

Master's Degree
Consortium
of Writing Studies
Specialists

TUESDAY, FEBRUARY 19, 2013

Report on the 2012 Survey of Programs

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Overview of Survey

This report presents the initial results from the 2012 Survey of Programs from the Master's Degree Consortium of Writing Studies Specialists. Since its founding in 2007, the Consortium, a professional group formed through the Conference on College Composition and Communication serving interested parties affiliated with master's degree programs in rhetoric, composition, and writing studies, had discussed possibilities for a national survey of programs to identify the nature, scope, and needs of graduate programs offering pre-doctoral training in writing studies. After initial discussions about the benefits of conducting a survey since the Consortium's founding, in 2011 the present study came about with two main goals in mind: to compile an accurate roster of programs nationwide offering master's level training specifically in writing studies and related fields, as well as to document the nature of these programs using both quantitative and qualitative descriptors.

Several key features distinguish this study. Rather than soliciting participation of programs via an open call, as had previous surveys (Brown, et al., 2005), we began by consulting the Carnegie Foundation's classification system to determine all post-secondary institutions in the United States offering master's degrees in any academic field, yielding an initial list of 632 such institutions. Then, working with a small team of faculty and graduate students during the summer of 2011, we employed a structured web-search heuristic to identify a subset of those institutions offering master's degrees specifically in writing studies or a related field. That phase generated a provisional list of 192 such programs, including web addresses for their homepages and e-mail contacts for the designated program coordinator or official representative. Although the quality and level of detail of the program web pages varied, acknowledging the internet presence of programs allowed us to dispense with some sorts of questions (for instance, concerning catalogue information and curricular requirements) now widely addressed by institutional websites, questions which earlier surveys from the pre-internet era had emphasized (Chapman & Tate, 1987; Brown, Meyer, & Enos, 1994; Brown, Jackson, & Enos, 2000). Moreover, knowing the contact information for program representatives allowed us to solicit them directly about participating in this survey through a series of invitations and follow-ups during the spring, summer, and fall of 2012. Perhaps in part as a result of these choices, the response rate for the 2012 Survey of Programs makes it the most comprehensive ever completed for master's programs in writing studies, with 82 programs participating.

The survey instrument itself consisted of 27 closed- and open-form questions administered via the SurveyMonkey web platform. This report presents the results in two main sections, the first one summarizing patterns of response to the quantitative questions, followed, when available, by a responses to a cluster of qualitative prompts dealing the identity and vision of individual programs. As the qualitative questions admitted a wider range of responses, this section will continue to expand based on additional analysis of data in future updates to this report. While the results presented in the first section follow the order of the questions as they appeared on the survey instrument, a sequence designed to make a more user-friendly experience for respondents, conceptually, the questions themselves fall into four broad categories that seek to acknowledge master's degree programs as components of *infrastructure* (DeVoss, Cushman, &

Grabill, 2005) within the emerging vertical curriculum of rhetoric, composition, and writing studies as an academic field. Following a rough chronological sequence of before, during, and after, the categories include questions about the recruiting practices and the background of students entering a program; questions about the institutional character and location of the program within its institution; questions about the program's vision and faculty expertise; as well as questions about the professional destinations of graduates and the program's most pressing needs going forward. A final question on the survey asked about possible roles the Master's Degree Consortium itself might play in supporting programs.

The efforts that led to results reported here belong to many people across the broader field of rhetoric and composition studies. In addition to the founders of the Master's Consortium, Peter Vandenberg, Heidi Estrem, Seth Kahn, and Jennifer Clary-Lemon, as well as current members of the Executive Board and attendees at the annual meetings held at the Conference on College Composition and Communication, many of whom contributed valuable ideas for imagining earlier versions of this survey, we thank especially Chelsea Lonsdale of Eastern Michigan University, Lisa Meloncon of the University of Cincinnati, and Jessica Winck of the University of Louisville, who helped compile the program roster. Moreover, we offer special appreciation to the scores of program coordinators and faculty around the country who made time among other responsibilities to complete a detailed and substantive inventory of their program, an act of reflective practice sometimes challenging in ways that a report of survey results alone cannot convey.

Although further analysis and interpretation of these findings remains ahead, we believe the 2012 Survey of Programs offers insights about the current state of master's degree programs in rhetoric, composition, and writing studies that will benefit a range of stakeholders concerned with graduate education. Growing interest around master's degree programs has already led to important scholarly reflection (Vandenberg & Clary-Lemon, 2010) as well as to founding of the Master's Degree Consortium itself. Fittingly, then, we hope this survey provides guidance to future efforts of the Master's Consortium of Writing Studies Specialists as well as fostering great scholarly attention to the contribution of master's degree programs in writing studies across the broader discipline of rhetoric and composition studies. We look forward to the ongoing dialogue that we anticipate this study will generate.

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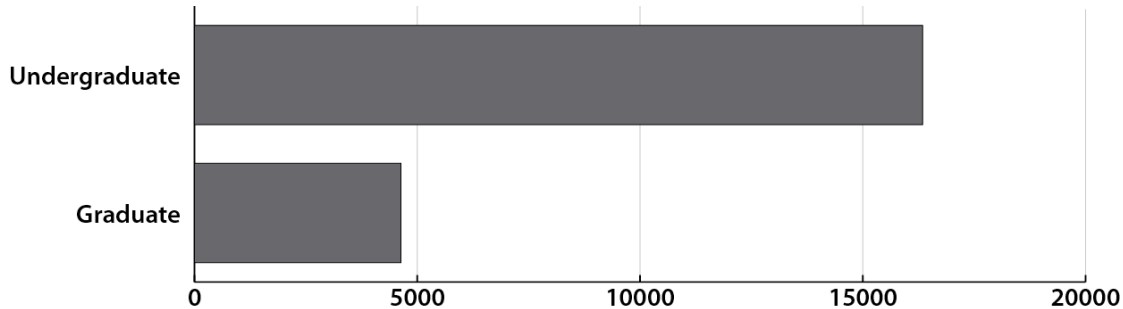
Of the 179 institutions listed on the Consortium roster, 82 (45.8%) participated in the 2012 Survey of Programs:

Bowling Green State Univ., Bowling Green, OH, USA
California State Univ.—Chico, Chico, CA, USA
California State Univ.—Dominguez Hills, Carson, CA, USA
California State Univ.—Sacramento, CA, USA
Carnegie Mellon Univ., Pittsburgh, PA, USA
Central Michigan Univ., Mt. Pleasant, MI, USA
Clemson Univ., Clemson, SC, USA
Coastal Carolina Univ., Conway, SC, USA
Colorado State Univ., Fort Collins, CO, USA
Coventry Univ., Coventry, West Midlands, UK
DePaul Univ., Chicago, IL, USA
East Carolina Univ., Greenville, NC, USA
Eastern Illinois Univ., Charleston, IL, USA
Eastern Michigan Univ., Ypsilanti, MI, USA
Emerson College, Boston, MA, USA
George Mason Univ., Fairfax, VA, USA
Georgetown Univ., Washington, DC, USA
Humboldt State Univ., Arcata, CA, USA
Illinois State Univ., Normal, IL, USA
Indiana Univ.—South Bend, South Bend, IN, USA
Iowa State Univ., Ames, IA, USA
Kansas State Univ., Manhattan, KS, USA
Long Island Univ.—Brooklyn, Brooklyn, NY, USA
Massachusetts Inst. of Technology, Cambridge, MA, USA
Miami Univ., Oxford, OH, USA
Michigan State Univ., East Lansing, MI, USA
Missouri Univ. of Science and Technology, Rolla, MO, USA
Missouri Western State Univ., St. Joseph, MO, USA
Montclair State Univ., Montclair, NJ, USA
North Carolina State Univ., Raleigh, NC, USA
Northern Arizona Univ., Flagstaff, AZ, USA
Northern Kentucky Univ., Highland Heights, KY, USA
Northern Michigan Univ., Marquette, MI, USA
Nova Southeastern Univ., Fort Lauderdale, FL, USA
Oklahoma State Univ., Stillwater, OK, USA
Oregon State Univ., Corvallis, OR, USA
Portland State Univ., Portland, OR, USA
Purdue Univ., West Lafayette, IN, USA
Rowan Univ., Glassboro, NJ, USA
Saint Louis Univ., St Louis, MO, USA
San Diego State Univ., San Diego, CA, USA
San Francisco State Univ., San Francisco, CA, USA
Sonoma State Univ., Rohnert Park, CA, USA
Texas Tech Univ., Lubbock, TX, USA
Texas Woman's Univ., Denton, TX, USA
Towson Univ., Towson, MD, USA
Univ. of Louisiana at Lafayette, Lafayette, LA, USA
Univ. of Alabama, Tuscaloosa, AL, USA
Univ. of Alabama at Birmingham, Birmingham, AL, USA
Univ. of Arkansas at Little Rock, Little Rock, AR, USA
Univ. of Central Florida, Orlando, FL, USA
Univ. of Central Oklahoma, Edmond, OK, USA
Univ. of Colorado—Denver, Denver, CO, USA
Univ. of Dayton, Dayton, OH, USA
Univ. of Florida, Gainesville, FL, USA
Univ. of Georgia, Athens, GA, USA
Univ. of Hawai'i at Manoa, Honolulu, Hawai'i, USA
Univ. of Maine, Orono, ME, USA
Univ. of Idaho, Moscow, ID, USA
Univ. of Kansas, Lawrence, KS, USA
Univ. of Minnesota, Minneapolis, MN, USA
Univ. of Minnesota—Duluth, Duluth, MN, USA
Univ. of Missouri—Columbia, Columbia, MO, USA
Univ. of Missouri—St. Louis, St. Louis, MO, USA
Univ. of Montana, Missoula, MT, USA
Univ. of Nebraska-Lincoln, Lincoln, NE, USA
Univ. of Nevada at Las Vegas, Las Vegas, NV, USA
Univ. of North Florida, Jacksonville, FL, USA
Univ. of North Texas, Denton, TX, USA
Univ. of Rhode Island, Kingston, RI, USA
Univ. of Tennessee, Knoxville, TN, USA
Univ. of Tennessee at Chattanooga, Chattanooga, TN, USA
Univ. of Texas at El Paso, El Paso, TX, USA
Univ. of Texas at San Antonio, San Antonio, TX, US
Univ. of Wisconsin-Milwaukee, Milwaukee, WI, USA
Univ. of Wisconsin-Stout, Menomonie, WI, USA
Univ. of Wyoming, Laramie, WY, USA
Virginia Commonwealth Univ. , Richmond, VA, USA
Washington State Univ., Pullman WA, USA
Weber State Univ., Ogden, UT, USA
West Virginia Univ. , Morgantown, WV, USA
Western Illinois Univ., Macomb, IL, USA

Section 1: Data on Responses to Primarily Quantitative Items

This first section presents data from the primarily quantitative questions of the 2012 Survey of Programs. Besides visual representations for the result, each item includes a summary of the prompt itself and the general pattern of overall response as well as an indication of the response rate for the item. We anticipate expanding the representation of these data based on further analysis.

Q3 – Average Enrollment (Answered: 74, Skipped: 8)



Answer Choices	Average Number	Total Number	Responses
Undergraduate	16,343	1,193,063	73
Graduate	4,634	338,284	73

Question #3 asked for the average enrollment of the program's home institution, with the average response at just over 16,000 undergraduates and 4,000 graduate students (most all programs responded to this question).

Q4. Department/Unit Naming (Answered: 82, Skipped: 0)

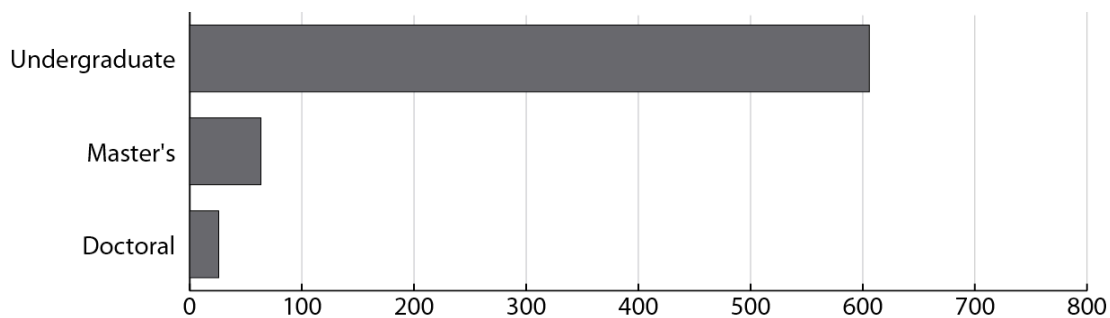
All 82 respondents replied to Q4, "What is the name of the academic department/unit to which your program belongs (e.g., Dept. of English, Dept. of Communication, School of Business, etc.)?" Answers contain the following terms *n* times, which indicates, for example, that 64 (78%) of the programs find "English" in the name of the principle academic unit within which their MA or MS program operates.

Term	<i>n</i> appearances among responses
English	64
Writing	11
Rhetoric	6
Language(s)/Linguistics	5
Literature	4
Communication(s)	4
Journalism	2
Humanities	2

Technical Communication	2
Discourse	1
Film	1
Culture(s)	1
Composition	0

Question #4 asked for the official name of the program's home department/unit, with the vast majority of programs reporting being housed in departments of English, followed next by departments of Writing (all programs responded to this question).

Q5.Overall Enrollment of Department/Unit (Answered: 80, Skipped: 2)



Answer Choices	Average Number	Total Number	Responses
Undergraduate	605.9	43,623	72
Master's	63.6	4,964	78
Doctoral	25.9	1,812	70

Question #5 asked for the overall enrollment of the program's home department/unit, with the average response reported for undergraduate enrollment at just over 600, for the master's level at almost 64, and for the doctoral level at almost 26 students (most all programs responded to this question).

Q6.Current Student Enrollment within Specific MA or MS Program (Answered: 79, Skipped: 3)

No. of Students (Range)	Responses
0-10	17
11-20	17
21-30	13
31-40	10
41-50	10
51-60	4
61-70	3
More than 70	5

Question #6 asked for enrollment within the responding program itself, with most of the

majority reporting enrollments under 30 students (most all programs responded to this question).

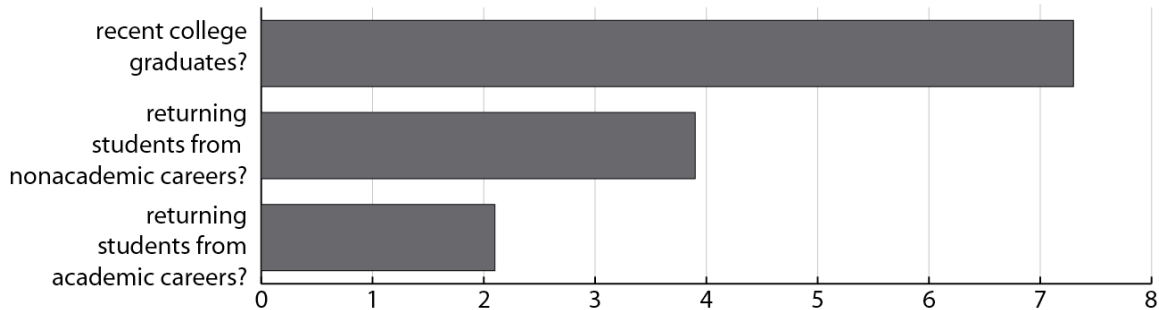
Q7. Based on Three-Year Enrollment Trend, Average Cohort Size (Answered: 76, Skipped: 6)

No. of Students (Range)	Responses
0-10	40
11-20	25
21-30	7
31-40	1
41-50	2
More than 50	1

Question #7 asked for the average size of student cohorts within the program (over a three-year cycle), with most programs reporting cohorts of under 10 students or between 10 and 20 students (most all programs responded to this question).

Q8. Out of the number of students in an average cohort, approximately how many are...

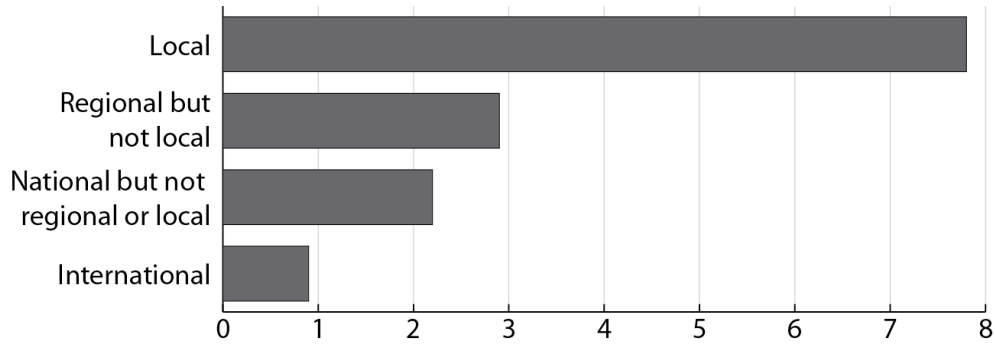
(Answered: 68, Skipped: 14)



Answer Choices	Average Number	Total Number	Responses
recent college graduates?	7.3	491	67
returning students from nonacademic careers?	3.9	264	68
returning students from academic careers?	2.1	124	59

Question #8 asked about the recent experience of students prior to entering the program's average cohort, with programs reporting that most of their students arriving as recent college graduates rather than as returning students (most programs responded to this question).

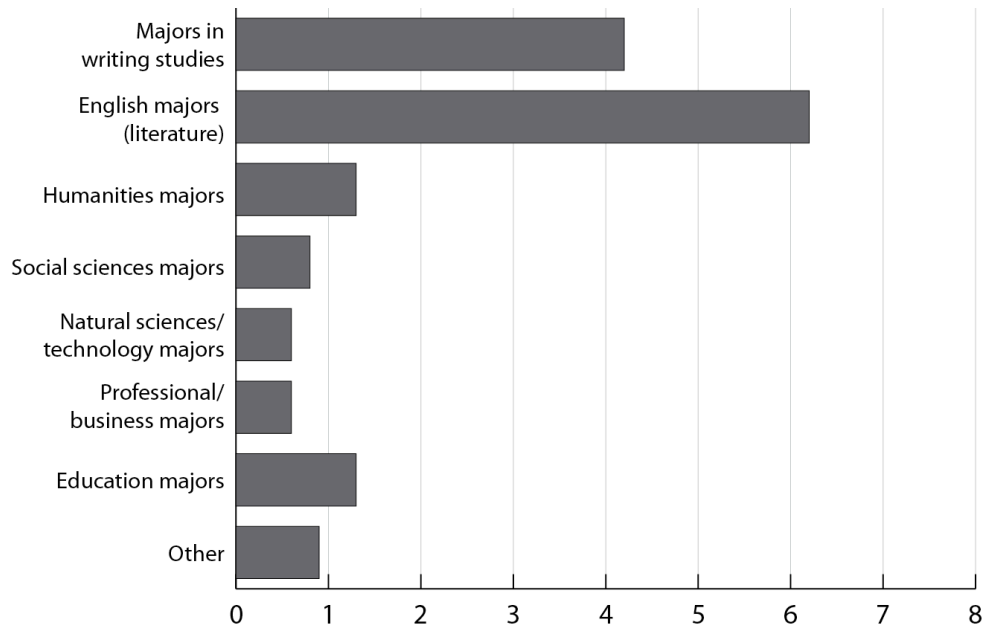
Q9. Out of the number of students in an average cohort, approximately how many would you identify as follows? (Answered: 68, Skipped: 14)



Answer Choices	Average Number	Total Number	Responses
Local (drawn from a 50-mile radius of the campus)	7.8	529	68
Regional but not local (drawn from your institution's state and adjoining states)	2.9	185	64
National but not regional or local (drawn from across the country)	2.2	132	61
International (drawn from outside the country)	0.9	48	56

Question #9 asked about the geographic origins of students in the program's average cohort, with programs reporting the vast majority of students coming from within a 50-mile radius of campus (most programs responded to this question).

Q10. Out of the number of students in an average cohort, how many would identify the following as their primary undergraduate training? (Answered: 68, Skipped: 14)



Answer Choices	Average Number	Total Number	Responses
Majors in writing studies (professional, creative, journalistic, etc.)	4.2	266	64
English majors (literature)	6.2	388	63
Humanities majors (general)	1.3	62	47
Social sciences majors	0.8	30	40
Natural sciences/technology majors	0.6	20	36
Professional/business majors	0.6	21	38
Education majors	1.3	60	48
Other	0.9	28	30

Question #10 asked about the undergraduate training of students in the program's average cohort, with programs reporting most of their students holding English degrees (literature) followed by degrees in writing studies (professional, creative, journalistic, etc.) while other majors appeared much less frequently (most programs responded to this question).

Q11. List three (3) undergraduate institutions whose graduates frequently enroll in your program. Please include city and state (e.g., Carleton College, Northfield, MN). (Answered: 65, Skipped: 17)

Question #11 asked for three specific undergraduate institutions whose graduates frequently enrolled in the program, with the results listed here in alphabetical order (most programs responded to this question). Results for this question appear by individual program in section two of this report.

Q12. What have been your program's most successful strategies/tools for recruiting qualified applicants over the last three years? (Answered: 71, Skipped: 11)

	Highly successful	Moderately successful	Minimally successful	Unknown	N/A	Total	Average Rating
Department web site	28.17% 20	49.30% 35	11.27% 8	8.45% 6	2.82% 2	71	2.00
Printed materials (flyers, brochures, etc.)	4.23% 3	22.54% 16	36.62% 26	11.27% 8	25.35% 18	71	2.74
Social media (Facebook, LinkedIn, Twitter, etc.)	4.35% 3	13.04% 9	26.09% 18	23.19% 16	33.33% 23	69	3.02
Recruiting fairs or other official events	5.97% 4	19.40% 13	32.84% 22	22.39% 15	19.40% 13	67	2.89
Official admissions agreements with	1.43% 1	4.29% 3	12.86% 9	24.29% 17	57.14% 40	70	3.40

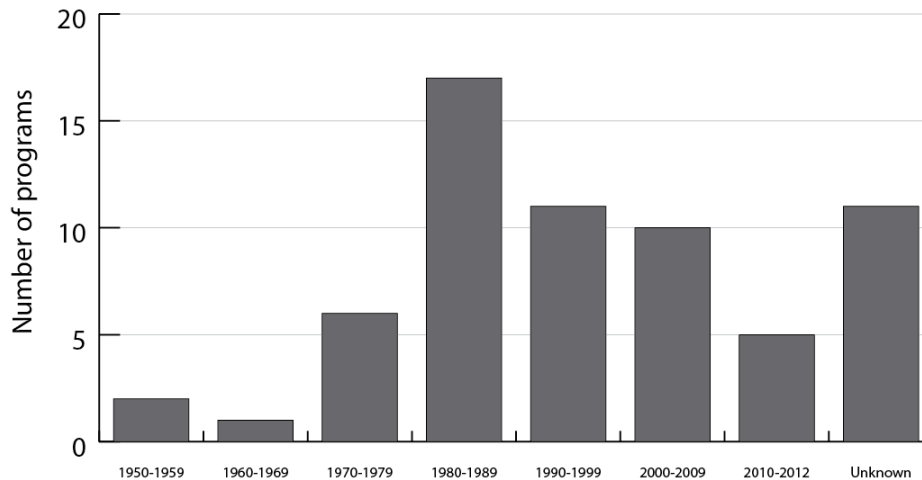
other programs, institutions, or employers							
Referrals from alumni	26.76% 19	43.66% 31	12.68% 9	12.68% 9	4.23% 3	71	2.12
Word of mouth	26.09% 18	55.07% 38	11.59% 8	5.80% 4	1.45% 1	69	1.97

Question #12 asked about which strategies or tools the program considered most successful for recruiting qualified applicants during the past three years, with most programs reporting their department's website as the successful followed by word of mouth and referrals from alumni (most all programs responded to this question).

Q13.What are the web addresses for your program's presences online? (Answered: 66, Skipped: 16)

Question #13 asked about contact information for the program's different on-line presences, with this information to appear on the website for the Master's Consortium (most programs responded to this question).

Q14.What is the official start date of the program? (i.e., When was it created?) (Answered: 63, Skipped: 19)

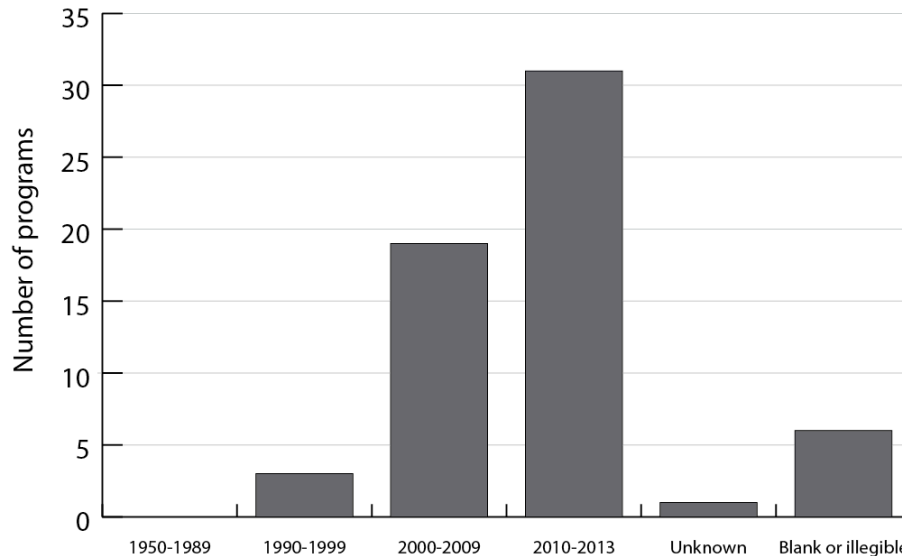


Start Date (range)	Responses
1950-1959	2
1960-1969	1
1970-1979	6
1980-1989	17
1990-1999	11
2000-2009	10
2010-2012	5

Unknown	11
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Question #14 asked when the program officially began, with the earliest in 1950 (Program X), the most recent in 2011 (Program Y and Program Z), and most programs reporting their origin during the 1980s followed by start dates in the 1990s and 2000s (most programs responded to this question).

Q15. When was the program's most recent major curricular revision? (Answered: 60, Skipped: 22)



Revision Date (Range)	Responses
1950-1989	0
1990-1999	3
2000-2009	19
2010-2013	31
Unknown	1
Blank or illegible date	6

Question #15 asked when the program had done its most recent major revision of curriculum, with the vast majority of programs reporting their most recent revision occurring in the past three years (approximately three-quarters of programs responded to this question).

Q16. What enrollment options are available to students in your program? (Answered: 66, Skipped: 16)

Answer Choices	%	Responses
Full-time only	10.6	7
Part-time only	0	0
Both full- and part-time	89.4	59

Question #16 asked what enrollment options the program offered its students, with almost 90% of programs reporting both full- and part-time enrollment options (most programs responded to this question).

Q17.What is the official length of the degree program (i.e., number of semesters of full-time study required)? Note: If the timeframe is not in semesters, please indicate the measure explicitly in your response (e.g., x quarters). (Answered: 66, Skipped: 16)

Program Duration	Responses
1 year	1
2 years	3
2.5 years	1
30 credits	1
33 credits	1
36 credits	1
2 semesters	1
3 semesters	1
4 semesters	36
5 semesters	1
6 semesters	2
6 quarters	2
None	1
Blank	14

Question #17 asked for the number of semesters of full-time enrollment officially necessary to complete the program, with the vast majority of programs indicating four semesters or the equivalent (most programs responded to this question).

Q18.What is the average time to completion of degree (number of semesters) by candidates in the last three years? Note: If the timeframe is not in semesters, please indicate the measure explicitly in your response (e.g., x quarters). (Answered: 63, Skipped: 19)

Question #18 asked for the average number of semesters the program's students had actually taken during the past three years to complete their degree. Responses indicate a strong correlation between the program's designated timeframe and the average timeframe to completion, with the common exception of part-time students whose paces vary. (most programs responded to this question).

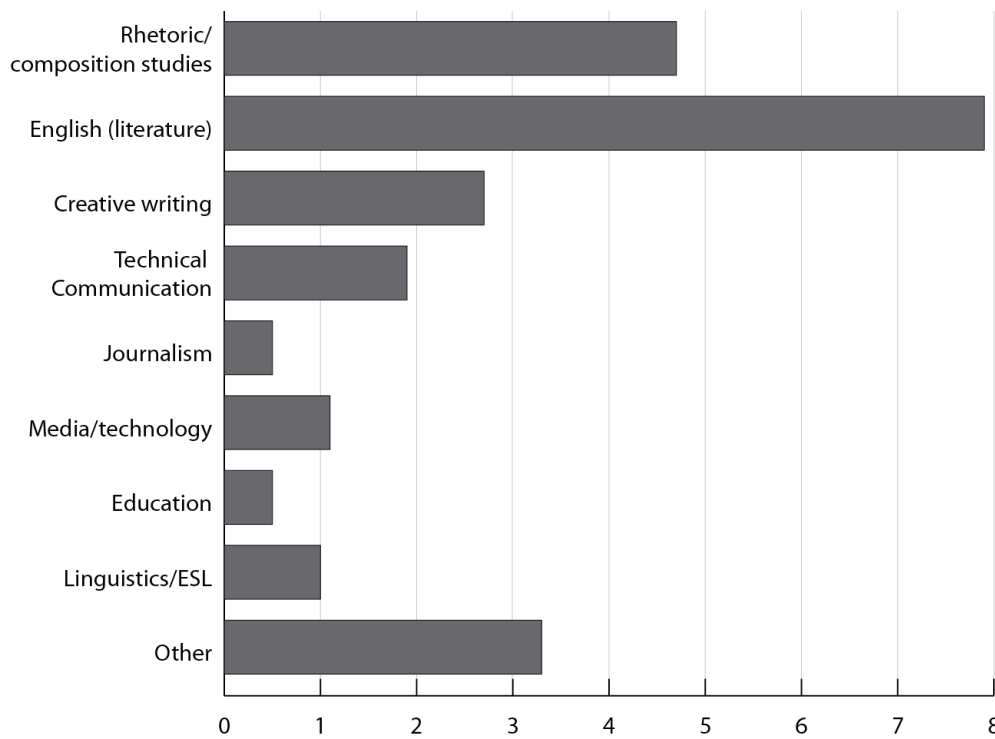
Q19.How many faculty are assigned to the program? (Answered: 64, Skipped: 18)

Faculty (Range)	Responses
0-5	21

6-10	18
11-20	11
21-30	6
31-40	7
More than 40	1

Question #19 asked for the number of faculty assigned to the program, with most programs reporting five or fewer faculty followed by programs with between six and ten then those having between 11 and 20 faculty (most programs responded to this question).

Q20.Of the faculty assigned to the program, how many have the following as their primary disciplinary affiliation? (Answered: 65, Skipped: 17)

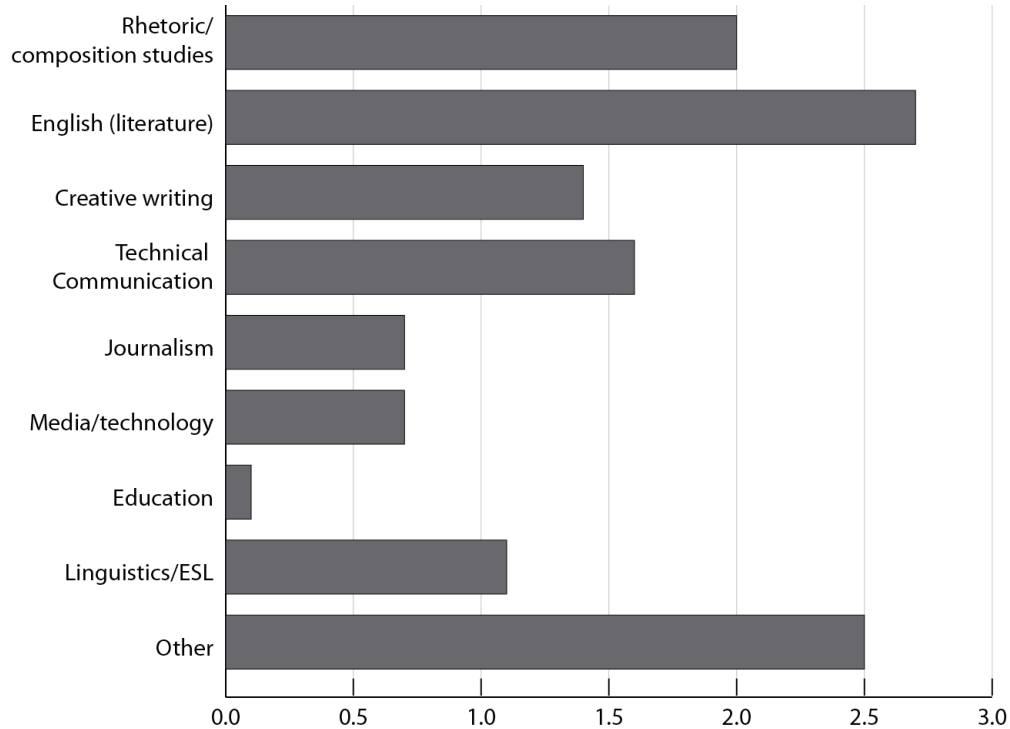


Answer Choices	Average Number	Total Number	Responses
Rhetoric/composition studies	4.7	282	60
English (literature)	7.9	306	39
Creative writing	2.7	89	33
Technical communication	1.9	70	36
Journalism	0.5	13	24
Media/technology	1.1	26	24
Education	0.5	14	28
Linguistics/ESL	1.0	29	29
Other	3.3	46	14

Question #20 asked for primary disciplinary affiliation of faculty assigned to the program, with

English literature the most frequent affiliation reported followed by rhetoric and composition studies (most programs responded to this question).

Q21.Of faculty who are affiliated or participate informally in the program, how many have the following as their primary disciplinary affiliation? (Answered: 41, Skipped: 41)



Answer Choices	Average Number	Total Number	Responses
Rhetoric/composition studies	2.0	49	25
English (literature)	2.7	69	26
Creative writing	1.4	26	19
Technical communication	1.6	25	16
Journalism	0.7	10	14
Media/technology	0.7	10	14
Education	0.1	1	11
Linguistics/ESL	1.1	22	20
Other	2.5	33	13

Question #21 asked for the primary disciplinary affiliation of those faculty who participate informally in the program, with English (literature) the most frequent affiliation reported followed by rhetoric and composition studies and then "other" (half of programs responded to this question).

Q22. Based on your program's current curriculum, what are some of the key arguments you offer prospective applicants to persuade them about how the program will contribute to their professional development? These arguments may or may not be the same as official statements of the program's outcomes, etc. (Answered: 59, Skipped: 23)

Question #22 asked for some of the key arguments that program representatives offer to persuade applicants of how the program will contribute to their professional development (approximately three-quarters of programs responded to this question). Results for this question appear by individual program in section two of this report.

Q23. If you were characterizing your program in its current form to a prospective applicant, what texts (scholarship, professional documents, etc.) would you recommend to convey a sense of its current priorities, values, and/or sense of vision/mission? Please list at least 3. (Answered: 46, Skipped: 36)

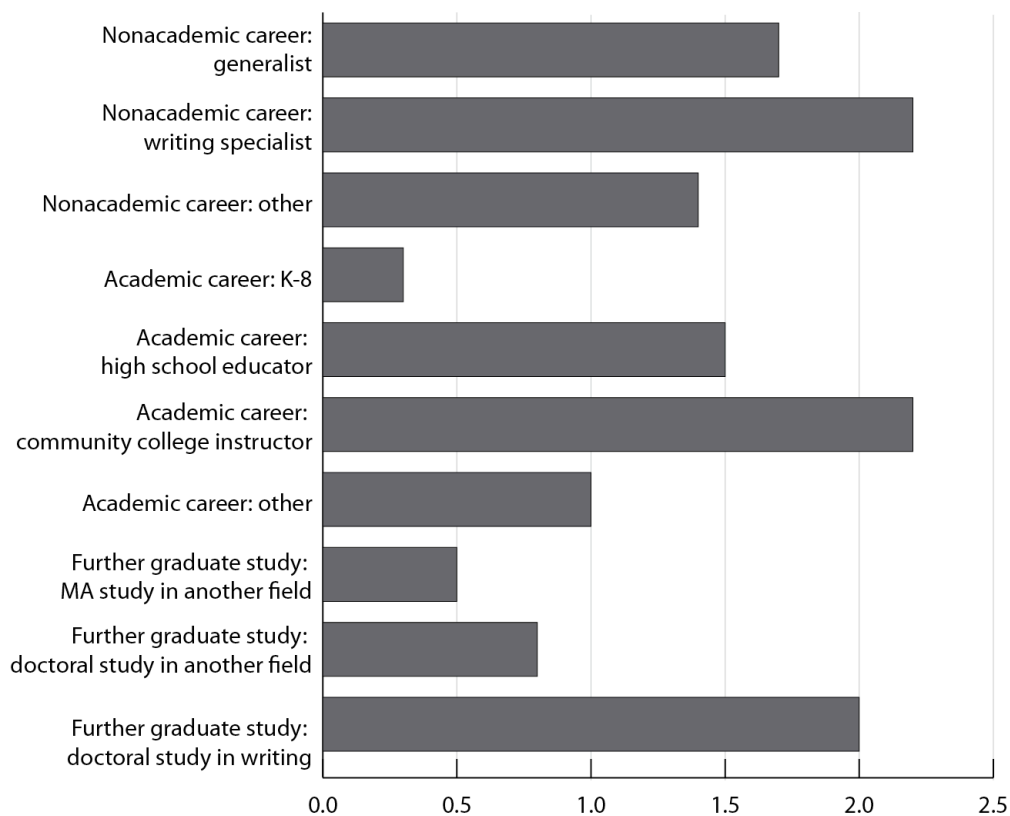
Question #23 asked what three texts (scholarship, professional development documents, etc.) would characterize the program's current priorities, values, and/or sense of mission/vision to prospective applicants (just over half of programs responded to this question). Results for this question appear by individual program in section two of this report.

Q24. Based on the number of students who have completed your program over the past three years, how many students on average graduate from your program each year? For example, if your program graduated 5 students in AY 2008-2009, 7 students in AY 2009-2010, and 10 students in AY 2010-2011, the average number of graduates each year would be 7.3 students (i.e., $(5+7+10)/3=7.3$). (Answered: 66, Skipped: 16)

Avg. Annual Graduates (Range)	Responses
0-5	25
6-10	24
11-20	10
21-30	5
More than 30	1

Question #24 asked for the average number of students who completed the program during past three years, with most programs reporting either from one to five or from six to ten graduates on average in recent years. (most programs responded to this question).

Q25. Out of the average number of graduates in a typical year, how many have pursued the following professional opportunities following graduation? (Answered: 59, Skipped: 23)



Answer Choices	Average Number	Total Number	Responses
Nonacademic career: generalist	1.7	52	31
Nonacademic career: writing specialist	2.2	92	41
Nonacademic career: other	1.4	34	24
Academic career: K-8	0.3	6	18
Academic career: high school educator	1.5	53	36
Academic career: community college instructor	2.2	93	43
Academic career: other	1.0	28	28
Further graduate study: MA study in another field	0.5	9	20
Further graduate study: doctoral study in another field	0.8	20	26
Further graduate study: doctoral study in writing studies, rhetoric/composition, or technical and professional communication	2.0	92	46

Question #25 asked about the different professional opportunities that graduates in a typical year have pursued after leaving the program, with community college teaching and nonacademic careers as writing specialists the most common opportunities reported followed by further graduate study.

Q26. Based on your current circumstances, please rank the most important needs for the ongoing viability of your program. (Answered: 62, Skipped: 20)

	High	Moderate	Low	N/A	Total	Average Rating
Internal financial support (institutional budget)	66.13% 41	22.58% 14	9.68% 6	1.61% 1	62	1.43
External financial support (donors and grants)	18.03% 11	45.90% 28	31.15% 19	4.92% 3	61	2.14
Administrative support	40% 24	38.33% 23	20% 12	1.67% 1	60	1.80
Clerical support	15.25% 9	33.90% 20	49.15% 29	1.69% 1	59	2.34
Additional faculty	53.23% 33	25.81% 16	19.35% 12	1.61% 1	62	1.66
Additional instructors	6.67% 4	28.33% 45	45% 27	20% 12	60	2.48
Additional part-time faculty	0% 0	18.33% 11	58.33% 35	23.33% 14	60	2.76
Additional graduate assistantships	47.54% 29	31.15% 19	11.48% 7	9.84% 6	61	1.60
Professional development programming	16.67% 10	48.33% 29	30% 18	5% 3	60	2.14
Revision or expansion of curriculum	13.11% 8	55.74% 34	29.51% 18	1.64% 1	61	2.17
Improved/competitive compensation for faculty	37.70% 23	37.70% 23	19.67% 12	4.92% 3	61	1.81
Improved/competitive compensation for instructors	20% 12	23.33% 14	33.33% 20	23.33% 14	60	2.17
Improved/competitive compensation for part-time faculty	13.79% 8	24.14% 14	34.48% 20	27.59% 16	58	2.29
Improved/competitive compensation for graduate teaching assistants	46.67% 28	33.33% 20	10% 6	10% 6	60	1.59
Technology infrastructure	30% 18	40% 24	30% 18	0% 0	60	2.00
Facilities infrastructure (classrooms and offices)	26.23% 16	37.70% 23	36.07% 22	0% 0	61	2.10

Question #26 asked for the most important current needs for the program's ongoing viability, based on current circumstances, with the greatest needs reported including internal financial support (institutional budget), additional faculty, additional graduate assistantships, administrative support, improved/competitive compensation for graduate teaching assistants, and improved/competitive compensation for faculty, in that order (approximately three-quarters of programs responded to this question).

Q27.Based on your program's needs, please describe some ways the Master's Degree Consortium of Writing Studies Specialists might support your viability and growth going forward. (Answered: 33, Skipped: 49)

Question #27 asked for ways the Master's Consortium of Writing Studies Specialists as a professional organization might support the viability and growth of the program going forward, leading to a wide range of diverse answers that will appear in summary form on the Consortium website after review and discussion among the organization's governing board at the MDCWSS business meeting during the CCCC (approximately one-third of programs responded to this question).

Section 2: Data on Responses to Selected Qualitative Items

This second section offers data drawn from a cluster three of the qualitative questions on the 2012 Survey of Programs that together offer some sense of the variety in where individual programs recruit their students (question #11), how they appeal to those recruits about why to attend (question #22), as well as some of the texts and scholarship that exemplify the program's vision for the study of the writing at the master's level (question #23). Responses to these items for individual programs appear in this section according to program location by state. Not all programs responded to all questions. Twenty-three programs out of the 82 respondents requested that their individual program data not be circulated publicly in this report or on the web site for the Master's Consortium of Writing Studies Specialists.

ALABAMA

University of Alabama at Birmingham

Where this master's program frequently draws its students:

University of Alabama at Birmingham, Birmingham, AL; University of Alabama, Tuscaloosa, AL; Birmingham Southern University, Birmingham, AL

How this program appeals to prospective students:

"Birmingham has a number of publishing companies and is home to many corporations (insurance, health care, advertising, etc.), so students are often interested in working as technical writers or editors within these organizations. Also, a number of community colleges hire students completing the MA in rhet/comp."

What texts and scholarship suggest this program's intellectual vision and identity:

"The Rhetorical Tradition. Health and the Rhetoric of Medicine. Professional Writing and Rhetoric. These are just three examples that reveal our program's two-pronged approach: grounding courses in rhetorical theory and drawing on this knowledge as a springboard to communicating effectively in a range of contexts."

CALIFORNIA

California State University, Chico

Where this master's program frequently draws its students:

California State University, Chico, CA; University of California System

How this program appeals to prospective students:

We offer "teacher training, discipline-specific advanced study, preparation for doctoral programs, prep for J.C. and community college work."

What texts and scholarship suggest this program's intellectual vision and identity:

David G. Nichols's *Introduction to Scholarship in Modern Languages and Literature* (MLA Press); Gregory Colon Samanza's *Graduate Study for the 21st Century* (Palgrave); latest issue of *MLA Professions*.

California State University, Sacramento

Where this master's program frequently draws its students:

California State University, Sacramento, CA; University of California, Davis, CA; University of California, Berkeley, CA

How this program appeals to prospective students:

We emphasize "local employability (see ECTYC guidelines for English faculty in 2-year colleges)."

San Diego State University

Where this master's program frequently draws its students:

San Diego State University, San Diego, CA; California State University, San Marcos, CA; California State University, Los Angeles, CA

How this program appeals to prospective students:

We emphasize the following points: "Rhetoric as foundational to other kinds of studies, including science and technology. Rhetoric as an applied field, applicable to a wide range of professions. Shift in public education to rhetoric-based writing for students. Necessity for advanced education in logic and reasoning. Flexibility of MA in Rhetoric in terms of choosing further educational/career paths. Rhetoric as an applied field."

What texts and scholarship suggest this program's intellectual vision and identity:

Artistotle's *Rhetoric*; Kenneth Burke's *A Grammar of Motives*; Charles Hill and Marguerite Helmers's *Defining Visual Rhetorics*; Johndan Johnson-Eirolola, and Stuart Selber's *Central Works in Technical Communication* (Oxford University Press).

San Francisco State University

Where this master's program frequently draws its students:

University of California, Berkeley, CA; University of California, Santa Cruz, CA; San Francisco State University, San Francisco, CA

How this program appeals to prospective students:

"Our program's main focus is pedagogical training and the preparation for future community college reading and writing instructors. Graduates of our program can expect to be competitive

for two-year college jobs, especially in our geographical region where many faculty are past graduates from our program. We also emphasize the production of 'teacher-scholars' who are not only pedagogically effective, but also prepared to participate in scholarly and professional conversations about the teaching of composition."

What texts and scholarship suggest this program's intellectual vision and identity:

"One key document has been the *WPA Outcomes Statement*, and now the *Framework for Success in Post-Secondary Writing*. Along with standard texts like Victor Villanueva's *Cross-Talk in Comp Theory*, other key texts focus on post-secondary reading, such as Mariolina Salvatori's *The Elements (and Pleasures) of Difficulty* (Longman) and Kathleen McCormick's *The Culture of Reading and the Teaching of English* (Manchester University Press)."

Sonoma State University

Where this master's program frequently draws its students:

Sonoma State University, Rohnert Park, CA

How this program appeals to prospective students:

We emphasize the following points: "1. Teaching writing as a practical alternative to studying literature. 2. Intrinsic interest of study of rhetoric, linguistics, etc. 3. Joy of teaching writing, running writing centers, etc."

COLORADO

Colorado State University

Where this master's program frequently draws its students:

U of Colorado--Boulder, CO; Washington State U, Pullman WA; U of Iowa, Iowa City, IA

How this program appeals to prospective students:

We emphasize the following points: "- range of research interests among faculty. - contacts of faculty in key doctoral programs. - strengths in both the theoretical and practical. - strong opportunities for teaching, whether as GTAs, in the Writing Center, in the Community Literacy Center, etc. - good faculty to grad student ratio. - good job and grad school outcomes for graduates of program. - part of a collegial department that features many additional graduate opportunities in literature, creative writing, linguistics, as well as connections with other grad programs in Communication Studies, Tech Journalism, etc."

University of Colorado, Denver

Where this master's program frequently draws its students:

University of Colorado, Denver; Metro State College of Denver, CO; University of Denver

How this program appeals to prospective students:

"The degree will support your pursuit of research and teaching positions in college writing programs. It will also support the pursuit of doctoral level work in rhetoric and composition or applied linguistics."

What texts and scholarship suggest this program's intellectual vision and identity:

Thomas Miller's *The Evolution of College English* (University of Pittsburgh Press); Stuart Selber's *Rhetorics and Technologies: New Directions in Writing and Communication* (University of South Carolina Press); Charles MacArthur, et al.'s *Handbook of Writing Research* (Guilford Press).

FLORIDA

University of Central Florida

Where this master's program frequently draws its students:

University of Central Florida, Orlando, FL; Florida State University, Tallahassee, FL; University of South Florida, Tampa, FL

How this program appeals to prospective students:

We emphasize the following points: "Relatively better job prospects for rhet/comp grads. Number and quality of faculty. Various assistantship and professional development opportunities."

What texts and scholarship suggest this program's intellectual vision and identity:

"Study of various rhetorical traditions and histories. Study of writing theory, pedagogy, and admin. Study of literacy practices, broadly defined."

University of Florida

Where this master's program frequently draws its students:

University of Florida, Gainesville, FL; University of Massachusetts, Amherst, MA; Florida Gulf Coast University, Fort Myers, FL

How this program appeals to prospective students:

"Our 'open curriculum' allows graduate students to design their own course of study."

ILLINOIS

Eastern Illinois University

Where this master's program frequently draws its students:

Eastern Illinois University, Charleston, IL; University of Illinois, Urbana, IL; University of Evansville, IN

How this program appeals to prospective students:

We emphasize that our program "- prepares for teaching at a 2-year college. - enhances the skills of high school teachers, qualifying them to teach dual-credit classes. - allows students to clarify interests and prepare for application to a PhD program or other terminal degree. - prepares students for jobs in professional writing. - provides unique mentoring and classroom experience in teaching."

KANSAS

University of Kansas

Where this master's program frequently draws its students:

University of Kansas; Creighton University; University of Illinois at Springfield

How this program appeals to prospective students:

"Our program has special strengths in genre and language theory, [audience], style, public discourses, and writing [research] and pedagogy. All of our students have considerable flexibility in developing their own course of study, and faculty work closely with students in their scholarly and professional development. We provide a flexible curriculum, largely designed around students' interests and goals."

What texts and scholarship suggest this program's intellectual vision and identity:

Susan Miller's *The Norton Book of Composition Studies* (Norton); Victor Villanueva's *Cross-Talk in Comp Theory* (NCTE); Amy Devitt's *Writing Genres* (Southern Illinois University Press).

LOUISIANA

University of Louisiana at Lafayette

Where this master's program frequently draws its students:

Louisiana State University, Baton Rouge, LA; Tulane University, New Orleans, LA; University of New Orleans, LA

How this program appeals to prospective students:

We emphasize the following points: "- Generalist training in literary studies allows future faculty to fit well in English Departments. - Rhet/Comp or Writing concentrations allow students to focus on specific career writing goals, such as technical writing, comp studies, or grant writing. - TESOL classes also available to help prepare for overseas teaching."

What texts and scholarship suggest this program's intellectual vision and identity:

Patricia Bizzell and Bruce Herzberg's *The Rhetorical Tradition: Readings from Classical Times to the Present* (Bedford); Sharon Crowley's *Composition in the University* (University of Pittsburgh Press); Cynthia L. Selfe, *Technology and Literacy in the 21st Century: The Importance of Paying Attention* (NCTE); "The Wyoming Conference Resolution Opposing Unfair Salaries and Working Conditions for Post-Secondary Teachers of Writing" (*College English*, 1987); "NCTE Position Statement on the Status and Working Conditions of Contingent Faculty" (*College English*, 2011).

MICHIGAN

Central Michigan University

Where this master's program frequently draws its students:

Michigan State University, East Lansing, MI; Grand Valley State University, Grand Rapids, MI; Alma College, Alma, MI

How this program appeals to prospective students:

"An undergraduate degree in English is not required. We focus on helping students develop as writers and/or teachers of nonfiction writing of all sorts: those who want to teach writing at the community-college level, those who want to become professional writers in a variety of contexts, and those who want to pursue doctoral studies and research in rhetoric/composition, technical/professional communication, digital writing, etc. We offer several capstone options including thesis, exit portfolio, teaching internships, or professional communication internships. We offer courses in alternative delivery formats for busy working adults (and plan to do more of this in the future). Teaching and administrative GA positions are available as well."

Eastern Michigan University

Where this master's program frequently draws its students:

Eastern Michigan University, Ypsilanti, MI; University of Michigan, Dearborn, MI; University of Michigan, Ann Arbor, MI; Michigan State University, East Lansing, MI

How this program appeals to prospective students:

"We have a good track record as a program known for preparing students for PhD programs and we also have a good record of students going on to find work as professional writers and as teachers at area community colleges."

Patricia Bizzell and Bruce Herzberg's *The Rhetorical Tradition: Readings from Classical Times to the Present* (Bedford) and Victor Villanueva's *Cross-Talk in Comp Theory* (NCTE) "capture some of what we're about, along with" Johndan Johnson-Eirolola, and Stuart Selber's *Central Works in Technical Communication* (Oxford University Press).

MINNESOTA

University of Minnesota, Minneapolis

Where this master's program frequently draws its students:

University of Minnesota, Minneapolis, MN; Saint Cloud State University, St. Cloud MN; Michigan Technological University, Houghton, MI

How this program appeals to prospective students:

"Since 1977 the University of Minnesota has offered a master's degree in technical communication. Ours is one of the oldest and most highly respected programs of its kind in the country. Much of our success is tied to the Department of Writing Studies' nationally recognized research and leadership in technical communication: editors of the journals *Technical Communication Quarterly* and *Written Communication*; authors of major textbooks, scholarly books and articles; local and national meeting leadership. [The program is] offered from the science and technology hub of the state and region. Many Writing Studies courses are taught in the late afternoons or evenings to accommodate working students; other courses are available online."

University of Minnesota, Duluth

Where this master's program frequently draws its students:

University of Wisconsin-Superior, Superior, WI; College of St. Scholastica, Duluth, MN; Bemidji State University, Bemidji, MN

How this program appeals to prospective students:

Our program offers "excellent preparation for community college work, for doctoral studies in rhetoric and composition, and for certain careers in publishing."

What texts and scholarship suggest this program's intellectual vision and identity:

For the Writing Studies Track (since 2011), Charles Bazerman's "The Case For Writing Studies as a Major Discipline" (in Gary Olson's *Rhetoric and Composition as Intellectual Work*); Louise Wetherbee Phelps's *The Case for Rhetoric and Composition as an Emerging Field* (Consortium of Doctoral Programs in Rhetoric and Composition report). For the Publishing and Print Culture Track (since 2000), Elizabeth Eisenstein's *The Printing Press as an Agent of Change* (Cambridge University Press); Marshall McLuhan's *Understanding Media: The Extensions of Man* (MIT Press).

MISSOURI

Missouri University of Science & Technology

Where this master's program frequently draws its students:

Missouri University of Science & Technology, Rolla, MO; Missouri State University, Springfield, MO; Drury University, Springfield, MO

How this program appeals to prospective students:

"It's a rigorous program that will enhance their skills and marketability."

Missouri Western State University

Where this master's program frequently draws its students:

Missouri Western State University, St. Joseph, MO; Missouri State University, Springfield, MO; Peru State College, Peru, NE

How this program appeals to prospective students:

"Our 'Ten reasons' for each option: *Writing Studies* 1. You want a program that will prepare you to teach writing at the college level, where job growth is expected to be 15% over the next decade. 2. You want a grad program that gives you classroom teaching experience. 3. You want opportunities to teach a variety of courses as a Graduate Teaching Assistant. 4. You want to enhance your secondary teaching career with a graduate degree in writing, a key content area. 5. You want to help students become better writers so that they can succeed in their education and careers. 6. You want to learn to use technology to enhance your teaching. 7. You want to help teachers in other disciplines use writing effectively in their classes. 8. You want to conduct research that will help you become a more effective teacher. 9. You want to direct a writing program. 10. You want to write grants that will help your school win valuable resources.

Technical Communication 1. You want to earn a good living as a writer, like other technical writers who average over \$60,000 annually. 2. You want a career with 23% growth potential over the next decade. 3. You want to work with companies that are on the leading edge of scientific, medical, and technical advancements. 4. You want to improve your writing so that you can advance your current career. 5. You want to start your own business creating, designing, and editing print and digital materials. 6. You want to teach clients, colleagues, or students as a college teacher or as a corporate trainer. 7. You want to help people understand and use new technologies. 8. You want to write proposals to help your organization win contracts or grants. 9. You want to help organizations comply with regulations and best practices. 10. You want to conduct research that will improve communication in your organization."

What texts and scholarship suggest this program's intellectual vision and identity:

“Three texts form the foundation of courses in our program and indicate the applied theory aspect: Ann Blakeslee and Cathy Fleischer’s *Becoming a Writing Researcher* (Erlbaum); Michael Hughes and George Hayhoe’s *A Research Primer for Technical Communication* (Erlbaum); Elizabeth Chiseri-Strater and Bonnie Sunstein’s *What Works? A Practical Guide to Teacher Research* (Heinemann).”

University of Missouri, Saint Louis

Where this master's program frequently draws its students:

University of Missouri, Saint Louis, MO; Truman State University, Kirksville, MO

How this program appeals to prospective students:

"The quality and content of the courses is what does it."

NEBRASKA

University of Nebraska-Lincoln

Where this master's program frequently draws its students:

Creighton, Omaha, NE; University of Nebraska-Omaha, Omaha, NE; Doane College, Crete, NB

How this program appeals to prospective students:

"Graduate and undergraduate students of Composition and Rhetoric at UNL have studied reading and writing in a variety of contexts, including rural women's uses of literacy to sustain the social and economic fabric of their town and students' negotiation of religious identity in their writing for college. UNL students in Composition and Rhetoric have organized writing groups for teenage girls, produced publications for workplaces and non-profit organizations, and conducted internships in professional writing and literacy tutoring. Students engage in this kind of writing and research via the department's first-year writing courses, the undergraduate concentration in writing and rhetoric, coursework specific to English/language-arts education, and the Composition and Rhetoric Graduate program. Undergraduate and graduate students pursuing programs of study in composition and rhetoric are prepared for a wide array of professional and personal opportunities including: writing intensive careers, community and workplace literacy work and activism, teaching, research and administration in postsecondary and secondary education, and further graduate study."

What texts and scholarship suggest this program's intellectual vision and identity:

“The Teaching-Research Connection” (NCTE Position Statement); *The Framework for Success in Postsecondary Writing* (NCTE, CWPA, & NWP); the website for the National Writing Project: www.nwp.org.

NEW YORK

Long Island University, Brooklyn

Where this master's program frequently draws its students:

Long Island University, Brooklyn, Brooklyn, NY; Syracuse University, Syracuse, NY; Brooklyn College, Brooklyn, NY

How this program appeals to prospective students:

"We offer two MAs in writing—Writing and Rhetoric and Professional Writing—both of which can equip students for further graduate study, professional careers, and/or teaching. We also have a strong MFA program that benefits MA students, robust research, tutoring, and teaching positions for graduate students, and a welcoming faculty."

What texts and scholarship suggest this program's intellectual vision and identity: College Composition and Communication, College English, Rhetoric Review, WPA Journal, "The WPA Outcomes Statement for First-Year Composition," and The Journal of Technical Writing and Communication.

NORTH CAROLINA

East Carolina University

Where this master's program frequently draws its students:

East Carolina University, Greenville, NC; University of North Carolina, Wilmington, NC; North Carolina State University, Raleigh, NC

How this program appeals to prospective students:

"All full-time graduate students have the opportunity to work with students on their writing as they serve as writing consultations in our studio and writing center. They also have an opportunity to teach, which contributes quite well to their professional development. Our mission is to foster intellectual curiosity when it comes to researching texts, broadly conceived. We teach students habits of mind that transfer to diverse experiences. We also educate students to be scholar-teachers."

North Carolina State University

Where this master's program frequently draws its students:

North Carolina State University, Raleigh, NC; Appalachian State U, Boone, NC; University of North Carolina, Wilmington, NC

How this program appeals to prospective students:

We provide "opportunity to work with top faculty; for TAs, the opportunity to teach under a

well developed training program [as well as] flexibility in course selection."

Patricia Bizzell and Bruce Herzberg's *The Rhetorical Tradition: Readings from Classical Times to the Present* (Bedford); Stuart Selber's *Multiliteracies for a Digital Age* (Southern Illinois University Press); Geoffrey Sirc's *English Composition as a Happening* (Utah State University Press); Victor Villanueva's *Cross-Talk in Comp Theory* (NCTE); Kathleen Blake Yancey's *Writing in the 21st Century: A Report from the National Council of Teachers of English* (NCTE).

OHIO

Bowling Green State University

Where this master's program frequently draws its students:

Bowling Green State University, Bowling Green, OH; University of Toledo, Toledo, OH; Xi'an International Studies University

How this program appeals to prospective students:

We offer "preparation for Ph.D. programs, community college and public school teaching, careers in business and industry."

Miami University of Ohio

How this program appeals to prospective students:

We offer "a flexible and comprehensive curriculum for study including such areas as Composition Pedagogy, Comparative Rhetorics, Digital Writing and Rhetoric, Feminist and Queer Rhetorics, Historical Rhetorics, Professional Writing, Writing-Across-the-Curriculum, and Writing Program Administration. Opportunities for interdisciplinary study through affiliations with such campus programs as Asian/Asian-American Studies, Black World Studies, Disability Studies, Interactive Media Studies, and Women's, Gender, and Sexuality Studies. Nationally-recognized, award-winning faculty committed to helping graduate students pursue their interests, expand their expertise, and launch their professional careers. Our placement rate for graduates seeking faculty positions at colleges and universities is 100 percent. Well-funded assistantships for all composition and rhetoric graduate students, including guaranteed summer stipends. Diverse teaching opportunities in state-of-the-art classrooms including teaching first-year composition, upper division rhetoric and writing courses, digital writing and rhetoric, and technical and business communication. Extensive administrative leadership opportunities in the Composition Program, the Digital Writing Collaborative, the Howe Writing Center, and the Howe Writing Initiative."

What texts and scholarship suggest this program's intellectual vision and identity:

Jason Palmeri's *Remixing Composition: A History of Multimodal Writing Pedagogy* (Southern Illinois University Press); Kate Ronald and Joy Ritchie's *Available Means: An Anthology of*

Women's Rhetoric(s) (University of Pittsburgh Press); Heidi McKee and James Porter's *The Ethics of Internet Research: A Rhetorical, Case-based Approach* (Peter Lang); LuMing Mao and Morris Young's *Representations: Doing Asian American Rhetoric* (Utah State University Press); John Tassoni and Douglas Reichert Powell's *Composing Other Spaces* (Hampton Press); Cynthia Lewiecki-Wilson and Jen Cellio's *Disability and Mothering: Liminal Spaces of Embodied Knowledge* (Syracuse University Press); Michele Simmons' *Participation and Power: A Rhetoric for Civic Discourse in Environmental Policy* (State University of New York Press).

OKLAHOMA

University of Central Oklahoma

Where this master's program frequently draws its students:

University of Central Oklahoma, Edmond, OK; University of Oklahoma, Norman, OK; Oklahoma State University, Stillwater, OK

How this program appeals to prospective students:

We emphasize "teaching experience in the FYC program [and] the fact that many jobs will require the teaching of composition even if their specialty is not Rhet/Comp."

What texts and scholarship suggest this program's intellectual vision and identity:

"We are eclectic and have not built a curriculum around a pedagogical movement or single approach. We seek to balance instruction in classical rhetoric with contemporary diversions from it."

OREGON

Oregon State University

Where this master's program frequently draws its students:

Westminster College, Salt Lake City, UT; Utah Valley University, Orem, UT; Oregon State University, Corvallis, OR

How this program appeals to prospective students:

We offer an "intensive, closely mentored thesis (most of the second-year curriculum), [which] develops very strong writing skills; pedagogically oriented training even for non-GTAs (GTAs have lots of training, including a week-long intensive course and a term-long symposium); [as well as] emphasis on professional opportunities via meetings with visiting speakers, internships, etc."

What texts and scholarship suggest this program's intellectual vision and identity:

“(1) program's online statements; (2) faculty scholarship; (3) prior student theses [available online].”

SOUTH CAROLINA

Coastal Carolina University

Where this master's program frequently draws its students:

University of South Carolina Columbia, SC; Coastal Carolina University, Conway, SC

How this program appeals to prospective students:

"The program allows for considerable diversity in tracking, and is structured around a thesis, the focus of which is worked out with a participating/qualifying faculty member. This allows students to structure the degree in terms of their interests and goals. We also offer emphases in Creative Writing, English studies, and New Media and Digital Culture."

TENNESSEE

University of Tennessee at Chattanooga

Where this master's program frequently draws its students:

University of Tennessee at Chattanooga, Chattanooga, TN; Lee University, Cleveland, TN; Covenant College, Lookout Mountain, GA

How this program appeals to prospective students:

"Our graduates work in a variety of jobs, with a significant number accepted by prestigious prep schools, doctoral programs, and national companies."

What texts and scholarship suggest this program's intellectual vision and identity:

David G. Nichols's *Introduction to Scholarship in Modern Languages and Literature* (MLA Press); *MLA Style Manual and Guide to Scholarly Publishing* (MLA); Susan Jarrett and Lynn Worsham's *Feminism and Composition Studies* (MLA).

TEXAS

University of Texas at El Paso

Where this master's program frequently draws its students:

University of Texas at El Paso, El Paso, TX

How this program appeals to prospective students:

This program is a "good step to doctoral study [which can] assist with career advancement. Better communicators get better jobs with advancement possibilities."

University of Texas at San Antonio

Where this master's program frequently draws its students:

University of Texas at San Antonio, San Antonio, TX; Our Lady of the Lake University, San Antonio, TX; Texas A & M University-Kingsville, Kingsville, TX

How this program appeals to prospective students:

"Students will receive a broad foundation in all historical periods of literature that is transnational and cross-cultural, as well as have the opportunity to take twelve hours of elective credits in literary theory and literature studies, rhetoric/ composition and language, or creative writing. Students will have an opportunity to earn a Certificate in Creative Writing, and beginning in the coming year a Certificate in Rhetoric and Composition."

What texts and scholarship suggest this program's intellectual vision and identity: Cristina Vischer Bruns's *Why Literature? The Value of Literary Reading and What It Means for Teaching* (Bloomsbury Academic); Gloria Anzaldúa's *Borderlands/La Frontera: The New Mestiza* (Aunt Lute); Peter Vandenberg, et al.'s *Relations, Locations, Positions: Composition Theory for Writing Teachers* (NCTE).

UTAH

Weber State University

Where this master's program frequently draws its students:

Brigham Young University, Provo, UT; University of Utah, Salt Lake City, UT; Utah State University, Logan, UT

How this program appeals to prospective students:

We offer "affordability, convenience, [and] a professional orientation."

VIRGINIA

George Mason University

Where this master's program frequently draws its students:

George Mason University, Fairfax, VA; James Madison University, Harrisburg, VA; University of Maryland, College Park, MD

How this program appeals to prospective students:

"The MA concentration in Professional Writing and Rhetoric (PWR) is oriented to workplace uses of language. In addition to training in pragmatic skills, the concentration is characterized by a self-reflexive attention to workplaces as institutions and sites for rhetorical action. Courses on research in nonfiction writing complement instruction in rhetoric, editing, technical communication, digital publication, and ethnography to prepare you for the role of writer and communicator in the private and public sectors. Instruction in textual and observational research methodologies equip you with valuable research tools and strategies, while courses in literature, media studies, folklore, and linguistics provide insight into language and writing practices across a variety of contexts."

What texts and scholarship suggest this program's intellectual vision and identity: Johndan Johnson-Eirolola, and Stuart Selber's *Central Works in Technical Communication* (Oxford University Press); Stuart Selber's *Rhetorics and Technologies: New Directions in Writing and Communication* (University of South Carolina Press); Colin Brooke's *Lingua Fracta: Toward a Rhetoric of New Media* (Hampton Press).

WASHINGTON, DC

Georgetown University

Where this master's program frequently draws its students:

Duke University, Durham, NC; University of Maryland, College Park, MD; New York University, New York, NY

How this program appeals to prospective students:

"While our core curriculum focuses on traditional scholarly approaches to Anglophone literary and cultural studies approaches, we do offer enough additional coursework, training and research opportunities in literature and writing pedagogy, creative writing, journalism and media studies for students to design models of professional expertise that can qualify them for a much wider variety of opportunities both in and beyond the DC area."

What texts and scholarship suggest this program's intellectual vision and identity: Terry Eagleton's *The Event of Literature* (Yale University Press); the ADE's Ad Hoc Committee on the Master's Degree's report, "Rethinking the Master's Degree for the New Century" (ADE); James Slevin's *Introducing English: Essays in the Intellectual Work of Composition* (University of Pittsburgh Press).

WEST VIRGINIA

West Virginia University

Where this master's program frequently draws its students:

Washington and Jefferson College, Washington, PA; University of Maryland, College Park, MD; Hollins University, Roanoke, VA

How this program appeals to prospective students:

"BLS.gov estimated job growth for technical writers is higher than many humanities-based degrees. An MA in Professional Writing is a good mix of theoretical and practical education."

What texts and scholarship suggest this program's intellectual vision and identity: Technical Communication Quarterly, Computers and Composition, and Technical Communication.

WISCONSIN

University of Wisconsin-Milwaukee

Where this master's program frequently draws its students:

University of Wisconsin-Milwaukee, Milwaukee, WI; University of Wisconsin-Parkside, Kenosha, WI; Cardinal Strich University, Milwaukee, WI

How this program appeals to prospective students:

From our web site: "Statistics reflect the good news that specializing in professional writing can help build credentials and improve job marketability after graduation. In today's struggling economy, workers need to be flexible, multi-skilled, and adaptable. Studying professional writing can help you gain skills and knowledge that can make an important difference in helping you to compete well in the job market."

What texts and scholarship suggest this program's intellectual vision and identity: Rachel Spilka's Digital Literacy for Technical Communication: 21st Century Theory and Practice (Routledge); Tim Peebles's Professional Writing and Rhetoric: Readings from the Field (Pearson); Gerald Alred, et al.'s Handbook of Technical Writing (St. Martin's).

UNITED KINGDOM

University of Coventry

How this program appeals to prospective students:

"Our programme is designed for staff working in writing support, study skills and support for students and staff writing in English as a second language. It will enable students to support writing particularly in a British or European context, and to develop as managers of support units or writing centres."

What texts and scholarship suggest this program's intellectual vision and identity: Roz Ivanič's *Writing and identity: The Discoursal Construction of Identity in Academic Writing* (John Benjamins); Mary Lea and Brian Street's "Student Writing in Higher Education: An Academic Literacies Approach" (*Studies in Higher Education*, 1998); Theresa Lillis and Mary Scott's "Defining Academic Literacies Research: Issues of Epistemology, Ideology and Strategy" (*Journal of Applied Linguistics*, 2007); Theresa Lillis and Mary Jane Curry's *Academic Writing in a Global Culture: The Politics and Practices of Publishing in English* (Routledge).