in 1981.</p> <p data-bbox="483 445 1243 478">http://www.asu.edu/clas/english/composition/cbw/jbw.html</p>
<p data-bbox="186 518 396 659"><i>JBC Journal of Business Communication</i></p> <p data-bbox="186 701 407 735">ISSN 0021-9436</p>	<p data-bbox="483 518 1406 951">The <i>Journal of Business Communication (JBC)</i> publishes manuscripts that contribute to knowledge and theory of business communication as a distinct, multifaceted field approached through the administrative disciplines, the liberal arts, and the social sciences. Accordingly, <i>JBC</i> seeks manuscripts that address all areas of business communication including but not limited to business composition/technical writing, information systems, international business communication, management communication, and organizational and corporate communication. In addition, <i>JBC</i> welcomes submissions concerning the role of written, verbal, nonverbal and electronic communication in the creation, maintenance, and performance of profit and not for profit business.</p> <p data-bbox="483 993 1390 1140"><i>JBC</i> accepts all rigorous research methods, including but not limited to qualitative, quantitative, and critical. <i>JBC</i> conducts masked reviews in which the Editor, an Associate Editor and two subject-matter experts examine submitted manuscripts.</p> <p data-bbox="483 1182 857 1215">First issue published in 1963.</p> <p data-bbox="483 1257 1406 1291">http://www.businesscommunication.org/publications/jbc/about_jbc.html</p> <p data-bbox="483 1333 1105 1367">http://www.sagepub.com/journal.aspx?pid=9888</p>
<p data-bbox="186 1402 396 1577"><i>JBTC Journal of Business and Technical Communication</i></p> <p data-bbox="186 1619 407 1652">ISSN 1050-6519</p>	<p data-bbox="483 1402 1406 1692">Created over a decade ago to meet the growing demand for research and analysis in this expanding field, the Journal of Business and Technical Communication provides you with information you can use today. The journal covers topics of fundamental interest and key issues such as: · Managerial communication · Collaborative writing · Ethics of business communication · Technical writing pedagogy · Business-communication education · Gender differences in writing · International communication · Graphic design · Ethnography and corporate culture</p> <p data-bbox="483 1734 857 1768">First issue published in 1986.</p> <p data-bbox="483 1810 1073 1843">http://www.sagepub.com/journal.aspx?pid=48</p>

Journal	Description
<p data-bbox="186 226 427 401"><i>JCMC</i> <i>Journal of Computer-Mediated Communication</i></p> <p data-bbox="186 478 407 512">ISSN 1083-6101</p>	<p data-bbox="488 226 1312 401">Articles submitted to JCMC should make a contribution to knowledge in the field of computer-mediated communication. No one discipline, and no single methodology is viewed as inherently superior. Research based in any of the social sciences is welcome.</p> <p data-bbox="488 447 1403 737">Acceptable articles will most frequently join theoretical analysis with empirical investigation, and/or incorporate demonstration or simulation. Reviews, synthesis, and meta-analyses of prior research are also welcome. The use of abstracts, introduction and conclusion sections is encouraged. In all cases, the implications for future work should be discussed. Rigorous argumentation and clear, comprehensible, compact and considerate presentation are expected. These dimensions will be used as criteria in the review process..</p> <p data-bbox="488 772 894 806">First issue published June 1995.</p> <p data-bbox="488 852 854 886">http://www.ascusc.org/jcmc/</p>
<p data-bbox="186 930 354 1066"><i>JLT</i> <i>Journal of Literacy and Technology</i></p> <p data-bbox="186 1144 415 1178">ISSN 1535-0975</p>	<p data-bbox="488 930 1403 1066"><i>JLT</i> is an online journal for teachers which explores the complex relationship between literacy and technology in educational, workplace, public, and individual spheres. Articles span from the historical to the cutting-edge, from scholarship to theory to practice.</p> <p data-bbox="488 1104 919 1138">First issue published in Fall 2000.</p> <p data-bbox="488 1184 984 1218">http://www.literacyandtechnology.org/</p>
<p data-bbox="186 1262 418 1367"><i>Journal of Second Language Writing</i></p> <p data-bbox="186 1402 407 1436">ISSN 1060-3743</p>	<p data-bbox="488 1262 1393 1398">The <i>Journal of Second Language Writing</i>, a refereed journal appearing four times a year, features theoretically grounded reports of research and discussion of central issues in second language and foreign language writing and writing instruction.</p> <p data-bbox="488 1444 862 1478">First issue published in 1992.</p> <p data-bbox="488 1524 753 1558">http://www.jslw.org/</p>

Journal	Description
<p><i>JTWC</i> <i>Journal of Technical Writing and Communication</i></p> <p>ISSN 0047-2816</p>	<p>The <i>Journal of Technical Writing and Communication</i> strives to meet the diverse communication needs of industry, management, government, and academia. For over thirty years, the <i>Journal of Technical Writing and Communication</i> has served as a major professional and scholarly <i>Journal</i> for practitioners and teachers of most functional forms of communication. Our purpose is to publish a thoroughly solid journal that performs as the needed bridge between academia and the world of practitioners.</p> <p>First issue published in 1971</p> <p>http://www.baywood.com/Journals/PreviewJournals.asp?Id=0047-2816</p>
<p><i>Kairos: A Journal of Rhetoric, Technology, and Pedagogy</i></p> <p>ISSN 1521-2300</p>	<p><i>Kairos</i> is a refereed online journal exploring the intersections of rhetoric, technology, and pedagogy.</p> <p>First issue published January, 1996</p> <p>http://english.ttu.edu/kairos/</p>
<p><i>Mind, Culture, and Activity</i></p> <p>ISSN 1074-9039</p>	<p>If your work has important implications for characterizing the way people use their minds and organize their lives, we would like to encourage you to submit an article for consideration. We are especially interested in articles that illuminate the relationship among the three categories that are on the masthead (mind, culture, and activity).</p> <p>First issue published in 1994.</p> <p>http://communication.ucsd.edu/MCA/Journal/</p>
<p><i>Philosophy and Rhetoric</i></p> <p>ISSN 0031-8213</p>	<p>For over 25 years, <i>Philosophy and Rhetoric</i> has published some of the most influential articles on relations between philosophy and rhetoric. Topics include the connections between logic and rhetoric, the philosophical aspects of argumentation (including argumentation in philosophy itself), philosophical views on the nature of rhetoric among historical figures and during historical periods, philosophical analyses of the relation to rhetoric of other areas of human culture and thought, and psychological and sociological studies of rhetoric with a strong philosophical emphasis.</p> <p>First issue published in 1977.</p> <p>http://muse.jhu.edu/journals/par/</p>

Journal	Description
<p><i>POROI: An Interdisciplinary Journal of Rhetorical Analysis and Invention</i></p>	<p>Poroi is an online peer-reviewed journal for scholarship attuned to rhetoric in inquiry and culture. Scholarly articles in Poroi emphasize rhetorical analysis and invention in all fields of learning, and they address interdisciplinary audiences.</p> <p>First issue published January 2001.</p> <p>http://inpress.lib.uiowa.edu/poroi/poroi/index.html</p>
<p><i>PRE/TEXT: A Journal of Rhetorical Theory</i></p> <p>ISSN 0731-0714</p>	<p>P/T is interested in the best and most provocative manuscripts in the area of Rhetorical Theory (broadly conceived).</p> <p>First issue published in 1980</p> <p>http://www.pre-text.com/pt/index.html</p>
<p><i>QUEEN: A Journal of Rhetoric and Power</i></p> <p>ISSN 1538-5248</p>	<p><i>QUEEN</i> is a peer-reviewed, blind refereed journal published electronically on a semi-annual basis, indexed electronically, with a broad subscription base. Issues are dedicated to the intersection of discourses in the humanities, arts, and religion. Includes visual culture methods and theories; literary criticism; intersectional analysis of class, race, gender, and sexuality; queer theory; Third World hermeneutics; Third-wave feminist hermeneutics; and more.</p> <p>http://www.ars-rhetorica.net/Queen/Titlepage.html</p>
<p><i>Readerly/Writerly Texts</i></p>	<p>The journal publishes essays on critical theory, literary and textual criticism, editorial theory and practices, the interrelations between literature and the social sciences, rhetoric and composition, and related pedagogies. It also publishes book reviews, graphics, graphic prose, and cartoons. R/W Texts is a pluralistic forum for faculty/scholars and students in Ph.D. programs to exchange and advance the theoretical constructs that affect writers and their audiences. It attempts to enhance the ongoing heuristic dialogue on theoretical methods of proceeding, such as the Dialectic, Operational, Problematic, and Logistic—from the classic texts (e.g., Plato's) to contemporary trends in literary criticism (e.g., Marxism, Psychological, Formalism, Structuralism and Semiotics, Poststructuralism, Cultural, Reader-Response) —and issues such as the Canon and Authorial Intention.</p> <p>First issue published Fall 1993.</p> <p>http://www.readerly-writerlytexts.com/RW_Index.htm</p>

Journal	Description
<p><i>Research in the Teaching of English</i></p> <p>ISSN 0034527X</p>	<p><i>Research in the Teaching of English (RTE)</i> is a multidisciplinary journal composed of original research and scholarly essays on the relationships between language teaching and learning at all levels, preschool through adult. Articles reflect a variety of methodologies and address issues of pedagogical relevance related to the content, context, process, and evaluation of language learning.</p> <p>First issue published in 1967.</p> <p>http://www.ncte.org/pubs/journals/rte</p>
<p><i>Rhetoric Review</i></p>	<p><i>Rhetoric Review</i> is a scholarly interdisciplinary journal publishing in all areas of rhetoric and writing. The journal publishes manuscripts that explore the breadth and depth of the discipline, including history, theory, writing, praxis, technical/professional communication, philosophy, rhetorical criticism, cultural studies, multiple literacies, technology, literature, public address, graduate education, and professional issues.</p> <p>First published in 1982.</p> <p>http://www.rhetoricreview.com</p>
<p><i>RSQ</i> <i>Rhetoric Society Quarterly</i></p> <p>ISSN 0277-3945</p>	<p><i>Rhetoric Society Quarterly</i> is published in the months of January, April, July, and October by the Rhetoric Society of America. Article-length manuscripts on all areas of rhetorical studies including theory, history, criticism, and pedagogy are invited. Announcements of conferences, calls for papers, and other events of interest to rhetoricians are invited also.</p> <p>First published in 1976.</p> <p>http://rhetoricsociety.org/</p>
<p><i>Rhetorica: A Journal of the History of Rhetoric</i></p> <p>ISSN 0734-8584</p>	<p>Articles, book reviews, and bibliographies examine the theory and practice of rhetoric in all periods and languages and their relationship with poetics, philosophy, religion and law. Abstracts available on-line to non-subscribers; full text articles on-line and in print to subscribers. Individual articles may be purchased for electronic, print, or fax delivery.</p> <p>First published in 1983.</p> <p>http://www.ucpress.edu/journals/rh/</p>

Journal	Description
<p data-bbox="185 222 396 365"><i>TCQ</i> <i>Technical Communication Quarterly</i></p> <p data-bbox="185 443 407 474">ISSN 1057-2252</p>	<p data-bbox="483 222 1398 657">Technical Communication Quarterly (TCQ) is a refereed journal that publishes research focused on technical communication in academic, scientific, technical, business, governmental, and related organizational or social contexts. Articles published in TCQ combine theoretical and practical perspectives. All articles have a sound basis in theory, use accessible examples and illustrations, and include implications for teaching, research, or practice in technical communication. Articles cover a range of topics that include communication design, pedagogical approaches, the role of digital technologies, ethics, the rhetoric of workplaces or professions, the practices of publication management, dialogue between academics and practitioners, research methods, and connections between social practices and organizational discourse.</p> <p data-bbox="483 695 786 726">First published in 1991.</p> <p data-bbox="483 768 889 800">http://www.attw.org/default.asp</p>
<p data-bbox="185 848 418 879"><i>TESOL Quarterly</i></p>	<p data-bbox="483 848 1398 1058"><i>TESOL Quarterly</i>, a refereed professional journal, fosters inquiry into English language teaching and learning by providing a forum for TESOL professionals to share their research findings and explore ideas and relationships in the field. The <i>Quarterly's</i> readership includes ESOL teacher educators, teacher learners, researchers, applied linguists, and ESOL teachers.</p> <p data-bbox="483 1100 786 1131">First published in 1967.</p> <p data-bbox="483 1173 1279 1205">http://www.tesol.org/s_tesol/seccss.asp?CID=209&DID=1679</p>
<p data-bbox="185 1253 402 1430"><i>TEXT: An Interdisciplinary Journal for the Study of Discourse</i></p> <p data-bbox="185 1472 407 1503">ISSN 0165-4888</p>	<p data-bbox="483 1253 1398 1612">Since its inception in 1981, TEXT has established itself as an internationally recognized forum for interdisciplinary research on all aspects of discourse (e.g., the situational and historical nature of text production, the cognitive and sociocultural processes of language practice, participant-based structures of negotiation and linguistic selection). TEXT aims to actively encourage debate on these issues, not only about the theoretical and methodological dimensions of discourse but also their practical and socially relevant outcomes. The function of the journal is to offer a "truly" interdisciplinary perspective, including consideration of the problems and issues of interdisciplinarity itself.</p> <p data-bbox="483 1654 776 1686">First published in 1981</p> <p data-bbox="483 1728 1122 1759">http://www.degruyter.de/rs/384_410_DEU_h.htm</p>

Journal	Description
<p><i>Writing Center Journal</i></p>	<p>The Writing Center Journal's primary purpose is to publish articles, reviews, and announcements of interest to writing center personnel. We therefore invite manuscripts that explore issues or theories related to writing center dynamics or administration. We are especially interested in theoretical articles and in reports of research related to or conducted in writing centers.</p> <p>First published in 1980.</p> <p>http://www.writing.ku.edu/wcj/aims.html</p>
<p><i>Writing on the Edge: A Journal about Writing and Teaching Writing</i></p>	<p><i>Writing on the Edge</i>, an interdisciplinary journal focusing on writing and the teaching of writing, is aimed primarily at college-level composition teachers and others interested in writing and writing instruction. It is published at the University of California at Davis and appears two times a year-in spring and fall.</p> <p>First published in Fall 1998.</p> <p>http://www.english.ucdavis.edu/compos/woe/</p>
<p><i>WPA Writing Program Administration</i></p>	<p><i>WPA: Writing Program Administration</i> publishes articles and essays concerning the organization, administration, practices, and aims of college and university writing programs. Possible topics include the education and support of writing teachers; the intellectual and administrative work of WPAs; the situation of writing programs, within both academic institutions and broader contexts; the programmatic implications of current theories, technologies, and research; relationships between WPAs and other administrators, between writing and other academic programs, and among high school, two-year, and four-year college writing programs; placement; assessment; and the professional status of WPAs.</p> <p>http://www.cas.ilstu.edu/English/Hesse/journal.htm</p>

Journal	Description
<p data-bbox="186 226 407 478"><i>Written Communication: An International Quarterly of Research, Theory, and Application</i></p> <p data-bbox="186 520 407 552">ISSN 0741-0883</p>	<p data-bbox="483 226 1398 552">Publishes theory and research in writing from fields including anthropology, English, history, journalism, linguistics, psychology, and rhetoric. Topics of interest include writing ability; writing assessment; the impact of technology on writing (and vice versa); the social / political consequences of writing and writing instruction; nonacademic writing; literacy; the social construction of knowledge; cognition and composing; the structure of written communication; relationships among gender, race, class and writing; and connections among writing, reading, speaking, and listening.</p> <p data-bbox="483 594 781 625">First published in 1983</p> <p data-bbox="483 667 1073 699">http://www.sagepub.com/journal.aspx?pid=24</p>

Selected Series List of Edited Collections in Rhetoric and Composition*

<i>Press</i>	Series Name	Dates of Publication	No. of Volumes
Ablex	Advances in Discourse Processes	1977-2002	70
Ablex	New Directions in Computers and Composition Studies	1996-2002	11
Ablex	Perspectives on Writing: Theory, Research, Practice	1997-2001	5
Ablex	Writing Research	1986	1
Allyn and Bacon; Longman	Elements of Composition	1997-2002	8
Allyn and Bacon; Longman	Series in Technical Communication	1998-2004	12
Amsterdam University Press	Studies in Writing	1996-2000	6
ATTW/Ablex/Greenwood	ATTW Contemporary Studies in Technical Communication	1997-2002	15
Baywood Publishing	Technical Communication Series	1971-2004	19
Bobbs-Merrill	The Bobbs-Merrill Series in Composition and Rhetoric	1967-1970	20
Boynton/Cook	Cross Currents: New Perspectives in Rhetoric and Composition	1995-2004	30
Cornell University	Rhetoric & Society	1992-1998	7
Erlbaum	Rhetoric, Knowledge, and Society	1997-2003	10
Guilford Press	Perspectives in Writing Research	1984-1985	3
Guilford Press	Revisioning Rhetoric	1996-2001	7
Hampton Press	Research and Teaching in Rhetoric and Composition	2001-2004	15
Hampton Press	Written Language	1993-2001	20
John Benjamins	Studies in Written Language and Literacy	1994-2002	13
Kluwer	Library of Rhetorics	1994-1997	4
Kluwer Academic	Argumentation Library	1999-2004	10
LEA/Hermagoras	Landmark Essays	1993-2001	18
Lawrence Erlbaum Associates	Rhetoric, Knowledge, and Society Series	1996-2004	11
MLA	Research and Scholarship in Composition	1982-1998	15
NCTE	Refiguring English Studies	1994-2002	14
NCTE	Research Reports	1963-1996	28
NCTE	Studies in Writing and Rhetoric	1993-2004	13
NCTE/LEA	Research Series in Literacy and Composition (newly launched series)	2004	
Parlor Press	Lauer Series in Rhetoric and Composition	2003-2004	2
Parlor Press	New Media Theory (newly launched series)	2004-	
Parlor Press	Prospects in Visual Rhetoric (newly launched series)	2004-	
Parlor Press	Reference Guides to Rhetoric and Composition	2004-	1
Parlor Press	Second Language Writing (newly launched series)	2004-	
Parlor Press	Visual Rhetoric (newly launched series)	2003-	

* A complete list of volumes in these series is available at http://www.rhetoric.msu.edu/rc_consortium.

Pearson Education	Language and Social Life	1989-2002	26
Sage	Rhetoric and Society	1998-2001	5
Sage	Written Communication Annuals	1986-1991	6
Southern Illinois University	Landmarks in Rhetoric and Public Address	1963-2004	19
Southern Illinois University	Rhetorical Philosophy and Theory	1999-2004	9
Southern Illinois University	Studies in Rhetorics and Feminisms	2002-2004	6
Southern Illinois University	Studies in Writing and Rhetoric	1983-2004	27
Southern Methodist University	SMU Studies in Composition and Rhetoric	1989-1994	7
SUNY	Rhetoric In the Modern Era	2002	2
SUNY	Rhetoric and Theology	1991-1994	4
Symposium in Rhetoric	Papers from Symposium in Rhetoric Conferences	1975-1985	5
Texas A&M University	Presidential Rhetoric Series	1996-2004	11
University of Alabama Press	Rhetoric, Culture and Social Critique	2001-2005	4
University of Alabama Press	Studies in Rhetoric and Communication	1989-1999	28
University of Minnesota	Center for Interdisciplinary Studies of Writing: Monographs	1991-1996	5
University of Minnesota	Center for Interdisciplinary Studies of Writing: Technical Reports	1992-2001	22
University of Pittsburgh	Pittsburgh Series in Composition, Literacy, and Culture	1996-2004	40
University of South Carolina Press	Studies in Rhetoric/Communication	1984-2004	45
University of Wisconsin Press	Rhetoric of the Human Sciences	1985-2003	24
University Press of America	Exxon Education Foundation Series on Rhetoric and Political Discourse	1987-1988	20
Utah State University Press	Composition Studies	1997-2004	27

Appendix D

Selected Professional Organizations in Rhetoric/Composition

Selected Listservs and Discussion Groups in Rhetoric/Composition

SELECTED PROFESSIONAL ORGANIZATIONS IN RHETORIC/COMPOSITION

<p>AARST American Association for the Rhetoric of Science and Technology</p>	<p>An interest group of the National Communication Association, "AARST is a forum for teachers and researchers which hosts an annual day conference.</p> <p>http://www.hu.mtu.edu/aarst/</p>
<p>ACW Alliance for Computers and Writing</p>	<p>ACW is a national, non-profit organization committed to supporting teachers at all levels of instruction in their intelligent, theory-based use of computers in writing instruction.</p> <p>http://english.ttu.edu/acw/</p>
<p>ARS Alliance of Rhetoric Societies</p>	<p>The Alliance of Rhetoric Societies (ARS) is a consortium of academic societies and organizations with a self-declared interest in rhetoric. As an organization of organizations, its concerns are to advance the work of rhetoric scholars, regardless of their tradition. Advancing our work includes information sharing about the scholarly pursuits within our respective departments. For that reason, ARS also includes individual departments as institutional members.</p> <p>http://www.rhetoricalliance.org/</p>
<p>ASHR American Society for the History of Rhetoric</p>	<p>"ASHR was organized . . . to foster the study of rhetoric in all historical periods in American as well as other cultures."</p> <p>http://www.ashr.org/</p>
<p>ATTW Association for Teachers of Technical Writing</p>	<p>Membership includes journal subscriptions and web access to teaching resources, ATTW Bibliographies section, and ATTW Books in PDF.</p> <p>http://www.attw.org/default.asp</p>
<p>CBW Conference on Basic Writing</p>	<p>A special interest group (SIG) of CCCC. "CBW's goal is to provide a site for professional and personal conversations on the pedagogy, curriculum, administration, and social issues affecting basic writing."</p> <p>http://www.asu.edu/clas/english/composition/cbw/index.html</p>

<p>CCCC Conference on College Composition and Communication</p>	<p>"CCCC offers many services for all those responsible for the teaching of composition and communication skills at the college level, particularly in undergraduate programs." An NCTE affiliate.</p> <p>http://www.ncte.org/cccc/</p>
<p>Coalition of Women Scholars in the History of Rhetoric and Composition</p>	<p>The Coalition's goals are "to foster and encourage scholarship, research, and interest in the history of rhetoric and composition; to encourage exploration of women's roles in the stories we tell about rhetoric and composition; and to build and sustain a network of scholars who share these interests."</p> <p>http://weather.ou.edu/~femrhets/coalition1.html</p>
<p>Consortium of Doctoral Programs in Rhetoric/Composition</p>	<p>The Consortium of Doctoral Programs in Rhetoric/Composition is comprised of programs which grant advanced degrees in Rhetoric and Composition.</p> <p>http://www.rhetoric.msu.edu/rc_consortium/</p>
<p>Council of Writing Program Administrators</p>	<p>The Council of Writing Program Administrators is a national association of college and university faculty with professional responsibilities for (or interests in) directing writing programs. Members include directors of freshman composition, undergraduate writing, WAC/WID/CAC, and writing centers, as well as department chairs, division heads, deans, and so on.</p> <p>http://www.wpacouncil.org/</p>
<p>ISHR International Society for the History of Rhetoric</p>	<p>ISHR "promotes the study of both the theory and practice of rhetoric in all periods and languages and the relationship of rhetoric to poetics, literary theory and criticism, philosophy, politics, religion, law and other aspects of the cultural context."</p> <p>http://ishr.ucdavis.edu/</p>

<p>IWCA International Writing Centers Association</p>	<p>The International Writing Centers Association (IWCA), an NCTE Assembly, was founded in 1983 to foster communication among writing centers and to provide a forum for concerns. Comprising directors and staffs of writing centers at universities, two-year colleges, and public schools, the IWCA is governed by an Executive Board that includes officers and representatives from specific regions.</p> <p>http://writingcenters.org/index.php</p>
<p>MLA Modern Language Association</p>	<p>Founded in 1883, the Modern Language Association of America provides opportunities for its members to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy.</p> <p>The membership of the association is organized into divisions, each representing a major area of scholarly and professional concern, and discussion groups, which accommodate the scholarly and professional interests of constituencies within the association. Divisions include:</p> <p>Division on the History and Theory of Rhetoric and Composition</p> <p>Division on the Teaching of Writing</p> <p>http://www.mla.org</p>
<p>NCA National Communication Association</p>	<p>NCA is a scholarly society and as such works to enhance the research, teaching, and service produced by its members on topics of both intellectual and social significance. Staff at the NCA National Office follow trends in national research, teaching, and service priorities. It both relays those opportunities to its members and represents the academic discipline of communication in those national efforts.</p> <p>http://www.natcom.org/AboutNCA/about_nca1.htm</p>
<p>NCTE National Council of Teachers of English</p>	<p>An association of elementary-college educators in English studies, literacy, and language arts, NCTE publishes numerous journals and books and provides professional support for its members. Members have free access to full-text journal articles on-line.</p> <p>http://www.ncte.org/</p>

<p>NWP National Writing Project</p>	<p>The National Writing Project is the premier effort to improve writing in America. Through its professional development model, NWP builds the leadership, programs, and research needed for teachers to help their students become successful writers and learners.</p> <p>http://www.writingproject.org/</p>
<p>RSA Rhetoric Society of America</p>	<p>RSA gathers and disseminates current knowledge of rhetoric through conferences, reports, and publications.</p> <p>http://rhetoricsociety.org/</p>
<p>SIGDOC Special Interest Group for Documentation</p>	<p>"This society meets the needs of senior professionals with an annual conference and quarterly journal that addresses advanced research, practical topics, and philosophies in documentation." A special interest group of ACM (Association for Computing Machinery).</p> <p>http://www.acm.org/sigdoc/</p>
<p>STC Society for Technical Communication</p>	<p>"STC seeks to advance the arts and sciences of technical communication, promote awareness of the latest trends and technology in the field, and provide innovative services for the education and professional development of its members."</p> <p>http://www.stc.org/</p>
<p>ST&D The Society for Text and Discourse</p>	<p>STD is an international society; its purpose is to consolidate research in discourse processing and to enhance communication among researchers in different disciplines.</p> <p>http://www.psyc.memphis.edu/st&d/st&d.htm</p>
<p>WPA Council of Writing Program Administrators</p>	<p>WPA is a national network of scholarship and support for leaders of college and university writing programs.</p> <p>http://www.cas.ilstu.edu/English/Hesse/aboutwpa.htm</p>

SELECTED LISTSERVS AND DISCUSSION GROUPS IN RHETORIC/COMPOSITION

<p>ATTW-L Association of Teachers of Technical Writing</p>	<p>Issues in the teaching and practice of technical writing. Visitors may review archives; posting by subscribers only.</p> <p>http://english.ttu.edu/ATTW/subscribe.html</p>
<p>CBW-L Conference on Basic Writing</p>	<p>Theory and practice of basic writing</p> <p>http://www.asu.edu/clas/english/composition/cbw/listserv.html</p>
<p>CCCC-IP The Intellectual Property Caucus of CCCC</p>	<p>Discussions among lawyers, librarians, technical writers, and writing teachers about intellectual property issues and college composition/ communication research, teaching, and publishing.</p> <p>http://www.ncte.org/cccc-ip/mailling.html</p>
<p>CNI-COPYRIGHT Coalition for Networked Information, Copyright list</p>	<p>Issues related to copyright, intellectual property rights, and public access to information in the digital age are at the forefront of public debate in the twenty-first century. CNI's Copyright Forum provides an open space for discussion of these topics as they relate to the networked information community.</p> <p>http://www.cni.org/Hforums/cni-copyright/about.html</p>
<p>CPTSC-L Conference for Professionals in Scientific and Technical Communication</p>	<p>Exchange of ideas and information concerning programs, research, and career opportunities in scientific and technical communication.</p> <p>http://www.cptsc.org/members/emaillist.html</p>
<p>CRTNET Communications Research and Theory</p>	<p>All topics relating to the general area of human communication</p> <p>http://www.auburn.edu/~suttoda/CRTNET.HTM</p>
<p>Electronic Journal of Virtual Culture</p>	<p>For researchers in multiple disciplines; focuses on computer-mediated activities and virtual culture. Table of contents distributed by e-mail; subscribers to this free journal follow e-mail links to WWW articles.</p> <p>http://www.lsoft.com/SCRIPTS/WL.EXE?SL1=EJVC-L&H=LISTSERV.KENT.EDU</p>

H-RHETOR	<p>For scholars and teachers of the history of rhetoric, writing, and communication</p> <p>http://www2.h-net.msu.edu/~rhetor/</p>
HUMANIST	<p>Intellectual, scholarly, pedagogical, and social issues on the application of computers to the humanities.</p> <p>http://www.princeton.edu/~mccarty/humanist/</p>
INTECH-L	<p>Committee on International Technical Communication with ATTW Members contribute to the website, plan conferences, and explore ways to encourage the field of international technical communication.</p> <p>majordomo@mtu.edu</p>
IPCT-L	<p>Interpersonal Computing and Technology</p> <p>http://www.lsoft.com/scripts/wl.exe?SL1=IPCT-L&H=LISTS.NAU.EDU</p>
PRETEXT	<p>Part of the Spoon Collective (Merges the PTISSUES and REINVW lists formerly belonging to PRETEXT CONVERSATIONS) Rhetorical theories, whether disciplinary, metadisciplinary, or postdisciplinary/nondisciplinary</p> <p>http://lists.village.virginia.edu/~spoons/pretext/pretextinfo.html</p>
RC CONSORTIUM	<p>Discussion list of the Consortium of Doctoral Programs in Rhetoric/Composition</p> <p>http://consortium@linnell.english.purdue.edu</p>
RESEARCH-L	<p>NCTE list for discussion of research in rhetoric and composition.</p> <p>http://www.ncte.org/lists/#research-1</p>
SECOND LANGUAGE WRITING GROUP	<p>Members of the Second Language Writing Group are working on the development of theoretical models and methodologies for research, aiming to extend knowledge about L2 writers, their written texts and their writing processes.</p> <p>http://www.jiscmail.ac.uk/lists/second-language-writing.html</p>

SIG-QUAL	NCTE Special Interest Group for Qualitative Research in Writing http://listserv.muohio.edu/archives/sig-qual.html
TECHRHET	Tech teaching, learning, communication, and community. Searchable archives. Continues MBU-L and ACW-L. http://groups.yahoo.com/group/TechRhet
TECHWR-L	International technical communication strategies for professionals from many industries and for academics listserv@listserv.okstate.edu - bit.listserv.techwr-l
WAC-L	Writing Across the Curriculum http://www.lsoft.com/scripts/wl.exe?SL1=WAC-L&H=LISTSERV.UIUC.EDU
WCENTER	Writing center practitioners, administrators, and consultants at all levels share information about writing center work. http://english.ttu.edu/wcenter/home.htm
WHIRL	Women's History in Rhetoric and Language http://f05n16.cac.psu.edu/cgi-bin/wa?SUBED1=whirl&A=1
WPA-L	Writing Program Administration For individuals who are involved in writing program administration at universities, colleges, or community colleges. Faculty or students interested in program administration are welcome. http://www.cas.ilstu.edu/English/Hesse/listserv.htm

Appendix E

2004 Survey of Doctoral Programs in Rhetoric and Composition: Preliminary Results

In September 2004, representatives of the Consortium of Doctoral Programs in Rhetoric and Composition undertook to survey R/C programs across the country to obtain evidence in support of its case for including Rhetoric and Composition as an emerging field in the National Research Council's revised taxonomy of research disciplines. While the work of gathering and analyzing this data is still ongoing, we report here some conclusions from the data gathered so far.*

Programs were identified by cross-referencing the Consortium member list with programs listed in a Rhetoric Review survey done in 2000. Other potential respondents were contacted through listserv announcements and web searches. The goal was to reach all doctoral programs in the United States and, if applicable, Canada. Through this process, the Consortium membership was enlarged to include programs at 70 universities (including at least one with two programs). Some of these are recently founded programs or programs in late stages of planning.

Of these 70 universities, 46 have returned the survey, yielding an excellent 66% return rate from Consortium members. Some of the data received are inconsistent or incomplete, but we believe the remaining data are reliable and the conclusions drawn from them below err on the low side. Researchers plan to follow up quickly to obtain results from the Consortium members who have not returned surveys and will also continue seeking to identify programs not included in the Consortium. The goal is to complete the analysis in December.

The number of R/C programs, as reported in the Consortium's memo to the National Research Council's Taxonomy Committee, grew rapidly in the nineteen-eighties and reached a more or less steady state in the nineteen-nineties. New programs are developing, but we are assuming a reasonably stable equilibrium between start-up programs and closures.

The survey looks at the most recent five-year slice of data from these programs. The results so far support the following conclusions that address NRC criteria for inclusion in the taxonomy of research disciplines:

- R/C programs produced a total of at least 640 Ph.D.s over the last 5 years
- At least 30 R/C programs produced more than 5 Ph.D.s each over the last 5 years

Projecting from the data on these 46 programs, we estimate that approximately 1200-1400 students are currently enrolled in 4-to-5 year programs of study leading to a Ph.D. in Rhetoric and Composition. These estimates compare to a total of 1276 students enrolled in 65 programs reported in the 1999 Rhetoric Review survey (Brown, Jackson, and Enos). Assuming a steady state, we estimate approximately 128 new R/C Ph.D. graduates each academic year.

* Researchers involved in identifying programs, designing and conducting the survey, and analyzing results include John Ackerman, Dennis Lynch, and Louise Wetherbee Phelps.