CFP: Words Across Worlds: Multilingual Writers and Online Writing Instruction

Abstract Submission Deadline: September 15, 2023

Description

Since taking the international turn 20 years ago, compositionists have sought to uncover what it means to teach writing in English to international students and within international settings (Donahue, 2009; Horner et al., 2009; Matsuda, 2013). Scholars invested in the relationship between internationalization of English and writing composition have examined writing pedagogy in international contexts (Milson-Whyte, 2015; Fraiberg, 2010) as well as started initiatives like Writing Research Across Borders and drafting the 2019 CCCC "Statement on Globalization in Writing Studies Pedagogy and Research." Concurrently, online writing instruction (OWI) scholars have called for more research on teaching multilingual students.[1]

The COVID pandemic and recent surge of generative AI has shifted the way we deliver writing education on a global scale, including shifting modes and modalities. These seismic shifts have also affected the status of the English language,reifying it simultaneously as an academic and professional necessity as well as reinforcing its status as a neocolonial global vernacular. Some of these geoeconomic and cultural changes include increased migration rates, bolstered social media engagement, incentivized freelance content writing, and relatively more accessible online education and course offerings. These shifts have occurred despite increased immigration and travel restrictions, higher cost of education, and colonial implications of global English language expectations.

These shifts have rendered urgent the need to reflect upon and reconfigure online writing instruction for multilingual writers. This need demands a reimagining of writing instruction for the diverse and multilingual 21st century online classroom and students. Therefore, this volume focuses on online writing instruction and feedback in both synchronous and asynchronous modes. In this endeavor, we do not approach online instruction as an alternative to in-person instruction. Instead, we approach online writing instruction as an accessible means of writing instruction, which is particularly urgent for students who face geographical and financial restraints, academic linguicism (Skutknabb-Kangas, 2016), linguistic discrimination (Mahboob and Szenes, 2010; Dovchin, 2019), and linguistic racism (De Costa, 2020). Further, we wish to center translingualism (Lee, 2022; Do & Rowan, 2022) and global Englishes (Canagarajah, 2013) in our approaches to teaching writing in English online.

For this edited collection, we invite scholars, teachers, and researchers of writing pedagogy in English to reflect with us on the challenges, methods, and rewards for teaching online writing in English for multilingual settings. We invite theoretical deliberations, narrative reflections, and practical writing activities pertaining to online writing and tutoring pedagogy. We aim to bring together international and North American scholars in hope for fruitful conversations about decolonial and empirical perspectives about online writing pedagogies for multilingual or

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[1] See "A Position Statement of Principles and Example Effective Practices for Online Writing Instruction (OWI)" 2013 and "The State of the Art of OWI Report"

translingual writers. We hope for this volume to be a useful resource for teachers, tutors, and writers in North America and other Anglophone as well as non-Anglophone communities beyond America.

We seek bold and innovative contributions that offer a diversity of perspectives, including but not limited to the following:
- Translingual and multilingual writing pedagogies
- One way flow of writing instruction models (from Anglophone Global North to the rest of the world)
- Decolonializing writing pedagogies in online spaces
- Online collaborations with support structures: writing centers, writing fellows programs, supplemental instruction, or corequisite courses
- Generative AI like ChatGPT and its implications
- Strategic use of new technologies and tools: accessibility, digital writing, limitations, open-access and restricted/paid apps and software
- Online writing activities, assignments, and lesson plans for group and individual sessions, both synchronous and asynchronous
- Providing effective feedback in online synchronous and asynchronous settings
- Pedagogies that cultivate and amplify student voices in online writing classroom
- Pedagogies foregrounding civic engagement or linguistic social justice
- Freelance content writing: content creators/writers and professional training
- Connections between writing pedagogy and faculty status
- Explorations of personal experience, structural models of access, and /writing connections in composition pedagogy
- Tutors' reflections
- Students' reflections and narratives

This edited volume will tentatively have three sections: online writing theory, tutoring pedagogy, and writing pedagogy. Please specify the section for which you submit your work.

We invite proposals for either reflection pieces, research articles, or pedagogical toolkit submissions:
- **Research articles or pedagogical toolkit** (full manuscript up to 6,000 words) grounded in theory that provide a brief description of the proposed chapter's objectives, discuss the approach, methodology, or plan, and consider its implications for online writing pedagogies for multilingual learners;
- **Reflection pieces** (full manuscript up to 2,500 words) autoethnographic pieces from the perspective of a student, tutor, instructor, or administrator on teaching English online to multilingual students.

Email **500 word proposal** to **MLL.writing.pedagogy@gmail.com** by **September 15, 2023.**

Tentative schedule:
Acceptance notification: **October 13, 2023**
Full manuscripts due: **March 15, 2024**
Editors: Iqra Shagufta Cheema & Erica Cirillo-McCarthy