Editors' Introduction

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In our Incoming Editors' Note in volume 17, we articulated several goals for our tenure with this journal. This volume, our first at the helm, demonstrates our commitment to achieving two goals in particular: 1) situating *Young Scholars in Writing* (*YSW*) as a teaching and learning resource to a wide range of students beyond just those who have the opportunity to publish in its pages, and 2) better representing the methodological diversity of writing studies in the articles we publish.

YSW has a history of involving students in the editorial process through peer review and internship experiences, and, as we brought the journal to York College of Pennsylvania (YCP), we sought to not only maintain that tradition but expand it. In their discussion of access to undergraduate research in *The Naylor Report on Undergraduate Research in Writing Studies*, Alexandria Lockett et al. recommend paying additional attention to "multiple learning sites where a wider range of students can encounter new understandings of *research*" (114, emphasis original).

We worked to embed *YSW* throughout our institution's curriculum and extra-curriculum to expand access to and participation in undergraduate research by integrating projects related to the publication and circulation of the journal at our institution through project-based learning (PBL). Students in Teaching and Tutoring Writing as well as Publications Management served as peer reviewers for initial submissions in the spring 2020 semester. In the fall 2020 semester, students in Publications Management produced proposals for revising the journal's layout design and website, and students in Professional Editing served as copy editors for revised manuscripts. Additionally, throughout the process, students served as editorial or design interns and students employed in the Writing Center participated in reviewing and giving feedback on submissions. In total, 40 YCP students participated in the publication of this volume. Understandably, most discussions of undergraduate research focus on the undergraduates who conduct and publish their research. But when organizations that publish undergraduate research bring other students into the publication process, it expands the ecology of locations where undergraduate research is discussed and circulated.

Additionally, we are proud that the articles in this volume not only continue *YSW*'s legacy of publishing rigorous research but also showcase the wide variety of methodological approaches and objects of study that make the field of rhetoric and writing studies unique. Volume 18 features eight articles, one spotlight on first-year writing article, two methodological reflections, and one comment and response piece.

The first two articles consider the rhetorical strategies of the pro-choice movement. Megan Kelley explores the invitational rhetoric of Busy Phillips's hashtag #youknowme and, through her analysis, demonstrates the power of personal storytelling in digital social movements. Anna Maltbie similarly explores how stories are used in the pro-choice movement, focusing her analysis on stories curated by the National Abortions Rights Actions League (NARAL). Together, Kelley's and Maltbie's detailed qualitative analyses of these two archives illuminate the different rhetorical strategies used within the same movement by grassroots hashtag activists and a professional advocacy organization.

Next, Samantha Rae also considers the value of storytelling, focusing her attention on its role in mental health literacy. Through her analysis of narratives exploring mental health and literacy in the Digital Archives of Literacy Narratives (DALN), Rae considers the interconnections between academic and mental health literacy practices and how learning environments shape these connections. Rae ultimately calls for more attention to mental health literacy by rhetoric and composition scholars. Heather Cox's work also looks to an archive, systematically analyzing documents in "Governor Ernest Gruening's File on Japanese Internment in Alaska during World War II, 1942-1945." Cox examines the use of dehumanizing language in this archive to shed light on the impact of Japanese internment in Alaska and demonstrate how language is used to facilitate racial oppression. Cox's mixed-methods approach blends archival research practices with qualitative coding to illuminate the use of language across a range of archival documents and genres.

The relationship between language and oppression is explored in a modern context by Jessica Brown, who investigates language discrimination in the US legal system. Through qualitative interviews with current lawyers, Brown analyzes their conscious and unconscious discriminatory behaviors towards clients who are non-native English speakers in an effort to work towards a more fair and just system for all. Gabriela Uribe also analyzes semi-structured interviews, in this case, her interviews with Mexican American friends and family members. Uribe explores how monolingualism and bilingualism impact family relationships and a sense of identity, demonstrating the negative consequences of forced monolingualism and the benefits, personally and academically, of multilingualism. Jacob Wilson's synthesis of recent scholarship related to translingualism and writing pedagogy offers further insight into this question of language variety in educational settings. Wilson provides a clear overview of translingual pedagogy and then considers how three current disciplinary paradigms and practices—Writing about Writing, literacy narrative assignments, and contract grading—might be adapted to enact translingual pedagogy in first-year composition.

Finally, Brittany Halley offers a systematic analysis of the relationship between a writer's body, writing technologies, and writing processes and provides an intriguing exemplar of rigorous scholarship that relies on self-experimentation. Halley's study of her own writing

experiences with different technologies adds to the conversation of embodiment in composition and models the process and value of systematic and iterative coding in mixed-methods writing studies research.

In his first *YSW* editor's introduction, Doug Downs celebrated that the Spotlight on First-Year Writing articles, which publishes research by first-year students, was "of identical scope, depth, and scale to the work of more experienced scholars in the regular section of the journal" (3). The same can be said for the Spotlight article in this volume. Huy Truong analyzes how the human body has been represented in medical texts throughout history, culminating in 3-D video representations available online today. His detailed analysis of the visual rhetoric used to present human bodies as objects of study exemplifies the outstanding work being done by first-year students.

With this volume, we also introduce a new genre to *YSW*, the methodological reflection. This new genre takes up the call from Downs et al. to circulate not only "discovered stories (that is, research findings) [but also] stories of discovery (that is, narratives of research projects)" (95). The two methodological reflections in this volume illuminate undergraduate researchers' lived experiences and provide helpful information about the decisions and challenges that go into conducting research, both for future undergraduate researchers and their faculty mentors. Angela Myers' reflection considers the interrelationship between methodology and specific methods, provides a clear explanation of what user-centered research can look like, and argues for its usefulness as a methodology for writing studies research. Nidhi Gandhi narrates her transition from someone who believed that only scientists conduct empirical research to a novice empirical researcher. Her methodological reflection describes the "messiness" of empirical research for future undergraduate researchers; Gandhi also reminds us of the vulnerable position undergraduate researchers can inhabit when faculty are also research participants.

In their article in the tenth-anniversary volume of *YSW*, Sean Patrick O'Rourke et al. celebrated the Comment and Response section of YSW for providing the opportunity for "students to engage their peers at other universities and to do so on matters of enduring scholarly concern" (30). We are pleased to continue the tradition of this genre within the pages of *YSW* with Noah Bolls' response to Marie Whelan's essay "A Woman of Power: Rosalynn Carter and the Mental Health Scene" from volume 12. Bolls compares a neo-Aristotelian analysis of Carter's public rhetoric with his own analysis, which draws from Karlyn Kohrs Campbell's theory of "feminine rhetoric," to show how different analytical lenses produce different explanations of rhetorical effects. Bolls' essay encourages scholars of rhetoric to consider the "fit" between our objects of study and the theories we use to investigate them and reminds us that style remains an important object of analysis.

As the editors of this journal and professional teacher-scholars, we find it instructive to step back and notice the themes that emerge and threads that run through the undergraduate research published in this volume. This

volume's contents demonstrate that the newest members of the field of rhetoric and writing studies are actively considering and concerned with the social and political power of writing, rhetoric, and language. We chose to include Dorothea Lange's March 1942 photograph of a sign proclaiming "I AM AN AMERICAN" on the cover of this volume because it addresses these concerns. This photograph captures an Oakland, CA, store owner's attempt to speak back to the growing animosity towards citizens of Japanese heritage. Tatsuro Matsuda, the business owner, commissioned and displayed this sign on December 8, 1941, the day after the bombing of Pearl Harbor. In her description of the photograph, Lange noted: "The store was closed following orders to persons of Japanese descent to evacuate from certain West Coast areas. The owner, a University of California graduate, will be housed with hundreds of evacuees in War Relocation Authority centers for the duration of the war." Matsuda used writing to project his chosen identity and values in the face of government-led discrimination. Many of the pieces in this volume examine other examples of how language and writing are used to explore and claim identity and values or project them onto others. The analyses offered in this volume's pieces extend that conversation and help develop our critical capacity pertaining to representation and social justice.

As we noted earlier, and as the masthead demonstrates, literally dozens of people—authors, peer-reviewers, faculty mentors, faculty advisory editors, YCP students and interns, and our editorial team—worked together to create this volume of *YSW*, and they did so in the middle of a global pandemic. We want to thank our colleagues at York College of Pennsylvania for their support and willingness to revise their courses to make room for *Young Scholars in Writing* and project-based learning. Dr. Michael Zerbe graciously allowed us to work with his Professional Editing students as they helped to copy edit manuscripts for final publication. Dr. Travis Kurowski took the time to work with his Publications Management students to review and draft recommendations for improving the journal's layout. Finally, the journal's website hosting is funded through a Project-Based Learning Grant from York College of Pennsylvania Center for Academic Innovation, directed by our longtime colleague and collaborator, Cynthia Crimmins. We also extend special thanks to Irvin S. Naylor, whose generous gift established the Naylor Endowment in Writing Studies at York College of Pennsylvania, and Dr. Dominic DelliCarpini, the Naylor Endowed Professor of Writing Studies, for their ongoing support. Finally, we cannot thank Doug Downs enough for his patience and guidance as we transitioned to the new editorial team.

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