

## EDITORS' INTRODUCTION

Laurie Grobman

Young scholars continue to research, theorize, and write about writing and rhetoric, and *Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric* again publishes the best of this work. I want to emphasize my good fortune in having the opportunity to work with and get to know some of our most talented writing and rhetoric undergraduates. The contributors to Volume 3 worked incredibly hard and with positive attitudes. They put substantial time and effort into their revisions, and the quality and variety of their work is significant. Most manuscripts went through two or more revision cycles, and every writer consulted with student copyeditors. This process is time-consuming and labor-intensive for the students, but many also express that it is a valuable experience. Emily W. Groves's remarks are particularly instructive:

The revision process was a lot more complex than I originally expected. . . . [and] was often frustrating, mainly because of form restrictions I had to adhere to, but also because the editors often suggested format changes or clarifications on aspects of my piece that I was already content with. However, at the same time, after thinking about and re-reading many of the suggestions, I found myself looking at my argument from a new perspective and even occasionally gaining new insight into my own study. Ultimately, having such a complex revision process allowed me to almost look at my own study as an outside reader and from a far less personal perspective, understanding its arguments more logically and asking new questions.

Continuing the *Young Scholars in Writing* tradition of excellent scholarship, the articles in Volume 3 offer significant insights while addressing a variety of issues. Groves uses work by Michel Foucault and Pierre Bourdieu to theorize America Online's Away Message in her article, "Acknowledging the Narcissist and Voyeur: The Emerging New Discourse of the Away Message System." In "But What is the Truth in Creative Nonfiction?" Jessica Didow draws from numerous sources, including her own creative nonfiction work, to suggest a set of standards for representing "truth" in creative nonfiction. In "Sacred Passions/Profane Saints," Kellie Jensen parallels Jacques Derrida's analysis of Plato's use of "pharmakon" with the multiple signifieds of "passion" in Louise Erdrich's *The Last Report on the Miracles at Little No Horse*.

Several contributors stress the importance of understanding the complex relationships between politics and rhetoric. Patrick W. Belanger in "Language and War: The Rhetoric of George W. Bush" argues that President Bush presented the Iraq War through abstract language and within a framework of moral and cultural association in order to associate traditional values of the U.S. democratic ideal with his own agenda. Applying Karl Wallace's four habits of ethical communication in "Cry Deception and Let Loose the Dogs of War: The Rhetorical Ethics of Colin Powell's 'Denial and Deception,'" Mary Virginia Tynan argues that Powell deceived the U.S. public through his Iraq War rhetoric. Olga Zaytseva, a native Russian, turns our attention to the Russian news media in "Beslan School Tragedy:

The Rhetoric of the Russian Media,” suggesting that Russian media’s response to the tragedy reinforced dominant ideologies.

Rob Goodman’s “The King James Bible and the Rhetoric of Authority” presents an analysis of The Geneva Bible and the King James Version as “offshoots of enemy political traditions.” In “Chris Rock: Epideictic Rhetor,” David Elder illustrates how the comedic can be epideictic and, as such, can influence social and political change. Eman Alghawas, in “Looking Past the Hate: From Malcolm X to El-Shabazz,” argues that a study of *The Autobiography of Malcolm X* within a tradition of conversion narratives insists upon a revised understanding of Malcolm X.

Examining yet another aspect of media, Rebecca Feldmann in “Discovering the Truth: The Operation of *Ethos* in Anti-Smoking Advertising” concludes that Florida’s Truth® campaign illustrates rhetoric “that alerts us to the truth of a matter rather than manipulates us into being falsely persuaded by appealing images and illustrious word play.” Amanda Marshall explores the media’s (ir)responsibility as it relates to metaphorizing mental illness in “Rhetoric of Anorexia: Eating as a Metaphor for Living.” In “Understanding Nocioception: The Rhetorical Language of Pain,” Patrick J. D. Kennedy extends knowledge on the relationship between rhetoric and science by focusing on pain.

Jennifer Yaojie Wu in “Creating Knowledge from Dialogue: A Writing Fellow’s Perspective” presents a case study to propose a new paradigm for writing fellows and tutees that hinges on dialogue. Jessica Rivera’s study of 11<sup>th</sup> and 12<sup>th</sup> grade student writers, described in “Simple Complexity: A Sentence Instruction Study,” suggests that grammar instruction is informed by applied linguistics. Lauren Petrillo’s “‘I Suppose I Am My Own Girl Now’: The Diary of Nancy Holmes Corse, Enosburg, Vermont, 1858-1859” illustrates the importance of studying girls’ diaries by arguing that nineteenth-century Nancy Corse’s diary represents her economic agency.

This volume also includes three “Comment and Response” entries from students in Dr. Sean Patrick’s O’Rourke’s rhetoric class at Furman University. Megan Huey’s “A Critical Response to Matthew C. Allen,” Kelly Jakes’s “Response to Skoniecki’s Analysis,” and Emily Paige Pusser’s “Ethos and Epideictic Speech: A Response to Hockersmith” respond to and complement three articles from Volume 2.

Finally, I want to acknowledge the many people who helped make Volume 3 a success. Penn State Berks Associate Academic Dean, Dr. Carl Lovitt, and Humanities, Arts, and Social Sciences Division Head, Dr. Ken Fifer, continue to provide financial support for the journal. Students in the Professional Writing program at Penn State Berks served as peer reviewers, copyeditors, and proofreaders. Many of the contributors from Volume 1 and 2 also reviewed submissions, even though many of these students have full-time jobs. Dr. Jeanne Rose, Dr. Michele Ramsey, and Jayne Brown, my colleagues at Penn State Berks, advised me on several submissions.

Dr. Jane Greer at University of Missouri-Kansas City, Dr. Sean Patrick O’Rourke at Furman University, and Dr. Amy Robillard at the University of Illinois graciously agreed to work with several contributors, and I am enormously appreciative of their efforts. I also thank those faculty members whose students have submitted their work to the journal, and ask you and other faculty readers to use the journal as a scholarly resource in your classes and to encourage your students to submit their undergraduate research in writing and rhetoric as I move forward with Volume 4.