

ABOUT THE AUTHORS

Deborah A. Miranda is a doctoral candidate at the University of Washington, where she serves as the Director of the Educational Opportunity Program Writing Program. She also teaches courses in Native American Literature, Women of Color in the U.S., and Writing Autobiography at Pacific Lutheran University in Tacoma, Washington. Her first book of poetry, *Indian Cartography*, appeared in 1999, and she has recently published an article in *Multicultural Review*. Deborah's primary research investigates contemporary writing strategies by Native authors as this literature emerges from, and intersects with, the violent form of literacy imposed by Indian Boarding Schools rhetoric.

Suzanne Bordelon is Assistant Professor of English and Director of Composition at the University of Alaska Fairbanks, where she teaches courses in composition theory and practice, first-year composition, and technical writing. This article is part of a larger project focusing on the work of Gertrude Buck (1871–1922), a teacher and scholar at Vassar College during the first two decades of the century. Bordelon has also published an article on Buck in *The Changing Tradition: Women in the History of Rhetoric* (1999).

Nicole Merola teaches composition and literature at the University of Washington. She is currently researching the relationship of Americans to their 1950's and 1990's landscapes. She also works on contemporary American literature, the convergence of ethical and reading practices, Vietnam War fiction, representations of the nuclear family, and various cultural studies projects. She has developed service and experiential

learning courses for first-year composition and second-year introductory literature courses.

Larry Beason serves as the Director of Composition at the University of South Alabama. In addition to teaching composition and technical writing, he teaches various courses preparing future teachers to teach writing at secondary and college levels. In *Composition Chronicle*, he has published two articles that analyze diverse composition textbooks. Other publications include articles in *Research in the Teaching of English*, *The Writing Instructor*, *Washington English Journal*, and the *Journal of Business Communication*. His other research interests involve program assessment, politeness in written and spoken discourse, and business people's reactions to usage errors.

Kirk Branch is Assistant Professor of English at the University of Kansas, where he teaches courses on literacy theory, rhetoric, and composition. His research stems from his experience as an adult basic education and literacy teacher, and his essays appearing in *CCC* and a forthcoming edited collection examine representations of literacy from the perspective of low-literate adults. He is currently in the early stages of an oral history project focusing on students' lived experience with and goals around literacy. He welcomes any response to this essay at kirkb@falcon.cc.ukans.edu.

Mark L. Wiley is Associate Professor in the Department of English at Cal State University, Long Beach. He directs the writing program and teaches a range of courses from basic writing to graduate classes on theories and practices of teaching composition. Among his publications, he has co-edited a multicultural anthology, *Cultural Tapestries* (HarperCollins), for first-year composition courses and recently co-authored and edited (along with Barbara Gleason and Louise Wetherbee Phelps) *Composition in Four Keys: Inquiring into the Field* (Mayfield). Current projects include developing learning communities on campus,

working with local high schools on aligning writing instruction between secondary and post-secondary levels, and collaborating with a national group of faculty from two- and four-year colleges and universities on identifying outcomes for first-year writing programs.

JTW's Open Review Process

In Volume 12.2 of the *Journal of Teaching Writing* I announced a decision made by our Editorial Board to “demystify ” our process of reviewing articles. This move “out of the musty basements where dark deeds flourish and . . . into the world of daylight and fresh air”* represents our desire to increase knowledge about the way articles are responded to and selected for *JTW*. We hope a wide range of authors across disciplines and levels of experience will feel comfortable submitting their work for response, just as we hope these articles continue to reach an increasingly varied audience of readers.

JTW's open review process, outlined briefly, is as follows:

- ◆ Incoming articles are assigned two reviewers; these reviewers are sometimes chosen based on their expertise in the topic, but more often articles are distributed evenly across the editorial board. All articles go to reviewers anonymously.
- ◆ Each author receives two reviews, often signed by the reviewers, and a letter to explain the evaluation of his or her article.
- ◆ Although some articles are accepted upon first submission, most reviewers suggest revision before publication. Reviewers may recommend acceptance, acceptance with revision, revision before further consideration, or rejection.
- ◆ When a revised piece is submitted, the same reviewers read that version and recommend accept, accept with revision, or reject. No author is asked to revise more than once unless we expect to publish the piece.

Volume 13.1 & 2 of the *Journal of Teaching Writing* featured the article “Revision Works!” to provide readers with an example of the conversation between authors and editors over the reviewing process. This demystification has encouraged a wider range of submissions to *JTW*. I hope my explanation of our open review process encourages *you* to submit work for response. Consider it an invitation: let us hear from you!

Barbara Cambridge (*reprinted from Volume 14*)

*Andrew Greeley's comment, from *Writing Sociology*, was featured in the May 1994 issue of *Composition Chronicle* in an article by Bill McCleary, which relates a discussion at the Conference on College Composition and Communication calling for signed reviews of professional journal submissions.

MEMBERSHIP & SUBSCRIPTION INFORMATION

The *Journal of Teaching Writing* is published by the Indiana Teachers of Writing, a nonprofit organization of teachers, professors, and editors interested in the encouragement of studies in the teaching of writing. Membership in the ITW includes a journal subscription for two issues and is \$20.00 per year.

Nonmember subscriptions to *the Journal of Teaching Writing* are \$15.00 per year; institutional subscriptions are \$25.00 per year. A \$10.00 handling charge is added to subscriptions outside the continental United States.

Send inquiries to:

Journal of Teaching Writing
Indiana University Purdue University Indianapolis
425 University Boulevard
Cavanaugh Hall Room 505
Indianapolis, Indiana 46202

<jtw@iupui.edu>
<<http://www.iupui.edu/~jtw>>
Phone: 317.274.4777
Fax: 317.274.2347