

ENG 400/Emmons  
Academic Journal Review  
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Michael Izak Moss

**KAIROS:**  
**A Journal for Teachers of Writing**  
**In Webbed Environments**  
<http://english.ttu.edu/kairos/>

**KAIROS:** Online journal concerned with issues of rhetoric, technology, and pedagogy. Linked to English Department of Texas Tech University, Lubbock, Texas. Rhetorical term meaning opportune occasion for speech.

**Co-Editors**

**James A. Inman**, Assistant Professor of English at the University of Tennessee-Chattanooga. Teaches courses in professional and technical writing and rhetoric and composition. Authored *Computers and Writing: The Cyborg Era* (Erlbaum). Co-editor of *Electronic Collaboration in the Humanities: Issues and Options* (Erlbaum). Current Vice President of International Writing Centers Association.

**Douglas Eyman**, graduate student in the Professional Writing and Rhetoric Program at MSU (Michigan State University). Served on board of directors of the Alliance for Computers and Writing, member of NCTE's Instructional Technology Committee and CCCC Committee on Computers in Composition and Communication.

**Editorial Policy:** Kairos is a peer reviewed / refereed webtext journal. Articles are specifically designed for publication on the World Wide Web (see below). Subjects of interest are wide-ranging, from scholarly analyses of so-called large-scale issues to special topics to classroom management. In that sense, Kairos is at the intersection of theory and praxis. Kairos encourages individual and collaborative submissions. Submissions should be directed to one of the journal's six features: Features, CoverWeb, News, Reviews, K-Interactive, and Interviews. CoverWeb examines "multivocal... contemporary issues in rhetoric, technology, and pedagogy." K-Interactive spotlights the classroom.

Kairos defines its dual missions as seeking "to push boundaries in academic publishing" and bringing into dialogue "print and digital publishing cultures." Additionally, Kairos sees itself as a resource for "marginalized" voices in the academy such as graduate students.

**Submission Guidelines:**

Kairos requests only submissions in HTML file format. Word, WordPerfect, or other wordprocessing formats are not acceptable. Nor should submissions be generated by "Save as HTML" or "Save as "Website" or Microsoft Office 2000. Authors should make use of web design software such as Adobe GoLive, Macromedia Dreamweaver, Netscape Composer, and Microsoft FrontPage. Links should be used with discretion: "Linking for the sake of linking is discouraged." Links to commercial sites should be careful to avoid promoting companies or products.

Authors retain copyright and may republish their text in any format they wish as long as Kairos is referenced as the original site of publication. Only new, previously unpublished submissions are considered (unless a cross-publishing agreement exists). A three-tiered peer review process conducted by the Editorial Board results in selection of work considered of highest quality and the most scholarly. Once an article is “greenlighted” for advancement in Kairos’ evaluation process a three-member team of editorial board members is assigned to work in conjunction with the author on revision.

**Article Synopses:**

Articles published in Kairos are kaleidoscopic in interest. Some are practical in orientation such as Michael Knievel’s “Gauging the Value of Online Grade Posting: An Inquiry into Full Disclosure” (6.2. Fall, 2001). Knievel focuses on the classical rhetorical notion of delivery and its discontents. A more whimsical Fall 1999 CoverWeb feature by Cheryl Ball explores “Hypertext Fiction / Hypertext Poetry” through three of her interlinked poems, thus creating a unique digital poetic experience.

The current Fall 2005 issue is entitled “The Intersections of Online Writing Spaces, Rhetorical Theory, and the Composition Classroom,” the general thrust being the impact of cutting edge technology on Composition Studies.

For instance, The WIDE (Writing in Digital Environments) collective justifies the new Composition subdiscipline of Digital Writing. In the same vein, Tim Lindgren explores the pedagogical value of blogging. The Praxis section of Kairos looks at the preparation of educators for teaching online writing instruction. The Interview section is devoted – somewhat vertiginously - to the new media implications of conducting interviews. A typical review evaluates a webtext on fostering learning, culture, and community in online education.