

EDITORS' INTRODUCTION

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In the year since the publication of the inaugural volume of *Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric*, we have received frequent expressions of congratulations and praise for the journal. We appreciate the reception the journal has received by the composition and rhetoric community, and we especially appreciate the efforts of many of our discipline's journal editors to publish our Calls for Submissions. Clearly, word of *Young Scholars in Writing* is spreading, and undergraduate researchers are finding a venue for their research.

Many readers seem particularly awed by the sophisticated, high-quality articles appearing in Volume 1, and their comments testify to the hard work and rigorous revision demands most of our contributors face. We applaud these student scholars in Volume 2: they approached the revision process with goodwill (after the initial shock of "you want me to do what?!") and tremendous effort. They met deadlines (even from as far away as Copenhagen and London) and learned not only about the substance of revision but also about the seemingly limitless minor details required to prepare a manuscript for publication.

Working with such bright undergraduates from around the country, from Denmark, and in the UK has taught us a great deal about the challenges and the rewards of genuine undergraduate research. In their CCC essay, "Building a Mystery," Robert Davis and Mark Shadle argue that college research papers are often "apprentice work" that is understood to require "not making knowledge as much as reporting the known" (423). In contrast, undergraduate researchers work within disciplinary arguments, theories, findings, and conventions to carve out their own projects and positions and to contribute new insights to the fields of composition and rhetoric. In the course of reviewing the relevant literature, defining their methods, gathering their data and completing their analysis, not only do undergraduate scholars gain insider-understanding of field-specific debates and develop relevant intellectual and practical skills, but they also experience the joys—and frustrations—of creating knowledge through the research process.

Eric J. Ziolkowski captures these rewards in his *College English* essay, "Slouching Toward Scholardom." Citing Laurence R. Veysey's study of the history of investigative research, he quotes Charles Gross's 1893 address at Williams College: "'What can be more elevating to the spirit of the student,' Gross asked, 'than the consciousness that he is advancing . . . farther along an unexplored path or by-way than any of his [or her] predecessors?'" (578). Our Volume 1 contributors corroborate Gross's observation. As Lindy Hockersmith, now a graduate student at Kutztown University pursuing a Master's in English, explains,

The entire process of having my article published in *Young Scholars in Writing* has given me a better understanding of how publication works. Through revision of my article, I gained a greater appreciation for the amount of work that is put into making an article ready for publication. The process has prepared me for my master's work in that it has given me confidence in myself as writer and provided me with the knowledge of how this process works so that in the future I will be able to submit articles to other journals.

Matthew Bunce, a graduate student at Michigan Technological University, writes that "YSW prepared me in so many ways for scholarship at MTU. I have a book review in the current issue of *Kairos* and am writing a chapter for Cindy Selfe's upcoming book on literacy and video games."

Following the tradition of serious, theory-grounded research in writing and rhetoric begun in Volume 1, this volume offers a range of topics and methodologies, from rhetorical analyses to case studies to discourse analysis to experimental genre blending.

On the heels of the 2004 presidential race, Silas Kulkarni's "Election Controversy 2000: Media Coverage of Voter Purges in Florida" uses Edward Herman and Noam Chomsky's media filtration theories to explore voter manipulation and disenfranchisement during the 2000 presidential election in Florida. In "Tear Apart This Speech! A Burkean Analysis of Ronald Reagan's 'Tear Down This Wall' Speech," Stefanie Skoniecki applies Burkean analysis to argue that President Reagan's skills as an orator, appeals to emotion, and democratic emphases may have had a decisive impact on the dismantling of the Berlin Wall. Susan West Heimbürger's "Of Faith and Fact: Haywood N. Hill's 'This I Believe'" contributes to our understanding of the rhetoric of the Civil Rights movement in her study of the rhetorical power of "This I Believe," an obscure speech advocating desegregation presented by a white Southern doctor in an impromptu address to a church class in 1955. In "Foucault's Discursive Theory in *Waiting for Godot*," Joy Salvatore illustrates the rhetoric of creative discourse in Samuel Beckett's play, which exposes both a Foucauldian desire to "order" language as a mechanism of control and the simultaneous futility of such efforts.

Alicia Brazeau's "Groupies and Singletons: Student Preferences in Classroom-Based Writing Consulting" attests to the continuing excellent scholarly work being done by undergraduate writing tutors. Skillfully interweaving primary and secondary research, Brazeau concludes that two models of classroom-based writing tutoring—consultant-led peer response groups and one-on-one tutorials—offer valuable writing support. Also addressing issues of peer response, Heather Byland's "Educating Students About Peer Response" combines disciplinary knowledge and best practices with an extensive survey of peer group participants in order to suggest effective response strategies for instructors and students. In her case study, "Can Writing be Taught Without Actually Writing," Tanja Christiansen, a student at Copenhagen University, helps dyslex-

ic students to write more complex arguments using an approach that combines the visual elements of Stephen Toulmin's model with oral planning and processing activities. We are proud to note that, with the inclusion of Tanja's essay, *Young Scholars* has reached an international contributorship, and we are impressed that Tanja wrote her article in English and translated many of her scholarly articles from English to Danish, her native language.

Two essays in this volume address the rhetoric of scientific writing. In "Origins of Continental Drift Theory and the Influence of Rhetoric," Ryan Hoover looks retrospectively at two early twentieth century works on the origins of the continents. Drawing upon Thomas Kuhn's theories of scientific advancement, Hoover concludes that the more sophisticated use of rhetoric in Alfred Wegener's *The Origin of Continents and Oceans* led to the "revolutionary" influence of his ideas, while Robert Taylor's "Bearing of the Tertiary Mountain Belt on the Origin of the Earth's Plan" ended in relative obscurity. From a very different angle, Matthew Allen's "The Rhetorical Situation of the Scientific Paper and the 'Appearance' of Objectivity" focuses on contemporary scientific discourse. Using an article in *Brain Injury* as a case study, Allen illustrates the ways in which scientists construct an exigence and then address it through conscious use of rhetorical strategies that create an appearance of objectivity.

We conclude Volume 2 with Jenifer Diers's "The Personal Can Be Intellectual," an experimental scholarly work where subject and form conjoin. Building on the scholarship of the personal, Diers constructs a sophisticated analysis of personal-academic discourse through reflection on her own experiences as a student of English studies.

In closing, we would like to acknowledge the contributions of our college community to the publication of Volume 2 of *Young Scholars in Writing*. Students in Penn State Berks-Lehigh Valley's Professional Writing program as well as some of our contributors from Volume 1 comprised the Editorial Review Board and did a superb job reviewing manuscripts. Moreover, in response to a large number of student submissions, members of our English and Speech Communications faculty pitched in to review articles. We are enormously appreciative of their efforts. We also thank Associate Academic Dean, Dr. Carl Lovitt, and Humanities, Arts, and Social Sciences Division Head, Dr. Ken Fifer, for their continued support of the journal.

Finally, we want to thank those faculty members whose students have submitted their work to the journal. We appreciate the quality research your students are doing and your efforts to help our contributors revise their essays for publication. As we look forward to Volume 3 of *Young Scholars in Writing*, we ask you, our readers, to encourage your undergraduate students to use the journal as a scholarly resource and to submit their undergraduate research in writing and rhetoric.

Work Cited

- Davis, Robert, and Mark Shadle. "'Building a Mystery': Alternative Research Writing and the Academic Act of Seeking." *CCC* 51 (2000): 417-46.
- Ziolkowski, Eric J. "Slouching Toward Scholardom: The Endangered American College." *College English* 58 (1996): 568-587.