

Announcements

Call for Proposals. East Central Writing Centers Association 2009 Conference, April 3-4, 2009, Purdue University, West Lafayette, Indiana. “Writing Center Ecologies: Developing and Sustaining Our Resources” (<http://owl.english.purdue.edu/ecwca>). The term “ecology” has many associations, from nature and the environment, to more recent applications of information ecology and media ecology in rhetoric and composition. The metaphor of ecology can be applied to the relationships among various projects and working groups within writing centers, and to the relationships among writing centers, writing programs, English Departments, WAC initiatives, strategic plans, etc. Tutors, writing center administrators, and others involved with writing center work are invited to submit proposals related—but not limited to—the following topics:

- Consider the politics of ecology and the idea of ecologies as systems. How does your writing center function as an ecological system? What are the ecologies of your department and your campus?
- How do you ensure the sustainability of your writing center? How will you address challenges to ensure sustainability?
- What kind of partnerships, relationships and/or infrastructure have you used to develop and enrich your resources? How can you extend existing partnerships and cultivate new ones? What does your writing center bring to these partnerships?
- How do writing center theories sustain both in-house environments and larger, public spaces? How do writing centers perform “public scholarship” that sustains us and the community?
- How do you build a self-sustaining ecology in your writing center through policies, practices, and relationships?
- What are the environmental issues facing your writing center? How can you develop a “green culture” in your center? What are some creative solutions you have for making your writing center greener? Why should writing center tutors and administrators be concerned with environmental issues?
- How does technology fit into your ecology?
- In what ways can globalization and diversity affect the ecology of your writing center?

Session Formats

- Presentations: Single presentations will be 15-20 minutes in length. If you submit your proposal alone you will be placed with like presentations for a session.

- Panels: Consist of 3-4 presenters who are coordinating their presentations around a central theme. Each presentation will be 15-20 minutes in length.
- Roundtables: Round tables are talks designed around a specific theme and are often highly audience interactive. Several speakers will address a central question from a variety of angles, and then open the question to the audience and answer audience questions.
- Workshops: These sessions are designed to be fully interactive with the audience and facilitate the audience in gaining material, hands-on knowledge around the given topic.
- Posters: These presentations are designed to be stand alone posters which are informative and meant to be viewed at anytime during the conference. There will also be a dedicated time and space for the authors of the poster to answer questions and interact with conference goers about their topic.

Submitting Proposals

Proposals should be submitted online using the webform available at <http://owl.english.purdue.edu/ecwca>. The deadline for proposals is Monday, December 15, 2008. For questions or comments, please contact: Linda Bergmann, Writing Lab Director (lbergmann@purdue.edu) or Tammy Conard-Salvo, ECWCA President and Writing Lab Associate Director (tcsalvo@purdue.edu)

JAEPL (Journal of the Assembly for Expanded Perspectives on Learning) invites submissions for a special issue about the believing game and closely related issues, guest edited by Peter Elbow. For more about this theme, see the four essays in Volume 14 of *JAEPL* (November 2008 release) by Peter Elbow, Pat Bizzell, Mary Rose O'Reilley and Nat Teich that initiate a conversation about the believing game. Deadline for submission: January 30, 2009.

Peter Elbow writes: "For this issue, I welcome essays that push and explore and expand what you see in these four essays. I invite essays that explore the application of believing game to diverse arenas-and not just in the academy. Also: I frame the believing game as a complement to what I call 'the doubting game' or 'critical thinking'—which I characterize as the assumed or preferred mode of thinking in our culture. But is there a preferred mode, and if so how does it relate to the believing game or methodological believing? I am also interested in responses that question or criticize the believing game.

Electronic copies are preferred—10-20 pages double spaced, MLA citation style. If you apply by mail, please send four paper manuscripts along with postage for mailing three copies to readers. Send essays to Peter Elbow at 47 Pokeberry Ridge, Amherst MA 01002. You can address questions to him at elbow@english.umass.edu. Send editorial inquiries to Kristie S. Fleckenstein, Co-Editor, JAEPL, Department of English, Florida State University. E-mail: kfleckenstein@fsu.edu. Visit JAEPL's website at: <https://www.sworps.utk.edu/aepl/html/jaepl.htm>

Call for Papers. We are soliciting additional essays--to join an already promising set of contributions--for an edited collection exploring the intersections between pedagogical theory/practice and the emerging field of Animal Studies. The collection is tentatively titled *Pedadoggy: What I Learned about Teaching from My Dog*. While personal reflections about the human/dog bond are welcome, we are especially interested in essays that theorize this bond and provide thoughtful responses to questions such as the following: How has your relationship with *canis familiaris*, perhaps the most ubiquitous nonhuman companion animals, shed light on your understanding of the relationships you have developed with human students? How might that influence be situated within the contexts of various "dog related discourses," both scholarly and popular? How might these discourses be effectively mined in the interest of innovative classroom practice? How might these discourses be rhetorically examined and evaluated? Other possibilities are welcome. Please send all queries about proposals, essays, and deadlines to Patricia Donahue (donahuep@lafayette.edu) and Bianca Falbo (falbob@lafayette.edu).

Call for Proposals: Research Network Forum at CCCC. 22nd annual. March 11th, 2009. Hilton, San Francisco, California. Proposal Deadline: Friday, October 31, 2008. Homepage: www.rnfonline.com. Questions? Email chairs@rnfonline.com. The Research Network Forum was founded in 1987 as a pre-convention workshop at CCCC. The RNF is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers. The forum is free to CCCC convention participants. You need not be a work-in-progress presenter to attend. As in past years, the 2008 RNF will feature two plenary sessions, one in the morning and one in the afternoon, each a little over an hour long. These sessions include presentations from each plenary speaker followed by a brief question period. At the subsequent roundtable discussions, work-in-progress presenters discuss their current projects (in an eight-minute presentation) and gain the

responses of other researchers, including the discussion leaders. Work-in-progress presenters are grouped by thematic clusters, in which they will discuss their projects with other researchers and a discussion leader who is a senior researcher. Participants also include editors of printed and electronic journals of composition/rhetoric who will discuss publishing opportunities of completed works-in-progress. Work-in-Progress Presenters should bring three typed questions which they should copy and distribute to participants at their table (15 copies for the two sessions will do). We encourage participants to bring a copy of the journals they edit/publish, any other publications, and announcements, which will be displayed at the RNF meeting.

Please join us in San Francisco to present a Work-in-Progress presentation or serve as a Discussion Leader (for those who are seasoned, established researchers) and/or Editor (for those who edit journals/presses). Electronic proposal forms will be available at www.rnfonline.com. You may appear on the *RNF Program* in addition to having a speaking role at the Conference on College Composition & Communication.

The Conference on Basic Writing is pleased to announce the 2009 CBW/CCCC Fellowship, a \$500 award given to a teacher of basic writing to subsidize travel to CCCC in San Francisco in March, 2009, and participate in the Conference on Basic Writing Pre-Conference Workshop (Wednesday before CCCC). Applications due December 1, 2008.

Award recipient notified January, 2009. Winner presents on professional interests at the CBW SIG March, 2009. Fellowship applications should include a comprehensive two-page letter that details the benefits of attending the CBW Workshop and CCCC. This letter should clearly and specifically address the following key issues:

- How will attending the CBW Workshop and CCCC benefit the interests and needs of the students with whom you work?
- How do you plan to share the information and ideas gathered at ecce with colleagues?
- How will this experience help you to become more active in advocating for students in basic writing (or other preparatory/developmental writing) courses?

A completed Fellowship application should include this letter, a current curriculum vita and, if applicable, the title and abstract of an accepted 2009 CCCC presentation. Questions, concerns, and completed Fellowship applications should be forwarded by email or campus address by December 1, 2008, to Dr. Sonya L. Armstrong, Northern Illinois University, Department of Literacy Education, 148 Gabel Hall, Dekalb, IL 60115; sarmstrong@niu.edu.

The CBW/CCCC Fellowship is intended to support basic writing (including preparatory and developmental writing) instructors who might otherwise have difficulty attending CCCC. Priority will be given to applicants who clearly demonstrate how attending the 2009 CBW workshop and CCCC will benefit their own professional development, their students, and their colleagues. Fellowship applicants need not have had a paper accepted for presentation at CCCC. However, if presenting at the CCCC, titles and abstracts of papers should be included with the application. The Fellowship winner should plan to attend the CBW Pre-Conference Workshop (the full Wednesday before CCCC). Also, the Fellowship recipient will be recognized and invited to speak briefly at the CBW SIG at CCCC.

Series editors Margot Soven and Susan McLeod announce a **new series with Parlor Press on Writing Program Administration**. The series provides a venue for scholarly monographs and projects that are research or theory-based and that provide insights into important issues in the field. We encourage submissions that examine the work of writing program administration, broadly defined (e.g., not just administration of first-year composition programs). Possible topics include but are not limited to:

- Historical studies of writing program administration or administrators (archival work is particularly encouraged);
- Studies evaluating the relevance of theories developed in other field (e.g., management, sustainability, organizational theory);
- Studies of particular personnel issues (e.g., unionization, use of adjunct faculty);
- Research on developing and articulating curricula
- Studies of assessment and accountability issues for WPAs;
- Examinations of the politics of writing program administration WPA work at the community college.

Queries should be directed to Susan H. McLeod (mcleod@writing.ucsb.edu), University of California, Santa Barbara; and Margot Soven (soven@lasalle.edu), La Salle University. For complete submission guidelines, see <http://www.parlorpress.com/submissions.html>.



Extending an invitation to join the Council of Writing Program Administrators

The Council of Writing Program Administrators offers a national network of scholarship and support for leaders of college and university writing programs.

Membership benefits include the following:

- • A subscription to *WPA: Writing Program Administration*, a semi-annual refereed journal
- • Invitations to the annual WPA Summer Workshops and Conferences
- • Invitations to submit papers for sessions that WPA sponsors at MLA and CCCC
- • Participation in the WPA Research Grant Program, which distributes several awards, ranging from \$1000 to \$2000
- • Invitations to the annual WPA breakfast at CCCC and the annual WPA party at MLA
- • Information about the WPA Consultant-Evaluator program

ANNUAL DUES

Members: \$30

Graduate Students: \$10

Libraries: \$40

To JOIN

Visit us online at <http://wpacouncil.org/membership> or send your name, address, email address, institutional affiliation, and dues to

Richard Johnson-Sheehan, WPA Treasurer
Department of English
Purdue University
500 Oval Dr.
West Lafayette, IN 47907-2038