

1-1-2009

Announcements

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Recommended Citation

(2009) "Announcements," *Writing Center Journal*: Vol. 29 : Iss. 1, Article 8.
DOI: <https://doi.org/10.7771/2832-9414.1678>

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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. Jon Olson, Director of Penn State University's Center for Excellence in Writing (CEW), has won the 2008 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 to Olson on October 31 at the 2008 International Writing Centers Association (IWCA) joint conference with the National Conference on Peer Tutoring in Writing (NCPTW) in Las Vegas.

The award recognizes a professional within the NCPTW organization for dedication to and leadership in collaborative learning in writing centers. Its presentation also denotes extraordinary service to the evolution of the conference organization.

This year's Maxwell Award recognizes Dr. Olson for his leadership in ensuring that NCPTW remains a conference by and for tutors. In the words of one nominator, Dr. Olson "epitomizes the qualities for which the Maxwell Award was intended. Jon's devotion to helping students take responsibility for their learning has benefited not only the tutors at Penn State but tutors from around the US and abroad." Under Olson's leadership, Penn State has hosted the NCPTW twice. For many years, Dr. Olson has been the unofficial leader of NCPTW's Board. He served as President of the IWCA from 2003 to 2005.

Conference Announcement

Moorpark College will host the 2009 SoCalWCA Conference Saturday, February 21. This one-day conference brings SoCal writing tutors together as they host and participate in a variety of discussion topics. For registration information, contact Kathryn Adams at Moorpark: (805) 378-1400 x 1696 or kadams@vcccd.edu.

Conference Announcement

The 2009 Southeastern Writing Centers Association Conference will be held February 26-28 at North Carolina A&T State University, the first historically black university to host the SWCA conference. The conference, titled "The Writing Center's Role in Student Success: 21st Century Strategies for Empowerment Rooted in Culture and Diversity," will feature a

keynote address by Victor Villanueva. Registration information can be found at <http://cas.ncat.edu/~swca>.

Conference Announcement

The 2009 IWCA CCCC Writing Center Collaborative planning committee invites you to join with writing center colleagues to share the bridges that we have been making with other centers or centaurs, the institutional connections that sustain writing center work, and links with communities outside of campus sites. Discussions will include bridges with

- Learning centers, libraries, advising centers, or computer labs
- WAC programs
- Courses other than in composition or English
- Languages other than English
- Scholarship and research
- Campus administrators
- Alumni and other “life after tutoring”
- K-12, other writing centers, or community centers
- Press or other media

This year the all-day Collaborative is being organized independently of CCCC, much like the Research Network Forum, but it continues to be scheduled on the Wednesday set aside for workshops. Thus, registration is being managed by IWCA, and presenters and attendees should register through the IWCA website rather than through CCCC; the \$25 fee will include lunch.

Please feel free to correspond with either of the chairs if you have questions about the Collaborative, and plan to join us for a terrific day in San Francisco: Nathalie Singh-Corcoran, West Virginia University (Nathalie.Singh-Corcoran@mail.wvu.edu) and Carol Peterson Haviland, California State University, San Bernardino (cph@csusb.edu).

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 e-mail to submission@writinglabnewsletter.org. The e-mail 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 U.S.\$25 per year for subscriptions mailed in the U.S. and U.S.\$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* and *The Writing Center Journal (WCJ)* are publications of the International Writing Centers Association (IWCA). *WLN* and *WCJ* subscriptions and membership in IWCA may all be ordered online at <http://www.iwcamembers.org/>.

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 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.

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. We especially encourage writers to submit articles related to an upcoming issue's theme: Spring 2009's theme is Writing Across the Curriculum and Writing Centers. Responses to the previous issues' articles are also welcome. In addition, we welcome book reviews on subjects pertinent to writing center work. Since Praxis represents the collaboration of writing center practitioners across the country and the globe, consultants and administrators are also invited to suggest future issue themes and article ideas.

Recommended article length is 1000 to 2000 words. Articles should conform to MLA style. Send submissions as a Word document e-mail attachment to Patricia Burns and Brooke Hunter at praxis@uwc.utexas.edu. Also include the writer's name, e-mail 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 on-line 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. E-mail: compositionstudies@tcu.edu; website: <http://www.compositionstudies.tcu.edu>.

Call for Papers

Dedicated to teaching and learning beyond traditional disciplines and interests, *Journal on 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@nwciowa.edu. Visit our website at <http://www.sworps.utk.edu/aepl/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.

- 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 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) or Dr. Doug Downs (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 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>.