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Journal Review

Journal Name: Written Communication

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Editor: Christina Haas, Kent State University, Research Interests: Literacy, Technology studies, Process research, Writing theory

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Submission Guidelines: Articles submitted to Written Communication must show that they have not been previously published in other journals or collections. These articles should not exceed 9,000 words and should be formatted according to APA guidelines. Submissions of articles should be mailed to Editor, Written Communication; c/o Kent State University; Department of English; P.O. Box 5190; Kent, OH 44242. The author should include four double-spaced copies of the manuscript, an IBM compatible disk with the manuscript saved in Word or rich text file on it, postage stamps for four, first-class mailings of one manuscript each, an abstract of 100-150 words and five to six keywords, and, on a separate sheet, the title of the article, name, institutional affiliation, mailing address, fax number, email address, home and office number, and a three to four sentence biography for each author.

Review Procedures: Two to three reviewers read each article submitted to the periodical. Each reviewer will be from a different discipline. The review process takes between three and four months. After the review, each author receives the reviews from the reviewers and a letter from the editor which summarizes the reviews and explains more in depth strengths and weaknesses that the review board members did not mention. Christina Haas, editor, explains that 5 % of the articles receive a "publish as is" status from the review board and 30% are returned to the authors to revise and resubmit; 15-17% of the manuscripts submitted are eventually published. Articles are published generally no more than one year after submission.

Publishing Trends: Written Communication is an international multi-disciplinary journal that publishes theory and research about writing from anthropology, English, history, journalism, linguistics, psychology, rhetoric, and other disciplines, and it relies heavily on social science data and statistics in the research published. The journal covers topics such as social and political effects of writing, writing and technology, connections among writing, reading, speaking, and listening, the assessment of writing by individuals, and the relationship of writing to race, class, and gender. Over the past three years the journal has focused on writing's purpose and place in science, specifically the popularization of scientific ideas such as Danette Paul's "Spreading Chaos: The Role of Popularizations in the Diffusion of Scientific Ideas" from the January 2004 volume and Davida Charney's "Lone Geniuses in Popular Science: The Devaluation of Scientific Consensus" from the July 2003 volume. The January 2004 issue of Written Communication focused on "The Rhetoric of Popular Science." Apart from popular science's focus on writing, the journal has recently included research on social science and statistical studies which show how English Language Learners (ELL) students function in different disciplines like nursing, "ethnolinguistic" identities and how racial minorities use language to persuade the majority, genre studies such as dissertation acknowledgements and book reviews, and the differing functions writing serves in grade school classrooms. The January 2002 volume featured research by graduate students from around the United States, and the July and October 2002 journals were dedicated to writing research in Norway. The journal is particularly suited to those researchers who gather and use statistics in their research.