

1-1-2006

Announcements

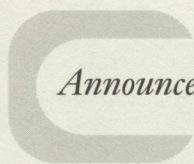
Follow this and additional works at: <https://docs.lib.purdue.edu/wcj>

Recommended Citation

(2006) "Announcements," *Writing Center Journal*: Vol. 26 : Iss. 1, Article 10.

DOI: <https://doi.org/10.7771/2832-9414.1595>

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries.
Please contact epubs@purdue.edu for additional information.



Announcements

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

Maxwell Award Winners: Kathleen Shine Cain, Professor of English and alternating Director of the Merrimack College Writing Center, and Michael J. Rossi, Dean of Liberal Arts, Professor of English, and alternating Director of the Merrimack College Writing Center, have won as a collaborative pair the 2005 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 National Conference on Peer Tutoring in Writing organization. The award was presented to Cain and Rossi by 2004 Maxwell Award winner Harvey Kail on October 21, 2005, in Minneapolis, MN, at the joint IWCA-NCPTW conference.

2006 IWCA Summer Institute: 2006 SI at Stanford University July 23-28, Local host and co-chair: Clyde Moneyhun, Co-chair Michele Eodice.

The Institute is in its fourth year and offers an intensive professional development opportunity for new wc directors, seasoned veterans, graduate students planning careers in writing centers—from community college, high school, and university and college writing centers all over the world.

2006 Summer Institute Leaders: Al DiCiccio (Rivier College), Lisa Ede (Oregon State University), Michele Eodice (University of Kansas), Dawn Mendoza (Simmons College), Scott Miller (Sonoma State University), Clyde Moneyhun (Stanford University), Janet Swenson (Michigan State University), Sherri Winans (Whatcom Community College)

What you should do if you want to attend: Block off those dates (and you may need to arrive on July 22); begin seeking funding and support from your institution (tuition is \$499; costs of room, evening meals and transportation are not included: you may need up to \$1000 to cover these expenses); some scholarships will be made available: details are coming.

Visit the web site often for updates on registration process:

<http://swc.stanford.edu/iwcasi2006/>. Registration is limited to 45 participants.

Questions should go to: Michele Eodice, michele@ku.edu and Clyde Moneyhun, Stanford University, moneyhun@stanford.edu

Conference Announcement/Call for Papers: 23rd National Conference on Peer Tutoring in Writing: *Negotiating Authority in the Writing Center*. University of Michigan, Ann Arbor. November 10-12, 2006. <http://www.lsa.umich.edu/swc/ncptw/>

Gayle Morris Sweetland Writing Center at the University of Michigan, Ann Arbor, seeks proposals for 75-minute sessions that consider practical, historical and theoretical aspects of the theme of **authority in the writing center**. We emphasize tutor-led, active presentations providing the opportunity for audience interaction and/or discussion. Applicants should submit a one-page proposal (250 words) and an abstract (50 words) no later than April 10, 2006. Proposals should include the kind (workshop, panel, individual) and length of presentation, name, affiliation and email address of presenter(s), and title of the presentation. Send these materials as attachments to NCPTW06@umich.edu.

Conference Announcement: The Peer-Tutoring Programs of Brigham Young University are pleased to announce the 13th annual Rocky Mountain Writing Center Association Conference on March 3rd and 4th, 2006. Friday the 3rd will be a day dedicated to administrators, and Saturday the 4th will focus on tutoring topics with presentations by peer tutors.

The theme "Down to an Art: Tutoring with Style" explores the tutoring process from effective preparation to conclusion and teaches the principles and practices of effective tutors. With representatives from various states, the conference will have experienced tutors on both a local and national level. The conference will feature keynote speaker Steve Sherwood, director of the William L. Adams Center for Writing and Texas Christian University and board member of the International Writing Center Association. In addition, Dr. Sherwood co-edited the *St. Martins Sourcebook for Writing Tutors*. For more information visit <http://english.byu.edu/writingcenter/peertutoring.htm>.

Conference Announcement: "The Work at Hand: Investigation, Articulation, and Labor in the Center." The 28th Conference of the East Central Writing Centers Association, March 9-11, 2006, Mount Union College, Alliance, OH. Writing center work enables institutions and communities to understand what we

do, why we do it, and how we do it. This can extend to our sense of inclusion and how our work is valued. But, we also fight for autonomy and self-determination that other academic entities seldom enjoy. At times, our field can seem at odds with itself in pursuing these seemingly conflicting goals of inclusion and autonomy, and at a loss for articulating in meaningful ways for others how we know what we do is working. When we work toward deeper understanding of our own work, together, we also facilitate greater depth in explaining and exploring what we do with others. This conference is designed to provoke and share that depth of understanding. Please visit <http://www.ecwca.org/> for further details.

Conference Announcement: “Negotiated Alliances: When Writing is Public, Urban, and Academic,” September 29 & 30, 2006, at the University of Illinois at Chicago Writing Center. Writing centers are intensely public spaces. They necessitate intellectual engagement, which impels conversation about writing to exceed its pedagogical intent. We seek to address the meaning of this excess, how it makes public the oppositions in academic communities, and how students, writers, and faculty negotiate these oppositions and shape them into alliances.

Writing centers voice interpretations and beliefs that often contradict the predominant culture of the institutions that house them and even of the pedagogy of the writing center itself. This conference will theorize the writing center’s engagement with its community of stakeholders: the faculty, writers, and tutors who both “use” writing centers and construct them as public space. As public forums, writing centers are unique not only to the university, but within broader conceptions of public space.

Submissions for 15-minute individual presentations or 45-minute panel discussions should consist of a 250-word proposal. Include contact information. We welcome proposals by tutors, undergraduate and graduate students, and faculty. Submission deadline: February 29, 2006. Send submissions or inquiries to Vainis Aleksa at: uicwritingcenter@hotmail.com.

Conference Announcement: SoCalWCA—We exist! Having submitted a constitution and a slate of officers, we are on our way to officialdom. Thanks to everyone, especially the PNWWCA, for your help: 2006 Conference, February 25, 10 AM-4PM at Harvey Mudd College, Claremont, CA. For more information, contact SoCalWCA President, Shareen Grogan (National University) at sgrogan@nu.edu.

Conference Announcement/Call for Proposals: The Pacific Northwest Writing Center Association is pleased to announce its 3rd annual regional conference

Engaging Communities, which will be hosted by Oregon State University in Corvallis, Oregon on April 29th, 2006. The keynote speaker for the conference will be Andrea Lunsford.

Proposals are encouraged which address the ways that writing centers engage multiple communities in our colleges and universities. How do we adapt ourselves and respond to the needs of these various communities (administration, faculty, students) while maintaining allegiance to our core principles? How do we benefit from the diversity that our tutors bring to writing center work while also ensuring some commonality of purpose, philosophy, and practice? And how do the communities of students we serve (second language speakers, graduate students, basic writers) influence and shape our notions of writing center pedagogy? Proposals on community and technology, service learning, or other topics of interest to writing center faculty are also welcome. More information, including the online proposal submission form, can be found at <http://www.acadweb.wvu.edu/writepro/PNWCA.htm>.

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 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 four 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. Send inquiries and submissions to Dr. Laurie Grobman, Editor, Penn State Berks, P.O. Box 7009, Tulpehocken Road, Reading, PA 19610-6009. E-mail inquiries to leg8@psu.edu.

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: *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/Publication Announcement: The new issue of Penn State's online peer tutoring newsletter, *The Dangling Modifier*, is now available for your edification and delight. Inspired by the recent IWCA-NCPTW Conference held in Minneapolis, this edition offers articles regarding unique problems in tutor/tutee interaction and innovative ideas to meet the diverse and changing needs of student writers. The editorial staff thanks those who contributed to this issue by submitting articles, input, questions for the "Tutor Guru," and more.

Please visit us at http://www.ulc.psu.edu/Dangling_Modifier/ ...and please continue to encourage your peer tutors to submit their work to us at danglingmodifier@psu.edu.

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/Publication Announcement: *Praxis: A Writing Center Journal* is pleased to announce the launch of its fall 2005 issue and new layout, both of which you can behold at <http://lovecraft.cwrl.utexas.edu/praxis>.

This issue focuses on the theme "Whom We Serve" and features work from new and established scholars in the writing center world. This time around our contributors reflect on the various kinds of people who benefit from our writing center work. And as they evaluate many of our methods of achieving that work, they together query the efficacy of some of our perhaps more entrenched staffing, consulting, and training practices and assumptions.

A project of the Undergraduate Writing Center (UWC) at the University of Texas at Austin, *Praxis* represents the collaboration of a group of undergraduate and graduate UWC consultants and English Ph.D. students and instructors. We invite article submissions and proposals from writing center practitioners, administrators and consultants alike. We especially encourage writers to submit articles

related to an upcoming issue's theme. With the spring 2006 theme, "Writing Centers beyond the Humanities," we hope to learn more about the work conducted in our sister centers across disciplines, professions, and communities. Responses to the previous issues' articles and editorials are also welcome. Please see our submission guidelines online for more information.

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 by no later than July 31st. Submissions for the winter/spring issue should be received by 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 wmacauley@wooster.edu.