

## **Composition's Global Turn: Writing Instruction in Multilingual/Translingual and Transnational Contexts**

### **CFP for Special Issue**

**Guest Editors: Brian Ray and Connie Kendall Theado**

Composition has recently witnessed a surge in attention to the increasingly multilingual/translingual and transnational dimensions of higher education. In other words, the discipline is engaged in what has been called a "global turn," which Wendy Hesford described in a 2006 issue of *PMLA* as the birth of "new collaborations and frameworks, broader notions of composing practices, critical literacies that are linked to global citizenship, a reexamination of existing protocols and divisions, and the formation of new critical frameworks in the light of a changing world" (796).

Since the turn's beginning almost a decade ago, scholars have shined a persistent light on problematic English-Only policies in the U.S. (Canagarajah, Horner, Lu, Trimbur, Young); challenged disciplinary divides between ESL and composition (Jordan, Matsuda, Shuck); uncovered English's heteroglossic nature (Smitherman, Pennycook, Crystal); explored histories of rhetoric and English language instruction in non-Western cultures (You, Kirkpatrick); revitalized the study of contrastive rhetoric and writing (Kubota, Lyon, Mao); and provided fresh perspectives on national language policies and their impact on educational reform (Park, Prendergast, Tardy, Wible). Meanwhile, new research is expanding composition studies beyond the U.S., examining writing programs and instruction at institutions worldwide (Donahue, Russell, Thaiss et al.). Such work has helped solidify a movement among writing teachers to revalue our students' language differences as resources, rather than obstacles. It has also invited composition teachers and administrators to envision their programs as part of a diverse, ever-widening international community of writing experts.

As the field of rhetoric and composition studies evolves to address our increasingly multilingual and international realities, maintaining an appreciation of the relationship between theory and practice, past and future, and the global and local contexts of writing instruction becomes all the more critical. We must continue to articulate theories, histories, methods, and practices for writing and writing instruction involving linguistically diverse student populations, not just within the U.S. but also worldwide.

This special issue invites research articles, narratives, reflective essays, and course designs that provide such perspectives. We are especially interested in articles that focus on teaching and administrative practices. Proposals are welcome on (but not limited to) the following topics:

- Pedagogies and practices in transnational approaches to college writing instruction and/or administration at any university.
- Implications of critical contrastive rhetoric or comparative rhetoric on writing instruction and/or administration.
- Histories of ESL, EFL, and second-language writing worldwide, as well as historical and archival methods specific to researching issues of linguistic diversity.

- Technology’s influence on the evolution of English(es), the internationalization of college composition, or English language instruction.
- World English(es), code-switching/mixing, language contact, or language change—with an emphasis on their implications for teaching writing.
- Position statements, textbooks, or other documents relevant to linguistic diversity, as well as institutional, professional, civic, or cultural organizations involved in the education of linguistically diverse populations.
- Language policies and planning in any country, with an emphasis on their impact on college writing instruction.

**Please send 250-500 word proposals to Brian Ray ([rayb2@unk.edu](mailto:rayb2@unk.edu)) or Connie Kendall Theado ([kendalce@ucmail.uc.edu](mailto:kendalce@ucmail.uc.edu)) by January 15, 2015.**

Tentative Timeline for this issue:

Mid-February 2015	Notify contributors of acceptances
June 15, 2015	First drafts due
Mid-August 2015	Editors provide comments and revision requests
October 15, 2015	Revisions due
November 15, 2015	Final comments by editors
February 1, 2016	Final versions due