



## Editorial

# Welcome to the Inaugural Issue of the *Journal of Academic Writing*: the Roles of Writing Development in Higher Education and Beyond

Welcome to the inaugural issue of the *Journal of Academic Writing*, the new journal of the European Association for the Teaching of Academic Writing (EATAW). Since EATAW's founding as a professional organisation in 1999 (Bellers et al., 2003: 3), EATAW has established a website, listserv, and major biennial conference to support and encourage scholarly debate among its growing community of Academic Writing professionals. The *Journal of Academic Writing* is an international, peer-reviewed journal that focuses on the teaching, tutoring, researching, administration and development of academic writing and speaks to, and from, a European higher education context. The journal is relevant to teachers, scholars, and programme managers across disciplines and across the world who are interested in conducting and learning from research into best practices in the teaching of writing.

The journal editors will solicit scholarly articles pertaining to aspects of academic writing development, and will also seek contributions in the form of book reviews, conference reports, and scholarly evaluations of learning resources. We anticipate, too, that a section promoting conference calls and other types of announcements will become a regular feature. The journal's planned publication frequency is two issues per year, and a double-blind peer review process will be applied to all submissions. The *Journal of Academic Writing* is available in an openly accessible, online format, and will be registered for indexing within global research databases to enhance its usability and impact. The journal has been several years in the planning, and has been realised as a result of the groundwork carried out by successive EATAW Boards.

The inaugural issue of the *Journal of Academic Writing* is a special issue focusing on 'the Roles of Writing Development in Higher Education and Beyond', and contains selected, peer-reviewed articles based on presentations given at the 2009 EATAW conference of the same title. As writing development, or the work carried out by teachers, tutors, researchers, and administrators of scholarly writing, takes root in universities and colleges across Europe, the roles that writing programmes, writing centres, writing initiatives and writing research projects play within institutions are increasing. In light of this growth, this issue looks at the potential of both large-scale and small-scale writing development work within colleges and universities, as well as the ways in which writing development can impact beyond higher education, for instance, in preparing students for writing in the professions. The 'beyond' of the issue's title also invites authors and readers to reflect on the influence that theories, technologies and methodologies from outside higher education are having on writing pedagogies and research.

Although not indicated in the table of contents, the editors have clustered articles into a number of thematic strands reflecting the broad scope of writing development work. The arrangement of articles in this way reflects the editors' interpretation of thematic elements and offers just one approach to highlighting connections between the work of various scholars and researchers. The issue opens, for example, by focusing on academic literacies and on writing and disciplinarity (Parker through Ardington). It is worth noting that this strand includes a series of three related articles (Delcambre and Donahue, Poe and Craig, and Woods and Skrebels) written by members of the 'Antwerp Group' of teacher-researchers and framed with an introduction by Mary Scott. The second thematic strand explores peer tutoring, collaborative working, and feedback practices (Clughen and Hardy through

Armstrong), while the third strand looks at academic writing practices and genres (Ireland and English through Sargunan and Nambiar). The fourth strand considers academic writing teaching methods (Hill through French), and the final strand examines writing cultures, writing programmes, and writing centres (Zuckermann, Rubin, and Perpignan through Gannett, Brereton, Donahue, and Deane). That these topic strands are at once distinct and interrelated points to the wide range of current approaches to Academic Writing scholarship and research. This methodological variety is a great strength of Academic Writing as a field of study, and is something which EATAW is committed to promoting in the *Journal of Academic Writing*.

Lisa Ganobcsik-Williams  
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## References

- Bellers, R., Harbord, J., Kuzmenko, N., Timar, E., Petrić, B., Ridout, D., and Rooney, T. (eds.) (2003) *Tutoring and Teaching Academic Writing*. 'Second Conference of the European Association for the Teaching of Academic Writing (EATAW) in co-operation with the European Writing Centers Association (EWCA)', held 23-25 June 2003 at Central European University, Budapest, Hungary. Conference Programme.