

EDITORS' INTRODUCTION

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As hard as it is for us to believe, this is the fifth volume of *Young Scholars in Writing* published while at York College of Pennsylvania. Starting with Volume 23, *YSW* will have a new editorial home at the University of Texas Rio Grande Valley. Working with so many curious and driven student authors and our *YSW* interns has been an honor and the most rewarding part of editing this journal. Another joy of this work has been collaborating with the Faculty Editorial Advisors, our colleagues from across the country who provide individual mentorship for student authors as they work through the rigorous editorial and publication process, a hallmark of the *YSW* experience for undergraduate researchers.

During our five years as co-editors, we have learned a great deal about supporting undergraduate researchers and their mentors, and we are proud to share this volume, which showcases five projects that contribute to the fields of rhetoric and writing studies. In our “Incoming Editors Note” in Volume 17 (2020), we listed several goals for our time with the journal. First, we wanted to develop and promote articles that used a variety of rigorous research methods and methodologies representing the breadth of research traditions that enrich our field. The articles collected in this volume align with that goal, highlighting multiple approaches to answering questions about writing, rhetoric, and education. These articles also reveal the kinds of topics and questions that interest the emerging scholars in our field. From the classroom to the writing center to science communication and to public protests, several authors in this issue investigate the relationships between writing and emotion, rhetoric and affect.

In all, the articles in this volume represent the best of our field’s emerging scholars, and we are excited to share their work. **Ailyn Del Rio’s** article “But You Are a Writer – Analyzing First-Year Composition Courses to Foster Student Confidence in Writing” uses a mixed-method approach to understand how we can use students’ perceptions of writing to identify successful teaching strategies in the first-year writing classroom. **Kayleigh DiBrico** and **Katerina Zakonova** discuss their work “adapting IMRaD into a reading assistant tool that could support students in performing rhetorical analysis on published research. In their article “Bridging the Gap: Adapting IMRaD to Meet Student Needs,” they report on the results of testing this tool using 63 published articles. In “‘This feeling did not pass’: The Emotional Labor of Multilingual Undergraduate Peer Tutors,” **Nurzhhan Asanov** uses semi-structured interviews to learn how peer tutors’ feelings before a session can influence their perceptions

of emotional labor during a tutoring session. As his title suggests, Nurzhan's study is also a study of multilingual peer tutors and, as he states, "the first study on this topic conducted outside the Anglophone world." (It's also exciting to note this article is also the first for *YSW* published from Kazakhstan!). **Delia Savin** conducts a corpus analysis to better understand the function of value arguments in science writing during the COVID-19 pandemic in "The Construction and Functions of Value Arguments in Scientific Literature of the SARS and COVID-19 Pandemics." In "Death is Violent: Not-Violent Sit-Ins and Embodiments of Victimhood in Anti-Police Protest Rhetorics," **Kylie Rowland** uses visual rhetorical analysis to analyze images surrounding the 2020 Stop Copy City Protests outside of Atlanta, GA, to understand how the performance of victimhood disrupt the narratives of how the police exercise power.

Picking up on the themes threaded through these articles, we selected Orra White Hitchcock's vibrant early 19th-century pen and ink drawing of the "strata near Valenciennes" for the volume's cover image. Hitchcock created this piece for her husband Edward's geology and natural history courses at Amherst College. In its parallel geometries and high-contrast, complementary use of color, "strata near Valenciennes" evokes many topics under consideration in articles across this volume, such as care work and emotional labor (Asanov), or the "juxtaposing incongruities" that erupt between protest and law enforcement (Rowland). Moreover, along with numerous similar pieces Hitchcock made for her husband's courses,

"strata near Valenciennes" is a work of scientific communication much like those under analysis in this issue (Savin; Di Brico and Zakonova). The articles in this volume represent the outstanding work that undergraduates in our field continue to produce as well as the varied approaches to studying writers and writing.

Another of our goals for our time as editors was to develop *YSW* into a resource for teaching, specifically by expanding opportunities for students to participate in many facets of the journal's production. We have done this through integrating project-based learning related to the journal in many classes across our institution. Over our five years as editors, at least 15 classes at our institution have participated in the publication and marketing of the journal, with students doing everything from usability studies of the *YSW* website to creating drafts of web content for *YSW*'s blog and social media accounts to serving as student peer reviewers or copy editors.

In particular, the peer review process has been an area where we've successfully increased student exposure to and participation with *YSW*. With this volume, for the first time in *YSW*'s history, we put out an open call to undergraduates across the world to serve as initial peer reviewers of submitted manuscripts. Those who participated received information about the journal, including its history, mission and scope, and training about its peer review process. In total, 109 students from 64 institutions from 7 countries, including the United States., Canada, Azerbaijan, Ireland, United Arab Emirates, South Africa, and Qatar, participated in peer review. We are

excited not only about the large number of students involved in this issue but also the increasing global reach of the journal and hope to see this expansion continue.

Editing an undergraduate research journal is a team effort and we are so thankful for the community of people who have supported this work. In addition to the undergraduate researchers who've submitted their work to the journal, the authors who've persisted in the revision and publication process, and the Faculty Advisory Editors who mentored *YSW* authors, we would like to highlight the contributions of a few other groups. First, we appreciate Dr. Doug Downs and Dr. Jane Greer, two past editors of *YSW*, who generously guided and advised us as we learned the ropes of editing the journal. We thank Dr. Travis Kurowski, our colleague and managing editor. His publication knowledge and work on the physical layout and covers for each issue has been invaluable. We also thank all of our undergraduate interns and research assistants over the years—Demonte Hampleton and Desiree Jones (volume 18); Kameron Cherry, Jalil Dixon, Beck

Liberatore (volume 19); Lexi Stewart (volume 20); Alex Merrit (volume 21); Maddie French and Shelby Welch (volume 22)—for their hard work and for helping us grow as mentors. We thank Dr. David Blakesly and Parlor Press for helping to complete the layout, printing, and mailing of *YSW*; it is truly a herculean task, and Dave makes it look easy. Finally, we thank Dr. Dominic DelliCarpini and the Naylor Endowment for Undergraduate Research in Writing Studies for significant financial support over the past five years. Without this support, we would not have been able to continue publishing the journal and hosting its website.

We finish our term as editors more convinced than ever that undergraduate researchers make needed contributions to our field's research conversations and approaches to rhetorical education. These emerging scholars push the field in new directions, remind us of the ethical dimensions of our work, and challenge us to truly collaborate with our students and communities. We look forward to what comes next for the journal and undergraduate research in our field.