

EDITOR'S INTRODUCTION

Laurie Grobman
Pennsylvania State University–Berks

Undergraduate research, “the pedagogy for the twenty-first century,” according to the *Joint Statement of Principles* composed by the Council on Undergraduate Research and National Conferences of Undergraduate Research (2005), is transforming upper- and lower-division curricula in the U.S. and abroad. This is an exciting time for all of us who love working with undergraduate students as they come alive to the intellectual work of our field.

The work published in *Young Scholars* illustrates that our discipline is making its mark in this remarkable education initiative. These undergraduate authors and their faculty mentors are leaders in this movement; they are models for others to emulate. The articles in this, the sixth volume of *Young Scholars*, are again superb examples of the extent to which undergraduates can and do contribute to disciplinary knowledge. Volume 6 is international in scope, with contributors from the U.S., Canada, and Australia.

Our lead article is by Brenna Leath, who enters new territory for *Young Scholars* by discussing virtual internships for writers. Leath argues that interns in the virtual workplace must be guided from the beginning in order to make the most of their unique opportunity for work experience.

Several articles in volume 6 address issues of difference. Lucy Marrero’s “Whatever” pedagogy allows students, especially students of color, to tell their stories in a way that reflects their identities and experiences and in language that is their own, drawing from the strength of personal, lived experience. Fernando Erubey Mejia Ledesma’s essay is a “simplified self-introspective discourse of the psychological development” he underwent as his identity was shaped by outside forces and internal struggles upon his arrival in the U.S.

Amanda Clark examines the 1923 “ordinary” travel diary of Nellie J. Hall, a young woman of twenty-one who traveled from Maryville, Missouri, to Fresno, California, with her mother; Clark argues that Nellie chooses to project the identity of a “nice girl” in her diary as a means to both affirm and subvert traditional female roles. Rebekah Hoy applies a womanist critical perspective to examine an original Spanish text, “Tú me quieres blanca,” written by Alfonsina Storni, to illustrate the correlation between the dialogues of both culturally- and gender-based oppressions. Hoy also translates the poem into English.

Four articles address difference and social identities in writing center peer tutoring. Cameron Mozafari illustrates how successful tutoring can create a “third space” between tutor and ESL tutee, a theoretical space where the tutor’s and the tutee’s expectations meet and negotiate. Claire Elizabeth O’Leary investigates how gender influences the conference style of undergraduate peer writing tutors (specifically, tutors from the Writing Fellows Program at the University of Wisconsin–Madison). O’Leary argues that writing fellows make what she calls “conversational accommodations” for student gender behaviors. Jeff Reger uses two case studies from Georgetown University to show the need for a systematic postcolonial tutoring approach. Anita Varma argues that writing centers are thick contact zones in which both consultants and clients navigate politics of difference, and that existing training

tools should be adapted to prepare students for these negotiations, particularly during the pretextual stage of consultations.

This volume also includes varied rhetorical analyses, illustrating rhetoric's versatility. Maggie MacAulay, Kendra Magnusson, Christopher Schiffmann, Jennifer Hamm, and Arlen Kasdorf examine Frank Warren's art exhibit PostSecret as a communication phenomenon that poses interesting challenges for art, writing, and culture. They suggest that the prospect for social transformation inherent in the distribution of anonymous victim narratives is curtailed by an exhibition that fails to address larger structural inequities that necessitate secrets in the first place. Alaina Brandhurst analyzes the dissenting opinion, written by Justice Sandra Day O'Connor, of a recent Supreme Court case, *Kelo et al. v. City of New London et al.*, arguing that O'Connor's dissent encourages the public to further debate the case's cause and that such constitutive rhetoric can shape public policy. Jessica Lundgren's analysis of Subway Restaurant's television advertisements reveals some of the primary rhetorical methods that Subway repeatedly uses in its advertisements to illustrate why consumers may misunderstand the nutritional value of Subway's menu items. Christopher Beshara examines the enthymeme by analyzing the occasional addresses of Oliver Wendell Holmes and Frederick Douglass, arguing that rhetoricians must reevaluate the potentialities of epideictic rhetoric to impart timely cultural values.

Volume 6's *Comment and Response* feature showcases six excellent pieces, including five by students in Sean O'Rourke's class at Furman University— Josh Chancey, Margaret-Elliotte Czentnar, Lauren Farrar, Sophie Good, and Alyssa Mulliger. The sixth piece is written by Andrew Noel, whose original article, "Ócutl, or 'Being the Torch': Examining the Conversation between Indigenous Voices and Colonialist Discourses," was published in volume 5. Noel responds here to Czentnar's comment on his work. This is the kind of dialogue we at *Young Scholars* hope to encourage in many classrooms.

Volume 6 concludes with two articles on the rhetoric of President-elect Barack Obama by first-year writers Katie Faber and Maria Post. *Young Scholars'* first-year writing editors Shannon Carter and Doug Downs have more to say about this feature in their editors' introduction later in this volume.

Young Scholars has both a print and an online presence in order to reach as large an audience as possible within our resource limitations. We ask that each of you, especially if you received a complimentary copy of our print journal, spread the word about *Young Scholars* to your colleagues and students.

Several people at Penn State Berks deserve thanks for their support of the journal. Penn State Berks Chancellor Susan P. Speece; Associate Academic Dean Paul Esqueda; former Humanities, Arts, and Social Sciences Division Head Ken Fifer; and Interim Humanities, Arts, and Social Sciences Division Head Belén Rodríguez-Mourelo continue to provide financial support for the journal. Students in the Professional Writing Program at Penn State Berks served as peer reviewers and proofreaders (the toughest job of all!). Many of the contributors from earlier volumes served as peer reviewers. Editorial board members continue to show their dedication to students they've never met but come to know through close mentoring relationships. And, as always, my thanks go out to all faculty who encouraged their students to submit their manuscripts to the journal and to the students who did so.

Works Cited

Council on Undergraduate Research. *Joint Statement of Principles in Support of Undergraduate Research, Scholarship, and Creative Activities*. 2005. 17 Nov. 2008 <<http://www.cur.org/SummitPosition.html>>.