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Announcements

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Announcements

Please note: For the most current list of writing-center related announcements, go to <http://writingcenters.org>.

Conference Announcement: *Navigating the Boundary Waters: The Politics of Identity, Location, and Stewardship*, the second joint conference of the National Conference on Peer Tutoring in Writing and the International Writing Centers Association, October 19–23, 2005. The conference will be held at the Hyatt Regency Hotel in Minneapolis, Minnesota and hosted by the Midwest Writing Centers Association. For conference and hotel registration please visit <http://www.writingcenters.org/2005>.

Minnesota's Boundary Waters stretch along the border of the United States and Canada and are one of the few remaining wilderness areas within the continental U.S. Although they are renowned for their primeval and pristine beauty, the history of the Boundary Waters is one of bounty and exploitation, the meeting, clash, and contestation of cultures and nations, the fluidity of borders, and the struggle for adaptation, preservation, and sustainability. This complex history challenges those of us who love the wilderness to examine who we are in relation to the region's natural and human history, what role we and our ancestors have played in that history, and how and to what extent we may better understand and sustain what is and transform what is to be.

Historically positioned in the margins of the Academy, the writing center's experience is also one of both bounty and exploitation. As a discipline, we have noted the heterogeneity of our institutions, organizations, philosophies and practices and, simultaneously, attempted to secure some measure of permanence and universality. We have sought a more stable sense of identity, institutional and disciplinary recognition, and an understanding of the ways in which the illusion of permanence co-opts as well as enables writing center theory and practice.

Like the history of the Boundary Waters, the story of writing centers has not yet been fully told. We have not yet explored the degree to which this fluidity of identities challenges and channels tutors' and directors' relationships with student-writers, with one another, and with the institutions in which we are located. We are only beginning to account for the impact of internationalism and globalization not only on individualized writing instruction, but also on the organizations in and through which we create our teaching, tutoring, directing, writing lives.

Call for Proposals: The Southeastern Writing Centers Association is pleased to announce a call for proposals for its 2006 annual conference, February 16-18: "Let's Research: Gathering Evidence to Support Writing Center Work." Co-hosted by the University of North Carolina and Duke University, the conference venue is at the historic Carolina Inn in Chapel Hill. Neal Lerner, co-editor of the *Writing Center Journal* and co-author of *The Allyn and Bacon Guide to Peer Tutoring*, is the keynote speaker.

As writing centers, we are increasingly called upon to demonstrate our effectiveness and catalog our contributions to the communities we serve. While our institutions vary widely, we share a common need to investigate our theory and practice and convey our knowledge in measurable, convincing ways. We invite you to submit a proposal on any aspect of writing center work and to think creatively about what kinds of problems you'd like to solve, knowledge you'd like to gain, theories you'd like to investigate, and practices you'd like to test or measure. The submission deadline is Sept. 15 (acceptance notification by Oct. 15). The conference web site is <http://uwp.aas.duke.edu/wstudio/swca/>.

Call for Webtexts: *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* is an online, peer-reviewed journal that has been active since 1996 and publishes two issues a year. We accept submissions all year, as well as issuing special calls for webtexts, and are interested primarily in articles dealing with the intersections (be they theoretical or practical) between technology, rhetoric, and pedagogy as they pertain to written, visual, or oral discourse. Texts submitted for consideration should be designed as web pages, and we encourage authors to integrate new media technologies such as Flash and/or digital video. For a full description of submission guidelines, please visit <http://english.ttu.edu/kairos/guides/author/index.htm>. Watch for the 10th Anniversary Issue coming in fall 2006! The co-editors, James Inman and Doug Eyman, welcome your submissions or questions via e-mail at <kairosed@technorhetoric.net>.

Call for Papers: Please join the Research Network Forum at CCCC in Chicago to present a Work-in-Progress presentation or serve as a Discussion Leader (for those who are seasoned, established researchers). Electronic proposal forms are available at <http://www.rnfonline.com>. To appear in the official CCCC Program as a Work-in-Progress presenter, Discussion Leader, or Editor, please reply by July 31, 2005. You may appear on the RNF Program in addition to having a speaking role at the Conference on College Composition & Communications. **Final Deadline for inclusion in the RNF Program is November 15, 2005 (note earlier deadline)!** For more information, please contact Risa P. Gorelick, RNF Chair, at rgorelic@monmouth.edu or

risal804@aol.com; 732-571-3623, Monmouth University, Dept. of English, 400 Cedar Ave., West Long Branch, NJ 07764. See You in Chicago!

Call for Papers: College English Association National Conference, San Antonio, Texas, April 6-8, 2006. Composition Strand of the Conference: *Composition, Rhetoric, and Grammar: Exploring New Regions*. Proposals sought for individual or panel presentations that address new approaches to teaching composition, rhetoric, and/or grammar. Possible themes include writing centers and the teaching of writing/editing, the death of Freshman English, the role of imaginative literature in a composition course, new approaches to teaching grammar, college writing programs, composition classes and service learning, evaluating student texts, teaching visual rhetoric, new regions to explore in advanced composition and technical writing.

Proposals should include the proposer's name, institutional affiliation (if applicable), mailing address, phone number and email address; title of the proposed presentation; abstract of no more than 500 words; a/v equipment needs, if any; special needs, if any. Proposals may be submitted by post, fax, or email (include abstract in message body). If you are proposing a panel, the panel organizer should include the above information for all proposed participants.

CEA limits presentations to 15 minutes; panels to 75 minutes (with 3 to 4 presenters per panel). All presenters must join CEA by Jan 1, 2006, to appear on the program. No one may read more than one paper at the conference. If you are willing to serve as a session chair or respondent, please indicate this in your cover letter. Send your proposal to Dr. Bonnie Devet, Department of English, College of Charleston, 66 George Street, Charleston, SC 29424-0001, devetb@cofc.edu, Fax: 843.953.3180, Phone: 843.953.5772. Deadline for all proposals: October 15, 2005.

Call for Submissions: Articles, essays, research studies, and revised conference presentations are welcome for the Fall 2005 issue of *Kansas English*. Fall 2005 Issue Theme: *From Access to Assessment: Teaching the Language Arts*. Your writing should address issues of access and assessment as they relate to student ability, special needs, censorship, testing, college preparation, the teaching of multicultural literature, and methods of assessment, such as portfolio assessment. We encourage both empirical studies and essays on the teaching of language arts in Kansas and beyond. Visit the KATE web site for more information: http://staff.jccc.net/aanders/kate/ks_english.html. Submission deadline for the fall issue: October 1, 2005.

Call for Papers: *Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric*, an international refereed journal, 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 10–20 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 without author's name on manuscript. Please include author's name, address, affiliation, email address, and phone number on separate title page. *Young Scholars in Writing* also seeks Comments & Responses written by undergraduates that engage in intellectual dialogue with previously published articles in the journal. Comments & Responses should be 2–5 pages, in MLA format, and should be accompanied by a professor's note that the letter was written by the student. Decisions to publish Comments & Responses will be made by the editors. Send inquiries, submissions, and Comments & Responses to Dr. Laurie Grobman, Penn State University, Berks-Lehigh Valley College, P.O. Box 7009, Tulpehocken Road, Reading, PA 19610-6009. E-mail inquiries to <mailto:leg8@psu.edu>leg8@psu.edu. Journal website: <http://www.bklv.psu.edu/academic/pwrit/youngscholars/index.html>.

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 (wln@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, 500 Oval Drive, Purdue University, West Lafayette, IN 47907-2930. Phone: 765-494-7268; fax: 765-494-

3780; e-mail: harrism@cc.purdue.edu or wln@purdue.edu; website: <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 \$15 (Domestic) and \$20 (International); Institutions \$25 (Domestic) and \$30 (International); Graduate Students \$12. 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; website: <http://www.compositionstudies.tcu.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 online issue (see 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. At the discretion of our staff, accepted manuscripts may be e-tutored before publication.

Call for Submissions: *Praxis: A Writing Center Journal* is an online publication that represents the collaboration of writing center consultants and directors across the nation. We invite article submissions for our upcoming issues. The theme for the spring 2006 issue is Writing Centers Outside the Humanities; the deadline is November 7, 2005. In addition to pieces on these themes, we invite short article submissions on other writing center-related topics from consultants and administrators. *Praxis* is a project of the University of Texas Undergraduate Writing Center.

View the complete call for articles and submissions guidelines at <http://uwc3.fac.utexas.edu:8000/%7Epraxis/AboutUs/Static/Submissions>.

Also check out the current issue of *Praxis* at <http://uwc3.fac.utexas.edu:8000/%7Epraxis>. In this issue, we explore technology in the writing center. And check back in September for the new, fall 2005 issue on the theme *Whom We Serve*.

Call for Submissions: *IWCA Update: The International Writing Centers Association Newsletter*. *IWCA Update* is published twice per year: one issue in the Winter/Spring semester (late January/early February) and the second in early Fall semester (late September/early October). The newsletter is circulated to all current members of IWCA and *Update* contributors. The purpose of *IWCA Update* is to provide IWCA members with the most current information about the organization and its work. *Update* is also dedicated to providing for writing center professionals a forum in which a wide range of information and writing can be found, work that is important to the field and might not otherwise find publication. Finally, *IWCA Update* strives to provide up-to-date announcements, calls for proposals and/or submissions, information on awards, discussion/review of publications, and information on IWCA, IWCA regional, and other writing-related conferences.

Submissions for the fall issue should be received no later than July 31st. Submissions for the winter/spring issue should be received no later than December 1st. All submissions should be sent via email to macaulwj@muc.edu. Each submission should be sent separately. Please include your full name, as you would like it to appear in the newsletter, current title/position, institution, and complete contact information in the email. Each electronic submission should be in an MS Word document attached to the email AND pasted into the email message itself. For submission guidelines or for more information, call Bill Macauley, *Update* Editor, at 330-823-8440 or email macaulwj@muc.edu.