

1-1-2011

## Announcements

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### Recommended Citation

(2011) "Announcements," *Writing Center Journal*: Vol. 31 : Iss. 2, Article 9.

DOI: <https://doi.org/10.7771/2832-9414.1738>

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## Announcements

Please note: For the most current list of writing center related announcements, go to <http://writingcenters.org>.

### Call for Participation

The Tenth Annual IWCA Writing Center Summer Institute will be held July 29-August 3, 2012 at Seven Springs Mountain Resort (near Pittsburgh, PA).

The Writing Center Summer Institute is ideal for current or would-be writing center directors and assistants, writing program administrators, tutors, writing teachers (high school or college), curriculum developers, graduate students, new PhDs, and academic leaders. Institute leaders offer presentations and roundtable discussions on a variety of topics and issues. Leaders are available to talk one-on-one with participants throughout the week.

Leaders for the 2012 Writing Center Summer Institute are Tammy Conard-Salvo, Purdue University; Brian Fallon, Fashion Institute of Technology; Nancy Grimm, Michigan Technological University; Jennifer Wells, Florida State University; Ben Rafoth, SI Co-Chair, Indiana University of Pennsylvania; and Nathalie Singh-Corcoran, SI Co-Chair, West Virginia University.

The Seven Springs Mountain Resort is located about one hour's drive southeast of Pittsburgh, Pennsylvania in the beautiful Laurel Mountain region.

For more information, please contact the 2012 Summer Institute co-chairs Ben Rafoth at [brafoth@iup.edu](mailto:brafoth@iup.edu) and Nathalie Singh-Corcoran at [Nathalie.Singh-Corcoran@mail.wvu.edu](mailto:Nathalie.Singh-Corcoran@mail.wvu.edu). Information about last year's SI may be found at <http://writingcenters.org/links/>

### 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. Presentations will focus on these areas:

- Addressing diverse student populations
- Facilitating successful tutoring sessions
- Assessment and research

Announcements

- 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 participate. For more information, please see <http://bit.ly/sugLHM>

**Conference Announcement**

Join colleagues and friends for South Central Writing Centers Association's conference in Little Rock, AR, February 23-25, 2012. Arkansas is home to the only diamond mine in North America: *From Rubble to Diamonds: Writing Centers as Sites of Exploration, Excavation, Cleaning, Cutting, and Presentation* invites participants to explore how writing centers find diamonds among the rubble of academic life, while honing skills from rough cut to polished gem. The guest speaker is Leigh Ryan. Contact Martha Dale Cooley ([cooley@hsu.edu](mailto:cooley@hsu.edu)) and Allison Holland ([adholland@ualr.edu](mailto:adholland@ualr.edu)) for more information. Hotel and registration information available at [ualr.edu/scwca/](http://ualr.edu/scwca/)

**Conference Announcement**

The Mid-Atlantic Writing Centers Association's 23<sup>rd</sup> Annual Conference will be held on March 30-31, 2012, at Shippensburg University in Shippensburg, Pennsylvania. This year's conference theme, "Writing Centers as Change Agents," is intended to elicit conversation about how writing center work changes student writers, tutors, administrators, and even the campus writing culture. Conference attendees are encouraged to share ideas of how our writing center work makes a difference. On Friday afternoon, workshops for tutors, graduate assistants, and administrators will be held. Visit <http://mawca2012.intuitwebsites.com/> for more information, to submit a proposal, or register for the conference.

**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>

### **Conference Announcement**

The College Reading and Learning Association (CRLA) and the Texas College Academic Support Program (CASP) joint conference will be held on November 7-10, 2012 in Houston, Texas at the Hyatt Regency Downtown. This year's conference theme, "Exploring New Angles on Student Learning and Diversity," is intended to encourage student success practitioners and researchers (i.e., reading, learning assistance, tutoring, supplemental instruction, developmental education, and mentoring) to be creative about their approaches to student success and the variety and diversity of the students they serve. We are "sharing the best for student success." Visit <http://www.crla.net/conference/OntoHouston2012.htm> for more information, to submit a proposal (February 1-April 1), or register for the conference (summer 2012). For more information on CRLA please visit [http://www.crla.net/about/guiding\\_principles.htm](http://www.crla.net/about/guiding_principles.htm)

### **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**

*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 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

Announcements

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*, at The University of Texas at Austin, is happy to announce the publication of its first peer-reviewed edition. The Fall 2011 issue is the second in a series about the institutional profile of writing centers and writing center practice, *From Triage to Outreach: Raising the Institutional Profile of Writing-Center Work (Part 2)*. The latest issue can be found on our new website, <http://projects.uwc.utexas.edu/praxis/> where you will also find updated guidelines for authors, instructions for online submissions, and our Call for Papers. We invite article submissions for peer review, as well as column essays and book reviews.

**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

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*, an international, peer-reviewed journal of undergraduate research in writing studies and rhetoric, will be accepting submissions for volume 10 from January 31 to June 30, 2012. *YSW* welcomes research articles on writing and rhetoric authored by undergraduates at all levels—from graduating seniors to students enrolled in

first-year composition classes. *YSW* also features a Comment and Response section that seeks to generate a dialogue among undergraduate students about previously published articles.

Full submission guidelines and all past issues of *YSW* are available at <http://cas.umkc.edu/english/publications/youngscholarsinwriting/index3.html>

Please address inquiries to *YSW*'s editor, Jane Greer, at [greerj@umkc.edu](mailto:greerj@umkc.edu).

### **Call for Submissions**

The *Xchanges* online journal is a refereed interdisciplinary Technical Communication, Rhetoric/Writing, and WAC journal published by New Mexico Tech. For Issue 8.2, our Fall 2012 graduate-student issue, and Issue 9.1, our Spring 2013 undergraduate student issue, we are seeking article-length, primary-research driven studies by students in Technical Communication, Writing, and Rhetoric programs, in traditional or multi-modal format. Project topics might concern issues of pedagogy in writing classrooms, technology-related matters for teachers, students, and researchers, concerns related to writing centers, and assessment matters—to name but a few possible subjects. Submission deadline: 6/15/12. Full submissions guidelines and current and back issues are available at [www.nmt.edu/~xchanges](http://www.nmt.edu/~xchanges)

### **Call for Submissions**

*The Writing Center Journal's* feature "Theory in/to Practice" (T/P) offers writing center specialists a 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.

Announcements

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>.