Introduction to Volume 21, Issue 1

Michael J. Cripps, University of New England

A lot is happening behind the scenes at *ATD*, and I am pleased to share some of it. Initial submissions are up. My suspicion is that research efforts that slowed amid COVID are back on track, with more scholars submitting findings. We continue to see a significant percentage of revise and resubmit manuscripts come back for another round of review, which I read as an indicator of the quality of the feedback provided by our team of consulting readers. It is still too soon to make firm predictions beyond this year, but I think we may be positioned to return to regular issues published quarterly. To put that possible trajectory in context, the current issue is our first single issue since Fall 2019.

We are actively working to update and expand our editorial and reviewing practices by taking as our starting point Cagle et al.'s 2021 "Anti-Racist Scholarly Reviewing Practices: A Heuristic for Editors, Reviewers, and Authors." Hannah Locher, *ATD*'s Susan H. McLeod New Scholar Fellow this year, is working most directly with Associate Editor Julia Voss on this effort. Hannah has surveyed other journals' efforts and taken an inventory of *ATD*'s own practices as background work that is helping us consider revisions to our style guide, submission instructions, and reviewing guidelines. Our intention is to improve the journal's practices to strengthen its commitment to equity, inclusion, linguistic justice, and multilingualism. As part of this work, we anticipate outreach to our consulting readers, as well as an effort to broaden our list of consulting readers. Scholars interested in reviewing for *ATD* need not wait for that initiative. I extend an open invitation to individuals whose work intersects with the mission of the journal to reach out to explore reviewing for *ATD.*

We are also excited about a new partnership between *Across the Disciplines* and the Association for Writing Across the Curriculum (AWAC). Elements of the partnership remain in process, but the basic contours are now clear. *ATD* will become the official journal of AWAC, establishing a clear relationship between the principal organization for WAC/WID and *ATD*. As part of the relationship, individuals with research support from AWAC will commit to submit papers from that funded scholarship to *ATD* for review and possible publication. The partnership will also bring a regular AWAC column to the journal. We expect these elements of the relationship will help new entrants to AWAC find *ATD* as a source for currents in the field and make it easier for occasional readers of *ATD* to find the principal national organization for the those involved in WAC work. In the coming months, we expect updates to the *ATD* website to feature the AWAC logo and a link to the organization's website. Perhaps more significantly, we anticipate including the first AWAC column in our next open issue.

Our first issue of 2024 features four articles, each with a different area of emphasis. The first article is focused on the important role of listening in writing fellow work and emerges from research conducted at the University of Michigan. Interestingly, *ATD* recently published a different article on writing fellow work, with a different team of authors. In our second article, researchers shed important light on the challenges of navigating writing expectations in the first year of a doctoral program. Among the many noteworthy elements of that article is its use of cultural historical activity theory. Our third contribution to the issue examines undergraduates' views of science as part of an

effort to explore ways for STEM education to expand attention to the social. The authors find in the genre of grant writing opportunities to strengthen students' engagement with the social implications of scientific work.

In our first article in the issue, "'There are other ways to answer this:' Development of Pedagogical Content Knowledge via Listening as a Benefit to Writing Fellows across Disciplines," Naitnaphit Limlamai, Emily Wilson, and Anne Ruggles Gere report results from a qualitative study of the impact of writing fellows' peer tutoring on their development of a cluster of abilities that Lee Shulman (1986) has called pedagogical content knowledge (PCK). The project emerges from the University of Michigan's MWrite program, where writing fellows bring course content knowledge together with writing process guidance as they support students' writing-to-learn activities in a range of large-enrollment classes. The authors find evidence that MWrite writing fellows employ both interpretive and hermeneutic listening approaches in working with students, which they claim help the writing fellows develop PCK. The paper also points to possible next steps. The one-credit course that writing fellows take as part of their work does not utilize the PCK framework or include instruction in listening. Might explicit training in PCK broaden and deepen fellows' abilities? How do students experience their interactions with writing fellows? And shifting to learning outcomes for students, the authors wonder about relationships between fellows who employ PCK and student success in large-enrollment courses.

Lizzie Hutton, Mandy Olejnik, and Miranda C. Kunkel, in "Navigating Contradictions while Learning to Write: A Disciplinary Case Study of a First-Term Doctoral Writer," bring cultural historical activity theory (CHAT) approach to a case study of a graduate student in the first year of a doctoral program in social gerontology. Interestingly, the subject of the study, Miranda C. Kunkel, also occupies the position of co-author. Their focus is on the challenges the student faces as she drafts a term-long paper in her field of study. The research reported in the article addresses an important, underexamined part of the graduate student writing experience: course work in the first year of graduate school. The authors note that both the graduate program and research subject were poised for a relatively straightforward story of successful transition: the program had recently been revised to incorporate a WAC-informed approach in courses, and the student had experience as a writing tutor in college and was familiar with threshold concepts of writing. As Hutton, Olejnik, and Kunkel report, however, the student struggled. Drawing on data from interviews, writing logs, and the student's other written work, the authors unpack the cultural historical context and identify several important, interrelated tensions that they believe contributed to that struggle. As they interpret the data, the student's effort to resolve each tension was an important part of developing agency as an emerging member of her scholarly community. Hutton, Olejnik, and Kunkel conclude with recommendations that graduate programs might consider embracing as they seek to support the development of emerging scholars early in their programs of study.

In our third article, "Leveraging Grant-Writing for Transforming Students' Normative Views of STEM," Maureen A. Mathison and Alexandria DeGrauw add to what we know about the social turn in STEM and writing within science education. Their project reports results from a combination of surveys and follow-up interviews with upper-level undergraduates in a mix of STEM and non-STEM majors. The paper makes two principal contributions. It sheds some light on undergraduate students' conceptions of science. Mathison and DeGrauw find that STEM students have a more science-centric view of science, while non-STEM students have a somewhat more society-centric view. For them, the findings point to the potential need for science education to do more to embed the social within coursework. The authors' second contribution comes in their argument that engagement with the genre of grant writing may be a productive way to bring social issues into STEM education. In particular, Mathison and DeGrauw find in the "broader impacts" section of grants, a required element of National Science Foundation proposals, a vehicle for expanding STEM students' conceptions of the

role of science. As they write, "Grant writing—especially its broader impacts section—is a genre that can leverage social change" (Mathison & DeGrauw, 2024, p. 45). In a concluding section that will be of particular interest to individuals seeking to integrate social concerns into STEM courses, the authors describe several meaningful ways that faculty are introducing STEM students to the broader societal impacts of science. For Mathison and DeGrauw, the broader impacts section of science grant proposals is another place where educators might look if they aim to help students consider the social implications of science.

Our final contribution to the issue is a collection of variously brief reflections on Harvey J. Graff and his contributions to writing studies. With a brief framing introduction by John Duffy, the group of essays functions as a festschrift of sorts. The individual contributions were initially presented at the 2017 Conference on College Composition and Communication in Portland, Oregon. Following the introduction are contributions by Mike Rose, Michael Harker, Patrick W. Berry, Duffy, and Peter Mortensen, with Harvey Graff anchoring the collection with a brief response. The contributors balance a desire to capture key elements of the CCCC presentations with some effort to revise that work. "Harvey J. Graff: A Tribute" may not be standard *ATD* fare, but Graff's work and influence clearly land squarely within the broad mission of the journal, which defines itself as being concerned with "language, literacy, and academic writing." I hope that readers will find in the reflections reasons to reconnect with Graff's work, or to engage with it for the first time.

We are hard at work on our next special issue, "Confluences of Writing Studies and the History of the English Language," guest edited by Chris C. Palmer, Amanda Sladek, and Jennifer Stone. It remains on track for publication in the latter half of 2024. We expect this issue will generate considerable interest from scholars in both the writing studies and history of the English language communities, as it represents an important effort to explore work at the intersections of language studies and writing. We welcome submissions of original manuscripts for review and possible publication in an open issue, as well as inquiries or proposals for special issues. We are especially interested in proposals for special issues that would explore pandemic or post-pandemic WAC/WID or WAC and Generative AI.

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Contact Information

Michael J. Cripps, Ph.D.
University of New England
Biddeford, ME 04005
Email: mcripps@une.edu

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