**Proposal**

For this portion of the portfolio, you will write a proposal for either a conference or an edited collection/special issue. To write such a proposal, you must have a good understanding of the scholarship in that area, an argument that answers a significant research question, and an understanding of the audience with whom you hope to engage.

**A. Conference:** select a conference that you may be interested in attending. This could be a technology related conference, but it doesn’t have to be. No matter what conference you choose, your proposal *must* be related to rhetoric/writing and technology. Review the conference website, the current or past call for proposals (including the guidelines), and past conference programs if possible. Your conference proposal should match the guidelines prescribed (word count, format, etc.). Include the conference call for proposals along with your conference proposal

Possible conferences may include but are not limited to:

* Conference on College Composition and Communication (CCCC)
* National Council of Teachers of English (NCTE)
* Computers and Writing
* Rhetoric Society of America
* The Watson Conference
* Writing Program Administration
* Teaching of English to Speakers of Other Languages (TESOL)
* Association of Teachers of Technical Writing (ATTW)
* Feminism(s) and Rhetoric(s)
* Student Success in Writing

B. **Edited collection or special issue:** using one of the calls provided or locating one yourself (current or past), write a proposal to an edited collection or a special issue of a journal. This could be a technology-related collection, but it doesn’t have to be overtly so. No matter what collection you choose, your proposal *must* be related to rhetoric/writing and technology. Review the call carefully and make sure your proposal matches the requirements (word count, format, etc.). Include the call for proposals with your proposal.

**Call for proposals #1**

Applications of the Framework for Success in Postsecondary Writing: Scholarship, Theories, and Practices Proposal Deadline: February 1, 2014  
  
We invite proposals from contributors for an edited collection that examines the uses, applications, limitations, and challenges of the Framework for Success in Postsecondary of Writing. The Framework for Success in Postsecondary Writing (2011) [[http://wpacouncil.org/framework](https://webmail.utep.edu/owa/redir.aspx?SURL=MIhv1DnyMumRbiAZ7cuQ8i2IqrONASWUnNFEI5Dwtij1gWAks_bRCGgAdAB0AHAAOgAvAC8AdwBwAGEAYwBvAHUAbgBjAGkAbAAuAG8AcgBnAC8AZgByAGEAbQBlAHcAbwByAGsA&URL=http%3a%2f%2fwpacouncil.org%2fframework" \t "_blank)] was developed by a joint task force of the Council of Writing Program Administrators, National Council of Teachers of English and National Writing Project as a response to Common Core State Standards. The Framework builds on the foundation established more than a decade earlier when CWPA approved the WPA Outcomes Statement for First-Year Composition. Together, the two documents have shaped curriculum, pedagogy, and assessment.  
  
Just as the Framework task force brought together “the voices of educators at all levels” to collectively represent “college and career readiness in the area of writing,” we invite educators from every level to contribute with responses on the Framework (O’Neill, Adler-Kassner, Fleisher, and Hall, 2012, p.521). We envision contributions that address a range of questions about the Framework, including questions such as the following:  
  
  
  \*   How have writing programs at every level adopted, adapted, and implemented the Framework?  
  \*   How can the habits of mind be used for scholarly application?  
  \*   How have writing programs at every level used the Framework to  
     \*   shape curricula?  
     \*   design individual writing projects or lesson plans?  
     \*   support writing center instruction?  
     \*   guide pedagogy and instruction?  
     \*   influenced local conferences, symposia, or workshops for professional development?  
     \*   evaluate students' writing?  
     \*   assess courses and/or programs?  
     \*   develop basic writing, developmental, bridge and/or transitional programs?  
     \*   build bridges between high school and postsecondary programs?  
     \*   enable connections to other disciplines that require writing?  
  
  \*   How has the Framework been used to shape students for college readiness?  
  \*   How has the Framework been used to prepare students for career readiness?  
  \*   How are publishers integrating the Framework into textbooks and instructional materials?  
  \*   How have uses of technology been enhanced through the application of the Framework?  
  \*   How has the Framework been used to respond to demands placed on writing instruction and assessment from legislators, district officials, and local policy makers?  
  \*   How has the Framework been used as a lens for understanding and integrating the Common Core State Standards?  
  \*   How has the Framework affected the political dynamics within or across institutions?  
  \*   How has the Framework influenced writing outside of the academy?  
  \*   How has the Framework reshaped discussion of the WPA Outcomes Statement?  
  \*   What theoretical gaps manifest within the Framework?  
  \*   What does the Framework neglect or ignore?  
  \*   What might be problematic about the Framework?  
  
These questions are intended to suggest possibilities, not to limit the range of topics that authors propose.  
  
Proposals of approximately 250-500 words are due February 1, 2014. Authors will be notified by March 15, 2014. Drafts of manuscripts will be due by August 1, 2014. Please send proposals to Sherry Rankins-Robertson at sjrobertson@ualr.edu<mailto:sjrobertson@ualr.edu> with the subject line "Framework Collection." Queries are welcome.  
  
Questions may be directed to any of the co-editors:  
  
Sherry Rankins-Robertson  
University of Arkansas at Little Rock  
sjrobertson@ualr.edu<mailto:sjrobertson@ualr.edu>  
  
Nicholas Behm  
Elmhurst College  
behmn@elmhurst.edu<[mailto:behmn@elmhurst.edu](https://webmail.utep.edu/owa/redir.aspx?SURL=dtblPabYNsVP8HLDmbpTrSYJ9T8htHfXiRCFarbrVEH1gWAks_bRCG0AYQBpAGwAdABvADoAYgBlAGgAbQBuAEAAZQBsAG0AaAB1AHIAcwB0AC4AZQBkAHUA&URL=mailto%3abehmn%40elmhurst.edu" \t "_blank)>  
  
  
Duane Roen  
Arizona State University  
duane.roen@asu.edu<[mailto:duane.roen@asu.edu](https://webmail.utep.edu/owa/redir.aspx?SURL=0kTYpIMRT7ocdBWBhnblKOZ8TVQB-LCpF9xlzufokzn1gWAks_bRCG0AYQBpAGwAdABvADoAZAB1AGEAbgBlAC4AcgBvAGUAbgBAAGEAcwB1AC4AZQBkAHUA&URL=mailto%3aduane.roen%40asu.edu" \t "_blank)>

**Call for proposals #2**

Transitions and Disruptions: The Journeys of Multilingual Students Writing in High Schools, Vocational Schools, and Colleges

Editors:

Christina Ortmeier­Hooper, University of New Hampshire

Todd Ruecker, University of New Mexico

In recent years, scholars in second­language writing have maintained a traditional research, pedagogical, and theoretical focus on students within postsecondary institutions. This trend has corresponded with a demographic rise in the number of multilingual (ML) students negotiating and attempting to enter a range of educational institutions and contexts. Sometimes these negotiations are successful; other times, they are not.

As universities and colleges become more invested in the linguistic needs of international students, the situations and conditions of resident ML student writers are often lost in these growing conversations on multilingualism, transnationalism, internationalization, and second­language writing. For resident ML writers, including immigrant and refugee students, access to higher education is often impeded by issues of race, class, educational policies, identity/identification, and instruction (Kanno and Harklau, 2011). However, writing instruction, literacy experiences, and associated assessments also impede the trajectories of resident ML writers as they try to move into higher education. In order to extend the conversation and to more deeply consider the roles of writing, writing instruction, and assessment in these discussions, we seek contributors for an edited collection, Transitions and Disruptions: The Journeys of Multilingual Students Writing in High Schools, Vocational Schools, and Colleges

We aim to build a rich description of the kinds of programs and interventions that help multilingual writers to succeed, but also to identify transitional moments and factors that lead to disruption in a student’s educational trajectory. It is the assumption of this collection that fine­grained descriptions of programs, students, and classrooms, alongside larger corpus studies are critical in order for the field to develop a broader methodological and theoretical frameworks for teaching composition, informing language and educational policies, and furthering research agendas. We welcome contributors across a wide range of disciplines, including composition, literacy studies, teacher education, bilingual education, and TESOL/applied linguistics.

We invite studies that embrace the inherent complexity of secondary schools and colleges as sites of instruction, educational policy, and social interaction. We seek chapters that employ a variety of lenses, including ecological, social justice, socio­critical, and critical literacy theories. Proposed chapters can draw on a

range of qualitative and quantitative research methods and methodology, including ethnographies, case studies, action research, longitudinal studies, corpus­based studies, meta­analyses, and analyses of existing large­scale datasets. In particular, we are asking for proposed chapters that consider some of the following questions/issues:

(1) Transitional Programs: What roles do various programs (Gear Up, Upward Bound, CAMP, CONNECT, learning communities) play in facilitating L2 writers’ literacy transitions between institutions? How do support systems made available to multilingual writers create or restrict trajectories and opportunities?

(2) Writing Programs: What can we learn about the transitions of multilingual students from high school to college writing programs? From writing in community colleges to four­year institutions? What role do first­year writing programs, developmental writing programs, and writing­intensive courses in the majors as they move tryto move across institutions play in students’ expectations, choices, and opportunities?

(4) Across Academic Tracks (in high schools): For resident multilingual/L2 writers at the secondary level, what roles does academic tracking and writing instruction play in shaping higher education opportunities? How do writing experiences compare in varying academic tracks, including honors/AP tracks, vocational programs, and school­to­work initiatives? How do students’ presence in certain tracks impact their trajectories, identities, and writing proficiency? How do nationwide standardization and assessment movements like the Common Core State Standards positively or negatively impact L2 writers’ transitions to college?

(5) Disrupted Trajectories: What happens to the student writers that don’t make it to college campuses or falter in their first year? What roles do writing, writing instruction, student identity, and literacy, more generally, play in these disruptions? How might an understanding of these disruptions lead to new pedagogical and theoretical approaches to the teaching of writing?

(6) Students and Their Texts: What are students’ experiences in negotiating across academic and institutional boundaries (middle school to high school, high school to higher education, community college to four­year institution, for­profit vocational programs, etc.) and specifically, what role does literacy development play in these transitions and aspirations? What kinds of writing experiences do they have with the college application process (admission essays, personal statements, scholarship essays, etc.)? What can we learn from quantitative research and corpus studies of multilingual writers’ texts from high school or transitional programs?

(7) Mentors, Teachers, and Relationships: How do human relationships (with teachers, peers, family members, mentors, etc.) play a role in students’ writing development and movement across academic settings? How do literacy sponsors (Brandt, 1998) and other mentoring opportunities, (school­to­work programs, high school writing or learning centers, community groups, individual relationships, peer­to­peer interactions, online communication, etc.) facilitate multilingual writers toward their academic aspirations? How can similar relationships also disrupt these trajectories or dampen student writers’ expectations?

(8) First­year Composition, Collaborations, and Writing Program Administration: What innovations have teachers and writing program administrators created to prepare multilingual writers for these transitions (i.e. school­university collaborations, writing institutes, etc.)? What limitations are experienced or perceived? How have composition specialists facilitated the transition of ML writers amidst the institutional and broader political forces that students negotiate?

We welcome 400­600 word proposals that provide a brief narrative of the chapter’s aims, situate the proposed chapter in existing scholarship, discuss the approach or methodology, and consider implications for writing research, pedagogy, teacher education, or program administration. If your proposal is accepted, plan on developing manuscripts between 15­20 pages in length.

Deadline for Proposals: April 30, 2014. Send as email attachments (preferably MS Word) with the subject line

“Transition Collection Proposal” to Christina Ortmeier­Hooper (Christina.ortmeier@unh.edu) or Todd Ruecker

(truecker@unm.edu). Inquiries are encouraged and welcome.

Notification of Acceptance: June 15, 2014

Manuscripts Due: October 15, 2014

Projected Publication: Spring 2016

**Call for proposals #3**

See the digital version here: <http://harlotofthearts.org/index.php/harlot/article/view/192/138>

In a world of rapid technological, political, and institutional flux, the techniques and tools used to speak out against injustice and oppression are likewise changing in new, exciting ways. For the upcoming special issue of Harlot (number 11!), we invite submissions that engage with the theme of digital activism.

Our understanding of the "digital activism" theme is two-fold: In one sense, we take digital activism to mean the use of digitally created tools, services, and platforms to support or augment "traditional" activist efforts. (For example, one might analyze the use of SMS, Twitter, online video sharing and the open-source code-sharing site Github by the Occupy Wall Street movement to easily distribute information to protesters about real-time gatherings, police presence, or potential emergency situations.)

In another sense, digital activism can also include activist rhetorics that explicitly address issues related to digital culture. (For example, contributors might interrogate the SOPA Blackout Day, a coordinated voluntary takedown of major websites to protest the Stop Online Piracy Act, pending federal legislation that threatened to curtail the free, open nature of the Web.)

Some questions to consider:

* How can digital activist rhetorics challenge and/or reinforce material hierarchies of race, class, gender, sexuality, and disability?
* How do particular digital activist campaigns work to enable or constrain access to civic participation?
* What do newly emerging forms on digital activism actually look like? How do they circulate in, around, and through networked spaces?
* What are the limitations of online forms of activism? How might brick and mortar and online activism be productively combined?
* How can our understanding of digital activist rhetorics be enhanced by engaging with the ways that past and present activists have employed analog technologies as tools of social change?
* How might scholars harness digital tools to argue for and enact transformative social change?
* What might it mean to take a hacktivist approach to teaching, administration, and research?
* How do you stick it to The Man? Give us your own examples of digital activism in action.

In addition to looking for submissions that analyze online activist rhetorics, we also encourage submissions that radically enact digital activist rhetorics—that speak beyond the walls of the academy to engage broader (counter)publics on their own terms. And, of course, we’re looking for the kind of innovative design that Harlot has come to be known for: dynamic, visually appealing mediated texts that present ideas in a coherent, provocative, and insightful manner.

If you have any questions or want to talk through an idea for a project, please don’t hesitate to get in touch with the editors: [editors@harlotofthearts.org](mailto:editors@harlotofthearts.org" \o "editors@harlotofthearts.org" \t "_blank).

Submission deadline: January 15, 2014.

**Call for proposals #4**

**CALL FOR PROPOSALS**

**The Call to Be: Rhetorics of Names and Naming**

**Deadline: July 1, 2013**

While names are of great public and scholarly interest—studied by linguists, sociologists, anthropologists, literary theorists, and others—rhetoricians have yet to take up naming as a subject of serious scholarly inquiry. Yet we cannot fully examine how we address, and in turn recognize the existence of, another being without giving critical attention to how and why we name. Therefore, this collection gathers work that considers proper names from rhetorical perspectives, answering the question, “What might be gained in rhetorical study from a focused attention to names and acts of naming?”

This collection takes as its point of departure the question, “What is a name?” As words that constitute selves within social contexts (Butler) but can “detach [themselves] from their bearer[s]” (Derrida), proper names illustrate the connectedness of discursivity and materiality, style and substance. As such, names lend themselves to deeper rhetorical investigation: What might rhetorical approaches contribute to our primarily linguistic understanding of how names work? How might theories of materiality in rhetoric enrich or disrupt conceptions of the name as word or symbol? How might interpreting names as material artifacts further explain the processes of name bestowal, accumulation, loss, or theft? Also of interest are the formation, modification, and recontexualization of names, including words that are hybridized/combined to form names (e.g. Facebook, Pinterest, YouTube), acronyms that become names in themselves (e.g. NASA, SYSCO), and metonymic proper names (e.g. 9/11, Sandy Hook).

The collection also seeks answers to the question, “What is naming?” It has been argued that the act of naming “helps to establish the structure of the world” (Bourdieu) and verifies our existence in it (Butler). According to Burke, the human ability to name necessarily separates us from that which we name. Names establish relationships among humans and between human and nonhuman beings through classification, control, and identification. As those who assign names are generally in positions of power (as in the parent naming an unborn child, a member of a majority group pejoratively naming a minority, or a discoverer naming a “new” land), names can further reify inequity (Nuessel). Personal names in particular encourage classification by emphasizing/concretizing gender, social class, and kinship. In what ways, this collection asks, do the acts of assigning and speaking names encourage these performances of identity? How might naming work to resist or conceal particular identities?

As its title suggests, this collection will consider the ways in which “calling into being” influences identity and affects/grants power. The editor is looking for proposals that treat *the name* as an object of rhetorical study. Name types of interest for the collection include, but are not limited to, the following:

* **personal names** (given names, surnames, nicknames, pseudonyms)
* **community** **names** (groups, tribes, cohorts, teams)
* **brand/product names**
* **organization/business/corporation names**
* **place/space names** (cities, streets, virtual environments; schools, airports, restaurants; theme parks, museums, memorials)
* **technological names** (products, services, codes)
* **event names**
* **legal and political** **names** (propositions, acts, laws, policies)

Contributions should speak to the rhetorical potential of studying names, possibly answering questions such as these:

* What would a rhetorically informed approach to naming look like/involve?
* What makes a name or naming style desirable, persuasive, or marketable?
* What can we gain from treating names as “things”?
* In what ways are names embodied?
* How is personhood affected when names are denied, withheld, or taken away?
* How do names teach us to “read” people/places/spaces?
* How do naming rituals illustrate the cultural importance of names/naming?
* In what cases do names compromise/lend authority?
* In what ways do names encourage/discourage discrimination or tolerance?
* What are the ethical, economic, and political responsibilities/implications of naming?

500-word proposals are due by July 1, 2013, and contributors will be notified by August 1, 2013. Proposals should be sent to Star Medzerian Vanguri at [[log in to unmask]](https://lists.asu.edu/cgi-bin/wa?LOGON=A3%3Dind1304%26L%3DWPA-L%26E%3Dquoted-printable%26P%3D39521396%26B%3D--_000_CB2F54E4CC380744BBC23CDD46E3B5734E5E424CMBX2ncsnovaedu_%26T%3Dtext%252Fhtml%3B%2520charset%3Dus-ascii%26pending%3D" \t "_parent), with the subject line “collection proposal.” Queries welcome.

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**Star Medzerian Vanguri, Ph.D.**

Assistant Professor of Writing, Division of Humanities

Farquhar College of Arts and Sciences

Nova Southeastern University

3301 College Ave., Fort Lauderdale, FL 33314

954-262-7680/Fax: 954-262-3881

**Call for proposals #5**

**Call For Papers:  Special Issue of *Literacy in Composition Studies***

**Title**:The New Activism: Composition, Literacy Studies, and Politics

**Guest Editors**: Steve Parks, Ben Kuebrich, Jessica Pauszek

To be considered, please submit a 250-word abstract that discusses the proposed article to the editors at [[log in to unmask]](https://lists.asu.edu/cgi-bin/wa?LOGON=A3%3Dind1309%26L%3DWPA-L%26E%3Dquoted-printable%26P%3D2044046%26B%3D--_000_569C01C3D6913443B4F792BC4CEA2FA732EC8629BY2PRD0111MB495_%26T%3Dtext%252Fhtml%3B%2520charset%3DWindows-1252%26pending%3D" \t "_parent). Questions may also be directed to this email. The deadline for proposal submissions is October 31st, 2013.

Since at least the 1960’s, Composition has imagined a central element of its practice to be politically engaged—pedagogically and publicly. In our current moment, many of our students face skyrocketing debt, fewer job opportunities, and stagnant wages, with the threat of austerity putting many public services and the livelihoods they insure at risk. Around the country and globally, democratic participation is threatened by privatization and neo-liberal economic policies. Given this context, the previous constellation of “composition and literacy activism,” which focused primarily on language rights, must now more fully engage with the political literacies emerging in the current moment – both in terms of new globally framed theoretical paradigms and technology driven activist practices.

“The New Activism” intends to invite a wide range of scholars and activists engaged in fostering a new political literacy in classrooms and communities. To this end, in addition to an open call for submissions, the issue seeks to include scholars and activists from Occupy Wall Street, the Arab Spring, and other local, national, and global social movements. In this way, the issue itself will demonstrate both in content and form the type of dialogue necessary for a new paradigm that enables composition and literacy to engage effectively in the current political moment. As such, we strongly encourage submissions that theorize the work being done in local activist campaigns, online spaces, and classrooms. Because this issue will be published in digital and printable formats, we welcome projects that use mixed media and vary in length.

**Among the questions to be considered are the following**:  
  
-How does the current social and political moment demand a focus on developing political literacies for students, scholars, and community members?

-How is the current political moment shaping the demands of the composition classroom as well as teachers and students? How might both the field’s scholars and students respond?

-How can we theorize (and what are the implications of) teaching democratic education?  
  
-What do scholars of composition and literacy have to offer to contemporary politics?  
  
-What ethical demands shape compositionists’ engagement or disengagement from contemporary politics in the classroom?  
  
-What role has literacy and composition (acts of interpretation and communication) played in specific historical social movements, political campaigns, and cultural awakenings, and how can these histories inform teachers and scholars in our current moment?

**About *Literacy in Composition Studies****: LiCS* is a refereed open access online journal that sponsors scholarly activity at the nexus of Literacy and Composition Studies. We foreground *literacy* and *composition*as our keywords, because they do particular kinds of work. Composition points to the range of writing courses at the college level, including FYC, WAC/WID, writing studies, and professional writing, even as it signals the institutional, disciplinary, and historically problematic nature of the field**.**Through literacy, we denote practices that are both deeply context-bound and always ideological. Literacy and Composition are therefore contested terms that often mark where the struggles to define literate subjects and confer literacy’s value are enacted.

Given its ideological nature, literacy is a particularly fluid and contextual term.  It can name a range of activities from fundamental knowledge about how to decode text to interpretive and communicative acts.  Literacies are linked to know-how, to insider knowledge, and literacy is often a metaphor for the ability to navigate systems, cultures, and situations.  At its heart, literacy is linked to interpretation—to reading the social environment and engaging and remaking that environment through communication. Orienting a Composition Studies journal around literacy prompts us to investigate the ways that writing is interpretive as well as persuasive; to analyze the connections and disconnections between writing and reading; and to examine the ways in which literacy acts on or constitutes the writer even as the writer seeks to act on or with others.

To be considered, please submit a 250-word abstract that discusses the proposed article to the editors at [[log in to unmask]](https://lists.asu.edu/cgi-bin/wa?LOGON=A3%3Dind1309%26L%3DWPA-L%26E%3Dquoted-printable%26P%3D2044046%26B%3D--_000_569C01C3D6913443B4F792BC4CEA2FA732EC8629BY2PRD0111MB495_%26T%3Dtext%252Fhtml%3B%2520charset%3DWindows-1252%26pending%3D" \t "_parent). Questions may also be directed to this email. The deadline for proposal submissions is October 31st, 2013.

**Call for proposals #6**

***Cripping the Computer: A Critical Moment in Composition Studies***  
We invite contributions for a digital book on accessibility and the profession.  
  
In “Mapping Composition: Inviting Disability in the Front Door,” Jay Dolmage describes access as a way to move. In this imagining, access does not suggest rehabilitation or acts of pedagogical kindness. Rather, it signals a critical moment in our field that challenges us to consider a complex politics of embodiment, design, spatiality, virtuality, and ableist norms. Our current disciplinary moment calls for us to enact accessible and sustainable professional practices, ways of moving that position disability as an “enabling and transformative insight” (Brueggemann; Palmeri). As teacher-scholars, techno-rhetoricians, and community members alike, we are beholden to consider the ethics of design—from process to product, from author to audience, from curricular design to larger professional spaces.  
  
While developing accessible practices is an important goal, it can often seem an elusive one. Many of us remain unsure of how to practically create accessible texts, never mind disrupt pedagogical infrastructures or cultivate radically inclusive conferences. This collection, then, seeks to further these conversations, to offer ways of thinking, tinkering, and practicing that empower students, colleagues, and citizens. How, for instance, might we reconceive invention and production under a disability studies framework? What does an ethically responsive digital assignment look like? How can we create professional fora that are both inclusive and participatory?  
  
To that end, we seek chapters that both elaborate methods for creating accessible texts and argue for the benefit that access yields to our discipline. In this way, *Cripping the Computer* is multi-focused, considering the practical and theoretical, as well as the pedagogical and scholarly ways in which disability and accessibility inform digital composing practices. We welcome chapters that consider accessibility in a broad, expansive sense. Topics we encourage contributors to engage include, but are not limited to, the following:

* Accessibility, universal design, and participatory design
* Disability as critical (multi)modality
* Standards, compliance, and design
* Multimodality and/in the discourse of remediation
* Rhetorics of design and their relation to disabled subjects
* Crip culture and digital spaces
* Disability and ethics of representation
* Accessibility and intersectionality(s)—race, gender, sexuality, class
* Accessibility and digital publication
* Accessibility and the open-access movement
* Pedagogical practices in the composition classroom
* Accessibility and design as ongoing processes, as opposed to end goals
* Rhetorics and disciplinary assumptions of accessibility
* Digital accessibility now 21 years after the ADA

The pre-proposal for this project has been approved by Computers and Composition Digital Press, an imprint of Utah State University Press that publishes innovative and open-access digital scholarship. With your proposal submission, please include a tentative plan describing the multimodal nature of your chapter. We welcome a variety of digitally-mediated contributions, from purely text-based contributions, to the integration of multimodal elements (audio, video, etc.) into primarily text-based documents, to more digitally-dependent texts. *Cripping the Computer* will be a web-based book collection in HTML5.  
  
Please send chapter proposals of no more than 300 words to Elizabeth Brewer ([[log in to unmask]](https://lists.asu.edu/cgi-bin/wa?LOGON=A3%3Dind1307%26L%3DWPA-L%26E%3Dquoted-printable%26P%3D9362964%26B%3D--089e013cb73c3e136f04e2c43da9%26T%3Dtext%252Fhtml%3B%2520charset%3Dwindows-1252%26pending%3D" \t "_parent)) and Melanie Yergeau ([[log in to unmask]](https://lists.asu.edu/cgi-bin/wa?LOGON=A3%3Dind1307%26L%3DWPA-L%26E%3Dquoted-printable%26P%3D9362964%26B%3D--089e013cb73c3e136f04e2c43da9%26T%3Dtext%252Fhtml%3B%2520charset%3Dwindows-1252%26pending%3D" \t "_parent)) by **September 15, 2013**. Queries are welcome. Authors will be invited to submit full chapter drafts by February 15, 2014.  
  
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Palmeri, Jason. (2006). Disability studies, cultural analysis, and the critical practice of technical communication pedagogy. Technical Communication Quarterly, 15(1): 49-65.  
  
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Melanie Yergeau  
Assistant Professor  
Department of English  
University of Michigan

**Call for proposals #7**

**CALL FOR PROPOSALS**

**JSSW 2015: Using Tech-knowledge to Promote Student Success in Writing**

The Student Success in Writing Conference was established in 1999 to promote the success of students in writing courses at the secondary and postsecondary levels. The conference also seeks to establish and maintain dialogue between college and high school educators. We now seek to expand those conversations with a companion publication, *The Journal of Student Success in Writing*, a peer-reviewed journal committed to sharing practice and research on topics related to encouraging student success in writing. Our audience includes high school teachers, two-year and four-year college faculty, administrators, librarians and information specialists, and graduate students. The journal is sponsored by the Department of Writing and Linguistics at Georgia Southern University and is published annually in the summer of each year to coincide with our annual call for papers for the Student Success in Writing Conference in Savannah, Georgia.

For our inaugural issue, we invite proposals for articles related to the 2015 Student Success in Writing Conference theme: tech-knowledge. Interested authors are invited to submit a proposal of their work (not more than 300 words) by November 15, 2014.

**Tech•knowledge**, n. The ability to know when to use digital technology (writing software, blogs, digital narratives, learning management systems, social media, etc.) to promote student success in writing, when to use traditional methods (pen and paper), and when to blend the two.

Teaching with digital technology has become the norm in writing classrooms, but research and practice have both shown that the use of technology doesn’t automatically lead to better writing. Digital technologies can help students arrive in class better prepared, and make them more engaged in class. The ability to share information and interact online outside of class means teachers have more class time for face-to-face and small group interactions. But the technologies can also contribute to frustration as faculty struggle to learn and manage different platforms that may or may not fit with their personality and teaching style. They can also serve as a distraction for students and discourage deeper thinking as students copy information verbatim rather than critically process it. When we review the research on using digital technologies to teach writing, similar findings emerge: digital technology can help promote student success in writing, except when it doesn’t.

And so, for SSWC 2015 and for JSSW 2015, we invite proposals that explore how we, as professionals invested in promoting student success in writing, can better develop what we have decided to call tech-knowledge, the ability to know when and when not to use digital technology to promote students success in writing. We particularly seek articles that consider one or both of the following questions:

* How can a specific use of technology help us promote student success in writing in general or for a particular situation or type of student?
* When are we better off using limited or no technology when we teach writing?

We also encourage proposals for articles unrelated to technology, but which still meet one of the following areas for promoting student success at the secondary and postsecondary levels:

* Creative Writing
* Technical and Professional Writing
* First-Year Composition
* Writing in High School
* Bridging High School to College
* Second Language Writing/TESOL
* Writing About Literature
* Writing Across the Curriculum/Writing in the Disciplines
* Writing Centers
* Assessment
* Time Management (for faculty or students)
* Habits of Mind

**TYPES OF SUBMISSIONS CONSIDERED FOR PUBLICATION:**

* Full-length research-based articles, individually or collaboratively authored.
  + Articles should be 20-30 pages long and conform to the style of *The Publication Manual of the American Psychological Association, 6th edition*. Page length does not include works cited, title page, abstract or appendices.
* Short practice-oriented articles, individually or collaboratively authored.
  + Articles should be no longer than 10 pages and follow the style of *The Publication Manual of the American Psychological Association, 6th edition*. Page length does not include works cited, title page, abstract or appendices.
* Book reviews of either single or multiple works.
  + Reviews of single works should be 2-4 pages. Reviews of multiple works should be at least 4 pages. All reviews must follow the style of *The Publication Manual of the American Psychological Association, 6th edition*. Page length does not include works cited or title page. You do not need to include an abstract and should not include appendices.
  + Reviews should address works of original scholarship on student success in writing published within the past three years.

**ARTICLE PROPOSAL EVALUATION CRITERIA:**

All proposals are double-blind reviewed using the following evaluation criteria.

* Currency: Is the topic relevant and significant to the field?
* Purpose: Does the proposal make it clear what readers will gain from the article?
* Support: Does the author provide credible support that article will be based in sound practices and/or relevant theory?

**SUBMITTING A PROPOSAL:**

All proposals must be submitted online at <http://digitalcommons.georgiasouthern.edu/jssw/>. Proposals are due by November 15, 2014.

**TIMELINE FOR PUBLICATION:**

November 15, 2014: Proposals due

December 1, 2014: Proposal acceptances and rejections sent

April 17-18, 2015: Attend the Student Success in Writing Conference (completely optional, but if you need a forum for discussing your article before completing your draft, we encourage you to propose a conference presentation in addition to the journal proposal. Visit <http://digitalcommons.georgiasouthern.edu/sswc/> for more information on our conference).

May 15, 2015: Complete articles due for blind peer review

June 30, 2015: Final comments by editors due

August 15, 2015: Final versions due

September 15, 2015: Publication