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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

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?

For more information, visit <http://www.socalwritingcenters.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. For more information on CRLA please visit [http://www.crla.net/about/guiding\\_principles.htm](http://www.crla.net/about/guiding_principles.htm)

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**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 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**

*Queen City Writers* is a refereed journal that publishes essays and multimedia work by undergraduate students affiliated with any post-secondary institution. We seek thought-provoking pieces from any disciplinary perspective that explore questions and problems related to writing, rhetoric, reading, literacy broadly conceived, popular culture and media, community discourses, and multimodal and digital composing. We're currently accepting submissions for the inaugural Fall 2012 issue—please encourage your students to submit their work. For more information, visit us online at <http://qc-writers.com>

### **Call for Submissions**

The *Xchanges* online journal is a refereed interdisciplinary Technical Communication, Rhetoric/Writing, and WAC journal published by New Mexico Tech. We seek article-length, primary-research driven studies by undergraduate and graduate students in Technical Communication, Writing, and Rhetoric programs, in traditional or multimodal 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. Full submissions guidelines and current and back issues are available at [www.nmt.edu/~xchanges](http://www.nmt.edu/~xchanges)

### **Call for Submissions**

*Young Scholars in Writing*, an international, peer-reviewed journal of undergraduate research in writing studies and rhetoric, 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 Winter 2012 Issue of *Academic Exchange Quarterly* is accepting submissions for its 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, discussions of pedagogy, and analyses of theory in three overlapping areas of inquiry.

Articles may also consider how writing center professionals cope with change and the eventuality of needing to expand their efforts in response to new economic and demographic challenges. Furthermore, as we move towards increasingly viral and technologically dependent learning communities, how can these efforts help meet the evolving demands of our students?

In addition to writing center directors and other administrators, we welcome submissions from professional staff, faculty tutors, and graduate students (<http://rapidintellect.com/AEQweb/rufengs.htm>) who work in the writing center. Manuscript length should be between 2,000 and 3,000 words. Please identify your submission with the keyword "Center-2."

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Submissions are accepted any time until the end of August 2012; however, early submissions are encouraged as they offer the following incentives:

- longer time for revision
- opportunity to be considered for Editor's Choice
- eligibility to have article's abstract and/or full text posted on AEQ's main webpage

For more information, please visit <http://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

- 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

*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.

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.cas.udel.edu/writing-center/journal/Pages/Submissions.aspx>