Contributors

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Irvin Weathersby is a Brooklyn-based writer and professor of literature and creative writing from New Orleans. He has published three biographies in Notable Black American Men, Book II and written for Esquire, The Atlantic, EBONY, Killens Review, and other outlets. In 2019, he was named the Bernard O'Keefe Scholar in Nonfiction at the Bread Loaf Writers' Conference. He has earned degrees in English, Education, and Creative Writing from Morehouse College, Morgan State University, and the New School. Before joining the faculty at Queensborough Community College, he was the education coordinator at a reentry program in the South Bronx and Harlem. (iweathersby@qcc.cuny.edu)

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John D. Yi is a Lecturer of English at Queensborough Community College, CUNY. As a native New Yorker and a graduate of CUNY (Brooklyn College, BA and MA), he is dedicated to his students and hopes to pay forward the first-rate education he has received at CUNY. His pedagogical work and research includes, but is not limited to, culturally relevant pedagogy, multimedia studies and Asian American literature. He is currently pursuing a PhD in English Education at Teachers College, Columbia University. (jyi@qcc.cuny.edu)
Announcement

Journal of Teaching Writing

Now Accepting Submissions from K-12 Teachers for JTW’s Fall 2020 Guest Edited Teacher-to-Teacher Section

THEME: Social Comprehension
Carrie Gaffney, Guest Editor

During regular times as teachers of writing, we are tasked to build our students’ repertoires as academic writers. A quick check of the Common Core standards confirms that to be academic writers, students must adopt a formal style and objective tone (CCSS.ELA-LITERACY. W.11-12.1.D), use data and objective evidence to support ideas (CCSS.ELA-LITERACY.W.11-12.2.B), and always include a strong conclusion (CCSS.ELA-LITERACY.W.11-12.2.F). But these are not regular times. At the time of this writing, the majority of teachers across the globe have gone several months without seeing their students in person. Our plans for end-of-year research papers and fun narratives have been abandoned for what I can only describe as “survival teaching” during the COVID-19 pandemic. Furthermore, we are once again experiencing a summer of protests after the death of another Black man while in police custody. And although the world has always changed in real time, now—more than ever—we see the changes as they are happening.

Writing teachers have always been in a unique position to help students make sense of the world. And as we return (or don’t return) to our buildings, we know the foreseeable future will almost certainly mean using writing to help students understand themselves and their world better. In the introduction to her book Being the Change, teacher, researcher, and writer Sara K. Ahmed writes that “social comprehension, like academic comprehension, is how we make meaning from and mediate our relationship with the world” (xxv). With no tangible end to the pandemic or civil rights abuses in sight, I would like for us to reflect on how we have made space for students to process their experiences through the written word. In what ways have you used writing to cultivate social comprehension? What tensions have you felt teaching social comprehension in an institution where test prep writing and response take precedence over writing to make meaning? How have you worked with colleagues and building leadership to prioritize social comprehension in the writing classroom across grade levels? In what ways have you observed growth in student writing as a result of teaching social comprehension?

Brief submissions (roughly 750-1200 words) that reflect on classroom practices that address this theme should be sent as a Word document to jtw@iupui.edu with the subject heading “K-12 Teacher to Teacher.” The deadline for submission for our fall 2020 issue is November 1. All submissions will be reviewed by Carrie Gaffney, Guest Editor, in consultation with the JTW Editor. Contributors will be notified of the Guest Editor’s decisions by November 30, 2020.

Questions? Please contact Carrie Gaffney, Guest Editor, Teacher to Teacher, at carolyn_gaffney@nobl.k12.in.us.
New Releases

A Genre Analysis of Social Change: Uptake of the Housing-First Solution to Homelessness in Canada by Diana Wegner

The Naylor Report on Undergraduate Research in Writing Studies edited by Dominic DelliCarpini, Jenn Fishman, and Jane Greer

Internationalizing the Writing Center: A Guide for Developing a Multilingual Writing Center by Noreen Lape

Socrates at Verse and Other Philosophical Poems by Christopher Norris

Writing Spaces: Readings on Writing Volume 3 edited by Dana Driscoll, Mary Stewart, and Matthew Vetter

Forthcoming

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The Art of Public Writing by Zachary Michael Jack

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Teaching at the End of Empire, Wendy Ryden
FYC Students’ Emotional Labor in the Feedback Cycle, Kelly Blewett
“So, that’s sort of wonderful”: The Ideology of Commitment and the Labor of Contingency, Sarah V. Seeley
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Invictus: Race and Emotional Labor of Faculty of Color at the Urban Community College, Kerri-Ann M. Smith, Kathleen Alves, Irvin Weathersby, Jr., and John D. Yi
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