Announcements
Call for Participants: Summer Institute for Writing Center Directors

Sponsored by International Writing Centers Association, Marquette University and University of Wisconsin-Madison

The first annual Summer Institute for writing center directors and other professionals will be held from Sunday, July 27 (an evening welcome and reception), through Friday, August 1, 2003, in Madison, Wisconsin. The Institute will offer workshops, in-depth discussions, breakout groups for special interests, and mentoring throughout the week to a limited number of participants. Topics will include:

- different models and missions for writing centers
- writing center literature and research
- tutor selection and training
- technology and writing centers
- OWLs
- assessment
- facilities and space needs
- funding and budgeting
- communication with faculty and administrators
- record-keeping
- issues and questions that participants bring to the institute

Drawn from universities of various sizes, a secondary school, and a community college, the Institute’s leaders represent a range of expertise within the profession. Brad Hughes (University of Wisconsin-Madison) and Paula Gillespie (Marquette University) will chair the institute. Leaders will be in residence and participate in the institute throughout the week. They include Pam Childers (The McCallie School), James Inman (University of South Florida), Muriel Harris (Purdue University), Neal Lerner (MIT), Jon Olson (Penn State University), and Jill Pennington (Lansing Community College).

The conference site, Madison’s Pyle Center, is a state-of-the-art facility on Lake Mendota, close to the University of Wisconsin’s Writing Center, Library, Union, the conference hotel, restaurants, and shopping. The Institute’s board is seeking funding from several sources and will attempt to keep registration costs reasonable. Mark your calendars for this great new opportunity for writing center professionals! For further details and registration information, go to www.wisc.edu/writing/institute.
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: Peter Vandenberg, Editor; Composition Studies; DePaul University;
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 Papers: Dedicated to the teaching and learning beyond traditional disciplines and interests, Journal of the Assembly for Expanded Perspectives on Learning (JAEPL) invites submissions for its ninth annual issue. We solicit theory-grounded manuscripts that discuss pedagogical concerns focusing on topics that extend beyond currently accepted attitudes toward, and paradigms of, language. We invite an exploration of subjects that range over a spectrum of interest, including but not limited to emotion, imagery, kinesthetics, ecofeminism, situated knowledge, meditation, healing, and inspiration.

Send by January 31, 2003, four copies of letter quality manuscripts (attach postage for mailing three copies to readers) or electronic submission in rich-text format (RTF), MLA style, approximately 12-15 pages including works cited to: Linda Calendrillo, JAEPL Co-Editor, English Department, Western Kentucky University; Bowling Green, Kentucky 42101. (E-mail: lindacalendrillo@wku.edu.) Send editorial inquiries to: Kristie S. Fleckenstein; Co-Editor JAEPL; Department of English; Ball State University; Muncie, Indiana 47306. (E-mail: kflecken@gw.bsu.edu.) Visit our website at http://www.bsu.edu/english/publications/jaepl/index.htm.
Call for Papers: Journal of Second Language Writing. Special Topic Issue: Second Language Writers in the Writing Center. Special Issue Editors: Jessica Williams, University of Illinois at Chicago, and Carol Severino, University of Iowa

The Journal of Second Language Writing solicits submissions on the topic of tutoring second language writers, either in writing centers or in other settings. We seek reports of empirical studies of L2 writers and their tutors in these settings. We especially welcome research on writing in languages other than English. Topics may include but are not limited to:

- Descriptions/analyses of interaction in tutoring sessions with L2 writers
- Comparisons between sessions with L1 writers and L2 writers, and between L2 immigrant and L2 international students
- Effectiveness of tutoring: How does it affect revision? How do these learners develop as writers as a result of tutoring sessions?
- Relationship between the classroom and writing centers
- Reconsidering writing center models and strategies to accommodate L2 writers
- Second language acquisition and its relation to learning to write in the writing center

Articles should be empirical studies that are 15-30 pages, double-spaced. For complete guidelines for manuscript preparation, please consult the JSLW website at http://www.jslw.org

Mss. should be sent to Jessica Williams, Dept. of English (162), 601 S. Morgan, University of Illinois, Chicago, IL 60607 (jessicaw@uic.edu). Deadline for submission is June 30, 2003.

Call for Papers: We invite abstract submissions for an edited collection entitled: Taking on the Touchy Subject: An Examination of How Racial and Ethnic Identities Affect Teaching, Administration, and Scholarship, edited by Nancy Barron, Nancy Grimm and Sibylle Gruber. This collection explores the ways that assumptions about racial, class, and ethnic identities can sometimes undermine our best intentions as teachers, administrators, and scholars, particularly when we are unaware of how we are positioned or perceived by others. We are interested in submissions that critically examine experiences of privilege, exclusion, and confusion, submissions that offer insight about how to productively engage with problematic assumptions about race and difference, and submissions that complicate current notions of race and ethnicity. In order to promote productive encounters with difference, we particularly welcome submissions by authors collaborating across racial or ethnic differences.
We encourage contributors to be guided by, but not limited to, the following questions:

- How do we talk about race and ethnicity outside our comfort zone with students and other academics? Often, we are afraid to engage in critical discussions in our classrooms and with our colleagues because we don’t want to be called racist, sell-outs, insensitive, or ignorant. How do we avoid unproductive or accusatory confrontation and instead move toward productive exchanges that invite a wide range of opinions?
- Why do we so often create barriers that prevent the exchange of knowledge and that establish hard lines of insiders and outsiders? Or do these “barriers” become comfort zones?
- What do we need to do to create an environment where barriers can be broken down or reinterpreted and where communication can take place? How do we move beyond historical boundaries that institutionalize involuntary and voluntary separation/dis crimination?
- How do issues of race and ethnicity influence our teaching and/or our scholarship? How do we encourage collaboration in our research and in our classrooms across ethnic/racial boundaries? How can we profit from the diverse knowledges that we and students bring to the table?
- How do we discuss identity constructions in online environments? How do we represent ourselves, and how do students represent themselves online? Do we design online courses or web supplements any differently from face-to-face courses?
- As Paulo Freire points out, “[opportunities to practice hope] have to be created, politically produced, worked on, in the sweat of one’s brow, in concrete history.” How do we create and practice an environment of hope in a racially and ethnically divisive environment?
- How do we apply the theories and ideas of scholars interested in notions of identity construction to specific situations in our classrooms and other learning sites? How can we learn from theories and apply them to practices?
- How do we learn what our misconceptions and misunderstandings are? How do we know if the texts we are reading on theoretical and practical approaches to identity issues are the "right" or "correct" texts?

The audience for this collection is teachers, scholars, and educational administrators with a particular interest in identity construction. Because the collection has primarily an academic audience, its tone is generally scholarly; yet it strives to avoid a preachy or labored tone. Manuscripts should be 15-30 pages long, double-spaced.

Abstracts should include your name, institution, title of the proposed paper, and be 300-500 words in length. Submit your abstract to Sibylle.Gruber@nau.edu. Email submissions of abstracts are preferred, but paper submissions are also acceptable. Deadline for submission of abstracts is March 30, 2003, with manuscript drafts due by August 30, 2003, and
Call for Papers: The National Council of Teachers of English and Lawrence Erlbaum Associates are pleased to announce the co-publication of the *NCTE-LEA Research Series in Literacy and Composition*, co-edited by Andrea A. Lunsford (Stanford University) and Beverly J. Moss (The Ohio State University). The series aims to publish groundbreaking work on literacy, on composition, and on the intersections between the two.

Volumes in this series will be primarily original, authored or co-authored works that are theoretically significant and hold broad relevance to literacy studies, composition, and rhetoric. The series may also include occasional landmark compendiums of research. The scope of the series includes qualitative and quantitative methodologies; a range of perspectives and approaches (e.g., sociocultural, cognitive, feminist, psycholinguistic, pedagogical, critical, historical); and research on diverse populations, contexts (e.g., classrooms, school systems, families, communities), and forms of literacy (e.g., print, electronic, popular media). The intended audience includes scholars, professionals, and students in a range of fields in English studies, including literacy education, language arts, composition and rhetoric.

For detailed submission guidelines, please visit the NCTE Web site at: http://www.ncte.org/books/NCTE-LEA-guidelines.shtml. Or submit a full prospectus, table of contents, and at least two chapters (in electronic and hard copy) to Professor Andrea A. Lunsford, Department of English, 223 Building 460, 450 Serra Mall, Stanford University, Stanford, CA 94305-2087 (lunsford@stanford.edu) and Professor Beverly J. Moss, Department of English, The Ohio State University, 164 West 17th Avenue, Columbus, OH 43210-1370 (moss.1@osu.edu).

Conference Announcement: The International Writing Centers Association and the National Conference on Peer Tutoring in Writing will come together for a combined annual meeting. The IWCA-NCPTW 2003 Joint Conference will be held October 23–25, 2003 in Hershey, Pennsylvania. The keynote speaker will be Rebecca Moore Howard, professor of English at Syracuse University and author of *Standing in the Shadow of Giants: Plagiarists, Authors, Collaborators*. More information, including the online proposal submission form, may be found at the Conference Website, www.wc.iup.edu/2003conference.

Conference Announcement: The Steering Committee of the Northeast Writing Centers Association (NEWCA) invites you to register for "Moving Forward and Looking Back:
Writing Center Histories, Herstories, and Heresies,” the 2003 NEWCA conference to be held at Rivier College in Nashua, N.H. on April 5, 2003.

We are pleased to announce that Neal Lerner will be keynote speaker.

Conference presentations and workshops will consider the way that histories—personal, public, and political—describe the work of Writing Centers and tutors and question how those histories may influence our current philosophies and practices.

The conference website is: http://web.bryant.edu/~ace/wrtctr/NEWCA.htm. An additional link to the conference website is available from the Rivier College homepage: http://www.rivier.edu.

Call for Proposals/Conference Announcement: On March 27th, 28th, and 29th of 2003, the East Central Writing Centers Association will be holding its 25th annual conference at Marietta College in Marietta, Ohio. In recognition of its 25th anniversary, the East Central Writing Centers Association invites the writing center community to compose presentations, panels, and workshop proposals that explore the history of their own writing centers, and reflect on how that history has been shaped by both space and practice. Proposals may take a broad swipe at this theme, and explore how localized history shaped and resulted in innovative research and practice, including unique tutoring and administrative styles.

Keynote Speakers include Muriel Harris (Purdue University) and Neal Lerner (Massachusetts Institute of Technology).

Proposal abstracts (250 words) for 20, 45, or 90-minute presentations, panels or workshops need to be e-mailed (in word or text format) or postmarked by February 1, 2003. The proposal must include a cover page that lists the name, institutional affiliation, and contact information of all presenters. Furthermore, the cover page should indicate the type of presentation (panel, workshops, presentation) and duration of the presentation (20, 45, or 90 minutes). Completed proposals may be sent to Tim Catalano, Director of the Campus Writing Center, 215 Fifth Street, Marietta College, Marietta, OH 45750 (Catalano@marietta.edu). For more details, please see the conference website at http://www.marietta.edu/~mcwrite/eastcentral.html.

Position Available: Colby College, tenure-track assistant professor position for a composition specialist with a Ph.D. in Rhetoric and Composition or a terminal degree in another appropriate field with experience and scholarship in Rhetoric and Composition beginning September, 2003. Responsibilities would include teaching writing courses, directing our Writers' Center, and taking a leadership role in the Writing Across the Curriculum pro-
gram. Experience in composition for international students and/or Service-Learning helpful. Ph.D. needs to be completed by September, 2003. To apply, please send a cover letter that includes a brief discussion of your teaching and scholarship interests, curricu-

lum vitae, and three letters of recommendation to Professor Peter Harris, Chair of the Rhetoric and Composition search; Colby College; 5260 Mayflower Hill; Waterville ME 04901. Review of applications will begin on November 20 and will continue until the position is filled. Preliminary interviewing will take place at MLA in December. Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups. For more information about the college, please visit the Colby Web site: http://www.colby.edu/.

**Position Available:** The University of Houston-Clear Lake (UHCL) invites applications for an Assistant Professor of Writing, beginning August, 2003. Teaching responsibilities include Intermediate and Advanced Writing courses. Opportunity to contribute to development of expanded writing curriculum. 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 on November 1, 2002 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.

**Rafoth Wins Maxwell Distinguished Leadership Award:** Ben Rafoth, Professor of English and Director of the IUP Writing Center, has won the 2002 NCPTW Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing. The award recognizes dedication to and leadership in collaborative learning in writing centers, for aiding students in together taking on more responsibility for their learning, and, thus, for promoting the work of peer tutors. The award also denotes extraordinary service to the evolution of the conference organization. A plaque and cash
prize, presented October 26, 2002, at the 19th Annual National Conference on Peer Tutoring in Writing, were funded by an endowment from Ron and Mary Maxwell.

Rafoth hosted the NCPTW in 1992 at IUP, and he will chair the 2003 conference in Hershey, PA, in a joint meeting with the International Writing Centers Association. Rafoth is praised for keeping his writing center "on the cutting edge of developments in the field," for managing a balanced program that is "professional and intellectual while being open and accessible to students," and for involving peer tutors in every aspect of the operation. Moreover, his own publications—especially A Tutor's Guide: Helping Writers One to One (2000)—support the NCPTW goal of bridging the divide between writing center administrators and writing center tutors. between faculty and students.

The Writing Centers Research Project: The Writing Centers Research Project at the University of Louisville conducts and supports research on writing center theory and practice and maintains a research repository of historical, empirical, and scholarly materials related to Writing Center Studies.

The WCRP collects and archives oral history interviews of historically significant writing center professionals. The interviews are housed at the University of Louisville archives in both audiotaped and transcribed versions and are available for scholarly research. The WCRP archives include out-of-print books of writing center scholarship, print and online versions of The Writing Center Journal, and other historically significant writing center materials such as tutor transcripts, tutor training guides, writing center dissertations, administrative reports, and writing center conference programs.

The WCRP has conducted the first phase of a national survey in an effort to establish benchmark information about writing centers. The results of this study will be made available to members of the writing center community for use in planning and assessment and in determining how their centers compare with others.

Questions about the Writing Centers Research Project can be directed to Carol Mattingly (jcmatto3@gwise.louisville.edu) or Christopher Ervin (chris.ervin@louisville.edu) or by writing the WCRP at Ekstrom 312, University of Louisville, Louisville, Kentucky 40292. Visit the WCRP website at http://www.wcrp.louisville.edu/.