

(Re)mediating the Conversation: Undergraduate Scholars in Writing and Rhetoric

Special Issue, Summer 2011

Kairos: A Journal of Rhetoric, Technology, and Pedagogy
<http://kairos.technorhetoric.net>

Guest Editors

Shannon Carter, Texas A&M-Commerce
Bump Halbritter, Michigan State University

Summary

We propose a special issue devoted to digital scholarship composed by undergraduates. We know a lot of exciting work is being done in this area, and we wish to provide a venue for these important multimodal texts. Moreover, this special issue will celebrate the collaborative nature of student scholarship generated within the context of instruction. Thus, we invite significant contributions from the student author's collaborating instructor.

Call for Webtexts

For years, the print-based, peer-reviewed journal *Young Scholars in Writing: Undergraduate Scholars in Writing and Rhetoric (YSW)* has been publishing top-notch scholarship created by the country's undergraduates. For undergraduates creating multimodal scholarship on the subject, however, no such dedicated venue yet exists.

Until now.

With the 2011 special issue of *Kairos* tentatively entitled *(Re)mediating the Conversation: Undergraduate Scholars in Writing and Rhetoric*, we will bring together digital scholarship produced by undergraduates composing with new media. We know such work is plentiful. We've seen it—at campus-wide celebrations, at area conferences, in our classrooms, in your classrooms. We've found it in in-house publishing venues resulting in local circulation and even nationally, published alongside some of the most established scholars in our field. Circulation like this is important. It is how such work gets started, celebrated, mined, and seeded into new classrooms, programs, and approaches to composition. Given this important work, the time is right to bring these exciting projects together, highlighting the fabulous work that's possible amongst our undergraduates working with new media.

In other words, this special issue invites undergraduates and their instructors to join the scholarly conversation in writing, rhetoric, and literacy studies through their own digital contributions.

The subject of this multimodal work will address rhetoric, technology, pedagogy, and writing studies—the same scope published in the recurring issues of *Kairos*. The limits of what counts as scholarship will be drawn no more tightly than they are around *Kairos* submissions more generally. We want to publish projects that are intellectually rigorous, engaging, and important. Due to our experiences in working with multimediated texts, we come to this collection with some expectations for what such scholarship looks and sounds like; however, we remain open to submissions that challenge these preconceptions as well. We are hopeful that these submissions will expand the field’s understandings of “digital scholarship” and “writing instruction”—both in content and in form. We are also hopeful that this issue will promote further integration of new media in the undergraduate curriculum by sharing exemplar examples of student work and offering the tools for instructors interested in assigning and supporting this kind of work.

(Re)mediating the Conversation: Undergraduate Scholars in Writing and Rhetoric is calling for submissions that will make use of four sections of *Kairos*—Topoi, Inventio, Praxis, and Reviews. The primary difference between Topoi/Praxis and Praxis/Inventio submissions is how tightly the topic of the student text adheres to the topics of rhetoric, pedagogy, technology, writing, new media, and other topics *Kairos* typically publishes. Student texts that fall outside of usual *Kairos* topics should include a student-authored **Inventio** component. See below for further descriptions.

1) Topoi/Praxis submissions: collaboratively-authored webtext comprised of the following two subsections: a) student-authored **Topoi** webtexts on issues **tightly related** to rhetoric, pedagogy, technology, writing, new media, and other topics *Kairos* typically publishes, and b) a teacher-authored **Praxis** webtext that situates the student’s work within the pedagogical aims of the assignment that invited the student’s work. Student-authored **Topoi** texts should be mediated as appropriate, and may include, but are not limited to, any combination of text, hypertext, images, digital video, and/or sound. Instructor-authored **Praxis** texts should articulate the instructional context that shaped the text (assignment, course, learning objectives, revision/feedback structure, institutional infrastructure). In other words, the instructor-generated Praxis text should complement the student Topoi submission by providing the context from which the multimodal project emerged, but the undergraduates remain the stars of this feature so the Praxis texts needn’t be more significant than a description of the assignment itself and a brief discussion of other relevant contexts.

2) Praxis/Inventio submissions: collaboratively-authored webtext comprised of the following three subsections: a) a student-authored, multimedia text of **any** topic or genre (in other words, texts **not tightly related** to topics *Kairos* typically publishes), b) a teacher-authored Praxis webtext that situates the student’s work within the pedagogical aims of the assignment that invited the student’s work, and c) a student-authored *Inventio* webtext that discusses the rhetorical decisions, contexts, influences, and material resources that directed the production of the multimedia work the student submits.

3) **Reviews:** In addition to the above multimodal contributions, we invite reviews (by students or by whole classes) of student-produced work that is circulating in or outside of the academy.

Collaborations among groups of student authors are encouraged on all submissions. For more information regarding these four sections and the kinds of submissions they usually attract, please see <http://kairos.technorhetoric.net/submissions.html#sections>. All media included in these submissions must be cited and used fairly. Please see *Kairos*' copyright policy (<http://kairos.technorhetoric.net/submissions.html#copy>). If you have any concerns about copyright or which section to submit to, please contact the guest editors. We welcome any chance to help potential authors work through these issues.

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Instructors and the student authors with whom they are collaborating are encouraged to contact the special issue editorial staff early in their project's development.

All authors accepted to the issue will be invited to submit Disputatio texts in response to the work of their special-issue peers for possible publication in a subsequent issue of *Kairos*.
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Proposal Guidelines

Proposals should come from students and be submitted in a single word-processing document and emailed to the two guest editors below. The proposal should include

- Author name(s) and full contact information
- Section for which the proposal should be considered (*Topoi/Praxis*, *Praxis/Inventio*, or *Reviews*). If you are unsure, just ask! We'll be happy to help you find the best place for this submission. See *Kairos*' submission information with section descriptions here: <http://kairos.technorhetoric.net/submissions.html>
- Instructor's name and full contact information.
- Instructor's brief description of the context, assignment, and/or course from which the proposed project emerged/will emerge. (If this is unavailable, student may submit a note stating that he/she was an undergraduate when he/she first composed this piece.)
- One-page description of the project you wish to develop for this special issue, including information about how far you are in the process and what you will need to develop the project you propose.

You are welcome to include a prototype (i.e., sample URL, screenshots, audio or video excerpt, etc.) to accompany your description. We cannot accept attachments over 2 megs via email. If your submission is larger than that, email us at least a week prior to the submission deadline so we can suggest alternative modes of delivery. Prototypes are not required, however, so please don't feel you must be that far along with a project to consider submitting it. A written proposal is all that is required. **Deadline for proposal submission is October 1, 2009.**

Email submissions as attachments to guest editors at:

- Shannon Carter, Shannon_Carter@tamu-commerce.edu
- Bump Halbritter, drbump@msu.edu

Timeline

October 1, 2009	Proposals due
November 15, 2009	Authors notified of proposal acceptance
February 1, 2010	Full webtexts due
June 2010	Authors notified of webtext status
August 1, 2010	Revised webtexts due
May 15, 2011	Publication date