

Web 2.0 CALL FOR PAPERS



Writing instructors who teach online or in networked classrooms are embracing highly collaborative Web 2.0 applications in their writing pedagogy. This essay collection, under contract with Fountainhead Press in the *X Series for Professional Development*, seeks to provide writing instructors with examples of writing classroom pedagogy that has creatively and effectively used new Web 2.0 applications in composition courses (such as FYC, Research Writing, Basic Writing, Argumentative Writing, and so forth). Accepted essays will blend theory and practice, explaining why particular Web 2.0 applications can be helpful to students as they create their texts and providing advice to teachers on overcoming challenges when working with particular Web 2.0 applications.

The essays should 1) provide examples of assignments that use particular Web 2.0 applications (whether one at a time or in conjunction with one another), 2) include a theory-driven explanation of how and when these applications fit into the course and semester, 3) incorporate examples of student work that demonstrate the usefulness of the Web 2.0 applications, and 4) speculate about the types of infrastructures and resources needed in order to teach with Web 2.0 applications.

Submission Guidelines

I invite manuscripts from writing instructors who can address the goals above and who are interested in sharing their pedagogy with teaching assistants, new teachers, or those teachers new to Web 2.0 technology. Manuscripts should be sent to Claire Lutkewitte via email (.doc or .rtf format) by **December 30, 2009**.

Please refer to the Fountainhead X Series style guide at http://www.fountainheadpress.com/english/XSeries_Style_Guide.pdf for specific requirements, especially noting the requirements for permissions to use student work.

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Here are a few examples of the Web 2.0 applications and usages that essays could emphasize:

- Blogs open to the public.
- Photo sharing applications, such as Flickr and Photobucket.
- Video sharing applications, such as YouTube and stashSpace.com.
- Social Networking applications, such as Twitter, Facebook, and MySpace.
- Google applications, such as Google Docs and Google Notebook.
- Wiki applications for creating/revising course curriculum and sharing pedagogy or for having students write collaboratively, do peer review, brainstorm topics, and keep track of deadlines.
- Folksonomies, such as del.icio.us, for social bookmarking and tagging.
- Web authoring applications, such as Weebly, to help students create digital portfolios.
- Data Mashups, such as Flickrvision, to assist students in combining data in useful ways.

