

1-1-2010

## Announcements

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

---

### Recommended Citation

(2010) "Announcements," *Writing Center Journal*: Vol. 30 : Iss. 2, Article 9.

DOI: <https://doi.org/10.7771/2832-9414.1683>

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries.  
Please contact [epubs@purdue.edu](mailto: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 Winner**

Dr. Brian Fallon, Director of the Writing Studio at the Fashion Institute of Technology, has won the 2010 Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing. The award was presented November 6 in Baltimore, MD, at the 27th annual National Conference on Peer Tutoring in Writing (NCPTW) held jointly this year with the 10th conference of the International Writing Centers Association.

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.

Fallon has been a leader in the organization since he was an undergraduate student. He has continued his contributions of hard work and sharp thinking throughout his graduate career and now into his professional work as an assistant professor. As one member of the award committee wrote, "he has been active in all three capacities we value—undergraduate, graduate, and director. He embodies our collaborative learning ideals and carries them forward. And what a model he is!"

### **Conference Announcement**

The 2011 Southern California Writing Centers Association Conference, "The Lay of The Land: Surveying Writing Center Geography," will be held February 26th, 2011 at Riverside City College, Riverside, CA.

A unique feature of California is its diverse natural geography (oceans, lakes, rivers, deserts, mountains, glaciers, grasslands, volcanoes, beaches, swamps, forests). Environmental geography is a growing interdisciplinary field that combines geography with the social sciences. More specifically, it investigates relationships between physical geogra-

phy (the natural environment) and human geography (how space is created, examined, and managed by humans and/or how humans influence the space[s] they occupy). Writing centers embody a dynamic, rich, diverse environment within their institutions. We ask participants to consider the geography of writing centers, provoking both literal and metaphorical questions about the relationships between writing center spaces (physical, institutional, ideological, theoretical) and the people within (and outside of) them.

Proposal Guidelines: Deadline: November 30th, 2010. Please include:

- Title
- Topic/Question you would like to explore/Goal for your session
- How you will generate discussion in your session
- 250 words
- Because this is a workshop, please present anything you would like other participants to see in the form of a handout you will provide. Please bring 40 copies to share.

For information on how to submit proposals, please visit <http://www.socialwritingcenters.org/>. For other questions, please contact the Conference Coordinator, Denise Kruiuzenga-Muro, at [Denise.Kruiuzenga-Muro@rcc.edu](mailto:Denise.Kruiuzenga-Muro@rcc.edu).

Registration fees: \$20 per student, \$25 per director, payable to SoCal WCA. Mail to: Corrine Hinton, Learning Enhancement Center, University of La Verne, 1950 Third Street, La Verne, CA 91750.

### **Conference Announcement**

The 2011 IWCA Writing Centers Collaborative @ CCCC planning committee invites you to join with writing center colleagues on April 6, 2011 at Omni/CNN Center, in Atlanta, GA, for "Fair Trade: Importing and Exporting Writing Center Work." Writing center people have long recognized that our work offers endless opportunities for learning about the literacy practices of student writers, the dynamics of teaching and learning writing, the impact of curricular and institutional formations on students' experiences and learning, and much more. At the same time, we have also long understood that while writing center scholarship productively draws on a rich and diverse body of theory and practice—from process theory and social constructionism to postcolonial theory and situated learning—few scholars, researchers, and teachers beyond writing center studies draw on our work to enrich their own. This trade imbalance, if you will, can both impoverish the disciplines that have much to learn from our work and lull writing center people into the false belief that we must always look beyond our own centers for fresh ideas and new theoretical lenses.

The all-day IWCA Collaborative @ CCCC is an independent, annual IWCA event and will not appear on the CCCC program. The Collaborative @ CCCC focuses on providing an interactive, informal, and invigorating day for all comers. As of 2010, IWCA hosts an annual Collaborative @ CCCC and Fall IWCA conferences in even numbered years. The schedule reflects IWCA's effort to respond to difficult financial circumstances, to reduce conflicts between spring IWCA conferences and CCCC, to strengthen writing center presence in conjunction with CCCC, and to encourage strong participation in regional conferences. This year the event will take place from 8 am to 8 pm at the Omni/CNN Center. The

day will be well worth the registration fee, which will include refreshments, lunch, and a reception.

For more information, contact this year's chairs, Laura Greenfield (Mount Holyoke College) and Karen Rowan (California State University-San Bernardino), at [lgreenfi@mtholyoke.edu](mailto:lgreenfi@mtholyoke.edu) and [krowan@csusb.edu](mailto:krowan@csusb.edu). We look forward to joining you for a terrific day in Atlanta.

#### **Ken Macrorie Memorial Fund**

All of us who teach writing lost a dear friend with the passing of Ken Macrorie, an advocate for teaching writing in ways that empower individuals and communities. Middlebury College has established a fund in his honor, which will allow Middlebury's Bread Loaf Graduate School of English to establish writing centers on the North Carolina, New Mexico, and Vermont campuses. Contributions may be made online at <http://go.Middlebury.edu/give>. You can direct your gift to the Ken Macrorie Memorial Fund at Bread Loaf.

#### **New DMCA Exemptions May Impact Writing Center Policies**

On July 26, 2010, the US Librarian of Congress issued a new set of exemptions to the anti-circumvention provisions of the 1998 DMCA (Digital Millennium Copyright Act). This act made it illegal to circumvent encryption on DVDs, and subsequently some Writing Centers have policies providing students working in digital media can only be assisted if they provide VHS or other analogue formats of media they are working with. The new exemptions, which will be in effect for at least two years, provide that it is no longer illegal for 1) "college and university professors" and "college and university film and media studies students"; 2) documentary filmmakers, and 3) creators of "noncommercial videos" (<http://www.copyright.gov/1201>) to circumvent the CSS on DVDs in order to obtain small portions for use in critique and commentary in new works. Writing Centers may want to review/update their policies in this area. For more information, please contact Martine Courant Rife, JD, PhD, Junior Chair of the CCCC IP Caucus and Professor, Lansing Community College, [martinerife@gmail.com](mailto:martinerife@gmail.com).

#### **Call for Participation**

WCENTER is the mailing list for Writing Centers around the world. To subscribe to WCENTER, contact Elizabeth Bowen [elizabeth.bowen@ttu.edu](mailto:elizabeth.bowen@ttu.edu). To view the archives, go to <http://lyris.ttu.edu/read/?forum=wcenter>. If you would like to post a message to the list, simply address your email accordingly: [wcenter@lyris.ttu.edu](mailto:wcenter@lyris.ttu.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.

## Announcements

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 ([mmattison@wittenberg.edu](mailto:mmattison@wittenberg.edu)) 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

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](mailto:iwca.webeditor@gmail.com).

*IWCA Conference Notes* is published each May as a PDF supplement of the [writingcenters.org](http://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](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 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

Announcements

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**

*JAEPL* ([www.aepl.org](http://www.aepl.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 Joanna Trapp ([jtrapp@nwciova.edu](mailto:jtrapp@nwciova.edu)) and Brad Peters ([bpeters@niu.edu](mailto:bpeters@niu.edu)).

Special Section of *JAEPL*—“*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](mailto: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 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, 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

Announcements

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>.