

Incoming Editors' Note

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We are excited to join *Young Scholars in Writing* as the new editorial team. For the past 18 years, *YSW* has showcased the high quality of research and critical inquiry that undergraduates engage in across the field of writing studies, and we look forward to supporting and promoting this important work. While we will strive to build on previous editors' legacies, we also bring our own goals for our tenure as co-editors. Namely, we hope to continue to increase awareness of the journal in the field and promote *YSW* as a site of important, high-quality scholarship but also as an important teaching resource for undergraduate education in writing studies. Additionally, we hope to mirror the methodological diversity of the field of writing studies and showcase a greater variety of methods in the scholarship that *YSW* publishes.

These twin goals are reflected in our call for papers for volume 18. We invite undergraduate researchers to examine a wide array of questions and problems of interest to the field of writing studies using all of the methods available to our field. For the next issue, we are particularly interested in submissions that rely on empirical research methods; our examination of previous issues of this journal reveals a prevalence of articles that use close reading and rhetorical analysis methods. These methods have produced important, thought-provoking scholarship, but textual and rhetorical methods represent only some of the ways that our field creates knowledge. As the preeminent journal of undergraduate scholarship in our field, we hope *Young Scholars in Writing* can more fully mirror the diversity of approaches used by writing studies scholars.

We recognize, though, that empirical research often takes long periods of time—to receive IRB approval, collect data, transcribe interviews, and analyze data—and that undergraduate researchers are frequently

constrained by additional factors such as the length of the semester and graduation. We suspect that such time constraints partially explain the relative dearth of empirical research as compared to other research methods submitted and published by the journal in the past. With that in mind, we are introducing a new genre with volume 18: a methodological reflection. For these pieces, researchers would submit a detailed narrative and reflection of their experience conducting empirical research that is in conversation with methods and methodological literature within or outside our field. We hope this genre will allow us to showcase the innovative work undergraduates are conducting and serve as important teaching texts for future undergraduates learning about and using the methods of our field.

Our desire to position *Young Scholars in Writing* as an important teaching resource in the field drives other initiatives we are embarking on as an editorial team, including revamping the *YSW* website to make it easier to search for articles based on topic or

method. We are also hoping to curate a resource for teaching with *YSW*, which compiles articles based on research methods to serve as resources and models for students and instructors teaching methods and methodologies.

We are excited to bring *Young Scholars in Writing* to our campus for the opportunities it offers for students to participate by serving as peer-reviewers, designing the *YSW* website and print journal, and supporting marketing and outreach efforts. In preparation to take leadership of the journal, classes across York College of Pennsylvania have engaged in project-based learning projects exploring and making recommendations related to

various aspects of the journal including the peer review process, marketing, and website usability. As co-editors we are committed to finding ways that undergraduates can be involved in all facets of this publication. Writing studies is a rich field that offers students a variety of opportunities to engage with writing processes, and we hope the journal will serve as a model and an opportunity for our students to participate as researchers, editors, and publishers.

Finally, we want to thank Doug Downs, Jane Greer, and the current Faculty Advising Editors for generously sharing their knowledge of and experiences with *YSW* with us as we prepare to lead the journal into a new decade.