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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

Writing Centers in the 2-Year College: A Free On-line Talk-Time Conference, February 6-10, 13-17, 2012, sponsored by the International Writing Centers Association.

Two-year college writing centers are distinct for many reasons: institutional missions, student bodies, administrative expectations, faculty involvement, and funding priorities. This live, interactive, online conference will amplify our voices in the discussions about writing center work, without the fees or travel expenses of traditional conferences. Presenters are encouraged to focus on one of five areas:

- Addressing diverse student populations
- Facilitating successful tutoring sessions
- Assessment and research
- Incorporating technology
- Peer tutoring in the 2-year college

Two-year college writing center directors, peer and professional tutors, and the writers who visit 2-year college writing centers are encouraged to present. Single presenters, panels, and special-interest-group discussions are all welcome; an accompanying Power-Point component is strongly encouraged and will be made available in an archive through the IWCA. Deadline for submissions: October 31, 2011.

Proposal Format:

- Title of presentation
- Name, institutions, and contact information of all presenters
- 150-250 word abstract

Send to: Larry Giddings, Pikes Peak Community College, CO [onlinetalktime@gmail.com](mailto:onlinetalktime@gmail.com).

### Conference Announcement

The 2012 Mid-Atlantic Writing Centers Association Annual Conference will be hosted

Announcements

by Shippensburg University in Shippensburg, Pennsylvania. Conference dates are March 30-31, 2012. For more information about the conference, contact Karen Johnson at [kgjohnson@ship.edu](mailto:kgjohnson@ship.edu).

**Conference Announcement**

The Northeast Writing Centers Association (NEWCA) will hold its annual conference from April 13 to 15, 2012, at St. John's University. The keynote speaker is Dr. Deborah Brandt, University of Wisconsin-Madison. Check [www.northeastwca.org](http://www.northeastwca.org) for further details.

**Conference Announcement**

The International Writing Centers Association Conference, "Lines in the Sand: How Writing Centers Draw and Redraw Boundaries," will be held October 25-27, 2012 in San Diego.

Like lines drawn in the sand, Writing Center work is continuously recast by ever-changing policies in higher education, innovations in technology, outsourced alternatives to student services, increased diversity of student populations, and progressions in writing center praxis. With the tides, we must be willing to shift within our philosophies and our policies in order to best support the communities with whom we work.

For our 2012 International Writing Centers Association conference in San Diego, we invite you to consider the centers where you work and write: What lines do you draw? How do those lines shift? How do shifting lines provide a chance for new definitions of yourselves and your work? How do the disappearing lines of work that you thought finished reappear as issues you must revisit and re-vision? How can the writing center community adapt to the tide so that it is second nature for us to live with the shifting sands? And how do we encourage others within our institutions to shore up student writing for/ in the 21st century?

The deadline for proposal submission is April 23, 2012. For more information, visit <http://www.socialwritingcenters.org/iwca2012/index.html>.

**Call for Participation**

The Rocky Mountain Writing Centers Association is surveying members to identify ways of strengthening the organization and of planning for future events. If you work in Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, or Wyoming, please take a moment to complete the survey at <http://tinyurl.com/RMWCAsurvey>. Deadline: October 1, 2011.

**Call for Participation**

WCENTER is the mailing list for Writing Centers around the world. To subscribe to WCENTER, contact Elizabeth Bowen [elizabethbowen@ttu.edu](mailto:elizabethbowen@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 Submissions**

Almost thirty years ago, in "Peer Tutoring and the Conversation of Mankind," Kenneth Bruffee implicitly positioned undergraduate peer tutors as practitioner-researchers when he asserted that "peer tutoring is one way of introducing students to the process by which communities of knowledgeable peers . . . create knowledge." Since then, undergraduate peer tutors have engaged in increasingly formal modes of research, presenting this work at conferences and publishing in national venues. As recognition of the centrality of undergraduate peer tutors to the field of writing center studies, *WCJ* announces a special issue comprised of undergraduate research in (and on) the writing center, *Peer Tutors and the Conversation of Writing Center Studies: An Undergraduate Research Issue of Writing Center Journal*.

#### Submission Criteria:

- Undergraduate research centered on any element of writing center practice, pedagogy, and/or administration will be considered.
- Preference will be given to works that are based in historical, theoretical, or empirical evidence, demonstrate an awareness of the scholarly conversation, and whose conclusion might be useful in a variety of writing center contexts.
- Collaborative works are encouraged, but all authors of such works must be undergraduate students at the time of writing.
- In general, works are anticipated to be 1900 to 3300 words. In the interest of representing the works of as many authors as possible, manuscripts over 4200 words, including all notes and citations, will not be considered.
- Manuscripts should follow the NCTE Guidelines for Non-sexist Use of Language and the *MLA Style Manual*, 3rd edition.
- No book reviews will be commissioned for this issue.

#### Submit by January 2, 2012:

- The essay as a Word.doc or .docx documents with all identifying information—including the names of the author(s), mentor, and institution—removed,
- A separate Word.doc or .docx document with the title of essay and the name, address, institutional affiliation, email address, and phone number of the author(s),
- A cover email with the subject line "Peer Tutor Issue Submission," that includes the names and contact information of the author(s) and of a faculty or administrative mentor as well as a statement that confirms this is the original work solely of the author(s) listed, that all authors wish this work to be considered for publication, and that the manuscript has not been published/is not under consideration in any other venue.

Please direct questions to [writingcenterjournal@udel.edu](mailto:writingcenterjournal@udel.edu).

### **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

Announcements

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 subscriptions are also available by contacting [support@writinglabnewsletter.org](mailto:support@writinglabnewsletter.org). 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 website and runs throughout the summer as the Featured Reading on the website. Visit <http://writingcenters.org> for more information.

**Call for Submissions**

*Praxis*, the writing center journal at The University of Texas at Austin is happy to announce the publication of its Spring 2011 issue, *From Triage to Outreach: Raising the Institutional Profile of Writing-Center Work*. Please find our latest issue online at the

*Praxis* website: <http://projects.uwc.utexas.edu/praxis/>.

Beginning Fall 2011, *Praxis* will be published as a peer-reviewed journal. Our Fall 2011 issue is the second in a series about the institutional profile of writing centers and writing center practice. Please see our Call for Papers at <http://projects.uwc.utexas.edu/praxis/?q=node/364>.

Our guidelines for submissions have changed. Those interested in submitting articles for peer review, column essays, and book or conference reviews can find our new guidelines for submission at <http://projects.uwc.utexas.edu/praxis/?q=node/14>.

### **Call for Submissions**

The Winter 2011 issue of *Academic Exchange Quarterly*, an independent double-blind-peer-reviewed print journal, is now accepting submissions for the special section on Writing Center Theory and Practice. Articles may explore issues of theory, practice, and experience in writing center work, including qualitative and empirical studies and discussions of pedagogy. We are especially interested in articles which examine how the founding and funding of writing centers influence who the center will serve and why. Consider the following questions in your response:

- How is the usage of the writing center tracked at your institution, and who are these figures reported to?
- Do these figures determine the “worth” of the writing center within your school community?
- What happens when the faculty at your institution does not support the writing center?

In addition to writing center directors and other administrators, we welcome submissions from professional staff, faculty tutors, and graduate students who work in the writing center. Article length should be between 2,000 and 3,000 words. Please identify your submission with the keyword “CENTER-2.”

Submissions are accepted any time until the end of August; however, early submissions are encouraged as they offer the following incentives:

- longer time for revision
- opportunity to be considered for Editor’s Choice, at no cost to the author
- eligibility to have article’s abstract and/or full text posted on journal’s main web page
- opportunity to be considered for inclusion in Sound Instruction Series

Please direct any questions to: Kellie Charron, Feature Editor, [kajr10@comcast.net](mailto:kajr10@comcast.net) or visit <http://www.rapidintellect.com/AEQweb/center2.htm>.

### **Call for Submissions**

The peer-reviewed *Community Literacy Journal* seeks contributions for upcoming issues. We welcome submissions that address any social, cultural, rhetorical, or institutional aspects of community literacy; we particularly welcome co-authored pieces in collaboration with community partners or writing center staff.

Possible articles and approaches include, but are not limited to

Announcements

- What are the broad, disciplinary implications and possibilities for emerging community-literacy initiatives at the programmatic and institutional levels?
- How are the rhetorical features of oral, written, and visual curricula negotiated and transformed in academic-community collaborations?
- What roles can Writing Centers play in supporting community-literacy efforts?

Visit <http://www.communityliteracy.org/index.php/clj> or e-mail Michael Moore: [mmoore64@depaul.edu](mailto:mmoore64@depaul.edu).

**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](mailto:downs@english.montana.edu)) and Dr. Patti Hanlon-Baker ([hanlon@stanford.edu](mailto: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 under-

graduate 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>.