

Canadian Writing Centres Association/L'Association canadienne des centres de rédaction 2019 Conference Presenters

In 2020, the *Canadian Journal for Studies in Discourse and Writing / Rédactologie* (CJSDW/R) will publish a special section based on presentations made at the CWCA/ACCR 2019 conference. Guest editors Liv Marken and Nadine Fladd welcome article submissions from all research panel, workshop, roundtable, or Ideas Exchange presenters.

Work that was not presented at the 2019 CWCA conference, but which is closely related to the conference theme, will also be considered for publication.

The theme of CWCA/ACCR 2019 conference — the writing centre multiverse -- inspired many conversations around how writing centres “navigate, respond to, and negotiate the “multiverse” we all inhabit — in our spaces, our practices, and our research.”

Submissions considered for publication in the special section may focus on

- **Multiliteracy:** Drawing on the work of the New London Group (1996), multiliteracies “involve a recognition that there are many forms of literacy that vary across time and communities—that literacy is a social practice, rather than a set of reading and writing skills to be acquired” (Cervetti, Damico, & Pearson, 2006, p. 380).
- **Multilingualism:** Drawing on work in translingualism and second-language writing, multilingualism acknowledges the increasing salience of cultural and linguistic diversity in our institutions, but also the many linguistic repertoires that students draw on throughout and within their composition processes.
- **Multimodality:** Technological advancements create opportunities for new forms of expression that sometimes challenge our conventional understandings of academic writing. Writing centres need to keep pace with these technological innovations if we are to support students working in these new forms.
- **Multidisciplinarity:** Whether as generalists or specialists, Writing Centre tutors have always worked with writers (student and faculty) across a range of disciplines in a range of genres.
- **Multiversity:** A term coined in the mid-twentieth century to describe large and complex educational institutions, with often competing faculties, campuses, and interests. Writing centres always operate in the context of larger institutions, and both navigating

competing demands, and helping students navigate them, is an important part of our work.

Articles may follow traditional norms of academic discourse, but we also encourage non-traditional submissions that are auto-ethnographical, reflexive, or narrative, along with interviews and snapshots of ongoing research and inquiries. We welcome statements of positionality.

Articles will follow the conventions of the *CJSDW/R* in terms of the inclusion of an abstract and keywords, the use of APA (6th edition), and use of double-spacing. Please see the *CJSDW/R* website for more information for prospective authors:

<http://journals.sfu.ca/cjsdw/index.php/cjsdw/announcement/view/6>

All articles must be formatted in Word and submitted via the *CJSDW/R* website (<http://journals.sfu.ca/cjsdw/index.php/cjsdw/about/submissions>) by **August 30th, 2019**.

Articles will be screened by the special section guest editors and then submitted to a double-blind review process.

For more information, prospective authors may contact guest editor Liv Marken at liv.marken@usask.ca.

References

Cervetti, G., Damico, J., & Pearson, P. D. (2006). Multiple literacies, new literacies, and teacher education. *Theory Into Practice*, (45)4, 378-386.

Marshall, S., Hayashi, H., & Yeung, P. (February 2012). Negotiating the multi in multilingualism and multiliteracies: Undergraduate students in Vancouver, Canada. *The Canadian Modern Language Review / La revue Canadienne des langues vivantes*, (68)1, 28-53.

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