**READING LIST 2**

12 articles, 7 journals:

*Across the Disciplines* (1)

*Community Literacy Journal* (2)

*Composition Forum* (2)

*Enculturation* (1)

*Harlot Online* (2)

*Literacy in Composition Studies* (2)

*Writing Lab Newsletter* (2)

**Full Bibliography of Articles by Journal**

*Across the Disciplines*

Amethyst Szymanski, Erika. "Instructor Feedback in Upper-Division Biology Courses: Moving from Spelling and Syntax to Scientific Discourse.” *Across the Disciplines.* 11.2 (2014): n. pag. Web. http://wac.colostate.edu/atd/articles/szymanski2014.cfm

*Community Literacy Journal*

Grobman, Laurie, and Meeghan Orr, Chris Meagher, Cassandra Yatron, and Jonathan Shelton. "Collaborative Complexities: Co-Authorship, Voice, and African American Rhetoric in Oral History Community Literacy Projects." *Community Literacy Journal.* 9.2 (Spring 2015): 1-25.

Matthiesen, Christina. "Poetic Signs of Third Place: A Case Study of Student-driven Imitation in a Shelter for Young Homeless People in Copenhagen" *Community Literacy Journal.* 9.1 (Fall 2014): 1-18.

*Composition Forum*

Gonzales, Laura. “Multimodality, Translingualism, and Rhetorical Genre Studies.” *Composition Forum* 31 (Spring 2013): n. pag. Web. http://compositionforum.com/issue/31/multimodality.php

Williams, Amy D. “Beyond Pedagogy: Theorizing Without Teachers.” *Composition Forum.* 30 (Fall 2014): n. pag. Web. http://compositionforum.com/issue/30/beyond-pedagogy.php

*Enculturation*

Stone, Jonathan W. "Listening to the Sonic Archives: Rhetoric, Representation, and Race in the Lomax Prison Recordings." *Enculturation.* 22 May 2015. Web.<http://enculturation.net/listening-to-the-sonic-archive>

*Harlot Online*

Hendegren, Mary. “The Biopower of Zombies: Or, How I Learned to Stop Worrying and Love the Horde.” *Harlot* 12 (2014): n. pag. Web. <http://harlotofthearts.org/index.php/harlot/article/view/194/158>

Lebduska, Lisa. “Emoji, Emoji, What for Art Thou?” *Harlot* 12 (2014): n. pag. Web. <http://harlotofthearts.org/index.php/harlot/article/view/186/157>

*Literacy in Composition Studies*

Kynard, Carmen. “Teaching While Black: Whitnessing and Countering Disciplinary Whiteness, Racial Violence, and University Race-Management.” *Literacy in Composition Studies,* 3.1 (March 2015): 1-20.

Shapiro, Rachael. “Rhetorics of Hope: Complicating Western Narratives of a ‘Social Media Revolution.’” *Literacy in Composition Studies,* 3.1 (March 2015): 156-74.

*Writing Lab Newsletter*(soon to be *WLN: A Journal of Writing Center Scholarship*)

Bromley, Pamela, Kara Northway, and Eliana Schonberg. “Student Perceptions of Intellectual Engagement in the Writing Center: Cognitive Challenge, Tutor Involvement, and Productive Sessions.” *Writing Lab Newsletter*, 39.78 (2015): 1-6.

Blain Vorhies, Heather. “Building Professional Scholars: The Writing Center at the Graduate Level.” *Writing Lab Newsletter*, 39.56 (2015): 6-9. Print.

**Journal Descriptions & Rationale’s for Articles Contributed**

***Across the Disciplines***

*Across the Disciplines* focuses on issues in interdisciplinary communication and writing across the curriculum programs, and it is not directly affiliated with any professional group or organization.  The journal is a peer-reviewed online publication hosted on the WAC Clearinghouse site (http://wac.colostate.edu) at Colorado State University.  In 2009, the journal received over 1,700,000 hits from close to 300,000 visitors to its Web site.

"Instructor Feedback in Upper-Division Biology Courses: Moving from Spelling and Syntax to Scientific Discourse" by Erika Amethyst Szymanski (http://wac.colostate.edu/atd/articles/szymanski2014.cfm) merits nomination because of its methodology, its empirical focus on instructors’ written commenting practices in a WAC/WID context, and its application to the practice of writing instruction in biology courses. The categorization of instructor comments offers readers ways to concretely consider best practices in instructor feedback.

This essay’s approach, practical and well-grounded in rigorous research methods, opens the black box of instructor comments in the disciplines—particularly the ways instructors in Biology comment on student work. This essay makes a significant contribution to discussions of WAC/WID professional development; in these discussions, we are so often grounded in ideals of "Best Practice,” with little evidence of or information about what those who we work in the disciplines with may already know or how they receive and conceptualize the “expertise” we share from Writing Studies.

Szymanski's reframing situates her findings against and within research on student writing development and taxonomies for understanding effective written responses. From her use of Beaufort, Alaimo, Bean, and Nicols, Clark and Fischbach, to her use of McDonald, Haswell, Bean, Condon and Rutz, and Bazerman, Szymanski draws on and extends a crucial conversation about a central aspect of effective writing instruction in the disciplines.

***Community Literacy Journal***

The Community Literacy Journal publishes both scholarly work that contributes to the field’s emerging methodologies and research agendas and work by literacy workers, practitioners, and community literacy program staff. We are especially committed to presenting work done in collaboration between academics and community members.

We understand “community literacy” as the domain for literacy work that exists outside of mainstream educational and work institutions. It can be found in programs devoted to adult education, early childhood education, reading initiatives, lifelong learning, workplace literacy, or work with marginalized populations, but it can also be found in more informal, ad hoc projects.

For us, literacy is defined as the realm where attention is paid not just to content or to knowledge but to the symbolic means by which it is represented and used. Thus, literacy makes reference not just to letters and to text but to other multimodal and technological representations as well.

From issue 9.1 (Fall 2014)

Matthiesen, Christina. "Poetic Signs of Third Place: A Case Study of Student-driven Imitation in a Shelter for Young Homeless People in Copenhagen"

We admire Matthiesen’s piece very much for its sensitivity and respect for young people in her story of what happened at a shelter for young homeless people in Copenhagen, where she offered writing workshops, while at the same time modeling for literacy researchers how we might understand the rhetorical skills and rhetorical capacities of young people. Matthiesen’s work leads her to the conclusion that, drawing on Ray Oldenburg’s “third space” — Oldenburg describes the third place as a place situated between home and work — that “paradoxically, the residents have no home and no work.”  Researchers and literacy practitioners will certainly benefit from Matthiesen’s  observation that  "a third place may be far from what a homeless person really needs. Or maybe it is closer to it than we might think."

From issue 9.2 (Spring 2015)

Grobman, Laurie, and Meeghan Orr, Chris Meagher, Cassandra Yatron, and Jonathan Shelton’s "Collaborative Complexities: Co-Authorship, Voice, and African American Rhetoric in Oral History Community Literacy Projects"

We think that this important co-authored piece makes a contribution to the genre of oral history in community literacy — and in rhetorical studies — contexts.  The co-authors’ methods and descriptions of collaborative research and writing — intertextuality at its most meaningful — and the work of 14 undergraduate students reveals a story of a revered and respected community member, Frank Gilyard, whose work and presence, even after his death, provided students with a substantial learning experience while simultaneously recovering, preserving, and disseminating local African American history.”

***Composition Forum***

Composition Forum is a peer-reviewed journal for scholars and teachers interested in the investigation of composition theory and its relation to the teaching of writing at the post-secondary level. The journal features articles that explore the intersections of composition theory and pedagogy, including essays that examine specific pedagogical theories or that examine how theory could or should inform classroom practices, methodology, and research into multiple literacies. Composition Forum also publishes articles that describe specific and innovative writing program practices and writing courses, reviews of relevant books in composition studies, and interviews with notable scholars and teachers who can address issues germane to our theoretical approach.

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***Enculturation***

Enculturation is a refereed journal devoted to contemporary theories of rhetoric, writing, and culture. We accept academic work in all media forms suitable for web-based publication, including conventional articles, videos, and multimedia projects. The nature of knowledge production is changing and the academic journal needs to preserve what is important about its traditional practices as well as move into a new technological era. We attempt to keep the traditional feel, usability, and review process of the print journal with issues, tables of contents, and articles while also allowing for faster publication of a wider variety of content.

Stone, Jonathan W. "Listening to the Sonic Archives: Rhetoric, Representation, and Race in the Lomax Prison Recordings." Enculturation. 22 May 2015. Web.<http://enculturation.net/listening-to-the-sonic-archive>

Sonic rhetorics and sound compositions are quickly emerging as predominant subfields in rhetoric and composition. Jonathan Stone’s “Listening to the Sonic Archive” rightly points out that “we are not just dealing in scholarly fads, but in deep disciplinary grooves that require sustained attention if sound studies hopes to become as theoretically and methodologically integral to our work as visual studies has been.” His work is a shining example of just what this sustained attention might look like. “Listening to the Sonic Archive” weaves together concerns for sound composition, historiography and archives, African American rhetorics, and an ethics of listening to show how historical sonic artifacts complicate our understanding of racial otherness through listening to history rather than reading it.

***Harlot Online***

*Harlot: A Revealing Look at the Arts of Persuasion* is a peer-reviewed digital journal dedicated to exploring rhetoric in everyday life. The journal’s title gestures toward historical references to rhetoric as “the harlot of the arts,” a pejorative perspective that Harlot seeks to challenge. The mission of the journal is to bridge rhetorical scholarship and popular discourse by creating a space for critical—but inclusive and informal—conversations about rhetoric amongst diverse publics. To that end, its peer review process includes reviewers from within and outside academic contexts who prioritize collaboration and revision; accepted submissions are typically succinct, savvy, and richly mediated.

“The Biopower of Zombies: Or, How I Learned to Stop Worrying and Love the Horde,” by Mary Hendegren  <<http://harlotofthearts.org/index.php/harlot/article/view/194/158> >

In “The Biopower of Zombies,” Mary Hendegren situates the contemporary resurgence of and fascination with zombies in popular media within a broader cultural history. In the process, she not only illustrates a unique evolution the depiction of zombies, but importantly, also reveals their powerful rhetorical functions. Specifically, Hendegren convincingly argues that the late ‘60s/early ‘70s zombie phenomenon was a reflection of and reaction to collective fear about the “politically ‘infected’ masses, rather than a fear of powerful and purposeful individuals.” The prominence of zombies in our contemporary mediascape and the resonance they’ve triggered in the populace, she argues, is linked up with the “rise of decentralized power” and “decline of the political sovereign” in the 21st century. What we fear today, she writes, is “the widespread networks of people with dangerous convictions, convictions that spread into individual bodies, who existence as a population rebalances the biopower of the world.” We believe Hendengren’s article is an ideal candidate for your collection, as it offers an insightful and unique rhetorical analysis that illuminates important aspects of our contemporary cultural condition.

“Emoji, Emoji, What for Art Thou?” by Lisa Lebduska

<<http://harlotofthearts.org/index.php/harlot/article/view/186/157>>

In “Emoji, Emoji, What for Art Thou,” Lisa Lebduska examines the history and current usage of emojis in order to challenge assumptions that these graphic elements constitute a debasement of and danger to traditional literacy. Instead, she argues, emojis are “an emerging visual language of play” with its own affordances and constraints, which she insightfully examines. Combining historical narrative, critical analysis, and writing theory, Lebduska’s work exemplifies strong scholarship delivered in an accessible and engaging manner. Notably, this article has become a touchstone in conversations about emoji as communication. Referenced in [Wired's "We're All Using These Emoji Wrong"](http://www.wired.com/2015/05/using-emoji-wrong/) and [Washington Post’s “Sleepy Face, Sad Face or Shocked Face: The Emoji Identity Crisis,”](http://www.washingtonpost.com/news/morning-mix/wp/2015/06/12/why-we-cant-agree-what-emoji-mean/) the work is now cited in Russian, German, Spanish, Portuguese, etc. Such circulation confirms its success in relation Harlot’s mission of fostering “academic” research that engages with and in popular public discourse.

***Literacy in Composition Studies***

Literacy in Composition Studies is a refereed open access online journal sponsoring scholarly activity at the nexus of Literacy and Composition Studies. With literacy and composition as our keywords we denote practices that are deeply context-bound and always ideological and recognize the institutional, disciplinary, and historical contexts surrounding the range of writing courses offered at the college level. 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 analyze the connections and disconnections among writing, reading and interpretation, inviting us to examine the ways in which literacy constitutes writer, context, and act.

Nomination of Carmen Kynard’s “Teaching While Black”

When the editors at LiCS got the call to nominate articles for the Best of collection this year we already knew we wanted Carmen Kynard’s “Teaching While Black” to be one of our nominees. This piece strikes us as being a crucially needed intervention in the discipline of Composition/Rhetoric. In this article Kynard calls on all of us in our discipline to “understand and rupture whiteness, racial violence, and the institutional racism of our disciplinary constructs” [emphasis added] (1). We particularly note the crucial importance of Kynard’s point that our field’s “central knowledge-making industry—both its journals and the processes of selecting its editors—reproduces racist logics” (3). Using stories from her personal experiences to “bear witness” (4), Kynard vividly illustrates how racist (il)logics underwrite actions of white faculty who, despite their claims to theoretical sophistication, are active agents of racism. This is an article that deserves wide circulation and attention.

Nomination of Rachael Shapiro’s “Rhetorics of Hope”

Rachael Shapiro’s “Rhetorics of Hope” was an unanimous pick for LiCS’ editors who think this piece has the potential to shape future scholarship about social media, publics, and activism. Shapiro examines what she classes the “digital literacy myth” perpetuated by Western media around the June 2009 protests of the reelection of Mahmoud Ahmadinejad in Iran. Shapiro defines the digital literacy myth as “the hope that technologies and their literacies will bring . . . economic and democratic progress” (157). However, Shapiro demonstrates that the digital literacy myth advances a narrative “informed by U.S. political and economic interests and strategy for an evolving global market” (163). Consequently, the Western media’s focus on the role of social media in the Iranian protests ends up “attribut[ing] political agency to the technology rather than the people” (158). Shapiro powerfully demonstrates the ways this misattribution obscures the significance of feminist activism in powering this protest movement.

***Writing Lab Newsletter*** (soon to be *WLN: A Journal of Writing Center Scholarship*)

The Writing Lab Newsletter, a peer reviewed publication with five issues per academic year, provides a forum for exchanging narrative and research based studies of writing centers in high schools, colleges, and universities. Articles illustrate how writing centers operate at the intersection of theory and practice, at once shaped by and producing innovative methods and scholarship. Authors reporting on research also describe programmatic models that can be adapted to other contexts. WLN, to be known as WLN: A Journal of Writing Center Scholarship to mark its 40th year of publication, aims to inform newcomers to the field as well as extend the thinking of those who are more knowledgeable and experienced.

Bromley, Pamela, Kara Northway, and Eliana Schonberg. “Student Perceptions of Intellectual Engagement in the Writing Center: Cognitive Challenge, Tutor Involvement, and Productive Sessions.” *Writing Lab Newsletter*, 39.78 (2015): 1-6.

Bromley, Northway, and Schonberg offer a study of student engagement that highlights the centrality of writing center work to the mission of the university. Their study, which surveys both private and public institutions, finds that writing center sessions provide students crucial opportunities for intellectual engagement in the forms of cognitive challenge and peer collaboration. Far from finding that students consider the writing center only as a product-oriented service, the authors have determined that “[s]tudents valued the experience of being cognitively challenged and collaborating well with their tutor, someone who was excited by their ideas and by them, both as writers and as people in the midst of a learning process” (5). Bromley, Northway, and Schonberg thus offer strong evidence supporting the idea of the writing center as an important site of knowledgemaking on our campuses.

Blain Vorhies, Heather. “Building Professional Scholars: The Writing Center at the Graduate Level.” *Writing Lab Newsletter*, 39.56 (2015): 6-9. Print.

Blain Vorhies addresses the need for graduate writing support that would encompass offerings by writing centers and academic departments alike. Noting that most graduate schools either do not see the need for graduate writing support or cannot find a way to successfully meet a need that clearly exists, Blain Vorhies details initiatives undertaken by the University of Maryland’s Graduate School Writing Center. By treating students as professionals, hiring tutors with disciplinary expertise, and adapting traditional consulting models to address the sentence level concerns of language learner clients in particular, writing centers can, with adequate resources, tailor their services to the specific needs of graduate clients.