

ABOUT THE AUTHORS

Wendy Bishop, Kellogg W. Hunt Professor of English, teaches writing at Florida State University. She is the author or editor of fourteen books, including *Ethnographic Writing Research*; *Teaching Lives: Essays and Stories*; *Thirteen Ways of Looking for a Poem*; *The Subject Is Writing*, *The Subject Is Reading*, *The Subject Is Research*; and *In Praise of Pedagogy: Poems and Flash Fiction on Teaching*. She lives in Tallahassee, Florida with her daughter Morgan, son Tait, and husband Dean Newman.

Virginia Crank is Assistant Professor of English at Rock Valley College in Rockford, IL. She teaches developmental and regular composition and introductory literature courses. Her current research interests include methods for dealing with large paper loads and transforming composition pedagogy for online and asynchronous instruction.

Yu Ren Dong is Assistant Professor in the Department of Secondary Education & Youth Services of Queens College, The City University of New York. She has taught teacher training courses in English education and ESL training for content teachers. Her research interests are ESL academic writing, teaching ESL through content areas, and teacher education. She has published articles in *Research in the Teaching of English*, *English for Specific Purposes*, *Teaching English in the Two-Year College*, *College ESL*, and *TESOL Journal*.

Micheal Hassett is Assistant Professor of English at Brigham Young University. His teaching and research interests include visual rhetoric and information and information design and rhetorical theory. He has taught a variety of composition courses in computer classrooms, and he has presented workshops and

published articles on composition pedagogy and document design. He is currently investigating theories of visual communication and the use of visual rhetoric in a variety of contexts. His articles have appeared in *Rhetoric Society Quarterly*, *Rhetoric Review*, *JAC*, and *Business Communication Quarterly*.

Brian Huot is Professor of English at the University of Louisville where he directs the Composition program. He is co-founder and co-editor of *Assessing Writing*, the only journal devoted to writing assessment.

Ellen Andrews Knodt is Associate Professor of English and Division Head of Arts and Humanities at Penn State-Abington. In addition to participating in 4C's each year, she has written articles published in *TETYC*, *The Hemingway Review*, *The North Dakota Quarterly*, and in several collections of essays. In addition, she published two composition textbooks, *Writing: Process and Purpose* (Macmillan 1986), *Making Progress: From Paragraphs to Essays* (HarperCollins 1991), and edited a multi-cultural anthology of essays, stories, and poems, *Understanding Ourselves: Readings for Developing Writers* (HarperCollins, now Longman, 1996). She received Penn State's university-wide Atherton Award for excellence in teaching in 1997.

Helene Krauthamer is Director of the Reading/ Writing Laboratory at the University of the District of Columbia in Washington, DC, where she also teaches a range of courses in the English Department. Previously, she was an instructor in the Writing Center at Bowie State University in Bowie, Maryland. She is the author of *Spoken Language Interference Patterns* published in 1999 by Peter Lang Publishers. Professor Krauthamer received her Ph.D. and M.A. in Linguistics from the State University of New York at Buffalo. She currently is the president of the College English Association - Middle Atlantic Group.

Timothy McGee is Assistant Professor of English and Coordinator of the Rhetoric Program at The College of New Jersey where he pursues his scholarly interests in computer-based writing pedagogy, the rhetoric of science, and argument from the locus of quantity. He served as Coordinator of the Writing Focus Group of the Instructional Technology Program at U.C. Berkeley, helping faculty integrate technology into their writing courses. He also served as Coordinator of one of the nation's first Online Writing Labs. He has presented papers and led workshops on integrating data graphics into composition curriculum and has co-authored a hypertext article called "The Online Tutor as Cross-Curricular Double Agent" which appeared in *Kairos: A Journal for Teachers of Writing in Webbed Environments*.

Shelley Peterson is Assistant Professor at the Ontario Institute for Studies in Education at the University of Toronto, Ontario, Canada, where she teaches preservice and graduate literacy curriculum and instruction courses. Drawing on her eight years as a elementary teacher and her research in elementary and middle-grade classrooms, Peterson has published two resources for teachers: *Becoming Better Writers* and *Teaching Conventions Unconventionally*.

Ellen Schendel, a doctoral candidate at the University of Louisville, is currently writing her dissertation, which is about writing assessment as social change.

ANNOUNCEMENTS

Call for Proposals Writers for the 21st Century

“Writers for the 21st Century,” a conference on collaborations across disciplines, campuses, and generations, will be held October 7-9, 2001, on the campus of Hobart and William Smith Colleges in Geneva, New York. Invited keynote speakers for the conference include Dorothy Wickenden, Executive Editor of *The New Yorker*, and David Gergen, Editor at large for *U.S. News and World Report* and Public Service Professor of Public Leadership at Harvard’s Kennedy School of Government.

A FIPSE-sponsored conference, “Writers for the 21st Century” will be workshop-based, allowing faculty and student authors and co-authors the opportunity to discuss their writing with others and continue to develop their work on-site using campus computer facilities. Following the conference, selected articles will be featured in an edited volume.

Proposals are now being accepted and should include the name, address, phone number, fax, e-mail, and institutional affiliation of each author, as well as a 250-word description of the article to be work shopped at the conference. Planners are most interested in, but will not restrict proposals to, the following topics: effective assignments, writing as public service, the benefits of collaboration, cross-cultural rhetoric, writing and the first-year experience and the rhetorical needs of science and disciplines. For further information contact Eva Bach, Writing and Rhetoric Program, Hobart and William Smith Colleges, Geneva, NY 14456, ebach@hws.edu, (315) 781-3807, or visit the website: www.hes.edu/aca/writcoll.

Call for Manuscripts

The Oregon English Journal

The *Oregon English Journal* invites articles, research reports, teaching ideas, point/counterpoint presentations, program descriptions, interviews, letters, debates, satires, original poetry, and fiction on the following themes and topics:

Fall 2001—Deadline: September 1, 2001

Teaching with the *Oregon Literature Series*. Ideas for teaching specific works, authors, themes, genre, or time periods. The influence of the environment on literature. Use of literature across the curriculum. Developmental study of a writer. Encouraging young creative Oregon writers. Integration of the *OLS* into all subject areas in elementary, middle, and high school.

Spring 2002—Deadline: February 1, 2002

The literature of working and industrial issues. Songs, poetry, novels, essays. Dealing with issues of wealth, class, social justice, poverty, race, abuse. Ideas for teaching specific works (e.g., *Sometimes a Great Notion*). Carl Sandburg. Migrant labor, fishing, logging, cowboys, Chinese miners and railroad workers. Writing and research assignments. Fisher poets of Astoria, Oregon; cowboy poets of Elko, Nevada.

Fall 2002—Deadline: September 1, 2002

Women writers of the Northwest. A historical account and perspective. New Writers. How are the writers from this era different? What are the influences on them? Feminist criticism. Women's journals and diaries from the Oregon Trail. The Story of Opal Whitely: Journal of an Understanding Heart; the birth of an American classic. Childhood diaries.

Submissions should be 1500-2000 words. Submit two hard copies (with no author identification on them) and an IBM-compatible disk in Word Perfect, double-spaced, titled manuscript; use a cover sheet for your name, address, and a brief biographical sketch (2-3 sentences).

Send to Ulrich H. Hardt, Editor, *Oregon English Journal*, Portland State University—ED, PO Box 751, Portland, Oregon, 97207-0751.

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.

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