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## Announcements

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## Announcements

**Call for Papers:** *The Writing Lab Newsletter*, a monthly publication for those who work in the tutorial setting of a writing lab, invites manuscripts. Authors are invited to submit articles, book reviews, papers presented at regional conferences, reports of writing lab conferences, articles by tutors, and news of regional groups and/or specific writing labs. Recommended length is 10 to 15 double-spaced pages for articles and 3 to 4 pages for tutors' essays for the "Tutors' Column," though longer and shorter articles are also invited. Please use MLA format. If possible, send hard copy and a 3.5 in. computer disk (any Macintosh or DOS is acceptable, and we can work with most word processing programs). We will also accept manuscripts via e-mail (mjturley@purdue.edu) as an attachment in Word, ASCII, or text-only (with no line breaks). The e-mail "cover letter" should include author's name, address, and phone/fax, as well as the name of the file attached and name plus version of the word processing package used. Subscriptions to *WLN* are \$15/yr. (\$20 in Canada). Make checks payable to Purdue University. Send newsletter materials and subscription requests to: Professor Muriel Harris, Editor; *Writing Lab Newsletter*; Dept. of English; 1356 Heavilon Hall; Purdue University; West Lafayette, IN 47907-1356. Phone: 765-494-7268; fax: 765-494-3780; e-mail: harrism@cc.purdue.edu; URL: <http://owl.english.purdue.edu/files/newsletter.html>.

**Call for Papers:** *Composition Studies*, first published as *Freshman English News* in 1972, is the oldest independent scholarly journal in rhetoric and composition. *CS/FEN* publishes essays on theories of composition and rhetoric, the teaching and administration of writing and rhetoric at all post-secondary levels, and disciplinary/institutional issues of interest to the field's teacher-scholars. Each issue includes Course Designs, an innovative feature on curricular development in writing and rhetoric of interest to teachers at all post-secondary levels. *CS/FEN* also includes lengthy review essays, written by rhetoric and composition's leading authors, of current scholarly books in the field.

See the journal web site for all submission guidelines. Those wishing to submit to Course Designs are strongly urged to see the full project statement, also available from the web site. Those interested in writing review essays should forward a letter and CV to the editor. All unsolicited manuscripts are reviewed blind by two external readers. *Composition Studies* is published twice each year (April/May and October/November). Subscription rates are: Individuals \$12 (Domestic) and \$15 (International); Institutions \$25 (Domestic) and \$30

(International); Graduate Students \$9. Back issues are available at \$6. Send all inquiries to: Carrie Leverenz and Ann George, Editors; *Composition Studies*; Texas Christian University; Department of English; TCU Box 297270 Fort Worth, TX 76129. E-mail: compositionstudies@tcu.edu; web site: www.compositionstudies.tcu.edu/.

**Call for Papers:** *JAC* invites submissions of articles on a variety of topics related to writing, rhetoric, multiple literacies, and culture. *JAC* seeks to support intellectual work in composition studies by publishing scholarship that finds in contemporary theory the language to ask new questions, to reframe existing problems, and to move beyond current impasses in thought and action. We invite articles that explore intersections of composition theory with theoretical work in other disciplines and fields of study, and we invite theoretical articles on the politics of difference. Also of interest are articles that make available a theoretical understanding of important professional issues in composition studies, English studies, and higher education. Although *JAC* does not typically accept articles describing classroom techniques, we do invite submissions on pedagogical theory. Please use current MLA style and send three copies, stripped of any identifying information, for blind review. Direct submissions and inquiries to: Professor Lynn Worsham, Editor, *JAC*; Department of English; University of South Florida; Tampa FL 33620-5550; (813) 974-9536; Lworsham@chuma1.cas.usf.edu.

**Call for Submissions:** *Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric* seeks theory-driven and/or research-based submissions from undergraduates on the following topics: writing, rhetoric, composition, professional writing, technical writing, business writing, discourse analysis, writing technologies, peer tutoring in writing, writing process, writing in the disciplines, and related topics. Submissions to this refereed journal should be between 8 and 20 pages, in MLA format, and should be accompanied by a professor's note that the essay was written by the student. Please send three copies of manuscript free of author's name. Include a separate title page listing author's name, address, affiliation, email address, and phone number. Send inquiries and submissions to Candace Spigelman and Laurie Grobman, Penn State University, Berks-Lehigh Valley College, P.O. Box 7009, Tulpehocken Road, Reading, PA 19610-6009. E-mail inquiries to leg8@psu.edu or cxs11@psu.edu.

**Call for Papers:** *The Journal of Teaching Academic Survival Skills (JTASS)* is seeking articles for its next issue. *JTASS* is a multi-disciplinary, refereed journal that publishes articles focusing on the teaching of "at-risk" students—those who might fall between the cracks in colleges and universities without some intervention on our part. We seek critical work in areas such as instructional strategies, political considerations, incidents with students,

promising practices, student services, program development, and more. We value studies that are pertinent to specialists yet accessible to non-specialists. We are pleased to consider articles that extend our definition of the at-risk population or that focus on how that condition of being "at-risk" undergoes variation and transformation in light of particular environments, class-based markers, or learning situations.

To submit a manuscript or learn more about our journal, please contact John Paul Tassoni, Editor, *Journal of Teaching Academic Survival Skills*, Department of English, Miami University Middletown, Middletown, OH 45042. Manuscripts should follow APA format. Please submit both in hard copy and disk form. Contributors can also submit electronically to [tassonjp@muohio.edu](mailto:tassonjp@muohio.edu).

**Call for Submissions:** *The Dangling Modifier*, produced by Penn State tutors in association with the National Conference on Peer Tutoring in Writing, needs your tutors! The editorial staff is still considering manuscripts for our next issue (see [http://www.ulc.psu.edu/Dangling\\_Modifier/index.htm](http://www.ulc.psu.edu/Dangling_Modifier/index.htm)).

If you are teaching a tutor training class or any other class in relation to writing centers, please encourage your students to consider transforming their papers into articles for this national publication. Or if you have veteran peer tutors who might be interested in writing an article, please send this message along to them. Also, if you would like to nominate a very special tutor to be featured in this issue, please send us your article along with the tutor's photograph. We appreciate and try to use all submissions!

We request that the manuscripts be 500 words or less. Please include name, e-mail, title, and college information for each submission. Manuscripts can be submitted via email at: [danglingmodifier@psu.edu](mailto:danglingmodifier@psu.edu). At the discretion of our staff, accepted manuscripts may be e-tutored before publication.

**Conference Announcement/Call for Proposals:** The University of Louisville announces the fifth biennial Thomas R. Watson Conference in Rhetoric and Composition. "Writing at the Center" will be held October 7-9, 2004 at the University of Louisville. Featured speakers will include Neal Lerner, Bob Schwegler, David Russell, Joan Mullin, Art Young, Paula Gillespie, Brad Hughes, Doug Hesse, and many other scholars and administrators who work in and influence writing programs. Other special features of the conference include scholarship awards and student guest speakers.

We encourage composition scholars to consider the relationships among writing programs across all education levels, as well as how literacy sponsors, students, teachers, tutors, and administrators view writing programs. We invite proposals for individual pre-

sentations or panels that consider some aspect of the conference theme. Participants might explore any number of avenues, including but not limited to:

**Writing Programs:** How might we envision more cooperative relationships among writing programs? In what ways are literacy sponsors involved with writing programs? What are their priorities for writing programs?

**Students:** How can we best promote student agency? How do peer tutors/students view our programs?

**History:** Why have we become concerned with preserving our histories? How do we see our history at this moment?

Send proposals to Carol Mattingly, Director, Thomas R. Watson Conference, Department of English, University of Louisville, Louisville, Kentucky 40292. Proposals should be post-marked by February 15, 2004 and will be selected through a blind review process. Please visit the conference website at <http://www.louisville.edu/a-s/english/watson> or call 502.852.1252 for additional information.

**An Update from the Writing Centers Research Project Archive:** Thanks to generous contributions from many of you, the WCRP Archive has grown substantially during the past year. Recent acquisitions include a sizeable gift from the Purdue Writing Lab (Muriel Harris and Mary Jo Turley), which includes conference materials, writing lab training documents, and copies of writing center dissertations. Neal Lerner has also continued his support of the WCRP this year, donating copies of several dissertations, numerous out-of-print books, and other historical documents. Other recent donations include administrative reports from Marquette University's writing center (Paula Gillespie); a large collection of letters, memos, and NWCA reports (Jay Jacoby); ECWCA correspondence and administrative papers dating back to the early eighties (Cindy Johaneck); SCWCA newsletters and NWCA conference materials (Jim McDonald); and promotional materials from a variety of writing centers across the country (Denise Stephenson).

In addition, the following writing center scholars have generously provided copies of their dissertations for the archive: Jim Bell, Anne Ellen Geller, Eric Hobson, Neal Lerner, Susan Wolff Murphy, Rick Sheets, and Jeanne Simpson. And just as exciting are the recent additions to the WCRP Digital Archive. As of April 2003, the writing center community may access complete issues of *The Writing Center Journal*, volumes 1.1 through 8.1 and 18.2-20.1 by visiting the WCRP web site (<http://www.wcrp.louisville.edu>).

Those who wish to contribute materials may contact the WCRP for further information (see below). Currently, the WCRP is actively seeking originals of regional and national conference proceedings from any year in addition to the standing request for writing center materials produced before 1995. This includes writing center related correspondence,

administrative reports, tutoring documents, audio and video tapes, ephemera, promotional materials, and other in-house documents from local writing centers. A more comprehensive list is available at the WCRP web site. For information on the WCRP, contact Carol Mattingly, WCRP Director, 312 Ekstrom Library, University of Louisville, Louisville, KY 40292, (502) 852-2173, [wcrp@louisville.edu](mailto:wcrp@louisville.edu), <http://www.wcrp.louisville.edu>.

Finally, to everyone who has helped to create this valuable resource for research, scholarship, and historical preservation, the WCRP extends its sincerest thanks!

**Position Available:** Founded in 1888, Wheelock College is a premier undergraduate and graduate urban-based institution distinguished by its mission to improve the quality of life for children and families. The College offers undergraduate arts and science majors and professional preparation for undergraduates and graduates in education, social work, human development and child life. In its curriculum and as a community, Wheelock is committed to diversity and multiculturalism, and has a unique emphasis on interprofessional practice.

Wheelock College seeks an experienced individual to direct Writing Center services for undergraduate and graduate students. Responsibilities include teaching writing courses (one each semester); helping to facilitate a Writing Across the Curriculum program; developing and administering writing proficiency exams; coordinating tutoring services and faculty development workshops; and supervising Writing Center Staff. Qualifications: Doctorate in English composition, literature or related area; successful experience working in a writing center and teaching First-Year composition; demonstrated interest in working with a diverse student body; ability to work effectively as a team member with faculty and other individual offices that influence the teaching and learning experience.

To apply, please send a cover letter and resume to: Dr. Andrea Hoffman, Vice President for Academic Affairs, Wheelock College, 200 The Riverway, Boston, MA 02215-4176, fax: 617-879-2395, email: [opportunities@wheelock.edu](mailto:opportunities@wheelock.edu).

Wheelock is a diverse community devoted to promoting acceptance and tolerance of all people regardless of race, color, national origin, religion, sexual orientation, age, gender, or condition of handicap. Each employee, regardless of position, is thus expected to support actively the College's commitment to such diversity by displaying a positive attitude toward and acceptance of all employees and students regardless of such differences. Wheelock College is an Equal Opportunity/Affirmative Action Employer and is committed to Diversity.