No matter what academic field they hail from, instructors at Loyola can always write about their classroom experiences and experiments and submit their work to journals focused on questions of writing and education. These journals can also provide useful articles on classroom strategies and pedagogical ideas that would otherwise be hard to find. Faculty should remember to make a free face-to-face or online appointment at LUC’s Writing Center to revise essays for publication! Click on the links below to go to each journal’s website and see if back issues are available by searching the Loyola Libraries website:

- **Academic.Writing**: Academic.Writing, founded in 1997, merged with Language and Learning Across the Disciplines in 2004 to form Across the Disciplines. Archives for Academic.Writing are available through the WAC Clearinghouse. The mission of the journal was to provide information for – and an opportunity for interaction among – scholars interested in writing, speaking, and otherwise communicating across the curriculum (CAC). A primary goal of the journal was to support individuals ranging from CAC researchers to CAC program designers to teachers interested in using communication assignments and activities in their courses.

- **Across the Disciplines**: Lots of resources, including journals and books. The primary emphasis is writing across the curriculum. Academic.Writing and Language and Learning Across the Disciplines merged in 2004 to create this journal. "Across the Disciplines provides CAC researchers, program designers, and teachers interested in using communication assignments and activities in their courses with a venue for scholarly debate about issues of disciplinarity and writing across the curriculum." 2.13.06

- **Assessing Writing**: Assessing Writing is a refereed international journal providing a forum for ideas, research and practice on the assessment of written language. Assessing Writing publishes articles, book reviews, conference reports, and academic exchanges concerning writing assessments of all kinds, including traditional ('direct' and standardised forms of) testing of writing, alternative performance assessments (such as portfolios), workplace sampling and classroom assessment.

- **Basic Writing e-journal**: An electronic peer-reviewed journal designed to be an electronic forum to broaden conversations about Basic Writing.

- **CCC Online**: This is the journal of CCCC, the Conference on College Composition and Communication. CCC publishes research and scholarship in composition studies that support those who teach writing at the college level. The field of composition studies draws on research and theories from a broad range of humanistic disciplines while supporting a number of subfields of its own, such as technical communication, computers and composition, history of composition, writing center work, assessment, and others. Articles for CCC may stem from any of these fields, and are relevant to the work of college writing teachers and responsive to recent work in composition studies.

- **CEA Forum**: The CEA Forum is the online peer-reviewed journal of teaching and learning for the College English Association. It publishes praxis-oriented articles that address pedagogical theory, classroom practice, and ideas about the profession of teaching college English. The CEA Forum is published twice a year (January and August).

- **College English**: College English is the official journal of the College Section of the National Council of Teachers of English. It has been published since 1939. College English publishes articles about literature, rhetoric-composition, critical theory, creative
writing theory and pedagogy, linguistics, literacy, reading theory, pedagogy, and professional issues related to the teaching of English. Each issue also includes opinion pieces, review essays, and letters from readers. Contributions may work across traditional field boundaries; authors represent the full range of institutional types.

- **Communication Monographs**: Communication Monographs reports original, theoretically grounded research dealing with human symbolic exchange across the broad spectrum of interpersonal, group, organizational, cultural and mediated contexts in which such activities occur. The scholarship reflects diverse modes of inquiry and methodologies that bear on the ways in which communication is shaped and functions in human interaction.

- **Community Literacy Journal**: The Community Literacy Journal publishes both scholarly work that contributes to the field’s emerging methodologies and work by literacy workers, practitioners, and community literacy program staff. We are especially committed to presenting work done in collaboration between academics and community members.

- **Composition Forum**: Composition Forum is a peer-reviewed scholarly journal of pedagogical theory in rhetoric and composition.

- **Composition Studies**: The oldest independent periodical in its field, Composition Studies is an academic journal dedicated to the range of professional practices associated with rhetoric and composition: teaching college writing; theorizing rhetoric and composing; administering writing related programs; preparing the field’s future teacher-scholars.

- **Computers and Composition: An International Journal**: A refereed professional print journal devoted to exploring the use of computers in composition classes, programs, and scholarly projects. It provides teachers and scholars a forum for discussing issues connected to computer use.

- **Computers and Composition Online**: Computers and Composition Online is the refereed online companion journal to Computers and Composition: An International Journal, now in its 23rd year and currently published by Elsevier. The goal of C&C Online is to be a significant online resource for scholar-teachers interested in the impact of new and emerging media upon the teaching of language and literacy in both virtual and face-to-face forums. Journal archives are available for print up to 1995 and for the online journal since its founding.

- **Computers and Texts**: Computers & Texts was the journal/newsletter of the CTI Centre for Textual Studies. It was edited by Michael Fraser and published around March and August of each year. Issues 11 through 19 are available on its Web site.

- **Conference on Basic Writing Archives**: The CBW archive contains The CBWS/CBW Newsletter from 1982-1998, as well as additional historical material, such as the original flyer Charles Guilford produced to advertise CBW or the call to convention of the 4th National Basic Writing Conference, sponsored by CBW.

- **Currents in Electronic Literacy**: Currents in Electronic Literacy is an electronic journal published by the Computer Writing and Research Lab of the Division of Rhetoric and Composition at The University of Texas at Austin. Currents’ purpose is to provide for the scholarly discussion of issues pertaining to electronic literacy, widely construed. In general, Currents seeks work addressing the use of electronic texts and technologies in reading, writing, teaching, and learning in fields including but not restricted to the
following: literature (in English and in other languages), rhetoric and composition, languages (English, foreign, and ESL), communications, media studies, and education.

- **Creative Education**: This is a monthly journal dedicated to the latest advancements in creative education. The journal’s goal is to maintain a record of state of the art research in areas of advising and counseling, business education, curriculum development, elementary education and more. CE only publishes original, unpublished material.

- **://English Matters**: This is "a journal where language meets hypermedia. We invite teachers and students of English who are questioning and creating new texts and pedagogies on the web to browse through, linger over, and contribute to this collection of essays, exhibits, and performances."

- **Harlot: A Revealing Look at the Arts of Persuasion**: A digital magazine and web forum dedicated to exploring rhetoric in everyday life. As the name suggests, Harlot is not another academic journal, nor is it a pop culture magazine. It's a combination of both and neither, and its goal is to provoke real conversations in the public sphere about how communication shapes our world -- from topics on reality television to public monuments to religion to pop music, and so on.

- **Inventio: "creative thinking about learning and teaching"**: Features peer-reviewed articles on instructional research, instructional philosophy, pedagogy, learning theory, and other significant issues related to excellence in learning and teaching.

- **International Education Studies**: This Canadian journal uses a double-blind, peer-review process to cover topics like education method, education policy, education development, classroom technology, classroom psychology, special education and cross cultural learning.

- **International Journal of Education & the Arts (IJEA)**: The IJEA is a platform for the discussion of the significance of art in education. The journal maintains the goal of being a communal space in which a dialogue revealing the potential of art education can be discovered. IJEA publishes primarily peer-reviewed content on topics such as aesthetics, art theory, music education and education in literature.


- **Journal of Basic Writing**: JBW is a juried journal that publishes essays about the theory and practice of teaching basic writing, first-year composition and, when related to issues involving basic writers, the teaching of English to speakers of other languages. The editors encourage research-based analyses of claims of successes, as well as rigorously, tightly argued discussions about non-traditional students as unique learners, relations between writing and reading processes, the training of MA and PhD candidates to teach basic writing, and descriptions of innovative basic writing programs with data to support claims of success.

- **Journal of Science Education and Technology**: This is an international, interdisciplinary journal that publishes both invited and contributed articles concerning education at all levels. The broad range of papers include biology, chemistry, physics, mathematics, computer science and engineering.

- **Journal of Second Language Writing**: A refereed journal appearing four times a year, features theoretically grounded reports of research and discussion of central issues in
second language and foreign language writing and writing instruction. TOCs and abstracts online.

- **Journal of Teaching Writing**: The *Journal of Teaching Writing* publishes articles of interest to teachers at all grade levels, from preschool through university, that address the practices and theories which bear on our knowledge of how people learn and communicate through writing.

- **Journal of Urban Mathematics Education (JUME)**: Published twice a year, the mission of JUME is to cultivate a transformative academic space in mathematics. JUME embraces critical research, emancipatory pedagogy and scholarship of engagement in urban communities.

- **Kairos: A Journal of Rhetoric, Technology, and Pedagogy**: Kairos is a refereed online journal exploring the intersections of rhetoric, technology, and pedagogy. Each issue presents varied perspectives on special topics, such as "Critical Issues in Computers and Writing," "Technology and the Face of Language Arts in the K-12 Classroom," and "Hypertext Fiction/Hypertext Poetry."

- **KB Journal**: The journal of the Kenneth Burke Society. Publishes open-access, Creative Commons licensed articles, reviews, and bibliographical projects.

- **Literacy in Composition Studies**: Literacy in Composition Studies is a refereed open access online journal that sponsors scholarly activity at the nexus of Literacy and Composition Studies.

- **Philosophy and Rhetoric**: Publishes articles on theoretical issues involving the relationship between philosophy and rhetoric. Sample past texts available online.

- **Present Tense: A Journal of Rhetoric in Society**: A peer-reviewed, blind-refereed, online journal dedicated to exploring contemporary social, cultural, political and economic issues through a rhetorical lens. In addition to examining these subjects as found in written, oral, and visual texts, the journal provides a forum for calls to action in academia, education, and national policy. Seeking to address current or presently unfolding issues, Present Tense publishes short articles of no more than 2,000 words, the length of a conference paper.

- **PreText**: All things PreText.

- **PreText: Electra (Lite)**: The e-journal.

- **Programmatic Perspectives**: Journal of the Council for Programs in Technical and Scientific Communication (CPTSC). See the blog also.

- **Readerly/Writerly Texts**: Essays on Literature, Literary/Textual Criticism, and Pedagogy. The journal publishes essays on critical theory, literary and textual criticism, editorial theory and practices, the interrelations between literature and the social sciences, rhetoric and composition, and related pedagogies. Some online issues. TOCs for print issues.

- **Reflections**: A peer-reviewed journal that provides a forum for scholarship on community-based work in college writing courses and related issues. Some materials online.

- **RhetNet**: A cyberjournal for rhetoric and writing.


- **Rhetorica**: Published for the International Society for the History of Rhetoric, Rhetorica's articles, book reviews and bibliographies examine the theory and practice of
rhetoric in all periods and languages and their relationship with poetics, philosophy, religion and law.

- **Rhetoric Society Quarterly**: Abstracts online.
- **Rhetorica**: Published for the International Society for the History of Rhetoric, Rhetorica's articles, book reviews and bibliographies examine the theory and practice of rhetoric in all periods and languages and their relationship with poetics, philosophy, religion and law.
- **Rhetoric Society Quarterly**: Abstracts online.
- **Teaching English in the Two-Year College**: Scholarly journal specifically directed to those who teach English in two-year colleges or in the first two years at four-year colleges and universities. TOCs for print journal. Some editorials, letters, and news reports are posted full text.
- **Teaching/Writing: The Journal of Writing Teacher Education**: This is a peer reviewed journal focusing on issues of writing teacher education – the development, education, and mentoring of prospective, new, and experienced teachers of writing at all levels. The journal draws from composition studies – writing program administrators, writing across-the-curriculum specialists, and other teaching mentors.
- **The Writing Instructor**: *The Writing Instructor* is a peer-reviewed journal, publishing in print since 1981 and on the Internet since June, 2001. It focuses on issues related to writing pedagogy, research, and theory.
- **The Writing Lab Newsletter**: *The Writing Lab Newsletter* is a forum for exchanging ideas and information about writing centers in high schools, colleges, and universities. Articles focus on challenges in tutoring theory and methodology, handling ESL issues, directing a writing center, training tutors, adding computers, designing and expanding centers, and using tutorial theory and pedagogy. In addition to articles, issues contain conference announcements, book reviews, professional news, and a column by and for tutors. The newsletter is published monthly from September to June, with some issues combined into double issues.
- **Works & Days**: *Works & Days* provides a scholarly forum for the exploration of problems in cultural studies, pedagogy, and institutional critique, especially as they are impacted by the transition from print to electronic environments. Each issue of the journal is organized around specific inquiries conducted as shared disciplinary or post-disciplinary research projects.
- **Writing Center Journal**: *The Writing Center Journal* is an official publication of the International Writing Centers Association, which is an Affiliate of the National Council of Teachers of English. *WCJ* is published twice a year, in the fall/winter and spring/summer. The journal's primary purpose is to publish articles, reviews, and announcements of interest to writing center professionals and to those forging connections between writing centers and the wider arenas of rhetoric and composition studies.
- **Writing on the Edge**: An interdisciplinary journal focusing on writing and the teaching of writing, is aimed primarily at college-level composition teachers and others interested in writing and writing instruction. It is published at the University of California at Davis and appears two times a year in spring and fall.
• **The Writing Instructor**: A Digital Community and Networked, Refereed Journal.

• **Writing Lab Newsletter**: A forum for exchanging ideas and information about writing centers in colleges, universities, and high schools. Articles focus on challenges in directing a writing center, training tutors, adding computers, designing and expanding centers, and using tutorial theory and pedagogy.

• **WPA: Writing Program Administration**: WPA publishes articles and essays concerning the organization, administration, practices, and aims of college and university writing programs.

• **Writing@Center**: Published once a semester by George Mason University's WAC Program, the newsletter features articles describing "best practices" in courses across the university; tips on teaching with writing; discussions of issues related to responding to, evaluating, and assessing student writing; tutors' observations on sessions with their UWC clients; and summaries of brown bag discussions on WAC topics.

• **Written Communication**: Provides a forum for the free exchange of ideas, theoretical viewpoints and methodological approaches that better define and further develop thought and practice in the exciting study of the written word.

*Compiled from The WAC Clearinghouse and the WPA Council websites.*

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