

Editorial Board

Deborah Adelman
College of Dupage

John Alberti
Northern Kentucky University

Helene Androne
Miami University Middletown

Jennifer Beech
University of Tennessee at Chattanooga

William DeGenaro
University of Michigan—Dearborn

Kristin Dietsche
Union Institute and University

Jay Dolmage
University of Waterloo

Rex Easley
Thomas More College

Chris Gallagher
Northeastern University

Amy Goodburn
University of Nebraska—Lincoln

Sue Hum
University of Texas—San Antonio

Seth Kahn
West Chester University

Julie Lindquist
Michigan State University

William J. Macauley, Jr.
University of Nevada, Reno

Pegeen Reichert Powell
Columbia College

Mike Rose
UCLA

Tony Scott
University of North Carolina at Charlotte

Ira Shor
CUNY

OPEN WORDS: Access and English Studies is dedicated to publishing articles focusing on political, professional, and pedagogical issues related to teaching composition, reading, creative writing, ESL, and literature to open-admissions and “non-mainstream” student populations. We seek critical work in areas such as instructional strategies, cultural studies, critical theory, classroom materials, technological innovation, institutional critique, student services, program development, etc., that assist educators, administrators, and student support personnel who work with students in pedagogically difficult settings. Articles should consider the particularities of these settings—issues, for example, surrounding the identifier of “open access,” intersections of race, class, gender, sexuality, and disability, regional and cultural differences, and the range of competencies students bring with them to classrooms—in light of the aims of English studies to empower students’ critical and creative endeavors. We value works pertinent to specialists yet accessible to non-specialists, and we encourage submissions that take into account what interactions with students teach us about the broader, democratic goals of open-access educations and English studies.

OPEN WORDS: Access and English Studies accepts manuscripts year-round and is interested in theory, critique, qualitative or quantitative studies, narrative, biography, history, or pedagogical practice. Prospective contributors should prepare manuscripts in MLA style with all identifying references to the authors deleted. Submissions should include a cover page, giving the name, address, and institutional affiliation of the author. We do consider longer works, but submissions should try to stay under 30 pages. We will acknowledge receipt of submissions immediately and inform contributors of the status in approximately 8-12 weeks.

Electronic submissions should be sent to John Paul Tassoni at tassonjp@muohio.edu or William H. Thelin at wthelin@uakron.edu. Paper submissions can be sent to John Paul Tassoni, OPEN WORDS, Department of English, Miami University Middletown, Middletown, OH 45042. Please prepare three copies.

OPEN WORDS: Access and English Studies is published twice a year in electronic form and is available on Pearson Comp Pro at <http://www.pearsoncompupro.com/>.