College English Themed Issue: Scholarly Editing: History, Performance, Future: In English studies, the invisibility of scholarly editing exists in reverse proportion to its influence: journals and collections, textbooks and scholarly editions comprise much of the creation, circulation, and certification of knowledge, yet scant disciplinary attention has been paid to either the tensions and opportunities inherent in this work or to editorial role itself. The April 2019 issue of College English will address itself to this lacuna and so invites proposals of essays related to scholarly editing and the role of the editor. Such essays might include but are not limited to

- Historical accounts of editors or editorial practice
- Impact of digital/media access on editorial practices
- Examinations of changes in or to editorial practice
- Description and assessment of graduate and undergraduate classes focusing on editing practices
- Investigation of current issues facing editors
- Editing as intellectual work: research, administration, service

Proposals are due 1 July 2018. Proposals (~250 words) should describe the proposed argument, method, evidence, and implications of study. Questions and proposals should be sent to collegeenglishjournal@gmail.com. Please include a short cv and use “Scholarly Editing Proposal” as your subject line.

Estimated Timetable:
1 July 2018: Proposals Submitted
1 August 2018: Essays Invited by Editor
1 November 2018: Invited Manuscripts Submitted
15 December 2018: Manuscripts Returned with Response from Editor
1 February 2019: Revised Manuscripts Submitted
April 2019: Issue Published

Call for Proposals: College English Special Issues: College English is seeking proposals for special issues to be published in September 2019 and September 2020. Proposed issues should bring attention an area of English currently underexamined,
yet of rich potential importance among the range of disciplines that comprise the CE readership. Each issue will be not more than 17,000 words, inclusive of all reviews, etc.

In addition to describing how the described topic fulfills these criteria, special issue proposals should describe the solicitation and editorial process for manuscripts. Please include vitae for any proposed editors and describe any prior editing experience.

Members of the College English editorial board will serve as special issue reviewers. Thus, proposals should be addressed to an audience representing a broad array of expertise.

Please submit special issue proposals to collegeenglishjournal@gmail.com. Proposals should be submitted by July 15, 2018.

2018 Mark Reynolds TETYC Best Article Award Winner: The winner of the Mark Reynolds TETYC Best Article Award is “Race Talk in the Composition Classroom: Narrative Song Lyrics as Texts for Racial Literacy” by Mara Lee Grayson of Pace University in New York. The article appeared in the December 2017 issue.

The selection committee members were Taiyon Coleman (chair), Dianne Fallon, Rebecca Fleming, Robert Lazaroff, and Marlena Stanford. The award, which includes a plaque and a cash prize provided by past editor Nell Ann Pickett, was presented at the 2018 Conference on College Composition and Communication’s annual meeting in Kansas City, Missouri, in March.

Winners of 2018 Diana Hacker TYCA Outstanding Programs in English Announced: The winners of the 2018 Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Colleges and Teachers have been announced as follows:

Reaching Across Borders—Writing Across the College (Salt Lake Community College, UT). The Writing Across the College program collaboratively develops initiatives and programs to serve the writing needs and goals of—and to improve the culture, climate, and practice for—all stakeholder groups at SLCC: students, staff, faculty, and administrators. WAC@SLCC’s vision is for all people in the SLCC community to respectfully support anyone who seeks to produce high-quality, effective writing.

HONORABLE MENTIONS

Fostering Student Success—Students Working in Interdisciplinary Groups (SWIG) (Queensborough Community College, Bayside, NY). Students Working
in Interdisciplinary Groups promotes integrative, collaborative learning across participating classes. Students from courses in different disciplines use technology to collaborate and exchange ideas, often asynchronously, while learning to recognize and apply different disciplinary lenses in their thinking. SWIG assignments move the classes from a teacher-centered to a student-centered space where peers are the audience for learning and dialogue.

**Enhancing Literature and Cultural Arts—Midlands Technical College Student English Conference (Midlands Technical College, Columbia, SC).** The Midlands Technical College English Department organizes an annual Student English Conference in which students across our FYC courses and our 200-level literature courses attend and present multimodal research projects, research papers, creative writing, and digital poster sessions. Students have the occasion to learn the processes and decorum of applying, preparing, presenting, and attending a professional academic conference.

**Search for Next Editor of English Education:** The Conference on English Education is seeking the next editor for its journal *English Education*. The term of the present editor, Tara Star Johnson, will end in July 2020. Applicants for the editorship should be tenured (or have completed the tenure process with a reasonable certainty that tenure will be granted) and should have published in *English Education* or a national journal of similar quality.

Applicants should send a letter of application to be received no later than **August 31, 2018**. Letters should be accompanied by the applicant’s vita, one published writing sample (article or chapter), a onepage statement of the applicant’s vision for the future of the journal, and letter(s) specifying financial support from appropriate administrators at the applicant’s institution. Applicants are urged to consult with administrators on the question of time, resources, and other institutional support that may be required for the editorship of this journal.

Applications should be submitted via email in PDF form to kaustin@ncte.org; please include “EE Editor Application” in the subject line. Direct queries to Kurt Austin, NCTE Publications Director, at the email address above, or call 217-328-3870, ext. 3619.

**Finalists will be interviewed by the search committee at the NCTE Annual Convention in Houston in November 2018.** The applicant appointed by the CEE Executive Committee will effect a transition, preparing for their first issue to be published in October 2020. The appointment is for five years, nonrenewable.
Call for Nominations: The CCCC Advancement of Knowledge Award is presented annually for the empirical research publication in the previous two years that most advances writing studies. A work eligible for the 2019 award will have been published in calendar year 2017 or 2018. To be eligible for the awards, a nominee and the individual making the nomination (e.g., editor, publisher, reader) must be members of CCCC and/or NCTE at the time of nomination. Nominations must be received by July 15, 2018, and must include a brief statement of the work’s contribution to the profession. (Note: You do not need to send copies of the nominated publication with the nomination.) Please send the statement of the publication’s contribution to the CCCC Advancement of Knowledge Award Committee via email at cccc@ncte.org.

Call for Nominations: The CCCC Lavender Rhetorics Award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric. (A work eligible for the 2019 award will have been published/conferred in calendar year 2017 or 2018.) Works should rise to a high level of excellence in their originality, the significance of their pedagogical or theoretical contributions to the field, and their existing or potential influence. The selection committee will consider the nature of the problem(s) addressed, the contribution’s timeliness, how effectively the work utilizes research or scholarship to fill voids in our existing knowledge, how well the work demonstrates potential for application (pedagogically or in other contexts), and what promise the work holds for future exploration and investigation. To be eligible for an award, both the author of the work and the individual making the nomination must be members of CCCC and/or NCTE at the time of nomination. Self-nominations are accepted and encouraged. Nominations must be received by August 1, 2018, at cccc@ncte.org. Please visit http://www.ncte.org/cccc/awards/lavender for additional submission guidelines.

Call for Nominations: The CCCC Research Impact Award is presented annually to the empirical research publication that most advances the mission of the organization or the needs of the profession in the previous two years. A work eligible for the 2019 award will have been published in calendar year 2017 or 2018. To be eligible for the award, a nominee and the individual making the nomination (e.g., editor, publisher, reader) must be members of CCCC and/or NCTE at the time of nomination. Nominations must be received by July 15, 2018, and must include a brief statement of the work’s contribution to the
profession. (Note: You do not need to send copies of the nominated publication with the nomination.) Please send the statement of the publication’s contribution to the CCCC Research Impact Award Committee via email at cccc@ncte.org.

Call for Nominations for 2018–2019 Writing Program Certificate of Excellence Awards:
CCCC is pleased to announce the call for nominations for the 2018–2019 CCCC Writing Program Certificate of Excellence awards. This award program, established in 2004, honors up to 20 writing programs a year. As a term, “programs” is intended to be capacious in its application and includes a first-year writing program or a coherent configuration of first-year courses; a basic or developmental writing program; an ESL writing program; a configuration of writing instruction within an intensive-English program (this instruction might be integrated into courses rather than appear in separate writing courses); a vertical sequence of courses (e.g., a concentration, a certificate, a minor, a major); a WAC or WID program; a writing program within a writing center; or a writing program designed for a special group. Applications are due by August 31, 2018. For a full description of this award and the application requirements, please visit http://www.ncte.org/cccc/awards/writingprogramcert or contact the CCCC Liaison at cccc@ncte.org.

2018 NCTE Edwyna Wheadon Postgraduate Training Scholarship: Alexandra Greene from Bozeman High School, Bozeman, Montana, is the recipient of the 2018 NCTE Edwyna Wheadon Postgraduate Training Scholarship. The scholarship will help fund Alexandra’s studies in reading at Montana State University Billings. Learn more about Alexandra and how you can apply for a scholarship at http://www2.ncte.org/awards/edwyna-wheadon-postgraduate-scholarship/.
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