

Call for Proposals: *The Legacy of James Moffett: His Shaping Influence on Writing Studies, English Education, and the Teaching of English*

For more than 50 years the work of James Moffett has influenced theory and models for instruction in K-12 and college writing. His ideas remain relevant to research and practice across a wide range of disciplines and fields and across contexts around the world. However, his career was so wide-ranging that modern scholars have struggled to come to terms with the scattered scope of his life and work. In tracing the legacy of James Moffett and his shaping influence on writing studies, English education, and the teaching of English, the editors of this volume invite manuscripts in a variety of genres that engage with Moffett's life, work, theory, and practice. The volume aims to introduce Moffett to a new generation of teachers and researchers, and to reconsider Moffett's contributions in light of the challenges of learning and teaching today. The book seeks to reconceptualize Moffett's work and also to gather together the knowledge and experiences from those who worked with Moffett's during his lifetime.

The editors invite work that addresses the following:

- Moffett's historical and theoretical contributions to English education
- Moffett's historical and theoretical contributions to composition
- Moffett's life and background (and its potential connection to his work or the field)
- Moffett's influence on research and the teaching of writing and the language arts
- Moffett's influence on spirituality and mindfulness in education
- Empirical studies drawing on Moffett's theories, in whole or in part
- The limits and/or critiques of Moffett's theories, ideas, and contribution to the field
- Ways in which Moffett's work speaks to critical issues today in Language Arts (writing studies, English education, composition and rhetoric, writing across the curriculum, writing centers, etc.)
- The uptake of Moffett's work in international and multilingual contexts - e.g. Canada, Australia, Wales, etc.
- The role of Moffett's work in the early promotion of sociocultural, socio-cognitive, and social constructivist language learning
- Extensions of Moffett's theories
- Moffett and James Britton
- Moffett and meditation/yoga (and inner speech)
- Moffett and counterculture
- Moffett and assessment
- Moffett and educational leadership and public policy
- Moffett and the Dartmouth Conference
- Moffett in relationship to new media and multimodal communication
- Moffett's role in book censorship debates (ala Kanawha County, WV)
- Moffett and national organizations (National Writing Project, National Council of Teachers of English, Assembly for Expanded Perspectives on Learning, Curriculum Study Commission, etc.)
- Moffett's time and work at Harvard and/or Phillips Exeter academy

The authors invite submissions ranging the universe of discourse including theoretical and experimental work grounded in Moffett's ideas, exposition on the application of Moffett's theory to instruction in K-12 and college composition, and memoirs of classroom/workshop experiences with Moffett's ideas or the

man himself, and other, more personal genres that revolve around meditations on his impact and legacy for the field.

Each chapter will be no more than 8000 words, exclusive of references, in MLA 8th Edition style. Abstracts of 800-1200 words are due by March 15th, 2021. Send abstracts and queries to jmarine@gmu.edu.

Feel free to email with any questions or concerns.

Sincerely,
Jonathan Marine
Sheridan Blau
Kathleen Kelly
Paul M. Rogers