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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 (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 or Mitchell Simpson, Managing 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; <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; web site: <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 free, online spring 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.

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 presentations 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 postmarked by February 15, 2004 and will be selected through a blind review process. Please visit the conference website at <http://www.louisville.edu/~watson> or call 502.852.1252 for additional information.

Conference Announcement/Call For Papers: The Midwest Writing Centers Association is pleased to announce its 22nd annual regional conference *Talk Like a River: Discourses, Faith, Ethos, and Writing Centers*, which will be hosted by St. Cloud State University in St. Cloud, Minnesota, November 4-6, 2004. An elaborated description of the program theme and details is available at the MWCA website, <http://www.ku.edu/~mwca/>.

Proposals for individual and group presentations, panel discussions, roundtables, workshops, and research displays are welcome. We particularly encourage proposals for interactive, discussion-based sessions. Proposals should include a title, the names and contact information of all presenters, the presentation format, a 350-word description of the presentation and a 50-word abstract. We encourage you to submit proposals electronically at the MWCA website. If necessary, proposals may be mailed to Frankie Condon, Conference Chair, Department of English, 720 Fourth Avenue South, St. Cloud, MN 56301-4498. Proposals must be postmarked by March 1, 2004, for consideration.

Conference Announcement: The Northeast Writing Centers Conference will be held on Saturday, April 17, 2004, at Merrimack College in North Andover, Massachusetts. The conference theme is *Facing the Center: Centering, De-Centering, and Changing the Face of the Writing Center*. The keynote speaker is Paul Kei Matsuda, Associate

Director of Composition at the University of New Hampshire, and Co-Editor of *On Second Language Writing* and *Landmark Essays on ESL Writing*. In addition to the Saturday program, there will be a welcoming reception on Friday night from 6:30-9:00 pm. For registration information, contact Kathleen Shine Cain at (978) 837-5273 or kathleen.cain@merrimack.edu. Conference website: www.merrimack.edu/newca.

Call for Proposals: We invite all members of your writing center staff—including students—to propose an individual presentation or panel for the Northern California Writing Center Association's 12th annual meeting, to be held March 6, 2004, at Stanford University. The conference theme is *Acts of Writing: Performance in the Writing Center*. We encourage you to interpret this theme in ways that speak meaningfully of your thoughts and experiences regarding your writing center or writing centers in general. Please see our Website for more information about the conference and guidelines for submitting a proposal: <http://ncwca.stanford.edu>.

Call for Proposals: East Central Writing Centers Association, Spring 2004 Conference, *The Many Faces of the Writing Center*. April 2-3, 2004. Seton Hill University, Greensburg, Pennsylvania.

Those of us associated with writing centers often focus on the body of theories and practices that we share, rather than on our individual faces. Perhaps this shared experience brings us together as a community; however, in *Solutions and Trade-Offs in Writing Center Administration*, Muriel Harris reminds us "that writing centers cannot all function in similar ways or adopt rigid policies and approaches and that writing centers aren't for those who crave absolute answers."

Our many differences in who and what we are as writing centers certainly influence our work, and are thus worthy of our consideration. This year's theme, *The Many Faces of the Writing Center*, invites participants to reflect upon our diversity and its effect on our work. The East Central Writing Centers Association invites proposals that consider the following: Who is our staff? Who is our clientele? Where do we fit in our institutions? What is our experience level? How do these factors influence our writing centers?

Faculty, administrators, and students are encouraged to submit proposals for a variety of session formats. Related topics are welcome. Proposal deadline: January 30,

2004. For more information, see the conference website:
http://maura.setonhill.edu/~wc_conf04/ecwca.html

Position Available: The University of Houston-Clear Lake (UHCL) invites applications for an Assistant Professor of Writing, beginning August 2004. Teaching responsibilities include intermediate and advanced writing courses and graduate courses in business and technical writing. Opportunity to contribute to development of expanded writing curriculum at both the graduate and undergraduate levels. Ph.D. in Composition/Rhetoric required. Potential for productive research program and successful college- or university-level teaching in writing required. Experience teaching at junior/senior level, working with non-native speakers, and teaching with technology highly desirable. Responsibilities include teaching 6 courses/year (3/semester). Summer teaching available. Salary competitive. UHCL is an upper-level university (junior-, senior-, and master's level students) adjacent to NASA-Johnson Space Center. Send letter of application, vita, graduate transcripts, 3 recent letters of reference (with contact phone information), and copies of teaching evaluations if available to Chair, Writing Search Committee, UHCL Box 167, University of Houston-Clear Lake, 2700 Bay Area Blvd., Houston, TX 77058-1098. AA/EOE. The program seeks candidates who can enhance campus diversity. Review of applications begins November 1, 2003, and continues until position is filled. We reserve the right to extend search or not fill the position. Proof of eligibility to work in US required.

Call for Papers: *The Writing Center Director's Resource*, edited by Christina Murphy and Byron L. Stay, will be written primarily for the new writing center director, although it will have broad application for veteran directors as well. It is intended to help the writing center director gain confidence and develop realistic expectations for writing center management. It is also intended as a practical guide to writing centers, one which will explore the potential for writing centers and writing center directors to initiate institutional change and to develop personally and professionally.

Writing center directors' responsibilities pull them in many directions and can make the administration of writing centers a daunting task. They serve as managers and trainers. They often function on a departmental level, negotiating the administrative structure that supports their centers. Each of these structures requires different strategies and presents different problems for the new director. Similarly, writing center directors occupy different professional roles in their institutions, some

tenured or on tenure track, but a large number of writing center directors are hired as staff. Increasingly, writing centers have become the sites of technological innovation. Because writing centers play such integral roles within the administrative and academic structure of their institutions, it should not be surprising that many writing center directors find themselves moving naturally into administration.

In addition to these topics we invite proposals on writing center history, certification, academic disciplines, administrative oversight (writing centers in English departments, learning centers, or independent writing programs), assessment, technology and any other issues of central importance in the administration of writing centers.

This book will also present case studies of a few selected writing centers that illustrate the issues raised here. These case studies should examine issues of staffing, writing center placement, faculty status, training, and ethics.

The preliminary design for this book was initiated by Lawrence Erlbaum Associates, and they will be reviewing the completed manuscript. Initial chapter proposals will be accepted through March 1, 2004.

Call for Submissions: *Praxis: A Writing Center Journal* invites article submissions and article proposals from writing center consultants and administrators. *Praxis*, a biannual electronic publication aimed at writing consultants, contains articles on writing center news, opinions, consulting, and training. We welcome articles related to upcoming issues' themes.

- Spring 2004 theme: training writing consultants. Article deadline
Nov. 30, 2003.
- Fall 2004 theme: high school and community writing centers. Article deadline
April 30, 2004.
- Spring 2005 theme: technology in writing centers. Article deadline
Nov. 22, 2004.

Responses to the previous issue's feature article are also welcome. Since *Praxis* represents the collaboration of writing center practitioners across the globe, consultants and administrators are also invited to suggest future issue themes and article ideas.

Recommended article length is 500 to 1500 words. Articles should conform to MLA style. Send submissions as Word documents, attached in an email to Eliana Schonberg and Sue Mendelsohn at praxis@uwc.fac.utexas.edu. Please include the writer's name, email address, phone number, and affiliation. Because *Praxis* is a Web-based journal, please do not send paper; we do not have the resources to transcribe printed manuscripts. Images should be formatted as jpeg files and sent as attachments. Learn more about submissions at the *Praxis* Web site, <http://uwc.fac.utexas.edu/praxis>.

Summer Institute for Writing Center Directors and Professionals: Registration is now available for the 2004 Summer Institute for Writing Center Directors and Professionals. The second annual Summer Institute will be held on the campus of Clark University in Worcester, MA, from July 11 to 16, 2004. Co-sponsored by Clark, Marquette University, the Massachusetts Institute of Technology and the International Writing Centers Association, the Summer Institute offers new writing center directors (and established directors starting a new program or interested in new ideas) at all instructional levels the chance to spend a week with leaders in the field discussing and learning about topics essential to writing center work. The co-hosts of the 2004 Summer Institute are Paula Gillespie (Marquette University), Anne Ellen Geller (Clark University), and Neal Lerner (Massachusetts Institute of Technology). Leaders are Michele Eodice (University of Kansas), Dawn Fels (University City High School in St. Louis), Carol Peterson Haviland (Cal. State San Bernardino), Harvey Kail (University of Maine), Howard Tinberg (Bristol Community College in Fall River, MA), and Jill Pennington (Lansing Community College).

The Summer Institute registration fee is \$499 and is limited to 40 participants. For more information, go to <http://www.clarku.edu/writing/iwca/index.shtml> or email Anne Ellen Geller (angeller@clarku.edu) or Paula Gillespie (paula.gillespie@marquette.edu) or Neal Lerner (nlerner@mit.edu).

Call for Nominations—IWCA 2003 Best Book and Best Article Awards: International Writing Centers Association members are invited to nominate a book or an article for the 2003 IWCA Outstanding Scholarship Awards for Best Book and Best Article. The book or article must have a publication date of 2003. The deadline for nominations is Saturday, February 28, 2004. Send nominations by e-mail to Jon Olson at writingcenter@psu.edu.

Nominations must specify the reasons why the book or article deserves the award. Supporting arguments may be only a few sentences and should not exceed one page or screen. Send separate nomination messages for each item of scholarship if more than one are nominated. Nominations will be forwarded to the award committees after the deadline. If a nominated article is not from a readily accessible publication, the nominator may be asked to provide a copy of the article. The IWCA President will constitute Best Book and Best Article committees to determine the awards.

New IWCA Website: Have you visited the all new International Writing Centers Association website, writingcenters.org, yet? The site has information about the IWCA, resources for directors, writing consultants/tutors, and those new to writing centers, and the latest news about writing centers from around the world. If you have any questions or suggestions, you can contact Clint Gardner, the IWCA Web Editor at Clint.Gardner@slcc.edu.

Call for Proposals: The editors of *Composing Other Spaces: Place-Based Essays* are seeking 15- to 25-page articles discussing how the complexities of place shape the theory and practice of composition. How do the cultural practices and politics of particular geographic settings shape the material and intellectual working conditions for composition and compositionists? How do site-specific factors such as institutional hierarchies determine, undermine, or facilitate writing instruction? How does the composition classroom serve as a liminal space between the academy and the so-called "real world?" How do the workplaces of composition (and the work done there) figure in broader local or regional landscapes? The editors are interested in pieces that explore how questions such as these might challenge generalized characterizations of composition in academic practice that oversimplify, caricature, marginalize, or obscure sites such as writing centers, basic writing, adult literacy programs, studio workshops, WAC programs, service-learning centers, high schools, and two-year colleges. Special consideration will be given to reflective narratives and other experimental genres. Email full drafts or proposals by May 1, 2004, to John Paul Tassoni at tassonjp@muohio.edu or Douglas Reichert Powell at powellldr@duke.edu.