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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>.

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; 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 2005 issue is technology in the writing center; the deadline is November 7, 2004. The fall 2005 theme will examine whom we serve: who visits the writing center, why, and how we can help. This issue's deadline is April 10. 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/~praxis/Static/Pages/Submissions_so4.html.

Also check out the fall issue of *Praxis: A Writing Center Journal* this September at <http://uwc.fac.utexas.edu/praxis>. In this issue, we hear from innovators in two of the fastest growing areas of the writing center community: secondary school and community writing centers.

Call for Participation: The Writing Centers Research Project (WCRP) will circulate its third biannual survey on writing centers in late August, 2004. The WCRP survey establishes benchmark information for writing centers; accurate information about writing centers will depend on your generosity in providing information. Please watch for and complete this year's survey. If you are a writing center director and have not received the survey by the end of August, please go to the WCRP web site <<http://www.louisville.edu/a-s/writingcenter/wcenters/>> to complete the survey. If you receive the request and are no longer a writing center director, we ask that you forward the survey request to the appropriate person. Questions may be addressed to Carol Mattingly (502) 852-2204 or carol.mattingly@louisville.edu.

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 Submissions: *Language and Learning Across the Disciplines*—Advance notice of special issue: "WAC, WID, ECAC, CAC, CXC, LAC—VAC? Incorporating the Visual into Writing/ Electronic /Communication/Learning Across the Curriculum."

Disciplines across the curriculum increasingly respond to the visual culture into which our students graduate—and from which they come. This issue will explore the use of visuals to teach, to construct and deconstruct knowledge; specific disciplinary expectations concerning visuals as end products/forms of communication; the production, changes and/or effects visual technologies (from paper to screen) have had on our field; the intersections between/among visual/written/spoken pedagogies and productions across disciplines/interdisciplines; ways in which brain activity dedicat-

ed to writing intersects/affects/changes visual production. These broad areas can lead to specific articles that explore questions such as

- How does/can visual theories/pedagogy support learning/writing in disciplines?
- What differences in visual pedagogies, knowledge construction, and/or communication expectations exist in different disciplines? In interdisciplines?
- If linguistic and cultural variations affect language/knowledge acquisition in universities, how do these variations affect the use and production of visuals in global DL courses or in our globally diverse classrooms?
- How does our use of visuals exclude/accommodate the visually impaired (including color-impaired visual learners)?
- What theories and research not only inform our current disciplinary practices, but will help us accommodate new pedagogies necessary for the future production of visuals in disciplines/a global community?
- How can current discoveries in the sciences (e.g., neurological, psychological, physiological) that inform ways in which we perceive/produce images shape our theories/pedagogies/understandings?

Submit a one-page proposal outlining your topic, the research base upon which you will draw, and the outline of how you will discuss the study, data, theory/practice to be developed by September, 2004. Send electronically (prefer MS Word) to jmullin@mail.utexas.edu. Inquiries via email or to Joan Mullin, University of Texas at Austin, Parlin 3, Austin, TX 78712-1122. Notification of acceptance by Nov., 2004. Final manuscripts due June 1, 2005, for publication date of Fall 2005. Journal website: <http://wac.colostate.edu/llad/>

Conference Announcement: The Michigan Writing Centers Association will hold its 10th annual Ideas Exchange on Saturday, October 16, 2004, at Lansing Community College. Information and CFP can be found at miwritingcenters.org.

Conference Announcement: The Rocky Mountain Writing Center Association and Utah Valley State College invites you to join us in "Returning to Our Roots" at the 2005 Rocky Mountain Peer Tutoring Conference March 4-5, 2005. Conference registration is due by February 14, 2005. The cost is \$20 for students and \$45 for directors. This cost includes all events during the two-day conference including an address from an award-winning poet and an open-mic poetry reading.

The theme "Returning to Our Roots" encourages writing center directors, tutors, and any who read and write to think about the roots that nourish their love for the written word. It also asks them to consider how best to teach so that the roots of other writers become stronger. Presentation proposals incorporating this theme must be submitted by January 28, 2005. Sessions will include a poster session and 20 and 40 minute presentations.

For more information, registration forms, or proposal applications, visit our website: www.uvsc.edu/owl or contact Lisa Eastmond Bell at (801)863-8099 or lisa.bell@uvsc.edu.

Conference Announcement: The Fourth Symposium On Second Language Writing, Sept. 30 – Oct. 2, 2004, Purdue University, West Lafayette, Indiana, USA.

The theme for the 2004 Symposium is "Second Language Writing Instruction in Context(s): The Effects of Institutional Policies and Politics." While the majority of work done in second language writing addresses instruction, the focus of much of this scholarship is on what happens in the classroom as opposed to how the institutional contexts outside the classroom shape instructional practices. To help remedy this imbalance, this symposium will focus on institutional policies and politics and how they influence classroom practice. We refer here to policies on assessment, placement, credit, class size, course content, instructional practices, teacher preparation, and teacher support and to politics in terms of the relationships and interaction between second language writing professionals and their colleagues at the program, department, school, college, and university levels.

Also, a Graduate Student Conference on Second Language Writing is a special event that will be held in conjunction with the Symposium. It provides opportunities for graduate students to present their research and scholarship on second language writing to and receive feedback from their peers.

For more information, please visit: <http://symposium.jslw.org/2004/>.

Conference Announcement: "Making Connections: Conversations Across Disciplines" EGAD (English Graduates for Academic Development) 14th Annual Interdisciplinary Symposium, Texas A&M University-Commerce, September 17, 2004.

Please send inquiries to EGAD, c/o Lori Rios, Department of Literature and Languages, PO Box 3011, Texas A&M University-Commerce. Commerce, TX 75429-3011, Lori_Rios@tamu-commerce.edu, (903) 886-5260.

Call for Papers: *Revisioning the Borders: Teaching Writing at Hispanic Serving Institutions* edited by Cristina Kirklighter, Susan Loudermilk, Diana Cardenas, and Susan Wolff Murphy.

Estimates of population growth reveal that the Latino/a population in this country will continue to grow, and additionally that increasing numbers of Latinos/as will be attending two- or four-year colleges and universities in the future. Despite such gains in Latino/a enrollment, Graduate Rhetoric and Composition programs are still, for the most part, designed to serve traditional students. Consequently, inadequate attention has been paid to this population within the field of composition and more broadly the teaching of writing at all levels. This anthology will represent theorizing and practice from teachers at HSIs from a wide variety of regions in order to address the needs of the teachers of writing who are increasingly dealing with this population in their classrooms.

Topic Areas: Composition, First Year Writing, Technical Writing, Linguistics, ESOL, Pipeline Connections, Service Learning, Gender Issues, Technology, Ethnographies, Historical Perspectives, Rhetoric, Writing Centers, and Mentorship.

For this volume we are interested in essays (20-25 pp) that provide our audience an opportunity to examine the teaching of writing at Hispanic Serving Institutions and to/with Hispanic populations from a variety of theoretical, empirical, and pedagogical perspectives. Preference will be given to studies conducted and essays written considering work at HSIs, and the editors will make an effort to select work considering a wide range of Hispanic populations (Puerto Rican, Mexican-American, Central American, Dominican, Cuban, etc.).

Please send papers by November 15, 2004, to Cristina Kirklighter, Department of English, Texas A&M University, Corpus Christi, 6300 Ocean Drive, Corpus Christi, TX 78414 (Cristina.Kirklighter@mail.tamucc.edu).