**College Composition and Communication**

**What is CCC?**

*College Composition and Communication* is the flagship scholarly journal in the field of composition-rhetoric. Research that appears in this journal is vetted by prominent scholars in the field. As a comp-rhet scholar, having your work published in *CCC* could be seen as being granted entrée into the mainstream research and scholarship culture of the field. The research in this journal is generally more conservative than the research that gets published in some smaller or more unconventional journals, and it is widely read by a diverse readership and regarded as legitimate and current within the field of composition-rhetoric.

Eleven years after founding the journal *College English*, NCTE founded the Conference on College Composition and Communication (CCCC), with its own journal, *College Composition and Communication*. The first issue of *CCC* came out in 1950, and early issues initially only published notes and proceedings from the annual Conference, which itself grew out of a developing debate about why and how to teach freshman English. This journal later became a prime vehicle for the professionalization of the discipline of composition and rhetoric. In his historical text *Composition-Rhetoric*, Connors summarized the effects of the growth of scholarly work within *CCC* when he writes, “A sea change has taken place. Issues are being defined and agreed on; histories are being discovered; solid research and testing of assertions are being demanded; philosophical assumptions are being argued out; and most important, a whole generation of practitioners is voluntarily dedicated to the exploration of a previously disdained field. Composition studies is born”(205). Here, Connors illustrates how the journal created a space for scholarly conversation on the teaching of freshman English, and therefore spearheaded the legitimization of the discipline.

**What kind of research does CCC publish?**

*CCC’s* website claims that the journal publishes “research and scholarship in rhetoric and composition studies that supports college teachers in reflecting on and improving their practices in teaching writing and that reflects the most current scholarship and theory in the field”(1). While *CCC* arguably focused its earlier research on freshman English, today the journal has certainly expanded its scope, beyond freshman English and even beyond college writing to include literacy studies and studies of community writing practices in and outside of the institution. A defining characteristic of the field of composition-rhetoric is its interdisciplinarity, which the *CCC* website highlights by offering a long list of other humanistic disciplines that could contribute research and theory to the journal. While seemingly pretty specific in terms what *CCC* hopes to serve through their publications – the teaching of writing and support for college teachers of writing, the bigger questions of “Why do we teach FYC? How do we teach writing?” – the journal also reflects just how broad and interdisciplinary the field of composition-rhetoric is.
rhetoric really is. Part of this interdisciplinary nature of the field is the broad range of research methods that get published in CCC. As the journal always reflects what is current in the field of composition-rhetoric, research methods have ranged from quantitative, theoretical, feminist, historical, to ethnographic, discourse studies, or empirical. The current focus of CCC is on research methods, as Kathleen Blake Yancey has called for articles that speak to the type of research our field is doing and how it informs our scholarship.

Who publishes work in CCC?

CCC usually publishes work by junior faculty members in comp-rhet (Assistant Professors, Associate Professors), and occasionally will publish work by graduate students. While everyone is encouraged to submit work, the overall acceptance rate for articles submitted for publication is rather low.

Who is the current editor?

The “Editor” position for CCC runs for five years, and the current editor is Kathleen Blake Yancey from Florida State University. Professor Yancey is the former President of NCTE, and her specific interests for CCC center on research practices within the field, and how they have or will inform the direction of our scholarship. Yancey is also interested in self-examinatory scholarship, as her calls for the 2012 September issue of CCC indicate an interest in telling the history of the field of composition-rhetoric – “What kinds of research define our field? Where are we headed as a field?” – possibly in the hopes of carving out a more distinct disciplinary space within the university or understanding what the field of composition-rhetoric is poised to do within its research and scholarship. Yancey’s most recent Editor’s Address (from the September 2010 issue of CCC on “The Future of Rhetoric and Composition”) speaks to these interests, as she turns to the inaugural issue of CCC (1950) to reflect on where the field has been and where things are headed. Yancey writes, “The sentiment seems to be that we have a history contextualizing the field without (over)determining our future or prescribing what we might or should do: we have a shared past; we have options. Likewise, there is a sense that this moment in the discipline – or is it field? – is propitious, weighty with opportunity, almost, in Malcolm Gladwell’s formation, at a tipping point”(7). Yancey’s sentiments, in fact, seem to be pretty common within the field of composition-rhetoric, a field that is relatively new and heavily invested in telling or interpreting its own history and understanding its own evolving identity. As Editor of CCC, Yancey is in a position to establish primacy for particular research methods or areas of study as she curates each collection of journal articles.

http://www.english.fsu.edu/faculty/kyancey.htm
http://www.ncte.org/cccc/ccc/staff

How do I submit work to CCC?
Submission guidelines and procedures for *College Composition and Communication* are pretty standard:

- Between 4,000 and 7,000 words (or approximately 16–28 double-spaced pages), though articles may be shorter or longer in line with your purposes.
- All articles should be documented according to the *MLA Style Manual and Guide to Scholarly Publishing* (2nd ed.). NCTE's *Guidelines for Gender-Fair Use of Language* can be found here: [http://www.ncte.org/positions/statements/genderfairuseoflang](http://www.ncte.org/positions/statements/genderfairuseoflang).
- Three clean copies, plus postage to mail copies to two outside readers – also submit your article by e-mail as a Word Attachment
- Articles are read blind by outside reviewers
- *CCC* does not accept unsolicited book reviews

[http://www.ncte.org/cccc/ccc/write](http://www.ncte.org/cccc/ccc/write)

**September 2012 Issue of CCC: Deadline to submit a proposal is Jan 1, 2011**

**What is CCC Online?**

*CCC* has started building an online “arm” of its print journal, with the intent to provide a more participatory space for scholars to consume the research the journal publishes. The website indicates that most mechanisms of *CCC* Online are in progress, but they include an interactive forum version of “Interchanges,” a section of the print journal that publishes responses to articles. This new project arrives on the heels of developing conversations in the field about digital texts, Web 2.0 mechanisms, and new media theory. Consistent with its reputation for being a more conservative journal, *CCC* online is predated by several other smaller journals that have already made the move to an online publishing format.

[http://www.ncte.org/cccc/ccconline](http://www.ncte.org/cccc/ccconline)

**How can I access archived issues of CCC?**

*JSTOR* contains full-text PDF copies of every issue of *College Composition and Communication* from 1950 – 2006.