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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>.

Maxwell Award Winner

Dr. Leigh Ryan, Director of the Writing Center at the University of Maryland, won the 2009 Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing. The award plaque and a \$200 check were presented on November 7 at the 26th annual National Conference on Peer Tutoring in Writing (NCPTW) hosted by Mount Holyoke College in South Hadley, MA.

The award recognizes a professional within the NCPTW organization for 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. Its presentation also denotes extraordinary service to the evolution of the conference organization.

Conference Announcement

The International Writing Centers Association and the National Conference on Peer Tutoring in Writing invite you to be a part of this year's joined conference—"Safe Harbors or Open Seas? Navigating Currents in Writing Center Work"—to be held on November 4-6, 2010 in Baltimore, Maryland, at the Sheraton Baltimore City Center Hotel, just blocks from Baltimore's beautiful Inner Harbor.

Hosted by the Mid-Atlantic Writing Centers Association, the conference will once again provide members of IWCA and NCPTW an opportunity to congregate and share innovative ideas, programs, tools, and research critical to writing centers and writing studies. To that end, the conference welcomes undergraduates, graduate students, and professionals from writing centers and writing programs from a variety of institutions: universities, colleges, two-year colleges, secondary schools, and community centers. For more information, visit <http://www.mawcaonline.org/iwca/index.html>.

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. WCENTER archives are available at 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. 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), editor, or Michael Mattison (MichaelMattison@boisestate) or Janet Auten (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. 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/>>.

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Call for Submissions

Writingcenters.org, the website of the International Writing Centers Association, invites news and announcements of interest to the writing center community as well as submissions of original presentations/papers or brief reflections on regional conferences, the IWCA Collaborative, writing center-related sessions at CCCC or other national conferences, or the IWCA conference. Submissions will be considered for the website's Featured Reading section or for *IWCA Conference Notes*, an annual PDF supplement for the website that allows IWCA members a peek into the many regional and national conferences they were unable to attend.

Reflections should be no more than 1000 words, and papers/presentations should be no more than 3000 words. Photos or images of research posters can be submitted, as well. Photos should identify persons in the photo and should have a caption. Submissions from student tutors (graduate or undergraduate) are particularly encouraged.

Submissions for the Featured Readings section of the website are accepted year round. Submissions for *IWCA Conference Notes* should be submitted no later than April 30 of each year. Submissions can be e-mailed to iwca.webeditor@gmail.com.

IWCA Conference Notes is published each May as a PDF supplement of the writingcenters.org website and runs throughout the summer as the Featured Reading on the website. Visit <http://writingcenters.org> for more information.

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. 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. Thank you all for your continued support of our newsletter. Please encourage your tutors to submit articles (maximum 1000 words) about their tutoring experiences to 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; website: <http://www.compositionstudies.tcu.edu>.

Call for Papers

*JAEP*L (www.aep.l.org) invites submissions for the 17th volume of this NCTE award-winning journal which will be published in the winter for the year 2011-2012. We welcome essays which explore teaching and learning beyond traditional disciplines and methodologies. Topics of interest include but are not limited to—aesthetic, emotional, and moral intelligence; archetypes, body wisdom; care in education; creativity; felt sense theory; healing; holistic learning; humanistic and transpersonal psychology; imaging; intuition; kinesthetic knowledge; meditation; narration as knowledge; reflective teaching; silence; spirituality; and visualization. Electronic copies only please in WORD or rich text format, 15-20 pages double spaced, MLA citation style. Deadline for submission: January 30, 2011. Send editorial inquiries and submissions to Joonna Trapp (jtrapp@nwciowa.edu) and Brad Peters (bpeters@niu.edu).

Special Section of *JAEP*L—"Connecting": Do you have a remarkable teaching story or short poem about teaching and learning to share with other teachers? Send submissions to Helen Walker, Editor of "Connecting" (hwalker@messiah.edu). Rich Text Format (rtf) files only, electronic submission only. Length 500 to 1000 words.

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

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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.

- Topoi - kairosed@technorhetoric.net
- Praxis - kpraxis@technorhetoric.net
- Inventio - inventio@technorhetoric.net
- Reviews - kreviews@technorhetoric.net
- Interviews - kinterviews@technorhetoric.net
- Disputatio - 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, Spotlight on First-Year Writing. 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 Spotlight on First-Year Writing Editors Dr. Doug Downs (downs@english.montana.edu) and Dr. Patti Hanlon-Baker (hanlon@stanford.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 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>.