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2013

## Call for Submissions

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#### About the Author

**Jennifer Clifton**, a professor at the University of Missouri and director of the Missouri Writing Project, works with youth in school and community contexts to develop and leverage their multiple literacies to support intercultural inquiry, collaborative problem-solving, and transformative action in public life. Her work theorized public rhetorica and conditions under which policy decision-makers and those most affected by those policies can be productive public dialogue.

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T/W

# Teaching/Writing

*The Journal of Writing Teacher Education*

## Call For Submissions

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Drawing from scholars and teachers in composition studies, English education, and K-12 English language arts, *Teaching/Writing: The Journal of Writing Teacher Education* seeks articles that expand knowledge and improves practice in all contexts relating to the teaching of writing teachers, including:

*Methods, theories, and practices of teaching pedagogy classes for pre-service teachers of writing*

*First-year composition teaching mentoring and support*

*Writing-Across-the-Curriculum teacher mentoring and support*

*Composition theory as it applies to teacher preparation and teacher development  
In-service programs for currently practicing teachers*

*Connections between K-12 and university writing teaching*

*Issues within and beyond the National Writing Project and similar programs*

*Other professional issues of writing teacher education, composition studies, and English education.*

We encourage submissions that expand the conversation of teaching and mentoring writing teachers at all levels. Articles should be 12-20 manuscript pages. Use MLA citation and style. Please ensure that all identifying information is purged from the article.

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*The Journal of Writing Teacher Education*