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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

Midwest Writing Centers Association's 25<sup>th</sup> Annual Conference, October 22-24, 2009 in Rapid City, SD.

For its 25<sup>th</sup> Annual Conference, the Midwest Writing Centers Association is heading west to the Black Hills of South Dakota. The 2009 conference is modeled in some ways on the "unconference," which privileges participation over presentation, dialogue over monologue, and spontaneity over structure. However, the objectives of the unconference—active engagement of all participants; dialogue with professionals across geographic, institutional, and cultural lines; and socially-constructed knowledge—are much the same as any of MWCA's past conferences. Visit <http://pages.usiouxfalls.edu/mwca/mwca09> for more information and to register.

### Conference Announcement

The 2010 International Writing Across the Curriculum Conference will be hosted by the Campus Writing Program at Indiana University in Bloomington, Indiana. Conference dates are May 20-22, 2010. Deadline for proposal submissions is October 19, 2009. Notification of acceptance will be no later than December 4, 2009. The deadline for conference registration is April 1, 2010. (Those registering after this date will be charged a late fee.)

This biannual conference, the only US conference dedicated exclusively to writing across the curriculum (WAC) and writing in the disciplines (WID), is typically of interest to people who are concerned with using writing to improve teaching and learning—faculty, administrators, and students from post-secondary institutions, as well as faculty and administrators from secondary schools.

Conference chairs Laura Plummer and Jo Ann Vogt welcome workshops, panels, and individual presentations on topics of true interest and concern; there is no delimiting theme. Potential WAC topics include: administration, assessment, curriculum, economics, faculty development, history of WAC, interdisciplinary collaboration, student learn-

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ing, politics, research, school/college collaboration, sustainability, teaching, technology, theory, writing, and other forms of communicating across the disciplines.

Bloomington is located about 50 miles south of Indianapolis in the limestone hills of south central Indiana, a region noted for its rustic beauty and artistic traditions. Travel to Bloomington is easy, and lodging in the Indiana University Memorial Union (where the conference is to be held) is affordable and pleasant. Further information is available on the conference website, <http://www.iub.edu/~wac2010>, or by email ([wac2010@indiana.edu](mailto:wac2010@indiana.edu)) or phone (812-855-4928).

**Call for Participation**

Writing center personnel with Internet access may be interested in a list devoted to discussion of writing center practice and theory. WCENTER is for anyone interested in writing centers. To subscribe to WCENTER, contact Kathleen Gillis at [kathleen.gillis@ttu.edu](mailto:kathleen.gillis@ttu.edu). WCENTER archives are available at [http://lyris.acs.ttu.edu/cgi-bin/lyris.pl?enter=wcenter&text\\_mode=0&lang=english](http://lyris.acs.ttu.edu/cgi-bin/lyris.pl?enter=wcenter&text_mode=0&lang=english).

**Call for Participation**

The Research Exchange: Writing teachers and scholars have been making their need for more resources well known. Many of us feel the need for increased and improved ways to aggregate data; share project questions and designs; and exchange general information and insights. Our answer is the Research Exchange, an online resource for writing studies. At the heart of the Exchange is a database where researchers can record and share their work by filling out a short, revisable, and updatable form. No project is too new or too small to be included, and we encourage everyone from students to writing program administrators to report on both published and unpublished work.

A cumulative, community-driven resource, the Research Exchange depends on you and your participation for its success. With that in mind, please take a few moments to visit the site <<http://researchexchange.colostate.edu/>>, create an account if you don't already have one <<http://wac.colostate.edu/membership.cfm>>, and share your research.

**Call for Papers**

*The Writing Lab Newsletter (WLN)* is a monthly publication (September to June) for those who work in the tutorial setting of writing labs or centers (or in writing tutorials within learning centers). *WLN* invites articles, reviews of books relevant to writing centers, and revisions of papers presented at regional conferences. We also regularly include a Tutors' Column with essays by and for tutors. Recommended maximum length is 3000 words or less (including the Works Cited) for articles and 1500 words or less for the Tutors' Column. Please use MLA format. All submissions are peer reviewed. Send your manuscripts as attachments via email to [submission@writinglabnewsletter.org](mailto:submission@writinglabnewsletter.org). The email cover letter should include author's name, mailing address, phone/fax numbers, and the name of the attached file. For editorial questions, contact Muriel Harris ([harrism@purdue.edu](mailto:harrism@purdue.edu)), editor, or Michael Mattison ([MichaelMattison@boisestate](mailto:MichaelMattison@boisestate)) or Janet Auten ([jauten@american.edu](mailto:jauten@american.edu)),

associate editors. Subscriptions to *WLN* are US \$25 per year for subscriptions mailed in the US and US \$30 for subscriptions mailed to Canada. International and digital subscriptions are also available by contacting [support@therichco.com](mailto:support@therichco.com). Please order *WLN* through our Web site: <http://writinglabnewsletter.org/index.html>. *WLN* is a publication of the International Writing Centers Association (IWCA). *WLN* subscriptions and IWCA memberships may be ordered online at <http://www.iwcamembers.org/>.

### **Call for Submissions**

*IWCA Update: The International Writing Centers Association Newsletter* 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 31<sup>st</sup>. Submissions for the winter/spring issue should be received no later than December 1<sup>st</sup>. All submissions should be sent via email to [Nita.Meola@comcast.net](mailto:Nita.Meola@comcast.net). 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, contact Nita Meola, *Update* Editor, at [Nita.Meola@comcast.net](mailto:Nita.Meola@comcast.net).

### **Call for Submissions**

*Praxis: A Writing Center Journal*, a biannual online journal, publishes articles on writing center news, opinions, consulting, and training. The *Praxis* editorial board invites article submissions and article proposals from people in the writing center community.

Recommended article length is 1000 to 2000 words. Articles should conform to the 2009 MLA style. Send submissions as a Word document email attachment to Patricia Burns and Brooke Hunter at [praxis@uwc.utexas.edu](mailto:praxis@uwc.utexas.edu). Also 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.

### **Call for Submissions/Publication Announcement**

*The Dangling Modifier*, Penn State University's national online newsletter by and for peer tutors, welcomes your submissions. You can access *The Dangling Modifier* via [http://www.ulc.psu.edu/Dangling\\_Modifier/index.php](http://www.ulc.psu.edu/Dangling_Modifier/index.php). Thank you all for your continued support of

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our newsletter. Please encourage your tutors to submit articles (maximum 1000 words) about their tutoring experiences to [danglingmodifier@psu.edu](mailto:danglingmodifier@psu.edu).

**Call for Papers**

*Composition Studies*, first published as *Freshman English News* in 1972, is the oldest independent scholarly journal in rhetoric and composition. *Composition Studies* 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. *Composition Studies* 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 Book Review Editor. All unsolicited manuscripts are reviewed blind by two external readers. *Composition Studies* is published twice each year (April and October). Subscription rates are: Individuals \$25 (Domestic) and \$30 (International); Institutions \$75 (Domestic) and \$75 (International); Graduate Students \$15. Back issues are available at \$6. Send all inquiries to: Brad Lucas, Editor, *Composition Studies*, Texas Christian University, Department of English, TCU Box 297270, Fort Worth, TX 76129. Email: [compositionstudies@tcu.edu](mailto:compositionstudies@tcu.edu); website: <http://www.compositionstudies.tcu.edu>.

**Call for Papers**

Dedicated to teaching and learning beyond traditional disciplines and interests, *Journal of the Assembly for Expanded Perspectives on Learning (JAEPL)* invites submissions for its sixteenth annual issue. We solicit theory-grounded manuscripts that explore teaching and learning beyond traditional disciplines and methodologies. Send by February 1, 2010, an electronic submission in rich text format (RTF) (preferred) or 3 copies of letter quality manuscript (attach postage for mailing 2 copies to readers) in MLA style, approximately 15 to 20 pages including works cited to Joonna Trapp, *JAEPL* Editor, Department of English, Northwestern College, 101 7th St. SW, Orange City, Iowa 51041. Email: [jtrapp@nwcwiowa.edu](mailto:jtrapp@nwcwiowa.edu). Visit our website at <http://www.sworps.utk.edu/aep/JAEPL/>.

**Call for Submissions**

*Kairos* publishes webtexts and multimedia compositions in a variety of styles and formats. Unlike a traditional journal in which design elements and choices are highly restricted, we welcome and encourage authors and collaborative composing teams to make full use of the wide range of possibilities digital publication affords. *Kairos* welcomes contributions from scholars pursuing a wide variety of digital issues, from theory to praxis, in six sections: Topoi, Praxis, Inventio, Disputatio, Reviews, and Interviews. These sections have different approaches and different editorial policies. We ask that if you are considering

submitting your work to *Kairos*, you first visit the various sections of the current (and previous) issue(s) to determine which section best matches your work and email queries or submissions to the section editors listed below. General queries or submissions can be sent to the *Kairos* Editors at [kairosed@technorhetoric.net](mailto:kairosed@technorhetoric.net).

- Topoi - [kairosed@technorhetoric.net](mailto:kairosed@technorhetoric.net)
- Praxis - [kpraxis@technorhetoric.net](mailto:kpraxis@technorhetoric.net)
- Inventio - [inventio@technorhetoric.net](mailto:inventio@technorhetoric.net)
- Reviews - [kreviews@technorhetoric.net](mailto:kreviews@technorhetoric.net)
- Interviews - [kinterviews@technorhetoric.net](mailto:kinterviews@technorhetoric.net)
- Disputatio - [kairosed@technorhetoric.net](mailto:kairosed@technorhetoric.net)

For more information, see <http://kairos.technorhetoric.net/submissions.html>.

### **Call for Submissions**

*Young Scholars in Writing* is seeking submissions for a regular feature in First-Year Composition research. We seek excellent scholarship by first-year writers on topics tightly related to composition, rhetoric, and/or literacy studies. Research papers on topics unrelated to composition, rhetoric, and/or literacy studies will not be considered. Submissions should be 5-15 pages in MLA format. Students should submit an electronic copy of their manuscript in Microsoft Word to First-Year Composition Editors Dr. Shannon Carter ([Shannon\\_Carter@TAMU-Commerce.edu](mailto:Shannon_Carter@TAMU-Commerce.edu)) or Dr. Doug Downs ([downs@english.montana.edu](mailto:downs@english.montana.edu)). Decisions will be made by the editors. Students should include name, address, institutional affiliation, course name and number, email address, and phone number. All submissions must be accompanied by a professor's note that the essay was written by the student for a first-year writing course.

### **Call for Submissions**

*The Writing Center Journal's* feature "Theory in/to Practice" (T/P) offers writing center specialists a new venue for innovative work. Like the more traditional academic essays that comprise the bulk of the journal's contents, these works demonstrate an engagement with recent research and contemporary scholarly debates. Unlike traditional scholarly essays, however, T/P showcases those primary documents that manifest the scholarship of our everyday practices – those syllabi, annual reports, and other writing center documents that translate our disciplinary expertise for an external audience.

#### *T/P Evaluation Criteria*

Audience awareness/broad applicability provides a primary concern for authors considering submitting to this feature. In other words, manuscripts that are accepted not only explain the institutional innovation or demonstrate the on-campus success of the primary document under consideration. Such essays will also demonstrate the value of the featured document beyond the author's home campus. Thus, a T/P that focused on an annual report would not only explain how this report met the rhetorical challenges faced by a specific writing center but would also explain how such a report models rhetorical

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features useful to a wide array of writing center reports.

Innovation is a primary assessment criterion for T/P submissions. Successful submissions will demonstrate that they substantially challenge or extend current writing center practice or disciplinary lore. Therefore, a submission that featured a syllabus for an undergraduate writing center tutor education course would go beyond the well-circulated disciplinary touchstones and such common assignments as tutorial recordings, observation reports, resource development, and reflective writing. While such a syllabus, of course, might find another way to demonstrate innovation beyond the readings and assignment sequence, it must be significant enough that such innovation provides a primary feature of the course. Due to space constraints, T/P cannot include individual lesson plans.

Engagement with current research is evident in both the contextualizing material and the primary document itself, and T/P manuscripts will demonstrate an awareness appropriate to current research. Thus, a manuscript that features an annual report would cite the scholarship in writing center studies on administrative reports and appropriate professional writing research on report design. By illustrating the ways in which an annual report takes both strands of scholarship into account, the primary document, too, would manifest an engagement with this work.

*T/P Elements*

Introduction: The introductory section should include an argument for the originality/innovation of the primary document and explain the institutional context in which it was created.

Primary document: A primary document from an individual writing center that illustrates best practice and innovation.

Analysis/Argument: This portion of the submission should show how the document engages current scholarship, as well as how it enhances practices or offers a new approach to a longstanding disciplinary challenge.

T/P documents undergo the same evaluative process as other manuscripts. Reviewers are asked to use these criteria as the basis for their assessments.

For information about manuscript submission and review, please refer to the "Information for Authors" section at the back of this issue. Information is also available online at <http://www.english.udel.edu/wcj>.