

Tasia Hane

Issues in Writing (University of Wisconsin Stevens Point)

<http://www.uwsp.edu/english/iw/index.html>

Editors (Home institution: U Wisconsin Stevens Point):

M. Wade Mahon: Managing Editor. Prof. Wade's research interests include rhetoric, composition, and 18th-century British literature.

Rebecca Stephens: Co-editor. Prof. Stephens' research interests center on women's studies, film, contemporary ethnic American literature, and instructional technologies.

Mary Bowman: Co-editor. Prof. Bowman's research interests incorporate narrative and lyric poetry—primarily epic and romance—as well as reader response and feminist criticism.

Dan Dieterich: Co-editor. Prof. Dieterich's areas of research focus on business writing, editing, and publishing.

Tomoko Kuribayashi: Co-editor; subscriptions manager. Prof. Kuribayashi's research interests lie in the fields of contemporary fiction written by women and minority writers from the United States and Great Britain. She also researches twentieth-century Japanese women writers.

Sarah Pogell: Co-editor. Prof. Pogell's research interests in literature are many, including psychology, medicine, gender, class, plastic arts, depressive discourse in twentieth-century literature, high modernist fiction, and depressive mood and modernism.

G. Christopher Williams: Webmaster; co-editor. Prof. Williams's research fields are varied, but these include the areas of narrative twentieth-century literature, literary and games theory, and film, pop-culture, and media studies.

Reviews Editor:

Karen Weathermon, Washington State University

Brief overview:

Issues in Writing, a refereed journal in the field of composition theory and pedagogy, is “devoted to the study of writing in science and technology, government, education, business and industry, the arts and humanities, and the professions.” The journal is published semiannually, a Fall/Winter issue and a Spring/Summer issue. Current and recent issues' tables of contents and article abstracts are available online, and current and recent issues are available in print form. While the length of each printed issue varies slightly, from 90 to 120 pages, issues average about 105 pages in length. The journal's format has been consistent, with two to four articles, an interview with what the journal terms “an authority who bridges diverse writing communities,” and several reviews per issue.

Editorial Policy:

Issues in Writing welcomes and publishes articles in the areas of teaching and production of public writing. The journal also considers a range of approaches, methodologies, and styles. It

accepts research articles that demonstrate the results of classroom or workplace research, practical articles that illuminate the process of writing in various professional contexts, as well as articles from diverse historical or theoretical perspectives that address issues relating to writing in the academic, public, or professional spheres. *Issues in Writing* is currently “looking for papers on all topics.”

Submissions:

Submissions may be sent via electronic mail or postal service (two copies) and should be no more than 30 pages double-spaced in length, including appendices and/or illustrations. An article abstract of 100 words or fewer should be sent along with submission, as well as an SASE for manuscript return or a statement indicating that the manuscript need not be returned to the author. Electronic mail submissions will be responded to in kind. Further, all pages of the submission except the title page should be numbered, including notes, bibliography, and appendices. However, to facilitate the blind-review process, do not include a name or institutional affiliation on the manuscript itself.

If the submission requires source acknowledgement, one of the following style guides should be used, at the author’s discretion: *Publication Manual of the American Psychological Association*, 4th ed. (Washington, DC: APA, 1994); *CBE Style Manual*, 4th ed. (Washington, DC: American Institute of Biological Sciences, 1983); or *The MLA Style Manual*, 5th ed. Joseph Gibaldi (New York: The Modern Language Association, 1999).

Send manuscripts to The Editors, *Issues in Writing*, Department of English, University of Wisconsin Stevens Point, Stevens Point, Wisconsin 54481, for postal service; or in Microsoft Word or Rich Text format to wmahon@uwsp.edu.

For review submissions, the journal prefers reviews of works that match its broad focus on public writing, that is, writing in the classroom, workplace, or professional setting, in either traditional or contemporary media. The journal is especially seeking reviews of works that are multi-disciplinary in scope. Reviews may range from 1500 words to article-length. Additional information is available for those who would like to become regular reviewers to *Issues in Writing*. Contact the editors to submit or to request more information at wmahon@uwsp.edu.

Special topic issues:

Special topics issue 14.2 focuses on “Assessment” and features an interview with assessment expert Brian Huot; the interview is titled “Assessment as Opportunity: A Conversation with Brian Huot.” Articles in the issue discuss peer response to writing in the classroom. More recently, special topics issue 15.1 engages the “Personal Statement” and features an interview with John Swales and Christine Feak titled simply “Personal Statements: A Conversation with John Swales and Chris Feak.” The remainder of the issue’s articles discuss writing the personal statement specifically for medical school applications.

Recent issues:

The most recent issues of *Issues in Writing* have focused on technical writing and the transference of the skills learned in the classroom to the work performed in the professional setting. Forming

part of the foundation for this focus are previous issues concerned with technology literacies and new media in the classroom and the workplace, with articles such as “Beyond ‘Current-Traditional’ Design: Assessing Rhetoric in New Media” by Meredith W. Zoetewey and Julie Stagers (13.2) and “A Classical Framework for a New ‘Visual Renaissance’: Bridging the Divide between the Written and the Visual in Computer-Based Composition” by Andrea Deacon (12.1). Working alongside these concerns in the journal are subjects such as the effectiveness of classroom workshopping and issues of cultural identity in the professional writing classroom.