

Editorial

An Editorial Passing of the Torch: Future Directions for CJSDW/R

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Introduction

Under the editorship of Joel Heng Hartse and Sibó Chen, the journal has seen an increase in submissions and a steady publication schedule. Recently published articles are diverse and interdisciplinary, and informed by current scholarship and concerns in their various fields. We believe that Joel and Sibó have begun the necessary work of revitalizing the journal and its processes, and we hope to carry on this legacy and begin new initiatives as well. With that acknowledgement, we write this editorial to introduce ourselves and some of our ideas for the journal.

Enhanced Involvement of the Editorial Board

With the goal of seeing the journal hosted on one of the large academic databases like EBSCO or JSTOR and listed in the Directory of Open-Access Journals (DOAJ), we have begun the work of establishing a more active editorial board who we hope will contribute to the vision and scholarly quality of the journal. The new board is comprised of:

Cecile Badenhorst, Memorial University

Patrick Belanger, California State University, Monterey Bay

Subrata Bhowmik, University of Calgary

Jordana Garbati, University of Toronto, Mississauga

Brittany Amell, Carleton University

Amanda Goldrick-Jones, Simon Fraser University

Graham Smart, Carleton University

Francophone and Other Non-English Content

Our new Francophone Editor is Isabelle Clerc from Université Laval. Her bio is included alongside ours below. Together we will work to increase Francophone and/or translated content. We believe there is also an opportunity to connect with emerging indigenous scholars, and perhaps to publish their work in both an indigenous language and in English. Such indigenization would certainly help position the journal within an area of academic, political, and social currency, both in Canada and internationally.

Visibility and Stature

While we would like to see the journal continue to be a venue for emerging scholars, we feel that we can increase the journal's stature and visibility by means of a rigorous review process, promotion of the journal among our international networks and at international conferences, inclusion of international scholars on the editorial board, and opportunities for guest editors on special issues. Since Kim's primary discipline is nursing, certainly an early special issue could focus on the needs of teaching writing to the medical professions and/or exploring health care discourse.

With those initial steps in mind, we turn to who we are and what we bring to our roles as co-editors and Francophone editor:

Kim Mitchell

I am a registered nurse and writing scholar. I am currently employed as a program coordinator (Research, Scholarship, and Quality Assurance) at Red River College (RRC) in Winnipeg, Manitoba in the Department of Nursing where I have been employed as an instructor since 2002. I first began teaching academic writing to nursing students in 2005, a role I fell into because of my pre-nursing English literature degree and strong interest in writing pedagogy. Following RRC obtaining degree granting status in 2010, I subsequently developed the nursing program's introductory discipline-specific writing course when our nursing program converted to a 3-year Baccalaureate program. In 2012, I began a series of studies exploring student writing self-efficacy with the initial goal of testing

the effectiveness of the introductory writing course I had developed. This initial work snowballed into a program of research exploring writing issues in nursing education. Currently, I am a doctoral candidate (awaiting defense) in the College of Nursing at the University of Manitoba. I am developing a measurement tool, the Situated Academic Writing Self-Efficacy Scale, which expands upon Bandura's theory of self-efficacy and considers situated, social, and contextual aspects into the measurement of the concept. My research expertise includes systematic review processes, quantitative design, and instrument development—although because I taught research methods to nurses for 13 years, I am a bit of a jack-of-all-trades methodologist with a focus on the kinds of methodology used by health researchers. I also have a keen interest in the philosophy of science and theoretical frameworks. My current interests include genre theory, activity theory, communities of practice, threshold concepts, literacy and reading comprehension, and writing evaluation. I am an active member of the Canadian Association for the Study of Discourse and Writing, where until taking on the role of co-editor of CJS DW/R, I served as an executive member in the position of secretary. I have reviewed for numerous academic journals including *Nurse Education Today*, *International Journal of Qualitative Methods*, *Journal of Nursing Measurement*, *Nursing Inquiry*, *The Canadian Journal for the Study of Discourse and Writing*, and the *Journal of Learning Development in Higher Education*. My article titled “Constructing Writing Practices in Nursing” recently won the 2019 Christine A. Tanner writing award from the editorial board of the *Journal of Nursing Education*. I have written two novels for “New Adult” readers. I am better known on Twitter by my alter ego handle @academicswrite.

A select sampling of my publications related to my work include:

Mitchell, K.M., McMillan, D.E., & Lobchuk, M.M. (2019). Applying the “social turn” in writing scholarship to perspectives on writing self-efficacy. *Journal of Learning Development in Higher Education*, 2019(15), 1-20. <http://journal.alldinhe.ac.uk/index.php/jldhe/article/view/512/pdf>

Mitchell, K.M. (2019). Social media storytelling: Using blogs and twitter to create a community of practice for writing scholarship. *Canadian Journal for the Study of Discourse and Writing*, 29, 1-23. <https://journals.sfu.ca/cjsdw/index.php/cjsdw/article/view/726>

Mitchell, K.M. & McMillan, D.E. (2018). A curriculum-wide assessment of writing self-efficacy in a baccalaureate nursing program. *Nurse Education Today*, 70, 20-27. <https://doi.org/10.1016/j.nedt.2018.08.003>

Mitchell, K.M. (2018). Constructing writing practices in nursing. *Journal of Nursing Education*, 57(7), 399-406. <https://doi.org/10.3928/01484834-20180618-04>

Mitchell, K.M. (2017). Academic voice: On feminism, presence, and objectivity in writing. *Nursing Inquiry*, 24(4), e12200. <https://doi.org/10.1111/nin.12200>

Mitchell, K.M., Rieger, K.L., & McMillan, D.E. (2017). A template analysis of writing self-efficacy measures. *Journal of Nursing Measurement*, 25(2), 205-223. <https://doi.org/10.1891/1061-3749.25.2.205>

Sean Zwagerman

I have been teaching university writing courses from a rhetorical perspective since 1996. In 2003 I completed my PhD at the University of Southern California under the supervision of W. Ross Winterowd, and was hired as an Assistant Professor at SFU the same year. At SFU, I have taught undergraduate and graduate courses including Introduction to Prose Genres, Introduction to University Writing, Writing: Theory and Practice, Language and Purpose, History and Principles of Rhetoric, Studies in Speech-Act and Performativity Theories, The Rhetoric of Plagiarism, The Rhetoric of Humor, Introduction to Humor Studies, Twentieth-Century American Literature, Contemporary American Literature, and directed studies courses in Discourse Analysis and in Rhetorical Theory. I am currently supervising two PhD students. I served for three years as the Undergraduate Chair in the English Department and am currently the Associate Dean, Graduate and Postdoctoral Studies, in the Faculty of Arts and Social Sciences. In my writing, I explore the interactions of analytic philosophy and rhetorical theory, and the implications for writing, teaching, citizenship, and interpersonal discourse. In my current monograph project, I consider the problem of unpersuadability, and argue that it is grounded less in ideology than in tribalism and personal conviction. A selection of titles from my publications gives a sense of my interests:

Zwagerman, S. (2020). 'Comedy is What We're Really About:' The Grateful Dead in a Comic Frame. *Americana*, 19 (2).

Zwagerman, S. (2019). How Not to Stop a Pipeline: A Critique of Activism in the Burnaby Mountain Protests. In H. Graves and D.E. Beard (Eds.), *The Rhetoric of Oil in the Twenty-First Century*. Taylor and Francis Group.

Zwagerman, S. (2015). Local Examples and Master Narratives: Stanley Fish and the Public Appeal of Current-Traditionalism. *College Composition and Communication*, 66 (3), 458-482.

Zwagerman, S. (2014). A Cautionary Tale: Anne Coulter and the Failure of Humor. In P. Dickinson, A. Higgins, P.M. St. Pierre, D. Solomon, and S. Zwagerman (Eds.), *Women and Comedy: History, Theory, and Practice* (pp. 186-198). Farleigh Dickinson University Press.

Zwagerman, S. (2012). The Case for Not Teaching Grammar. *EdCan Network*. <https://www.ed-can.ca/articles/web-exclusive-the-case-for-not-teaching-grammar/>

Zwagerman, S. (2010). *Wit's End: Women's Humor as Rhetorical and Performative Strategy*. University of Pittsburg Press. 10.2307/j.ctt9qh4q4

Zwagerman, S. (2009). A Day That Will Live in Irony: 9/11 and the War on Humor. In A. Schopp and M.B. Hill (Eds.), *The War on Terror and American Popular Culture* (pp. 209-221). Fairleigh Dickinson University Press.

Zwagerman, S. (2008). The Scarlet P: Plagiarism, Panopticism, and the Rhetoric of Academic Integrity. *College Composition and Communication*, 59 (4), 676-710.

In my current role as Associate Dean, I am developing a training program for our Teaching Assistants which will have a strong focus on writing pedagogy, which our TAs identified in a 2019 survey as the type of knowledge they most need and want. The program will launch as a pilot in Fall 2021 for TAs in the departments of English and Political Science.

I have served as a reviewer for Oxford University Press, *CJSDW/R*, *Composition Forum*, *New Ideas in Psychology*, and *Paideusis: Journal of Canadian Philosophy of Education Society*. I am a member of CASDW, The Canadian Society for the Study of Rhetoric, and the Rhetoric Society of America.

Isabelle Clerc

Isabelle Clerc est professeure titulaire au Département d'information et de communication de l'Université Laval, à Québec, où elle enseigne la communication écrite. C'est à elle que l'on doit la création du certificat en rédaction professionnelle en 1991. Directrice du Groupe Rédiger, elle mène des travaux de recherche en rédactologie en vue d'améliorer l'efficacité communicationnelle des écrits que l'État adresse aux citoyens. Elle a publié, seule ou en collaboration, de nombreux articles et ouvrages sur la rédaction professionnelle.

Publications:

Clamageran, Sylvie, Isabelle Clerc, Monique Grenier et Renée-Lise Roy (2015). *Le français apprivoisé*, 4^e édition, Montréal, Modulo, 366 p.

Clerc, Isabelle (2011) «Langue française et écriture citoyenne: l'engagement du Québec en matière de simplification des communications écrites (2000-2006)». Actes du colloque *La communication avec le citoyen: efficace et accessible?* Liège, 27 et 28 novembre 2009. Bruxelles, Groupe De Boeck, éditions Duculot, collection Champs linguistiques, p. 27-54.

- Kavanagh, Éric et Isabelle Clerc (2010). *Amélioration des qualités communicationnelles du rapport d'optimisation des ressources et des communiqués de presse associés*, rapport de recommandations commandé par le Vérificateur général du Québec, Québec, Université Laval, 42 p.
- Clerc, Isabelle et coll. (2009). *Littératie et droits en matière de santé et de services sociaux: paroles citoyennes*, Québec, Commissaire à la santé et au bien-être, 192 pages.
- Beaudet, Céline et Isabelle Clerc (2009). «[Enseigner la rédaction au Québec: Quels fondements disciplinaires? Quelle reconnaissance institutionnelle?](#)». Actes du colloque *De la France au Québec: l'écriture dans tous ses états*. Université de Poitiers, 12-15 novembre 2008, 18 p.
- Clerc, Isabelle (2008). «La simplification des écrits gouvernementaux au Québec: bilan des travaux du Groupe Rédiger et réflexion sur le rôle du chercheur dans le cadre d'un contrat de recherche», *Technostyle*, vol. 22, no 1, p. 86-98.
- Clerc, Isabelle et Céline Beaudet (sous la direction de) (2008). *Langue, médiation et efficacité communicationnelle*, Québec, Les Presses de l'Université Laval, 227 p.
- Groupe Rédiger (sous la direction d'Isabelle Clerc) (2008). *Simplification des lettres-types de la Commission des normes du travail*, Québec, Commission des normes du travail, 72 p.
- Proulx, Guylaine, Isabelle Clerc et Jean-Marc Fleury (2008). *An Evaluation of the Impacts of Scientific Workshops Organized for Journalists*, Québec, Instituts de recherche en santé du Canada, 36 p.
- Barret, Véronique, Isabelle Clerc et Sylvie Montreuil (2007). «La rédaction d'instructions de travail en milieu industriel: impact du contexte de travail d'un rédacteur fonctionnel sur le résultat de son activité», *Written documents in the workplace*, France, Éditions Elsevier, p. 139-157.
- Clerc, Isabelle (2007). «La mobilisation des compétences en lecture et en écriture, cinquième séance plénière», [Actes du Séminaire international sur l'alphabétisation](#), octobre 2016, Québec, 94 p.
- Groupe Rédiger (sous la direction d'Isabelle Clerc et d'Éric Kavanagh) (2006). *De la lettre à la page Web: pour communiquer avec le grand public*, Québec, Les Publications du Québec, 368 p.
- Groupe Rédiger (sous la direction d'Isabelle Clerc) (2006). *Simplification des réponses du Protecteur des usagers en matière de santé et de services sociaux adressées au grand public*, Québec, Protecteur des usagers en matière de santé et de services sociaux, 95 p.