

EDITORS' INTRODUCTION

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I am pleased to present Volume 4 of *Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric*. In its four year history, *Young Scholars in Writing* has published 42 articles and 5 comments by a total of 52 undergraduate researchers from 33 institutions in 18 states and 3 countries. And there's more good news for our former undergraduates' work: Matthew Allen's essay, "The Rhetorical Situation of the Scientific Paper and the 'Appearance' of Objectivity," originally published in Volume 2 of *Young Scholars*, has been reprinted in the 8th edition of *The Essay Collection*, edited by Lynn Z. Bloom. As Amy E. Robillard states in her article in *College English*, "*Young Scholars in Writing* functions as evidence that students are able and willing to contribute to composition studies' disciplinary knowledge about writing and rhetoric" (262). The scholarship in Volume 4 further reinforces this view.

These articles are superb examples of undergraduate research. Megan Trexler's "(Re)Reading Identity Narratives: Developing Strategies for Negotiating Authority in the Composition Classroom" analyzes her position as a teaching intern in an undergraduate writing course. She encourages new teachers to use the tensions that arise as a result of their various identities (gender, race, class, age, institutional status, and so on) to negotiate the complexities of teacherly authority in the classroom.

Lauren Petrillo, who also published in Volume 3, continues her excellent work in women's rhetoric in "The Visible Rhetoric and Composition of Invisible Antebellum Female Seminary Students: Clay Seminary, Liberty, Missouri, 1855-1865." Petrillo argues that the "invisible" female students of Clay Seminary, more so than their counterparts in northern boarding schools, participated in a variety of ways in the public sphere.

"It Takes a Rhetorical Village: Reconstructing the Penn State Student Protests of April 2001," by Kevin Love Hubbard, presents a keen analysis of student protests at Penn State University's main campus in 2001 by combining theories of rhetorical ecology and ritualized behavior and nonverbal rhetoric. In "Translating the Self: A Look Through Rousseau, Wordsworth, and Borges," Karen Y. Lee explores the narratives of Jean-Jacques Rousseau, William Wordsworth, and Jorge Luis Borges to argue that writing the self is a universal struggle transcending time, language, and genre and is undertaken "only by the most ambitious or masochistic."

Two articles address issues of peer tutoring. Catherine Sacchi's "Are You Talking to Me? Personal Pronoun Usage in Tutoring across the Disciplines" is an in-depth study of personal pro-

noun usage in peer tutoring sessions in writing across the disciplines. Against the backdrop of the discipline's debates over directive and nondirective tutoring strategies, Sacchi argues that both methods can be effective, based on students' needs. In "Safe Houses and Contact Zones: Reconsidering the Basic Writing Tutorial," Brooke Baker turns her attention to basic writing tutorials; she argues that a contact zone strategy demystifies the conventions of academic discourse, especially for those writers who often speak and write in a home dialect.

Andrea McMunn and Jessica Reifer's co-written article, "Determining the Effectiveness of La Salle University's Writing-Across-the-Curriculum Requirement in the Biology Major," assesses the effectiveness of the writing component in the Biology major at La Salle University. McMunn and Reifer conclude that the writing requirement meets the objectives as outlined in Writing across the Curriculum scholarship and meets the needs of biology students and professors at La Salle University. McMunn and Reifer also highlight the requirement's shortcomings and suggest potential remedies.

This volume also includes two "Comment and Response" entries from students in an advanced rhetorical theory course at Penn State Berks. Jonathan Ellis examines new features of the AIM Away Message system to extend Emily Groves' argument in "The Emerging New Discourse of the Away Message System," published in Volume 3 of *Young Scholars*. Nicole Krause also responds to Groves, but Krause argues that certain new features of the system actually dispute the notion that AIM works in a similar fashion to Foucault's panopticon.

Several people at Penn State Berks deserve thanks for their support of the journal. Penn State Berks Chancellor Susan P. Speece; new Associate Academic Dean, Dr. Paul Esqueda; and Humanities, Arts, and Social Sciences Division Head, Dr. Ken Fifer, continued to provide financial support for the journal. Students in the Professional Writing program at Penn State Berks and many of the contributors from the first three volumes served as peer reviewers. Dr. Jeanne Rose and Dr. Michele Ramsey, my colleagues at Penn State Berks, again offered their advice on several submissions.

I am deeply appreciative of Dr. Jane Greer at University of Missouri-Kansas City and Dr. Amy Robillard at Illinois State University, who again worked with several submitters. I also thank those faculty members who encouraged their students to submit their work to the journal and who assisted the contributors to Volume 4 revise their work for publication. In what has become a tradition in the *Young Scholars* Editor's introduction, I again ask faculty 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.

Works Cited

Robillard, Amy. "Young Scholars Affecting Composition: A Challenge to Disciplinary Citation Practices." *College English* 68 (2006): 253-70.