

Anthony J. Morris – *College Composition and Communication*:

*College Composition and Communication* is a composition journal, as the title suggests. However, *CCC* recognizes that the study of writing is an interdisciplinary field, and welcomes articles from other areas such as race studies and technology for example. It is a widely distributed journal, and tailors itself to the diversity of its audience.

*CCC* is a quarterly journal, published in September, December, February, and June of each year. On the inside cover of the journal, is a general guideline for submissions. However, it is suggested that for a detailed guideline, to reference the back of the most current February edition.

Each issue of *CCC* tends to begin with two to three articles that have similar content. For example, in the September 2003 edition, the editors chose to begin with an article on Latin American students as “Other” in the English classroom, and their issues of self-identity; this was paired with a study on intercultural exchange and the unspoken feelings of mistrust felt by the “Other.” These pairings are useful as each edition therefore becomes somewhat topical. Each edition tends to offer five articles—two to three “topical” articles, one to two studies, and the last tends to be on the subject of diversity (race, gender, learning disability, etc.). After the full-length articles, there is a section called “Interchanges” in which scholars can respond to previous articles; these are limited in length to 2,000 words. “In Brief” follows the Interchanges, and these pieces are limited to 1,500 words or less on the subject of laws and government policies pertaining to the field of composition. Each edition ends with book reviews.

*CCC* has gone through some significant changes in the past year. Through June 2004, all of the content described above was in the printed edition. As of September 2004, the printed edition contains only the five feature articles. The abstracts, Interchanges, In Brief, and Book Reviews are all available through *CCC Online*. Additionally, the editors have noted that any feature length article that cannot be fully communicated through print media alone, may be published in the online journal.

The backgrounds of the Editor and Assistant Editor of *CCC* help to explain the journal’s interest in social diversity and progressive online adaptation. Marilyn M. Cooper of Michigan Technical University is the editor. Her area of interest is in studying how literacy is socially constructed. Therefore, articles dealing with gender and race diversity in the classroom are of particular interest to Dr. Cooper. Todd Taylor of the University of North Carolina, Chapel Hill is the assistant editor. He has written on the potential uses of the internet for practical, pedagogical uses. Therefore, it is not surprising that *CCC Online* is so innovative.

The writing guidelines for *CCC* are fairly open, encouraging a wide range of potential scholarship to be submitted to the journal. However, it is requested that authors do not write specifically to the composition instructor because the audience is wider and includes administrators, for example. The articles are generally 4,000 to 7,000 words; of course *CCC* may accommodate longer or shorter works. The submissions should be formatted according to *MLA Style Manual* (second edition specifically). The author should send three hard copies and one electronic copy of the article, along with postage for two of the hard copies to be sent to outside readers. The outside readers will read the submission blindly, so the author’s name should not appear anywhere except the cover page. In addition to the author’s name, the cover page should also contain contact information. *CCC* is very conscientious to its submitters; authors should be notified of the status of their submission within sixteen weeks. If accepted, the article would be

published within the year (from acceptance to publication). Additionally, authors are given two copies of the edition in which they were published.