

Editor's Introduction: Young Scholars Comment and Respond

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One of the most exciting and rewarding aspects of being the Comment and Response editor for *Young Scholars in Writing* (*YSW*) is helping student writers engage with scholarship by mentoring them through the process of reflecting on and grappling with the published work of their peers.

Most writing teachers would agree that it is one thing to teach students to be effective *producers* of information—but quite another to help them become thoughtful *consumers* of information. And while peer review features in most writing curricula, opportunities for publishing this feedback are limited, particularly for undergraduates. The Comment and Response feature of *YSW* provides a safe and supportive environment for *YSW* readers to interact more formally with the scholarship of their peers and to expand their writing repertoire beyond the research essay.

I am particularly pleased with the institutional and thematic diversity represented in this issue's Comment and Response section and applaud the authors on a job well done. Victoria Heckenlaible (University of Texas) reviews Toby Rowe's "Whether You Like It or Not: California's Proposition 8 and the Rhetoric of Monitory Democracy" (*Young Scholars in Writing* 7 [Spring 2010]), particularly his claim that an ideological shift occurred as a result of the "Yes on 8" campaign's usage of monitory democracy rhetoric. Eliza J. Gettel (College of the Holy Cross) responds to Monique Shetayh's "Wrapped Up in the Online World: Technology, Communication, Blogging, and Youth Today" (*Young Scholars in Writing* 7), arguing for a more comprehensive consideration of writing theory to support Shetayh's claims. Catherine Carmichael (Furman University) comments on Rebekah Hoy's "Simultaneous Grammars of Domination: A Feminist Rhetorical Study of Alfonsina Storni's 'Tú me quieres blanca'" (*Young Scholars in Writing* 6 [Spring 2009]), considering the implications of employing a "womanist critical perspective" as a vehicle for analysis. Chelsea Curtis (Furman University) responds to "From Souvenir to Social Movement: PostSecret, Art, and Politics," MacAulay et al. (*Young Scholars in Writing* 6), arguing that the incorporation of Aristotle's notion of truth would enable a reading of PostSecret as not only an effective means to instigate change, but also as a rhetorical tool that can help elicit a greater understanding of what is true and moral in contemporary society. Andy Stewart (Furman University) adds that MacAulay et al.'s notion that anonymity "precludes public action" is somewhat slippery, as the authors fail to mention movements that are successful due, in part, to activist anonymity.

I am certain that you will enjoy these essays every bit as much as I have—and appreciate the depth of thought and attention to detail that each piece represents. While the students are to be commended for the quality of their work, not to mention their faithful adherence to strict publishing deadlines and conventions, I would also like to thank the teachers who encouraged them and

supported their efforts: Dr. Mary Blockley (University of Texas); Dr. Elaine Hays (College of the Holy Cross); and Dr. Sean O'Rourke (Furman University). The entire *Young Scholars in Writing* team gratefully acknowledges the inspiration and dedication of these fine educators, without whom our work would be impossible.