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Culture Shock and the Practice of Profession

Training the Next Wave in Rhetoric and Composition

Edited by Virginia Anderson, Indiana University Southeast, and Susan Romano, University of New Mexico

This collection steps into the long-standing debate about how doctoral programs should prepare students for the profession. It places in conversation a new mix of voices: seasoned professionals reinventing PhD programs, graduate students who are the targets of this reinvention, and newly minted PhDs caught between assumptions nurtured by the graduate experience and the realities of the postgraduate world.

The book's contributors explore both the conceptual and practical specifics of a refocused training—conceptual in foregrounding the probability that disciplinary knowledge will go unrecognized and that the majority of hiring institutions have poorly conceived ideas of who a rhet/comp person is; and practical in addressing how to go about reinventing a professional identity at the very moment when it feels most established. The essays build a compelling argument that endowing students with a stable identity as rhet/comp professionals is less crucial than preparing them to adopt myriad and shifting professional personas that position them for active rhetorical practice.

Contents: *Introduction*, Virginia Anderson and Susan Romano. *BEING (OUT) THERE: WHAT WE GOT AND HOW IT SERVED. Learning Discipline: Emotional Labor, Disciplinary Grammar, and Pragmatic Education*, Lisa Langstraat and Julie Lindquist. *An Experimental PhD Program: Problems and Possibilities*, Ann Green and Alexander Reid. *Start State, End State: Trajectories of Graduate Study for and by Technical Communicators*, Brenda Orbell and Denise Tillery. *Changing Praxis/Changing Students: Online Graduate Education*, Patricia Webb. *Forty-Minute Drive to the Main Campus: Teaching For and From Rhetoric and Compositions Invisible Borderland*, John Tassoni. *Oh, No, They Can't Take That Away From Me: Reflections on Academic Freedom and the Status of Composition*, Scott Stevens. *MODELS AND FRAMEWORKS FOR CHANGE. The WPA Apprenticeship: Learning to Be Good Citizens Of/For Our Institutions*, Jennifer Morrison and Tim Peebles. *Beyond Winging It: The Place of Writing Program Administration in Rhetoric and Composition Graduate Programs*, Shirley Rose and Irwin Weiser. *Preparing Future Faculty Programs: The Place of Practice in Doctoral Work*, Debra Jacobs and Greg Gilberson. *Inviting Students Into Composition Studies With a New Instructional Genre*, Sheryl Fontaine and Susan Hunter. *From Graduate Student to Writing Administrator: Substantive Training for a Sustainable Future*, Julie A. Eckerle, Karen Rowan, and Shevaun Watson. *It's a Two-Way Street: White Faculty Mentoring African-American Graduate Students in Composition and Rhetoric*, Terry Carter, Christy Friend, Rose Metts, and Nancy Thompson. *Isolation, Adoption, Diffusion: Mapping the Relationship Between Technology and Graduate Programs in Rhetoric and Composition*, Collin Gifford Brooks and Paul Bender. *VISIONS LIGHT AND DARK. At Work in the Field*, Danika M. Brown and Thomas P. Miller. *What Schools of Education Can Offer the Teaching of Writing*, Charles Bazerman, Danielle Fouquette, Chris Johnston, Francien Rohrbacher, and René Agustín De los Santos. *New Scripts for Rhetorical Education: Alternative Learning Environments and the Master/Apprentice Model*, James Sosnoski and Beth Burmester. *Administering Ourselves to Death: Historiography and the Ethics of WPA Narratives*, Dana Harrington and Heather Shearer. *Articulation, Liminal Space, and the Place of Rhetoric and Composition in English: A Case for the Hybrid Graduate Student*, Michael Moghtader. *Afterword*, Lester Faigley. *Author Index. Subject Index.*

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Fall, 2004 352 pages

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TnT

Text and Technology

edited by Janice R. Walker, Georgia State University and Ollie O. Oviedo, Eastern New Mexico University

This collection of essays addresses sociocultural, ideological, technical, and pedagogical concerns relating to digital technologies. The essays fall into three general categories: writing and reading, academic research and publishing, and teaching and learning. The essays represent the most current issues involved in computers and writing.

TnT is unique in that it collects in one volume essays that reflect the concerns of scholars, teachers, and students either already using technology in the classroom, preparing to use it, or using it for research, writing and publishing in the humanities. The audiences intended include those in the humanities, especially in literature, philosophy, social science, and writing departments concerned with the impact of technology on reading, writing, researching and teaching. The book is appropriate for use in undergraduate courses in computers and writing, or humanities courses in general, and in graduate seminars in computers and composition, composition and/or literature pedagogy, composition theory, literary theory, hypertext/cyberculture theory, and digital literacy.

Contents: *The Intersection of Text and Technology: An Introduction*, Janice R. Walker and Ollie O. Oviedo. *Electronic Texts and the Concept of Close Reading: A Cyborg Anthropologist's Perspective*, James A. Inman. *Hackers, Cyberpunks, and Cyberians: Texts Detailing Human Intertwining with Technology*, John Barber. *Ethnography, Academia, and Hyperauthoring*, Bella Dicks and Bruce Mason. *Weeping Stones, Living Trees: Creating and Archiving Electronic Texts in Student and Scholarly Writing*, Keith Dorwick. *The Role of Compositionists in Creating the Networked Digital Library of Theses and Dissertations*, Joseph M. Moxley. *Does Computer-Mediated Communication Have an Ethics?* Chidsey Dickson. *The Electronic Director: Hypertext and Performance-Based Teaching*, Stephen Cohen. *Reading the Internet: A Carnavalesque Discourse*, Geneviève Van de Merghel. *The Text is Always Technology: Assessing New Technologies as Environments for Literacy*, Vincent Casaregola. *Where Should We Want to Go Today? Some Cultural Implications of Computers and Composition*, Bronwyn T. Williams. *Texts n' Technology: The Fiddler on the Roof*, Janice R. Walker. *The Digital Revolution Ain't So Bad*, Neil Kleinman. *Media, Design and Reputation: The New York Times on the Web*, James Connor and Ollie O. Oviedo. *Author Index. Subject Index.*

2003 384 pages

ISBN 1-57273-455-8 \$79.50 cloth

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Rhetoric in(to) Science

Style as Invention in Inquiry
Heather Graves, DePaul University

This book examines the role that rhetoric plays in the creation and conceptualization of new knowledge claims. Rather than examining historical scientific documents, it looks at scientists (experimental physicists) in the act of conducting research, interpreting data, and constructing accounts of an experiment and highlights how they worked with the linguistic resources available to them to bring into existence abstract concepts and gain new insight into the subject of their study.

Using ethnographic-type data to observe and record the contributions of rhetoric to the work of science, the book addresses some of the big questions about the epistemic and ontological status of rhetoric in the context of ongoing scientific inquiry. The book concludes with an examination of the implications of this research for the teaching of writing, especially focusing on the role that specialists play in modeling effective writing in their disciplines.

Abridged Contents: *Introduction. A History: How the Scientific Method Appropriated Rhetorical Invention Theory During the Rise of Science. How Analogy Becomes Epistemic in the Process of Inquiry. How Metaphor Shapes Theory in the Construction of Scientific Knowledge. Metonymy, Rhetoric, and Ontology in the Process of Inquiry. What Can the Rhetoric of Science Tell Us About Teaching Writing. Works Cited. Author Index. Subject Index.*

(RTRC)**Spring, 2004 300 pages****ISBN: 1-57273-534-1 \$59.50 cloth****ISBN: 1-57273-535-X \$26.50 paper****Teaching/Writing in the Late Age of Print**

edited by Jeffrey R. Galin, Florida Atlantic University, J. Paul Johnson, Winona State University, and Carol Peterson Haviland, California State University-San Bernardino

This volume aims to chart the considerable growth, breadth, dispersal, and momentum that has marked the last two decades of postsecondary writing instruction in the United States. Those familiar with the history of writing instruction know well the struggle of composition studies to define itself as a discipline. Yet what has long marked the enterprise is (aside from its roots in rhetoric and the humanities) its connectedness to the practice of teaching, a genuine understanding that writers, students, humans are central to its mission.

The volume demonstrates the variety of ways writing is taught at the turn of the 21st century. These essays and their supporting documentation suggest that the teaching of writing occurs in a remarkable diversity of sites, by a remarkable array of teachers (who are themselves remarkable in their self-reflective practice), and with a remarkable body of students who accomplish far more than critics of contemporary higher education might ever surmise they could. The book thus lays out for examination and celebrates the work of our era's accomplished writing teachers and their students.

Contents: *Foreword, Susan Miller. Introduction. TEACHING/WRITING ABOUT THE SELF, THE SUBJECT, THE COMMUNITY. "See the Subject First": Negotiating Subjectivity in a Disciplinary Context, Winifred J. Wood with Nida Sophasarun. Teaching Writing as Writing, Teaching Students as Student Writers, Richard Straub. Brian's "Achieved Utopia": Disabling the Disability Label, Barbara Heifferon. On Project Six: The Role of Reflection in First Year Writing Course Outcomes, Susanmarie Harrington. Making Rhetoric Explicit: Demystifying Disciplinary Discourse for Transfer Students, Maureen Mathison. Reflexivity and Computer-Based Pedagogy: Looking Back, Thinking Broadly, James Inman. Everyday Literacy: Secular Institutions, Religious Students, and the Commute between Incommensurate Worlds, Richard E. Miller. TEACHING/WRITING WITH COMPUTERS, CLASSMATES, AND OTHER COLLEAGUES. The Improving Power of E-Conversation, George Otte. Making Rhetoric Viable/Making Rhetoric Visible in First Year Courses, Rebecca Rickly. Critical Thinking in the Digital Age, Joan Latchaw. Jeremiah's Gift: The Stained Glass Computer, Carrie Shively Leverenz. Technology Autobiographies and Student Participation in English Studies Literacy Classes, Karla Saari Kitalong, Dickie Selfe, and Michael Moore. Crazy Quilts: Piercing Together Collaborative Research, Katherine Fischer et al. Web-based Peer Review: An Opportunity for Conversation, Daniel Anderson. TEACHING/WRITING FOR ACADEMICS, AGENCIES, AND OTHER AUDIENCES. Writing Beyond the Class, Jonathan Anderson, Carol Peterson Haviland, and Charles Williams. Discourse Community Service: An Advanced Composition Course, Jane Carducci and Gary Eddy. Writing with the Jonnycake Center, Libby Miles. Special Texts and Special Needs: A Closer Look at Electronic Community, Christine Hult. Good Teaching and Good Writing: Practices in Public Life and Rhetorical Ethics, Lisa Toner. Why Write, and to Whom?: Revising Concepts of Audience and Purpose, Susan Lang. Re-inventing Community, Steve Parks and Lori Shorr. TEACHING WRITING AS RHETORIC, READING, AND REVISION. From Oprah to Andrea: The Ethos and Logos of Pathos, Rebecca Moore Howard. Technology in the High Schools: Aunt Polly's Answer to High-Tech, Betty Eidenier. Writing Around the Text: A Network of Contexts, Opportunities, and Responses, J Paul Johnson. The Personal Challenge of Academic Writing, Kathleen A. Welsch. Learning for Life: Application and Theory, Judy Hawkins and Jeremy Ball. "To Make Oneself Heard and Felt, to Signify, Jeffrey R. Galin. Afterword: Composition's Emergent Disciplinary Identity: Aims, Patterns, Problems, and Possibilities. Author Index. Subject Index.*

(RTRC)**2003 464 pp.****ISBN 1-57273-457-4 \$89.50 cloth****ISBN 1-57273-458-2 \$35.00 paper**

Multiple Literacies for the 21st Century

edited by Brian Huot, University of Louisville, Beth Stroble, University of Akron, and Charles Bazerman, University of California-Santa Barbara

The title of *Multiple Literacies* implies that literacy is not one thing and that it changes over time. This volume makes an important contribution to our understanding of literacy as a multi-faceted, complexly situated activity. Contributing authors represent a wide variety of theoretical and research perspectives. Each chapter provides the reader with a fresh perspective into a different site for literate behavior and relationships. This book celebrates and critiques literacy in various forms, accentuating its diverse and human character. As we begin the 21st century, it is important to take stock of what literacy can and has become. Freeing literacy from a specific site or set of practices allows us to see it as generative—as a way to consider the experiences, memories and histories of those who use literacy to make meaning in their lives.

Contents: *Introduction*, Brian Huot and Beth Stroble. *LITERACY NARRATIVES: LITERACY AND LIVES*. *In the Hallways of the Literacy Narrative: Violence and the Power of Literacy*, Kirk Branch. *Connected Literacies of Adult Writers: Ethnographies of Work in College Composition*, Barbara Gleason. *Where to Place the Lectern: How GTA Literacy Portfolios Inform Writing Pedagogy*, Kathleen Bell. *The Space Between Public and Private: Women's Literacy in Rural Nebraska*, Charlotte Hogg. *LITERACY AND SCHOOLING*. *Is This What Yours Sounds Like?: The Relationship of Peer Response to Genre Knowledge and Authority*, Elizabeth A. Wardle. *Meaning and Development of Academic Literacy in a Second Language*, Ilona Leki. *Enhancing Large-Group Literature Discussions*, Richard Beach, Sharon Eddleston, and Raymond Philippot. *Literacy and Learning in Context: Biology Students in the Classroom and the Lab*, Marty Patton and Ed Nagelhout. *LITERACY AND TECHNOLOGY*. *The Literacy of Electronic Peer Response*, Tarry Tannacito. *Toward a Theory of Online Collaboration*, Ellen Schendel, Michael Neal, and Cecilia Hartley. *The Visual Verbal Rhetoric of a Web Site: MarineLink as Imagetext Delivery System*, John W. Ramey. *Learning from Fatty Bear: Calling Forth Gender in Interactive Children's Multimedia Software*, Anne Frances Wysocki. *Professional Literacy: Representing Teaching as Discursive Practice in Multimedia*, Lucretia E. Penny Pence. *LITERACY AND OTHER SENSES/CAPACITIES*. *ABCs and Amazing Grace: To Literacy through Music for College Freshmen*, Katherine A. Sohn. *Emotional Hegemony, Citizenship and Popular Literacies in Composition: 1955-1965*, Lisa Langstraat. *Visual Images in the Chicago Defender: Sponsoring (Counter) Public Literacies*, Jill Swienicki. *Conceptual Diversity Across Multiple Contexts: Student Athletes on the Court and in the Classroom*, Julie Cheville. *Multiplying Literacy=Adding Numeracy: Numbers and the Literacy Educator*, Cindy Johaneck. *CRITICAL LITERACIES AND CRITICAL THINKING ABOUT LITERACY*. *Savage (II) Literacies: Hunting the Realities of Injun Joe*, Kevin Ball. *Neither Distant Privilege Nor Privileging Distance: Local Literacies and the Lessons of the Heidelberg Project*, Patrick Bruch, Valie Knoch, and Richard Marback. *Rhetorics of Race in Contestation: Reading for Written and Visual Literacies in The New Negro (1925)*, Laura Gray-Rosendale. *REFLECTIONS*. *Traveling to Literacies: A Journey Deep, Wise and Hard*, Carole Pfeffer. *A Reflective Moment in the History of Literacy*, Charles Bazerman. *Author Index*. *Subject Index*.

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Summer, 2004 476 pages

ISBN: 1-57273-536-8 \$95.00 cloth

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Doing Literacy Online

*Teaching, Learning and Playing
in an Electronic World*

edited by Ilana Snyder, Monash University
and

Catherine Beavis, Deakin University

The scale and speed at which online forms of communication have entered all aspects of our lives are unprecedented. Yet despite the extraordinary rate of uptake and increasing popularity of these new communication forms, we still have much to learn about them. Intended for a global audience, the essays in this volume provide an international perspective on persistent and emerging questions related to the use of online technologies for teaching and learning.

The essays demonstrate that online literacy practices can be understood only when they are examined within their social, political, economic, cultural and historical contexts. In their diversity, and in their politics, in their focus on both the macro and the micro, in both global and local contexts, the essays will provoke readers to re-evaluate the landscape and ecology of online education.

Contents: *Preface*, Martin Prinsloo. *Introduction, Doing Literacy Online*, Ilana Snyder and Catherine Beavis. *PART ONE: ONLINE LEARNING IN HIGHER EDUCATION*. *The New Literacy Studies, ICTS and Learning in Higher Education*, Marv R. Lea. *Students' Writing in the Virtual University: An Investigation Into the Relation Between Online Discussion and Writing for Assessment*, Robin Goodfellow, Michael Morgan, Mary Lea, and John Petit. *Digital Literacy for Autonomous Learning: Designer Problems and Learner Choices*, Denise Bertoli Braga and Joanne Busnardo. *"At Least We're All in the Same Boat!": Online Learning as a Turbulent Journey*, Marilda C. Cavalcanti and Ana Cecilia C. Bizon. *PART TWO: DESIGN AND ANALYSIS ISSUES IN WEB TEACHING AND LEARNING*. *Behind the Screen: the Language of Web Design*, Marion Walton. *Style, Genre and Technology: The Strange Case of Youth Culture Online*, Stephen O'Hear and Julian Sefton-Green. *Spinning the Web: An Analysis of a Website*, Anne Cranny-Francis. *Critical Technoliteracy and "Weak" Languages*, Dimitris Koutsogiannls. *PART THREE: TECHNOCULTURAL PRACTICE IN AND OUT-OF-SCHOOL*. *"Good Game": Text and Community in Multiplayer Computer Games*, Catherine Beavis. *"It Gives You an Image of Yourself That You Can Reflect Upon": Literacy, Identity and New Media*, Julie Faulkner. *"They're the Future and They're Going to Take Over Everywhere": ICTs, Literacy and Disadvantage*, Ilana Snyder, Lawrence Angus, and Wendy Sutherland-Smith. *Author Index*. *Subject Index*.

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ISBN 1-57273-540-6 \$55.00 cloth

ISBN 1-57283-541-4 \$24.95 paper

Toward Deprivatized Pedagogy

Diana Calhoun Bell, University of Alabama-Huntsville, and Becky Nugent, Governor's State

This book discusses a tool for shaping classroom practice—deprivatized pedagogy. Deprivatized pedagogy draws on postmodern critical theory and experiences at the university and in the writing classroom. The purpose of this text is neither to fan the smoldering embers of theory wars, nor to offer step-by-step instructions for teaching. Rather, it is to demonstrate the times, places, and situations in which theory and practice can and will intersect.

The term deprivatized pedagogy carries with it a conceptual model that will not fit into existing language. Although it is fraught with problems, the authors have selected the term deprivatized for highly specific reasons. Deprivatized pedagogy may be briefly defined as a way to interrogate classroom practices which are traditionally and inexplicably privatized. A deprivatized pedagogy is a conscious effort to work against traditional, often invisible classroom practices that privilege the construct of the autonomous individual, whether that individual is a teacher or a particular student. In short, deprivatized pedagogy is a strategy for bumping against and breaking down transparent barriers of unthinkingly ritualized practices in the classroom. As we share our takes and mistakes by deprivatizing our own classroom practices, the authors hope to provide a space to raise questions, evoke critiques, and embark on the path to self-reflexivity in the practice of teaching and learning.

Contents: *Introduction to Deprivatized Pedagogy. A Prehistory: Female Spaces and the Performance of Gender. Deprivatized Pedagogy and Response to Student Writing. Students, Deprivatization and the Issue of Grading. Writing Centers Pedagogy and the Project of Deprivatization. Resisting Tradition: Deprivatizing Writing Program Administration at a Small New England College (by Kristi Sandi). Deprivatization at Work: Mediating Technologies of Writing Review (by Jason Swarts). Privacy and the Evaluation Process (by Mohomodou Houssaba). The Decline of Privilege and the Rise of Privation in Public Higher Education (by Ronald Strickland). A Deprivatized Space: Student Responses to Chapter 1. Author Index. Subject Index.*

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Re-Mapping Narrative

Technology's Impact on the Way We Write

edited by Gian S. Pagnucci, Indiana University of Pennsylvania, and Nicholas Mauriello, Spelman College

This volume is an exploration of the future of narrative discourse. The authors have identified six potential paths, drawing patterns of narrative and visual, pedagogy and possibility.

The volume begins with Tales of the Digital Self. By telling stories we define ourselves. This struggle to understand who and what we are is even more amplified on the Web where identity is almost liquid. The authors in the second section picture how stories will be told in the future. In Pixels of Heroes and Heroines, we reconnect the future of narrative discourse to its literary roots. Although it is important to consider the forms narratives will take in the future, it is equally important to consider how these stories will be taught. This is the issue authors take up in Stories from Wired Desktops. Chapters move into the realm of the political in Views of Techno-Identity and Virtual Spaces. The volume concludes with the chapters in Critical Reflections on Project UNLOC.

Contents: *FOREWORD: THE IMPORTANCE OF NARRATIVE. Telling Stories, Drawing Maps, David Schaafsma. INTRODUCTION: PROJECT UNLOC: UNDERSTANDING NARRATIVE, LITERACY, AND OURSELVES IN CYBERSPACE. The Future of Narrative Discourse: Technology's Impact on the Way We Write, Gian S. Pagnucci and Nicholas Mauriello. TALES OF THE DIGITAL SELF: INTERSECTION OF NARRATIVE, TECHNOLOGY AND IDENTITY. "Diets Suck!" and Other Tales of Women's Bodies on the Web, Lisa Gerrard. The Presence of Interlocutors versus The Sites of the Internet: The Restricted Range of Disability Narratives: Ellen Barton. MOSAICS OF NARRATIVE OPTOMETRY: DIGITAL NARRATIVES/VISUAL LITERACY. Moving from Print to Digital Media, Susan M. Katz and Lee Odell. From Hawaii to Kairos: Alt. Writing and the Ongoing Composition, Myka Vielstimmig. PIXELS OF HEROES AND HEROINES: LITERATURE HITS CYBERSPACE. Desire and Slow Time: Reading Charlotte Brontë in the Information Age, Myron Tuman. Ulysses Unbound: Examining the Digital (R)evolution of Narrative Context, Todd Rohman and Deborah H. Holdstein. STORIES FROM WIRED DESKTOPS: TEACHING WITH TECHNOLOGY. Stories of Technology: Shaping School Landscapes, M. Shaun Murphy and D. Jean Clandinin. Whose Stories? Whose Realities? The Materiality of Narratives in the Electronic Writing Classroom, Patricia Webb Peterson. VIEWS OF TECHNO-IDENTITY AND VIRTUAL SPACES: WEB POLITICS AND INTERNET RESISTANCE. An Exile Collage: Politics, Stories, and Resistance in Cyberspace, Gerardo Contreras and Michele Petrucci, with Gian S. Pagnucci. CultureWise: Narrative as Research, Research as Narrative, Jennifer Cohen, Paula Mathieu, James Sosnoski, Bridget Harris Tsemo, and Vershawn Ashanti Young. Writing on the Internet (And That's Good), Catherine F. Smith. CRITICAL REFLECTIONS ON PROJECT UNLOC. "People Do What They Know:" Some Accounts of Participation in Project UNLOC, Christina Haas, with Kathryn Weiss. A Bibliographic Research Project, Gerardo Contreras and Robert Wallace. About the Contributors. Author Index. Subject Index.*

(RTRC)

Summer 2004 352 pages

ISBN 1-57273-449-3 \$69.50 cloth

ISBN 1-57273-450-7 \$27.50 paper

The Hope and the Legacy

The Past, Present and Future of "Students' Right" to Their Own Language

edited by Patrick Bruch, University of Minnesota-Twin Cities, and Richard Marback, Wayne State University

This book engages the formative influence on composition studies of the landmark 1974 "Students' Right" to Their Own Language resolution. Combining elements of documentary history and a collection of original scholarship, *The Hope and the Legacy* enables current professional hopes for the teaching of writing to be invigorated and informed by the lessons available within the legacy of debate over issues raised by "Students' Right." These include issues of racial identity and language diversity, social justice and literacy education, language policies and teacher attitudes, and classroom practices and the purposes of schooling in a pluralistic democracy. As a collection it provides a resource for historically contextualized and theoretically informed engagements with the central tensions facing teachers, students, and scholars in the field.

The essays are grouped into four sections: *The Context of Students Right* contains five previously published essays that characterize the research climate that generated the resolution. *The Immediate Response* contains four essays that highlight the range of responses to the statement. *The Second Wave of Reflection and Engagement* demonstrates major developments within composition research and theory that were framed as extensions of "Students' Right" and the issues it raised. *The Lasting Legacy* contains essays that address contemporary issues in composition studies through the lens of the "Students' Right" statement. Taken together, the essays track the impact of the "Students' Right" resolution through the past and into the future, enriching discussions of how research and practice in composition studies can best address issues of racial identity, writing instruction, and the purposes of schooling.

Contents: INTRODUCTION. Critical Hope, Students Right, and the Work of Composition Studies, Patrick Bruch and Richard Marback. THE CONTEXT OF STUDENTS RIGHT TO THEIR OWN LANGUAGE. The English Language is My Enemy (1967), Ossie Davis. The Politics of Bidialectalism (1970), Wayne O Neil. The Ethno-Linguistic Approach to Speech-Language Learning (1970), Grace S. Holt. Bi-Dialectalism is not the Linguistics of White Supremacy: Sense versus Sensibilities (1971), Melvin J. Hoffman. The Shuffling Speech of Slavery: Black English (1972), J. Mitchell Morse. INITIAL RESPONSES. A Contemporary Dilemma: The Question of Standard English (1974), William Pixton. No One Has a Right to His Own Language (1976), Allen Smith. The Student's Right to His Own Language: A Viable Model or Empty Rhetoric (1977), Jesse L. Colquit. The Student's Right to Their Own Language: A Dialogue (1983), Stephen N. Tchudi and Susan J. Tchudi. THE SECOND WAVE OF REFLECTION AND ENGAGEMENT. Toward Educational Linguistics for the First World (1979), Geneva Smitherman. The Politics of Composition (1979), John Rouse. The Politics of Composition: A Reply to John Rouse (1980), Gerald Graff. Writing Away From Fear: Mina Shaughnessy and the Uses of Authority (1980), Michael Allen. A Perspective on Teaching Black Dialect Speaking Students to Write Standard English (1983), Judith P. Nembhard. THE LASTING LEGACY. Nothing New Under the Sun: The Collective Responsibility of the Students' Right Resolution, Stephen Parks. Negotiating the Right to Write, Amy Hawkins. Students Right, English-Only and Re-imagining the Politics of Language, Bruce Horner. Dialect and the Discourse of Evaluation, Barbara Schneider. Breaking the Silenced Dialogue, Patrick Bruch. Implementing Students Right to Their Own Language: Language Awareness in the First-Year Composition Classroom, Michael Pennell. The Global Ground for Language Rights, Richard Marback. Author index. Subject Index.

(RTRC)

Summer, 2004 256 pages

ISBN 1-57273-584-8 \$52.50 cloth

ISBN 1-57273-585-6 \$23.95 paper

Classroom Spaces and Writing Instruction

edited by Ed Nagelhout, IUPUI and Carol Rutz, Carleton College

This book calls attention to the ways that teachers of writing must attend to the idea of the classroom, must be conscious of the spaces in which they meet students, and must be aware of the physical, material conditions that constrain or affect the teaching of writing. This collection offers a sophisticated mix of theory and practice, as well as a variety of discussions of the ways that space affects writing instruction at the college level. It offers sustained and rigorous focus on the role of classroom space. The goal is to challenge teachers to think about classrooms in more sophisticated ways and to reflect on the ways that these spaces affect their pedagogical objectives, their instructional opportunities, and their students learning.

Contents: Introduction: The Spaces of the Classroom, Ed Nagelhout and Carol Rutz. The Inertia of Classroom Furniture: Unsituating the Classroom, Ruth M. Mirtz. Spaces for Writing at Business: Creation and Use, Beth Hoger. Writing and Speaking in Conditional Rhetorical Space, Chris M. Anson and Deanna P. Dannels. Teaching Genre: Form and the Hypothetical Situation in the Business Writing Classroom, Sharon Josephson and Tracy Pynchard. Asking How to I Get to Jones Farm?: Constructing Pathways through Writing in an Interdisciplinary Class, M. Todd Harper. Active Minds, Invisible Bodies: Classroom Spaces as Constructions of Experience, Mary Ann Cain. Marvelous Cartographers, Carol Rutz. Spaces for the Activity of Writing Instruction, Ed Nagelhout and Glenn Blalock. An Archaeology of the Classroom, Rolf Norgaard. Excavating Neglected Space(s): Asserting Community in the Composition Classroom, Kevin Ball. Among Women, Bradley Peters. What Are the (Sub?) Texts in the Classroom? Is the Classroom a Text? Classroom Metaphors and the Boundaries of the Real, Katja Hawlitschka. Author Index. Subject Index.

(RTRC)

2004 248 pages

ISBN: 1-57273-538-4 \$52.50 cloth

ISBN: 1-57273-539-2 \$23.95 paper

Sustainable Computer Environments

Cultures of Support in English Studies and Language Arts

Richard Selfe, Michigan Technological University

This volume helps define the social, technical, and institutional issues that surround technology rich environments used in English studies departments and programs. These environments can have physical configurations and virtual components, all of which are changing constantly. Technology rich environments are helping to shape the working, teaching, and learning experiences of students, teachers, technicians, and administrators alike.

The volume has three primary goals: to provide a theoretical and practical basis for understanding the social, institutional, and professional dynamics that surround technology rich instruction; offer a set of heuristics for planning, maintaining, and continuously evaluating technology rich teaching and learning environments; and provide a set of best practices that provide examples of sustainable productive projects, approaches, and programs in specific K-college institutions.

Contents: *The Related Challenges of Digital Literacy and the Dynamics of Blame. Establishing a Culture of Support Within Which Teachers Come First, Pedagogy Second, and Computers Third. Planning Technology-Rich Environments. Making Systems Work in Sustainable Ways: Student Technology Assistants and Effective Fiscal Models. Assessing and Redesigning Sustainable Computer Efforts. Afterword: Final Summary and Comments. Appendices. References. Author Index. Subject Index.*

(NDCC)

Spring, 2004 192 pages

ISBN 1-57273-586-4 \$42.50 cloth

ISBN 1-57273-587-2 \$18.95 paper

Market Matters

Applied Rhetoric Studies and Free Market Competition

edited by Locke Carter, Texas Tech University

Much of the theory underlying technical communication, rhetoric, composition, and college English in general comes from a decidedly socialist/Marxist perspective, ones that espouses strong anti-Capitalist, anti-competitive statements. While members of the academy have learned much about cultural artifacts and practices from these methodologies and critiques, they are also disenfranchised from the larger world-view—free-market, competitive, and capitalistic. This volume, a collection of 11 scholarly essays, begins to fill this gap by asserting a theoretical and practical stance based on free-market mechanisms and behaviors.

Through a variety of approaches—from broad argument to specific examples of market behaviors, from historical criticism to case studies—this collection makes the case that, despite fears expressed by numerous critics of capitalism, technical communication and rhetoric and composition retain all their force, rationale, and value when expressed in free-market terms. Specifically, the collection argues that writing disciplines have market value and that Marxist approaches to the fields are not capable of promoting this value. It follows, then, that participants in these fields need to begin viewing themselves as market-players instead of reactionaries. A second general argument is that markets are inherently rhetorical, meaning that they create information, are subject to socially constructed trends, persuade and communicate values and ideas. In other words, the market is a natural and logical domain for rhetorical study and participation. Finally, a third argument is that certain activities, distance education foremost among them, create value for these academic fields. If we see our fields as having market value, we do not need to view distance education as a threat to writing disciplines, but rather an opportunity for growth and development. Locke Carter, the editor and lead essayist, holds not only a PhD in Rhetoric from the University of Texas at Austin, but also an MBA from the University of Texas at Austin.

Contents: *Rhetoric, Markets, and Value Creation: An Introduction and Argument for a Productive Rhetoric, Locke Carter. From Cultural Capitalism to Entrepreneurial Humanism: Understanding and Re-evaluating Critical Theory, Patrick Moore. The Aesthetic Anvil: The Foundations of Resistance to Technology and Innovation in English Departments, Fred Kemp. Rhetoric, Pragmatism, Quality Management: Managing Better Writing, Keith Rhodes. There is no Salvation: Rhetoricians Working in an Age of Information, Mike Salvo. "Typhoid Mary" Online and in Your Town: University of Phoenix as a Burkean Scapegoat in Academe, Brooke Hessler. Meeting a Demand: A Technical Communicators' Invitation to Discourse, Donna Spehar. New Process, New Product: Redistributing Labor in a First-Year Writing Program, Susan Lang. Balancing Constituencies: Being Able to Act, Barry Maid and Marian Barchilon. Marketing Rhetoric in the Market Economy: Selling the Value of Rhetorical Knowledge to Business, Yvonne Merrill. Dynamics in the Changing Marketplace of First-Year Composition, Kristine Hansen. Author Index. Subject Index.*

(RTRC)

Summer, 2004 272 pages

ISBN 1-57273-574-0 \$55.00 cloth

ISBN 1-57273-575-9 \$24.95 paper

In Search of Eloquence

Cross-Disciplinary Conversations on the Role of Writing in Undergraduate Education

Cornelius Cosgrove and Nancy Barta-Smith, Slippery Rock University of Pennsylvania

This book dialogically links scholarship in rhetoric, composition, and English Studies to the perspectives of faculty outside of English, and by so doing manages to both challenge and expand current thinking about writing pedagogy. The authors' recognition of the centrality of writing in undergraduate education leads them into extensive conversations with faculty from a variety of disciplines about writing's role in their own degree programs, scholarly disciplines, and professional practices. Those conversations explore just how composition specialists might effectively talk writing with faculty across disciplines, and how such talk might lead to writing instruction that is truly integral to every program of study. Gradually, a contemporary liberal arts quadrivium emerges, one that suggests no college curriculum should fail to teach the ability to analyze and adapt genres, as well as distinct forms of argumentation, the relationship between discourse and expertise, and appropriate use and style. Most sobering is the book's realization that such a comprehensive rhetorical education is only possible through the full involvement of faculty in every academic discipline.

Contents: *MEETING THE RHETORICIAN'S CHALLENGE THROUGH CROSS-DISCIPLINARY CONVERSATION. Composition Role When English No Longer Encompasses Instruction. Conversation as a Model for Cross-Campus Talk About Writing. AN INSTITUTION AND ITS FACULTY: THE WHY AND HOW OF OUR STUDY. The Teaching Life at a Small Public Comprehensive. Searching for Written Eloquence: Programs and Problems. Processes and Principles. An Ending and a Beginning. IN SEARCH OF RECOGNITION: THE DYNAMICS OF THE INTERVIEWS. Developing Ordinary Language. Facilitating Conversation: Moves Both Adept and Clumsy. Interdisciplinary Study Through Conversation. WHAT SHOULD STUDENTS WRITE? DISTANCES AND PROXIMITIES AMONG CLASSROOM, DISCIPLINARY, AND WORKPLACE GENRES. Defining Genres. Identifying Genres. Connecting Classroom and Professional Genres. Considering Doubts and Possibilities. Translating, Playing and Adapting. Valuing Classroom Genres, Contexts and Collaborations. WRITING AS INQUIRY, ARGUMENT AND PERSUASION. Logic, Emotion and Aesthetics in Inquiry and Argument. The Shifting Circumstances of Ethos in Academe. What, Then, Should We Teach. EXPERT KNOWLEDGE: KNOWING THAT, LEARNING HOW, AND ASKING WHY. Connecting Experience to Practice. Asking Why or Learning How in Graduate School. Writing to Learn, Reflect, and Critique in the Undergraduate Major. General Education as a Supplement to Specialist Expertise. Learning Nonspecialist Functional Expertise. CONNECTING CORRECTNESS AND STYLE TO WRITING INSTRUCTION WITHIN AND BEYOND DISCIPLINES. Teaching Writing and Teaching Correctness. Seeing Meaning as Stable or Variable. Connecting Style to Writing Within and Beyond Disciplines. FURTHER STEPS IN THE SEARCH FOR ELOQUENCE. Appendices. Works Cited. Author Index. Subject Index.*

(RTRC)

Summer, 2004 272 pages

ISBN 1-57273-576-7 \$55.00 cloth

ISBN 1-57273-577-5 \$24.95 paper

Who Can Afford Critical Consciousness?

Practicing a Pedagogy of Humanity

David Seitz, Wright State University

Through ethnographic research with students, this book contends that many composition teachers' training in critical theory may lead them to misread implicit social meanings in working class, minority, and immigrant students' writing and thinking. The author examines how the local perspectives and discursive strategies of students from these backgrounds often complicate the translation of these theories to practice. The core of the book analyzes three commonplaces of critical writing pedagogy: instrumentalism, difference and resistance from the viewpoints, lived experiences, and social positions of these students.

The book also chronicles the reeducation of the author as a critical writing teacher in response to the complications raised by the students in his ethnographic research as he moves from a university serving urban multicultural students to one that serves primarily White working and middle-class students from rural and suburban backgrounds. For each of the three commonplaces of critical writing pedagogy that the students' experiences and positions complicate, the author offers pedagogical responses in the form of concrete assignments and curriculum design as well as reflections on the process of the teaching approaches and discussion of student's writing projects. His pedagogy ultimately asserts that students need to build their own critical theories inductively, rather than deductively applying others' theories, if they are going to be internally persuaded that critical theory holds any value for their lives outside college.

Contents: *Provoking Questions. Class Contexts. Reconsidering Instrumentalist Motives. Immigrants and Instrumentalism. Making Work Visible. Social Meanings of "Difference". Reconsidering Resistance. Social Affirmation: Alongside Social Critique. Afterword: Who Should Be Building the Theory? Appendices. References. Author Index. Subject Index.*

(RTRC)

Spring, 2004 288 pages

ISBN 1-57273-580-5 \$57.50 cloth

ISBN 1-57273-581-3 \$26.50 paper

Discourse Studies in Composition

edited by Ellen Barton, Wayne State University, and Gail Stygall, University of Washington

The essays in this volume provide fresh and engaging support for Charles Bazerman's recent observation that scholarship in English composition, "looking outward to the uses of writing in the world, has awakened to the power and ubiquity" of written discourse. The analysis of language is basic to the enterprise of composition studies: every study in the field is based implicitly or explicitly on the analysis of text and/or talk in their various contexts. Yet within this robust tradition of the analysis of language in composition studies, surprisingly little has been published about different approaches to the systematic analysis of discourse. The present volume aims to fill this gap in the research literature of the field, with a collection of chapters that synthesize and situate the systematic study of discourse more explicitly in the field of composition.

Each chapter in the volume follows a common tripartite structure: a description of a particular approach to discourse analysis, a case study using that approach, and a discussion of the value of this approach in the field of composition studies.

Contents: *Introduction: Productivity and Suspicion*, Ellen Barton and Gail Stygall. *Inductive Discourse Analysis: Discovering Rich Features*, Ellen Barton. *Analysis of Oral-Written Language*, Wallace Chafe. *Functional Grammar and Discourse Structure*, Charles Meyer. *Metadiscourse, Discourse, and Issues in Composition and Rhetoric*, William Vande Kopple. *The Analysis of Academic Discourse(s)*, Susan Peck MacDonald. *Genre Analysis and the Advanced Second Language Writer*, John Swales and Margaret Luebs. *Critical Discourse Analysis*, Thomas Huckin. *Rhetorical Analysis*, Jeanne Fahnestock and Marie Secor. *Combining Diverse Approaches in the Analysis of Scientific Discourse*, Dwight Atkinson. *New Research Strategies in Genre Analysis: Reported Speech as Recontextualization in a Psychotherapist's Notes and Initial Assessment*, Carol Berkenkotter and Doris Ravitz. *Narrative Discourse Analysis and Legal Texts*, Gail Stygall. *Temporal Analysis: A Primer Exemplified from a Case from Pre-Hospital Care*, Cheryl Geisler and Roger Munger. *Evaluating Professional Discourse: How Well Does it Work for Real Readers?*, Davida Charney. *Arrangement and Perspective in HTML Hypertext*, George Dillon. *Constructing Authority: Student Perspectives and Classroom Discourse*, Mary Lutz and Jeanne Fuller. *Dialogic Discourse Analysis of Revision in Response Groups*, Martin Nystrand. *Further Notes from a Young Orthographer*, Robert Gundlach. *Author Index. Subject Index.*

2002 424 pages

ISBN 1-57273-327-6 \$85.00 cloth

ISBN 1-52273-328-4 \$34.50 paper

Basic Writing as a Political Act

Public Conversations About Writing and Literacies
Linda Adler-Kassner, Eastern Michigan University, and Susanmarie Harrington, Indiana University-Purdue

This book takes a step back from the quest to "solve" problems related to basic writing and students in basic writing classes and offers a refreshing new view of the field. The authors begin by analyzing definitions of basic writing and basic writers in four key venues—basic writing research, mainstream media, course syllabi, and interviews with students enrolled in basic writing classes. They argue that much of the work in basic writing (research and teaching materials alike) portray classroom-based literacy practices as devoid of social context. Students' existing literacy practices are separated from the cultures in which they were cultivated and separated from the academic literacy practices used in school. Those academic skills are similarly portrayed as distinct from the academic context where they will be used. This characterization of literacy is reinforced by portrayals of basic writing and basic writers in mainstream media, and reinforces notions of writing and reading in school that students bring with them to their basic writing classes.

The authors argue that basic writing teacher-researchers must encourage students to contextualize literacy practices both in and out of school. In so doing, their book offers a dramatic new direction for the field. Helping students develop an intrinsic sense of the values and cultures reflected in literacy strategies will make basic writing a political act.

Contents: *What We Talk About When We Talk About Writing. Basic Writing and the Problem of Autonomous Literacy. An Inward Glance: Basic Writing and Basic Writers in Basic Writing Research. Who Are Basic Writing Students? Curricular Strategies: Helping Basic Writers. Pedagogical Alternatives: Basic Writing and Basic Writers in Context. "I Can Just Give You Five . . .": Student Talk About Writing in School. Writing, Writers, and Transmission. School-Based Writing and Correctness. Writing Wrong. "Successful" Student Writing and Schooling. Enacting/Acting With: Beginning to Make Basic Writing a Political Act. Student Talk About Literacy Out of School. Students, Families, and Literacy. Beyond Family: Literacy Bonds. Real-Life Writing: Literacy in School and Beyond. Looking Outward: Basic Writing and Basic Writers in the Mainstream Media. The School-Success Narrative: Students in Middle-Class Culture. CUNY and the Failure of the School-Success Narrative: "An Institution Adrift". Powerless Students. General College: The Triumph of the School-Success Narrative. Basic Writing Coverage: Who Speaks, What is Said. Continuing the Conversation: Basic Writing Now and Beyond. Basic Writing Defined? The Complications of Framing Basic Writing. Bureaucracy as Enabler and Constrainer. When is Basic Writing First-Year Composition Instead? Making Basic Writing a Political Act: Curricular Change and the Basic Writing Classroom. References. Author Index. Subject Index.*

2002 128 pages

ISBN 1-57273-437-X \$32.50 cloth

ISBN 1-57273-438-8 \$16.95 paper

Directed Self-Placement

Principles and Practices

edited by Daniel J. Royer and Roger Gilles, Grand Valley State University

Directed Self-Placement challenges two key assumptions—that college writing ability can be effectively measured outside the rich context of classroom assessment practices, and that writing ability alone best predicts success in the college writing classroom.

Around the country, program administrators at colleges and universities seek to assign entering students to an appropriate first-year writing class by determining as best they can the proficiency of student writing (standardized tests, entrance portfolios, timed writing samples). How can decisions about placement include the larger contexts of program pedagogy, program goals, and complex student lives? How can placement decisions take educational advantage of what students already know about themselves as writers? How can writing program administrators and faculty use what they know about their own program's expectations and past experience with writers to help guide students in making an informed, intelligent choice about which course is right for them?

The contributors to this volume describe how and why DSP works—how it honors the high school experiences of entering college students, how it motivates students to do well, how it encourages faculty to main high expectations, how it challenges both faculty and administrators to define and articulate their curricula, and how it helps ensure that students who really want extra help get the help they need. Representing a full range of institutions they explore the principles and practices of this exciting new approach to writing placement.

Contents: Foreword, Edward White. Introduction: FAQ, Daniel J. Royer and Roger Gilles. *PRINCIPLES. Directed Self-Placement in Relation to Assessment: Shifting the Crunch From Entrance to Exit*, Peter Elbow. *Directed Self-Placement in the University*, David Blakesley. *The Pragmatic Foundations of Directed Self-Placement*, Daniel J. Royer and Roger Gilles. *The Role of Self-Efficacy in Writing and Directed Self-Placement*, Erica J. Reynolds. *PRACTICES. Directed Self-Placement at Belmont University: Sharing Power, Forming Relationships, Fostering Reflection*, Robbie Pinter and Ellen Sims. *Introducing Directed Self-Placement to Kutztown University*, Janice Cherneckoff. *The Case of a Small Liberal Arts University: Directed Self-Placement at DePauw*, Cynthia E. Cornell and Robert D. Newton. *Directed Self-Placement at a Large Research University: A Writing Center Perspective*, Phyllis Frus. *Directed Self-Placement in a Community College Context*, Patrick Tompkins. *Southern Illinois University Carbondale as an Institutional Model: The English 100/101 Stretch and Directed Self-Placement Program*, David Blakesley, Eric J. Harvey, and Erica J. Reynolds. *Responding to Directed Self-Placement*, Michael Neal and Brian Huot. *Author Index. Subject Index.*

(RTRC)

2003 272 pages

ISBN: 1-57273-532-5 \$55.00 cloth

ISBN: 1-57273-533-3 \$24.95 paper

Identities Across Texts

George H. Jensen, Southwest Missouri State University

Identities Across Texts is foremost a critique of the debate between cognitivists and social constructionists. It argues against fragmented views, that the dialectic between identity and text can be reduced to mind or society, body or economics, nature or nurture. While the book relies most consistently upon Hegel and Jung, actually a Hegelian way of reading Jung, it also draws upon Vygotsky, Burke, Bakhtin, Peirce and other theorists who think beyond dichotomies.

The book begins with a reinterpretation of Jung's key concepts—ego, persona, shadow, anima and animus, archetypes, and psychological type. Common notions of Jung's work place him among cognitivists, but the reinterpretation enacted in this book presents a view of Jung that cannot be labeled as cognitive or social. The major concepts of Jung's work are then used to interpret a range of discursive acts (gossip, personal narratives, satire, and propaganda) and a range of themes (semiotics, the death of the author, romantic love, and American realism). The final chapter of the book analyzes ethos in student essays as a transaction that embraces author, reader, text, and context.

Contents: *Reading Jung's Model of the Self. Intentional Misreadings. Hegel's System. Reading Jung's System: Looking for History and Ideology. The Psyche, Body and Sign. The Inner and Outer, the Conscious and Unconscious. EGO. Ego as Subject, Ego as Object. The Historical Development of the Ego. The Ego and Culture. The Ego and Perception. Neighbors Talking. Peirce's Semiotics. Stigma. The Ego and Reading. PERSONA AND PERSONAE. The Social Dynamics of the Persona. Persona and Ethos. The Death of the Author? Persona and Body. Persona and Culture. Bill W.'s Story. Shutter Masks and Derrida. Persona and Humor. THE SHADOW. The Shadow and the Trickster. Language and Social Control. Satire. Propaganda. The Shadow and Romantic Love. ANIMA AND ANIMUS. Warrior Culture and the Anima. Dante's La Vita Nuova. The Animus in Woolf's To the Lighthouse. Family, Enmeshment, Romantic Love, Elvis and Priscilla. Anne Rice's The Claiming of Sleeping Beauty. ARCHETYPES. The Problem with Emotions. A Reading of "Psychological Aspects of the Mother Archetype". Archetypal Constellations. Crane's "The Blue Hotel". PSYCHOLOGICAL TYPES. What is Meant by Type. The Basic Model. Type and Development. Jakobson's Dominant. The Dominant in American Realism. The Beginning of Realism: Flaubert's Madame Bovary. W.D. Howell's The Rise of Silas Lapham. Twain and Local Color. Hamlin Garland's "A Brach Road". Stephen Crane's Maggie. A TRADITIONAL VIEW OF ETHOS. The Study. A Semiotic Interpretation. Linda's Essay. Jeremy's Essay. Robin's Essay. Susan's Essay. CONCLUSION. Works Cited. Author Index. Subject Index.*

(RTRC)

2002 256 pages

ISBN: 1-57273-323-3 \$52.50 cloth

ISBN: 1-57273-324-1 \$23.95 paper

The Rhetoric and Ideology of Genre

edited by Richard Coe, Simon Fraser University, Lorelei Lingard, University of Toronto, and Tatiana Teslenko, Simon Fraser University

This book aims to advance a radical reconception of genre and discourse, and to enhance understandings of reading, writing, speaking, and listening as socially situated and motivated activities. The various chapters offer theorists, researchers, and teachers critical methods and conceptual frameworks for understanding the pragmatic and social aspects of discourse embodied by generic structures and processes. Most of the contributions are based in pragmatic studies of particular discourses, among them the discourses of the Internet, student writing, and “teacher talk” about that writing, of architecture, social work, medicine, engineering, literature and sex-advice columns. Each chapter also challenges and advances our understanding of discursive genres, and how they act, both socially and on individuals.

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Contents: *Editors' Introduction. THE SYMBOLIC ACTION OF GENRE. Genre and Identity: Citizenship in the Age of the Internet and the Age of Global Capitalism, Charles Bazerman. Uptake, Anne Freadman. UPTAKES ON PROFESSIONAL DISCOURSES. Genre and Identity: Individuals, Institutions, and Ideology, Anthony Pare. Genre and Power: A Chronotopic Analysis, Cathy Schryer. Genre Systems: Chronos and Kairos in Communicative Interaction, JoAnne Yates and Wanda Orlikowski. Fuzzy Genres and Community Identities: The Case of Architecture Students Sketchbooks, Peter Medway. Learning Medical Talk: How the Apprenticeship Complicates Current Explicit/Tacit Debates in Genre Instruction, Lorelei Lingard and Richard Haber. Problems of Generalization/Genrelization: The Case of The Doctor-Patient Interview, Judy Segal. UPTAKES IN EDUCATION. Meta-Genre, Janet Giltrow. Assembling a Generic Subject, Gillian Fuller and Alison Lee. The Kind-ness of Genre: An Activity Theory Analysis of High School Teachers' Perception of Genre in Portfolio Assessment Across the Curriculum, David Russell. From Little Things Big Things Grow: Ecogenesis in School Geography, J.R. Martin. UPTAKES ON SOCIAL AND POLITICAL DISCOURSE. Disembodied Voices: The Problem of Context and Form in Theories of Genre, Peter Knapp. Genres—From Static, Closed, Extrinsic, Verbal Dyads to Dynamic, Open, Intrinsic, Semiotic Triads, Sigmund Ongstad. Ideology and Genre: Heteroglossia of Soviet Genre Theories, Tatiana Teslenko. The Exclusionary Potential of Genre: Margery Kempe's Transgressive Search for a Deniable Pulpit, Nadeane Trowse. (En)compassing Situations: Sex Advice on the Rhetoric of Genre, Ryan Knighton. Author Index. Subject Index.*

(RTRC)

2002 400 pages

ISBN 1-57273-383-7 \$79.50 cloth

ISBN 1-57273-384-5 \$32.50 paper

Revision Revisited

Alice S. Horning, Oakland University

A finished text is like a smooth fabric: it has no irregularities to distract from its overall pattern and meaning unless variations are inserted purposely. One question that arises about smooth texts produced by professional writers is how they create them; revising is a linchpin in the answer. This volume reviews the last quarter century of research on revising to show how expert writers create the smooth fabric of a readable text. Writers weave seven strands, drawing on several kinds of self-knowledge and several kinds of skills together in the revision process. Combining a review of prior studies and new case studies with nine professional writers from a variety of fields, this volume reveals these seven strands, making clear how expert writers produce the smooth fabric of readable text.

Contents: *REVISION REVISITED: AN INTRODUCTION. Defining Revision. Studying Revision: Measurement and Methodology Issues. Research Questions. Approaching Revision. Detailed Overview of the Book. A QUARTER CENTURY OF REVISING: A SELECTED REVIEW OF THE LITERATURE. Strand 1: Metarhetorical Awareness. Strand 2: Metastrategic Awareness. Strand 3: Metalinguistic Awareness. Strand 4: Collaboration Skills. Strand 5: Genre as a Skill. Strand 6: Text and Context as a Skill. Strand 7: Skilled Use of Revision Tools. PSYCHOLOGICAL PERSPECTIVES ON REVISING. Psychological Insights on Revising. Study 1: Student Writers Revising. Study 2: Expert Writers Revising. Findings on Metarhetorical Awareness. Findings on Metastrategic Awareness. Discussion. Conclusion and Implications. LINGUISTIC AND RHETORICAL ISSUES IN REVISING. Redundancy. Cohesion. Rhetorical Situation. Context of Situation. Mini-Case Study. TEACHING AND LEARNING REVISING. Teaching Revision: Writing Teachers. Practicing Writers Revising: Reflective Self-Awareness. Textbook Advice on Revising: How-to-do-it Advice. Learning Revision: Case Studies. Case Study 1: Kris. Case Study 2: Jack. CASE STUDIES: ACADEMIC EXPERT WRITERS. Academic Writers Writing: Prior Studies. Metarhetorical Awareness. Metastrategic and Metalinguistic Awareness. Collaboration. Genre. Text and Context. Toolbox. Case Studies: Academic Expert Writers. Case 1: Academic Encyclopedia Entry. Case 2: Academic Conference Paper. Discussion: Cross-case Analysis. WORKPLACE EXPERT WRITERS. Workplace Writing Research. Metarhetorical Awareness. Metastrategic Awareness. Metalinguistic Awareness. Collaboration. Genre. Case Studies: Workplace Expert Writers. Case 3: Public Relations Letter. Case 4: Medical Reference Encyclopedia Entry. Case 5: Legal Appellate Brief. Case 6: Client Advice Letter. Discussion: Cross-case Analysis. A MINISTER, A PRIEST, AND A RABBI: LESSONS FROM SERMON WRITING AND REVISING. Text and Historical Context: Preachers' Education and Preparation. Text and Context: Focus on the Text and Commentary in Sermon Writing and Revising. Text and Context: Historical Perspectives Reveal Focus on Text and Audience and Highlight the Individual Preacher. Text and Context: Interaction of the Preacher, the Audience, and the Text. Revision Tools. Case Studies: A Minister, A Priest, and A Rabbi. Case 7: Presbyterian Sunday Sermon. Case 8: Episcopal Sunday Sermon (in Lent). Case 9: Jewish New Year Sermon. Results: All Awarenesses, Genre, Text and Context, and Tools. Discussion: Cross-Case Analysis. REVISION REVISITED. Some Side Notes. Pedagogical Implications. Appendix A: Writing and Process Statement Assignments for the Research Paper Course. Appendix B: Peer Response Sheet. Appendix C: Feedback Notes Sheet. Appendix D: Revising Study Subject Background Questionnaire. Appendix E: Revising Study Questionnaire for Revising Tasks. References. Author Index. Subject Index.*

(RTRC)

2002 328 pages

ISBN: 1-57273-442-6 \$69.50 cloth

ISBN: 1-57273-443-4 \$29.50 paper

Forming the Collective Mind

A Contextual Exploration of Large-Scale Collaborative Writing in Industry

Geoffrey A. Cross, University of Louisville

Teamwork, total quality management, and reengineering have created the need for large writing groups with 15 or more members to increase expertise in and commitment to organization decision making adapted to fast-changing global competition. This volume focuses on how to successfully conceptualize, organize and implement the documents that often serve as mediators in the transformation from task-based into process-based organizations.

The book is the first detailed rendering of large-scale group writing involving numerous subgroups. It addresses many pertinent questions and issues of cross-functional group writing including:

- Can employees from different units write together even though they initially hold different task and text representations of the project?
- How can a large writing group develop an outsider boilerplate into a more situated model into a situated document?
- How can collaboration be influenced by an environment of downsizing and mergers?
- How may use of different media support or undermine large-scale group writing?
- How can a building's symbolic capital and workflow influence collaboration?

The book draws on research and theory in psychology, management, computer science, architecture, rhetoric and composition, and business and technical writing to focus on how a collective mind forms in large-scale group writing in today's workplace. Additionally, there is extensive pertinent research on computer-mediated and face-to-face meetings, as well as group formation, training, and development. Recommendations for all phases of large-group writing processes are made. This research identifies a phase of large-group writing that is not present in other writing processes.

Contents: *Introduction. Genesis of a Project. The Invisible Elephant. Causes of Apathy, Cacophony, and Anti-Consensual Revolt. Managing Collaboration. Procurated Collaborations. Forming the Collective Mind: Conclusion. Organizational Climate for Large-Scale Collaboration. Works Cited. Appendices. Author Index. Subject Index.*

2001 288 pages

ISBN: 1-57273-319-5 \$57.50 cloth

ISBN: 1-57273-320-9 \$24.95 paper

**AWARD WINNER
ASSOCIATION FOR
BUSINESS
COMMUNICATION'S
DISTINGUISHED
PUBLICATION AWARD
(2001)**

**NCTE BEST BOOK IN
SCIENTIFIC OR TECHNICAL
COMMUNICATION AWARD
(2001)**

New Worlds, New Words

Exploring Pathways for Writing About and in Electronic Environments

edited by John F. Barber and Dene Grigar,
Texas Women's University

This collection of essays examines and experiments with changing notions of writing about and in electronic spaces, as well as visualizes how some of this writing might appear were it captured in print (many of the chapters experiment with different ways of presenting text on the page). For example, to emphasize the theme of the socially collaborative nature of electronic writing, the final chapter is an edited log of a MOO session in which many of the authors participated.

The chapters establish a fresh common ground for writing about and in electronic environments. They depart from the systematic study and observation of the kinds of writing happening in computer-supported environments usually encountered and instead focus on new forms of writing and publishing. The chapters evoke the necessity of bringing new ways of seeing to bear on writing's relationship to new technologies.

Contents: *PROLOGUE. By Way of Prologue: A Dispatch Concerning Suspense, Signs, and Shapes, Hugh Burns. Introduction, or Philosophizing About the Art and Techné of Writing in This Book, Dene Grigar and John F. Barber. CHAPTERS FROM NEW WORLDS: WRITING IN AND ABOUT ELECTRONIC SPACES. A Dialog on the Reality of Writing in Virtual Environments, Dene Grigar. In Between: Or, Writing on the Midway, Victor Vitanza. @Title This_Chapter As . . . [Was: On the Web, Nobody Knows You're an Editor], Mick Doherty. A Play on Texts: A Rhetoric and Poetics of Discourse, Myka Vielstimmig. Following in the Footsteps of the Ancestors: From Songlines to Illuminated Digital Palimpsests, John F. Barber. COMMENTS BETWEEN CHAPTERS: Dispatches from the MiddleWor(l)ds of Computers and Composition: Experimenting with Writing and Visualizing the Future, Gail Hawisher and Cynthia Selfe. CHAPTERS FROM NEW WORDS: STAKING OUT EVOLVING BOUNDARIES OF ELECTRONIC SPACES. CypherText MOOVes: A Dance With Real-Time Publications, Jan Rune Holmevik and Cynthia Haynes. Diving into the Text: Rediscovering the Myths of Our Books, Nick Carbone. A Meshing of Minds: The Future of Online Research for Print and Electronic Publication? Michael Day. Theorizing the Raw Archive: A New Paradigm for Academic Scholarship and Publication, Jeff Galin and Joan Latchaw. What Are We Doing to Ourselves? (Some Material Practices of Digital Publishing), Dickie Selfe, with April Chapman, Allan Heaps, Heather Kreager, Brian Neuwerth, and Alanna Smith. Writing in Electronic Spaces, Judith Kirkpatrick. CHAPTERS FROM NEW WOR(L)DS. MOO=Public+A(c)tion: A MOO Session for New Worlds, New Words, Mick Doherty and Sandye Thompson. Epilogue: "They Are Already In It", Lester Faigley. Author Index. Subject Index.*

(RTRC)

2001 448 pages

ISBN 1-57273-333-0 \$89.50 cloth

ISBN 1-57273-334-9 \$36.50 paper

Assessing the Portfolio

Principles for Practice, Theory and Research

Liz Hamp-Lyons, Hong Kong Polytechnic University and William Condon, Washington State University

This volume deals comprehensively and systematically with the subject of portfolio-based writing assessment. This single source fully explores the theory behind using portfolios in a writing program as well as information about what portfolios are, what advantages they hold for assessment purposes, and what effects they can have on a writing program. The book focuses not on an individual program, but on the full spectrum of portfolio assessment as it has evolved so far. The book examines the theory and principles behind portfolio-based assessment; discusses the practice of this form of assessment in its many manifestations; deals comprehensively with how to go about setting up such an assessment, and begins to discuss the kinds of research questions that will inevitably arise as portfolio assessment continues to grow.

Abridged Contents: *Portfolio-Based Writing Assessment, Portfolio-Based Writing Assessment in College Writing Programs, Portfolios in Practice, Developing a Theory for Portfolio Based Writing Assessment, Research Agenda for Portfolio-Based Writing Assessment, Author Index, Subject Index.*

2000 224 pages

ISBN 1-57273-230-X \$49.50 cloth

ISBN 1-57273-231-6 \$22.95 paper

The Online Writing Classroom

edited by Susanmarie Harrington, Indiana University - Purdue University

Michael Day, Northern Illinois University, and Rebecca Rickly, Texas Tech University

This book is designed for writing teachers who teach in online environments—primarily networked computer labs and the Internet—and for writing teachers who would like to teach in such spaces. All the contributors write from their own teaching, research, or administrative experience, and all tell their stories in a rich theoretical context that will allow readers to see the relationship between theory, context and practice. The chapters serve as descriptive guides to new teaching practices to help the reader find ways to use online activities to further their own pedagogical goals within their own specific contexts.

Contents: *Introduction to the Online Writing Classroom: Supporting Teachers Who Are Beginning to Use Technologies to Expand Notions of Literacy, Power, and Teaching, Susanmarie Harrington, Michael Day, and Rebecca Rickly. FOCUS ON PEDAGOGY. Hooked On Tronics, of Creating a Happy Union of Computers and Pedagogies, Barbara Stedman. Cultural Studies in/and the Networked Writing Classroom, Beth Kolko. Virtual Space, Real Participation: Dimensions and Dynamics of a Virtual Classroom, William Condon. Teach Us How to Play: The Role of Play in Technology Education, Gail Matthews-DeNatale. Indiscipline: Obscenity and Vandalism in Cyberclassrooms, Sharon Cogdill. "Why Should I Use the Web?" Four Drawbacks and Four Benefits to Using the World Wide Web as a Pedagogical Tool for Writing Classes, Steven D. Krause. FOCUS ON COMMUNITY. Composition, Collaborations, and Computer-Mediated Conferencing, Betsy A. Bowen. Improving Classroom Culture: Using the Electronic Dialogue to Face Difference, Pamela Gray. Fostering Diversity in the Writing Classroom: Using Wide-Area Networks to Promote Inter-*

racial Dialogue, Leslie D. Harris, Robert Smith, and Terry Craig. Writing a Narrative: Moos and E-Journals, Margit Watts and Megumi Taniguchi. Advanced Composition Online: Pedagogical Intersections of Composition and Literature: Linda K. Hanson. Effective Teaching in the Online Classroom: Thoughts and Recommendations, John F. Barber. FOCUS ON ADMINISTRATION. Surviving in English Departments: The Stealth Computer-Based Writing Program, Fred Kemp. Surveying the Electronic Landscape: A Guide to Forming a Supportive Teaching Community, Kate Coffield et al. A Mediated Co-existence: The Case of Integrating Traditional and Online Classroom Training for New and Experienced College Teachers, Ruth Mirtz and Shively Leverenz. Asynchronous Networks for Critical Reflection: Using CMC in the Preparation of Secondary School Writing Teachers, Robert P. Yagelski. Glossary of CMC Terms, Michael J. Day and Susanmarie Harrington. Author Index. Subject Index.

2000 408 pages

ISBN 1-57273-271-7 \$79.95 cloth

ISBN 1-57273-272-5 \$27.50 paper

Englishes in Contact

Anglophone Caribbean Students in an Urban College

Shondel J. Nero, St. John's University

This longitudinal study of four anglophone Caribbean students at a New York City College offers an in-depth examination of the students' written and spoken language, as well as related issues such as language and identity, language attitudes, and educational responses to ethnolinguistic diversity. Case studies of the participants constitute the core of the book. There is detailed linguistic analysis of students' writings in various genres, numerous examples of students' written and spoken language, and an emphasis on the students' perception of their linguistic behavior and educational experiences.

The study is premised on the notion that language use is socially determined. Therefore, any analysis of a student's language performance in school must include a broader examination of the sociocultural contexts within which the student's language and literacy practices have developed. To this end, the book examines sociopolitical implications in defining language and dialect; and discusses the importance of language attitudes in educational practice, especially in placement, assessment, reading, and writing instruction.

Abridged Contents: *Introduction. CREOLES, IDENTITY, AND CARIBBEAN MIGRATION. Anglophone Caribbean Migration. LANGUAGES, DIALECTS, AND EDUCATION. Creoles—Languages or Dialects? Anglophone Caribbean Students in England. Anglophone Caribbean Students in Canadian Schools. Anglophone Caribbean Students in American Schools. Literacies and Writing in an American Context. Research Perspectives. THE STUDY. Setting. Participants. Data Collection. Data Analysis. CHARLES BENJAMIN. Early Language and Schooling Experiences. Migration and Schooling in New York City. Writing at LIU. Discourse Analysis. Morphosyntactic Features. Final Reflections. MYRNA GEORGE. Early Language and Schooling Experiences. Migration and Schooling in New York City. Writing at LIU. Discourse Analysis. Morphosyntactic Features. Final Reflections. NADINE FERGUSON. Early Language and Schooling Experiences. Migration and Schooling in New York City. Writing at LIU. Discourse Analysis. Morphosyntactic Features. Final Reflections. OSCAR EVANS. Early Language and Schooling Experiences. High School in Jamaica. Writing at LIU. Discourse Analysis. Morphosyntactic Features. Final Reflections. DISCUSSION AND CONCLUSIONS. Style Shifting. Speech and Writing. Discourse Features in Participants' Writing. Morphosyntactic Features. Reflections on Four Semesters in the Writing Program.*

Placement. Broader Issues. Language Attitudes. A "Resource-full" Policy. Directions for Future Research. Notes. Appendixes. References. Author Index. Subject Index.

2001 192 pages

ISBN 1-58273-325-X \$42.50 cloth

ISBN 1-57273-326-8 \$18.95 paper

The Practice of Response

Richard Straub, Florida State University

This book defines certain ways of looking at response and offers strategies for pursuing individual purposes as a writing teacher. It provides a manageable list of principles and practices to guide writing teachers' attempts to develop their own ways of responding. The book displays samples of how experienced teachers respond to student writing, analyzes the strategies these teachers use in their responses, and considers methods of response in terms of the larger context of instruction.

Response is integral to the teaching of writing and to improvement in writing. The book sets out to show a range of informed teachers about the task of responding to student writing, defines an array of responding strategies, examines response in the context of the larger work of teaching writing, helps new and experienced teachers find ways to develop their own methods of response, and inspires a positive attitude about responding to student writing.

Abridged Contents: Introduction. Models of Response: How Recognized Teachers Respond to Student Writing. The Focus and Scope of Comments. The Length and Specificity of Comments. The Modes of Commentary and Teacher Control. A WAY TO ANALYZE COMMENTS. The Focuses of Commentary. The Modes of Commentary. Using the Rubric to Analyze Comments. Using the Rubric to Analyze Your Responding Style. COMMENTS IN CONTEXT: NEW COMPOSITIONISTS' RESPONSES TO STUDENT WRITING. A Comparison of the Two Groups of Responders. CLASSROOM INSTRUCTION, RESPONSE, AND THE STUDENT'S EVOLVING TEXT: THREE CASE STUDIES. GUIDELINES FOR RESPONDING TO STUDENT WRITING. Bringing the Class into Your Responses. Viewing Response as an Exchange. Responding as Selecting. Focusing on First Things First. Shaping Your Comments to the Larger Context of Writing. Creating a Give-and-Take Responsibility with Students. On Marginal Comments and End Comments. Integrating Responses into the Class. MANAGING THE PAPER LOAD, OR MAKING GOOD USE OF TIME. Planning Comments Across the Course. Planning Comments Before Each Set of Papers. Responding to Individual Papers. Making the Most When You Hand Back Your Responses. STUDENTS' PERCEPTIONS OF TEACHER COMMENTS. Specificity. Focus. Mode. A Selected Bibliography on Teacher Response. Sample Papers for Response. Appendix. Index.

2000 344 pages

ISBN 1-57273-335-7 \$29.95 paper

Transitions

Writing in Academic and Workplace Settings

edited by Patrick Dias and Anthony Pare,
McGill University

This volume explores how written communication is structured and functions within academic and workplace contexts, how and to what extent writing in the university is preparation for writing in the workplace, and how classrooms and workplaces constitute arenas for learning to write. Working from a qualitative approach, the research reported in this volume concentrates on university disciplines concerned with professional preparation and on related work settings.

The chapters capture various transitions from one rhetorical

context to another: in sequence, the chapters follow a movement outward from the classroom to the working world. The volume marks an important step toward redefining how academic resources for work preparation should be redeployed and how workplace practices regarding writing might shift.

Contents: Introduction. *Writing Classrooms as Activity Systems*, Patrick Dias. *Write Where You Are: Situating Learning to Write in University and Workplace Settings*, Aviva Freedman and Christine Adam. *Diplomats in the Basement: Graduate Engineering Students and Intercultural Communication*, Ann Beer. *Writing and Design in Architecture Education*, Peter Medway. *Bridging the Gap: University Based Writing is More Than Simulation*, Aviva Freedman and Christine Adam. *Writing as a Way into Social Work: Genre Sets, Genre Systems, and Distributed Cognition*, Anthony Pare. *What Do We Learn From the Readers? Factors in Determining Successful Transitions Between Academic and Workplace Writing*, Christine Adam. *Revising a Research Article: Dialogic Negotiation*, Natasha Artemeva. *Organizational Culture as Contexts for Learning to Write*, Jane Ledwell-Brown. *Reinventing Expertise: Experienced Writers in the Workplace Encounter a New Genre*, Graham Smart. Author Index. Subject Index.

2000 256 pages

ISBN 1-57273-269-5 \$59.50 cloth

ISBN 1-57273-270-9 \$24.95 paper

Writing on the Plaza

Mediated Literacy Practice Among Scribes and Clients in Mexico City

Judy Kalman, DIE-Cinvestar

This book approaches writing as a social practice and shows how people participate in literacy events with scribes. A central premise to the description and analysis of the scribes and clients at work is that literacy is a culturally situated social practice that can be organized and accomplished in several ways. The purpose in looking at scribe-client interaction is to examine how knowledge about written language, its role in establishing and maintaining social relationships, and its use in complex contexts and specific situations is displayed in an authentic social context in which writing is used for composing texts, filling out forms, and revising documents. Because of the amount of talk that occurs among participants during scribing, the technology, skill, and social knowledge orchestrated in the process of producing a text becomes visible revealing some of the contextual constraints and influences on how written language is produced, interpreted, and used.

Contents: LITERACY BROKERS, STREET WRITERS, AND SCRIBES. *Scribing: Reading and Writing in the Social World*. *Writing at the Plaza: A Landscape of Scribes and Clients Writing*. LITERACY FOR SALE AT THE PLAZA DE SANTO DOMINGO. *The Plaza de Santo Domingo. Methodology: Tools for Looking Up Close. Data Analysis. Learning the Trade: The Focal Scribes. What Scribes Do. The Scribes' Clientele. SCRIBES AND CLIENTS AT WORK. The Structure of Scribe and Client Interactions. Multiple Participations: Spectators, Monitors, Practitioners and Foremen. Multiple Participations in Literacy. UNPACKING THE SOCIAL DIMENSIONS OF LITERACY. Writing: Truth and Consequences. Following the Rules of Written Language. Literacy Imbedded in the Social World. THE MULTIPLE SOCIAL DIMENSIONS OF LITERACY PRACTICE AND PARTICIPATION. The Social Nature of Literacy: Dialogic, Intertextual and Situated. The Use of Writing in the Social World. Great Expectations: Literacy, Development, and Social Participation. Appendixes. References. Author Index. Subject Index.*

1999 184 pp.

ISBN: 1-58273-153-2 \$45.00 cloth

ISBN: 1-57273-154-0 \$21.95 paper

Subject to Change*New Composition Instructors' Theory and Practice*

Christine Farris, Indiana University

This book is an effort to better understand the relationship between composition theory and composition teaching and between practitioners and their institutions. It presents an ethnographic study of new composition teachers' theory and practice. Even though a program may appear to have in place a unified theory of composition, on closer examination, there is actually much difference. This is a difference the author believes can be an impetus for instructors' reflection on what they are doing when they teach composition. It is a difference that, if acknowledged, can be the basis for instructor training and successfully integrates theory with practice and helps new teachers not just to change their classroom practice, but to reflect on and reconstruct the theory that informs practice.

Abridged Contents: *Introduction. LEARNING WHAT THE PRACTITIONERS DO. The Research Model. ETHNOGRAPHIC ASSUMPTIONS AND METHODOLOGY. Thick Description. Participant Observation. Data Collection, Pilot Study. Data Reduction and Analysis. The Constant Comparative Method. PRACTICING THEORY AND THEORIZING PRACTICE. THE CONTEXT. The University and the English Department. The Expository Writing Program. The Director. The Course. The Syllabus. Fall Orientation. The Textbook. The Instructors. CONCLUSIONS AND IMPLICATIONS. Limitations of the Expressivist Approach. Finding Limits and Overcoming Limitations: Constructing a Personal Theory of Composition. Training the Reflective Practitioner. Implications for Composition Programs. Bibliography. Appendices. Author Index. Subject Index.*

1996 216 pages

ISBN: 1-57273-028-5 \$45.00 cloth

ISBN: 1-57273-029-3 \$21.95 paper

From Millwrights to Shipwrights to the Twenty-first Century*Explorations in a History of Technical Communication in the United States*

R. John Brockmann, University of Delaware

This volume divides the history of American technical communication into three themes with a final demonstration chapter. The time frames of the three themes overlap, and produce a multidimensional sense of technical communication in different eras of American history. The three themes are: the importance of visual communication, the power of genre, and the role of technical communicators as innovators. The final demonstration chapter examines a very specific contemporary dilemma in technical communication (task orientation vs. minimalism) and illustrates how a historical perspective can offer important options for a solution.

Abridged Contents: *Part 1: Introduction: The Role of Clio, the Muse of History, in Technical Communication. Theme 1: The Tradition of Nonverbal Communication in 19th-Century U.S. Technical Communication (1791-1887). Theme 2: The Power of Genre in American Technical Communication (1795-1988). Part 2: Ford and Chevrolet: 1912-1988. Theme 3: The Role of U.S. Technical Communicators—Innovators Within Constraints (1947-1955). Part 3: Using a Historical Perspective in Technical Communication. Author Index. Subject Index.*

1998 488 pages

ISBN: 1-57273-076-6 \$87.50 cloth

ISBN: 1-57273-077-3 \$37.50 paper

Perspectives on Written Argument

edited by Deborah P. Berrill, Queen's University, Canada

This volume seeks new ways of understanding argument from subject areas not traditionally associated with argument, as well as new understandings from within disciplines traditionally associated with argument. The intent is to voice fresh concerns about argument which have become illuminated in light of recent ideas about the social nature of discourse, ways in which traditional language structures and assumptions may be exclusionary to nondominant members of our communities, the nature of ideological differences, and the functions of argument in these contexts.

Contents: *Introduction. Argument as a Primary Act of Mind, Andrew Wilkinson. Discovering the Ripening Function of Argument: Using Concepts from The New Rhetoric for Analysis and Response to Student Argumentation, W. Mark Lynch. Teaching and Learning Argumentative Writing in the Middle School Years, Marion Crowhurst. Writers, Readers, and Arguments, Trudy Govier. Genres of Argument and Arguments as Genres, Aviva Freedman. Fullness and Sound Reasoning: Argument and Evaluation in a University Content Course, Pat Currie. The Nature of Argument in Peer Dialogue Journals, Chris Anson and Richard Beach. Reframing Argument from the Metaphor of War, Deborah P. Berrill. Argument as Transformation: A Pacific Framing of Conflict, Community, and Learning, Karen Watson-Gegeo. The Background to Argument in the Far East, Robert E. Carter. Rescuing the Failed, Filed Away and Forgotten: African Americans and Eurocentricity in Academic Argument, Dorothy Perry Thompson. Opening the Composition Classroom to Storytelling: Respecting Native American Students' Use of Rhetorical Strategies, Karen A. Redfield. Other Voices, Different Parties: Feminist Responses to Argument, Catherine Lamb. Author Index. Subject Index.*

1996 288 pages

ISBN: 1-57273-038-2 \$59.50 cloth

ISBN: 1-57273-039-0 \$26.50 paper

Contexts, Intertexts, and Hypertexts

edited by Scott Lloyd DeWitt, Ohio State University at Marion, and Kip Strasma, Illinois Central College

This collection studies the practical application of hypertext theory within the contexts of writing classrooms. It is directed toward scholars and teachers in computers and composition studies and connects the theoretical aspirations of hypertext with direct classroom applications. In presenting a group of "contextualized studies" of how hypertext has been used practically in classrooms, the authors concertize the claims and promises that have generated a great deal of attention around hypertext technology in the field. Further, the studies redefine what is meant by writing, composition instruction, and hypertext to better understand how this technology might influence student learning.

Contents: *Introduction: An Emerging Research, Scott Lloyd DeWitt and Kip Strasma. Sites of Conflict: The Challenges of Hypertextualizing Composition in the College Writing Class, Kathleen Duguay. The Limitation of Hypertext in the Composition Classroom, MaryLynn Saul. The Pedagogical and Electronic Contexts of Composing Hypermedia, Ann Margaret McKillop and Jamie Myers. Defining Links, Scott Lloyd DeWitt. Cognition, Meaning, and Creativity: On Reading Student Hypertexts, Emily Golson. Developing Hyperphoric Grammar to Teach Collaborative Hypertexts, David W. Norton, Beverly B. Zimmerman and Neil*

Lindeman. *Hypertext Unplugged: Using Hypertext in Any Written Content*, Kip Strasma. *Epistemic Conversations: Creating Socratic Dialogue in Hypertext*, Gary Ryan. *Inquiry into Hypertextualizing TAs: Or How Do I Evaluate Hypertexts for Composition TAs?* Deborah Balzhiser. *Mapping the Emergent Structures of Hypertext*, H. Lewis Ullman and Maureen Alana Burgess. *Author Index. Subject Index.*

1999 352 pages

ISBN 1-57273-214-8 \$69.50 cloth

ISBN 1-57273-215-6 \$27.50 paper

Literacy

Interdisciplinary Conversations

edited by Deborah Keller-Cohen, The University of Michigan

What is literacy, how have the technologies of literacy evolved and with what results, and what are the consequences of literacy for the individual and society across time and space? The editor brings together original essays of 19 scholars from more than a dozen fields to discuss these long-standing concerns in literacy studies. The volume offers an interdisciplinary look at these issues not only through the work of the individual chapters, but also through the rich and varied opening and closing dialogues that frame each chapter.

Contents: *Introduction*, Deborah Keller-Cohen. *Literacy as Mythical Charter*, Ruth Finnegan. *Early Literacy Revisited*, Piotr Michalowski. *Conquest and Literacy: The Case of Ptolemaic Egypt*, Dorothy J. Thompson. *Literacy and the Colonization of Memory: Writing Histories of People Without History*, Walter D. Mignolo. *Two Literacy Histories: A Possible Dialogue Between Children and their Ancestors*, Emilia Ferreira. *What Constitutes Literacy in a Culture with Diverse and Changing Means of Communication?*, Aimee Dorr. *The Web of Literacy: Speaking, Reading, and Writing in 17th- and 18th-Century America*, Deborah Keller-Cohen. *Literacy, Culture, and Authority*, David D. Hall. *The Uses of Literacy in Anglo-Saxon England*, Thomas Toon. *Cultural Aspects in Constructing the Author*, Ron Scollon. *Literacy, Gender, and Transnational Meddling*, Francine Masiello. *Literacy and Difference in 19th-Century Women's Clubs*, Anne Ruggles Gere. *Shifting the Boundaries of Literacy: Introduction of Western-Style Education to the Ottoman Empire*, Fatma Muge Gocek. *The Discourses of Inquiry: Pedagogical Challenges and Responses*, Bertram Bruce. *Life-span and Life-space Literacy: National and International Perspectives*, Daniel A. Wagner. *Writing About Cats: Contrasting Ideologies of Writing Instruction*, Courtney B. Cazden. *Keep Reading My Little Girl*, Joan Brest Friedberg. *Minority Status, Cultural Frame of Reference, and Schooling*, John U. Ogbu. *Mediating Knowledge Between Homes and Classrooms*, Luis C. Moll. *Author Index. Subject Index.*

1994 440 pages

ISBN: 1-881303-48-9 \$89.50 cloth

ISBN: 1-881303-49-7 \$37.50 paper

Artwork of the Mind

An Interdisciplinary Description of Insight and the Search for it in Student Writing

Mary M. Murray, Penn State-Hazleton

This book explains the phenomenon of insight using an interdisciplinary approach. The book will make teachers more confident of what they are already doing and give them a deeper understanding of the goal of writing which they espouse. The breadth of information on insight validates what writing teachers do in encouraging their students to think for themselves and to use writing as a means for solving their ques-

tions. Throughout the volume the author uses actual examples of student writing as a further illustration for teachers.

Contents: *INTRODUCTION: THE SILENT REQUEST FOR INSIGHT. Prologue. Purpose. An Approach to the Study of Insight. INSIGHT AS AN ACADEMIC PURSUIT. THE 16 FEATURES OF INSIGHT. Prerequisites of Insight. Qualities of Insight. Verification. Effects of Insight. Facilitators. A TEXTUAL SCALE FOR INSIGHT. Measuring Insight: A Review of the Literature. Instrument Development. INSIGHT TEST. Detesting Testing. What is a Good Test? This Test's Purpose. Circumscribing the Domain of Insight. Establishing Reliability. More Validity Matters. Constructing the Likert-type Pilot Test. Creating an Item Pool. Composing Alternate Forms of the Insight Test. Duration and Test Administration Details. Scoring Procedures. Norms. Test Validation. FOSTERING INSIGHT IN COLLEGE WRITING. Creating Dissonance and Whole-Personed Confrontation in the Classroom and Beyond. Student Model of Writing Exercises. INSIGHT, MYSTERY AND ART. Example. Insight from Images. Images for Insight in College Writing: A Student Essay. References. Author Index. Subject Index.*

1995 172 pages

ISBN: 1-881303-63-2 \$42.50 cloth

ISBN: 1-881303-64-0 \$18.95 paper

Twelve Readers Reading

Responding to College Student Writing

Richard Straub, Florida State University, and Ronald F. Lunsford, University of North Carolina-Charlotte

How do well-informed teachers of writing, people whose scholarship we respect and whose classrooms we'd like to sit in on, make comments about student writing? What could we learn by looking at their ways of responding? This book gives us a chance to look over the shoulders of 12 theorists—Chris Anson, Peter Elbow, Anne Gere, Glynda Hull, Richard Larson, Ben McClelland, Frank O'Hare, Jane Peterson, Donald Stewart, Patricia Stock, Tilly Warnock, and Edward White—and study how they comment on student writing. The book presents over 50 sets of these teachers' comments on a sampling of student essays, describes each of the readers' response styles, and identifies several responding strategies that are practiced by all 12 readers.

Abridged Contents: *Twelve Readers Reading: An Introduction. Issues in Responding to Student Writing. The Twelve Readers Responses. A Method for Analyzing Teacher Comments. Control in Teacher Commentary: An Analysis of the Twelve Readers' Responding. In Search of Consensus: Seven Principles for Responding. Appendices. References. Author Index. Subject Index.*

1995 480 pages

ISBN: 1-881303-40-3 \$35.00

Self-Assessment and Development in Writing

A Collaborative Inquiry

edited by Jane Bowman Smith, Winthrop University, and Kathleen Blake Yancey, Clemson University

This collection explores student self-assessment and its role in the development of writing. Student self-assessment procedures are posited as one previously untapped means of enhancing learning, and specifically of enhancing the development of writing.

Chapters address both theoretical and practical issues and make connections to and extend the work being done in teacher evaluation of student writing, peer evaluation and collaboration,

and in portfolios. They also examine the connection between the theories underlying self-assessment and development in writing, the classroom applications that foster self-assessment, the connections between institutional assessment and self-assessment, and the direction of future research.

Contents: *Introduction*, Kathleen Blake Yancey. *The Case for Prompted Self-Assessment in the Writing Classroom*, Thomas L. Hilgers, Edna L. Hussey, and Monica Stitt-Bergh. *Some Issues and Concerns from Postmodern and Feminist Perspectives*, Susan Latta and Janice Lauer. *Applications and Assumption of Student Self-Assessment*, Rebecca Moore Howard. *Talking About Writing: A Classroom-Based Study of Students' Reflections on Their Drafts*, Chris M. Anson. *Confessions from Our Reflective Classroom*, Sam Watson. *Revision as Self-Assessment*, Richard L. Larson. *Freewriting in the Middle: Self-Help for College Writers Across the Curriculum*, Vicki Tolar Collins. "Know Your Knowledge": *Journals and Self-Assessment. Self-Assessment, Reflection, and the New Teacher of Writing*, Irwin Weiser. *Negotiating T.A. Culture*, Sandra Mano. *Reflections on Self-Assessment*, Kathleen Blake Yancey and Jane Bowman Smith. *Author Index. Subject Index*

2000 192 pages

ISBN: 1-57273-146-X \$47.50 cloth

ISBN: 1-57273-147-8 \$21.95 paper

Sourcebook for Responding to Student Writing

Richard Straub, Florida State University

This book is predicated in the belief that there is no single best way to teach writing and no single best way of responding to student writers. It is designed to be a sourcebook for teachers that offers models of teacher comments and discussions about responses from a variety of voices and perspectives. The aim is to help teachers develop their own responding styles.

Abridged Contents: *Introduction. A SAMPLING OF TEACHER RESPONSES. AN ANTHOLOGY OF READINGS ON RESPONSE. Post-Structural Literary Criticism and the Response to Student Writing*, Edward M. White. *Responding to Student Writing*, Nancy Sommers. *On Students' Rights to Their Own Texts: A Model of Teacher Response*, Lil Brannon and C.H. Knoblauch. *The Concept of Control in Teacher Response: Defining the Varieties of "Directive" and "Facilitative" Response*, Richard Straub. *Learning to Praise*, Donald Daiker. *Talking About Text: The Use of Recorded Commentary in Response to Student Writing*, Chris Anson. *Ranking, Evaluating, and Liking: Sorting Out Three Forms of Judgment*, Peter Elbow. *Options for Responding to Student Writing*, Peter Elbow. *Using Scoring Guides to Assess Writing*, Edward M. White. *A Selected Bibliography on Response to Student Writing. ADDITIONAL ESSAYS FOR RESPONSE.*

2000 240 pages

ISBN 1-57273-236-9 \$23.95 paper

Literacy Across Communities

edited by Beverly J. Moss, The Ohio State University

This volume focuses on nontraditional literacy practices and uses, informal (outside of school) ways of learning literacy, and peoples' interactions with literac(ies) in their nonmainstream and/or community institutions. A major aim of the book is to complicate current definitions of literacy by showing how complex literacy is and how context-dependent definitions of literacy are. Readers will find this collection valuable because it highlights five ethnographic oriented studies of literacy in diverse communities and institutions. Because of

the breadth and depth of these essays, readers will get an understanding of how literacy functions in these communities without having to read full-length books. Moreover, the diversity of the U.S. cultural and ethnic groups represented provide much needed information on people and areas generally ignored in the literature.

Contents: *Introduction*, Beverly J. Moss. *En Los Idiomas: Literacy Practices Among Chicago Mexicanos*, Marcia Farr. *From Mountaintops to City Streets: Literacy in Philadelphia's Hmong Community*, Gail Weinstein-Shr. *Toward a Dialogical Understanding of Literacy: The Case of Navajo Print*, Daniel McLaughlin. *Reading Rites and Sports: Motivation for Adaptive Literacy of Young African American Males*, Jabari Mahiri. *Creating a Community: Literacy Events in African-American Churches*, Beverly J. Moss. *World Traveling: Enlarging our Understanding of Nonmainstream Literacies*, Elizabeth Chiseri-Strater. *Author Index. Subject Index.*

1994 224 pages

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Collaboration and Conflict

A Contextual Exploration of Group Writing and Positive Emphasis

Geoffrey A. Cross, University of Louisville

This volume presents the first detailed ethnographic study of the group-writing process of an executive letter that is traditionally a part of a corporation's annual report, the most widely circulated report in industry. The author spent more than 735 hours on site observing, taking notes, and taping a total of 53 editing sessions and interviews with the participants. The field notes were then integrated with the pertinent published research related to the process and product of writing in the business world. The result is a comprehensive, valuable, and fascinating study.

Abridged Contents: *Contextual Frame. Conceptual Frame. Period of Stability. Periods of Instability and "Resolution". Causes of the Flawed Process: A Dialogical Analysis. Centripetal Force—Time Constraints. Convertible Forces. Centrifugal Forces. Conclusion, Implications, and Epilogue. Appendix: Methods. Bibliography. Author Index. Subject Index.*

1994 192 pages

ISBN: 1-881303-16-0 \$45.00 cloth

ISBN: 1-881303-17-9 \$20.95 paper

Understanding Literacy

Personality Preference in Rhetorical and Psycholinguistic Contexts

edited by Alice S. Horning and Ronald A. Sudol, Oakland University

This collection brings together theoretical research concerning the use of personality type in understanding human language behavior. The particular focus is on the myriad aspects of language learning, literacy development, and critical ability in reading and writing. Personality type theory, as originally proposed by Carl Jung and developed by Briggs and Myers, offers significant insight into human behavior in general and with regard to language in particular. This insight is particularly important now as we come to terms with the urgent need for critical literacy: In the United States a recent survey of adult literacy shows that Americans are lacking in the critical

literacy skills needed for full participation in our society.

This book contributes to our understanding of the complex nature of critical literacy and ways in which human beings interact with language consistent with their personality type. The chapters draw on the basic concepts of personality preference, linguistics, psycholinguistics, rhetoric, and composition.

Contents: *Introduction. PERSONALITY AND CULTURAL LITERACY. Finding a Way to Speak: Culture, Place and Self in Heath's Ways with Words*, Shannon R. Wooden and George H. Jensen. *Personality Preferences and the Concept of Audience*, Thomas Thompson. *Self-Representation and Personality Type in "Letter from Birmingham Jail,"* Ronald A. Sudol. *Writing Style, Personality Type and Brain Dominance: A New Model*, Sheila Davis. **PERSONALITY AND STUDENT LITERACY.** *Collaborative Grouping and Personality Theory*, Angela Creech Green. *Personality and Reading Response Journals*, Vicki Tolar Collins. *Personality Type and Revising by Student Writers*, Jane Bowman Smith. *Personality Type in the Foreign or Second Language Classroom: Theoretical and Empirical Perspectives*, Rebecca L. Oxford. **PERSONALITY AND PROFESSIONAL LITERACY.** *The Psycholinguistics of Revising*, Alice S. Horning. *Personality and Writing Process Preferences of Teachers Related to the Use of Computers*, Dianne Swenson Koehnecke. *Psychological Type and Extremes of Training Outcomes in Foreign Language Reading Proficiency*, Madeline E. Ehrman. *Author Index. Subject Index.*

1997 320 pages

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The Computer and the Non-native Writer

A Natural Partnership

Martha Pennington, University of Luton (U.K.)

This volume reviews the literature and practice regarding word processing with special reference to the non-native writer, in particular, the student of English as a second language. It is designed to help educators make a decision as to whether and how they might like to apply word processing with their non-native student writers by considering the nature and potentials of the medium, practical concerns of curriculum and classroom management, and previous research conducted to determine the value of word processing.

Contents: *INTRODUCTION: COMPUTERS, LANGUAGE LEARNING, AND COMPOSITION. A Process View of Language. The Nature of Language Learning. The Nature of Writing. The Teaching of Writing. Writing on Computer. EXPLORING POSITIVE AND NEGATIVE POTENTIALS OF THE ELECTRONIC MEDIUM FOR WRITING. Properties of Computer Assisted Writing. Potential Benefits of Computer-Assisted Writing. Expanded Potentials. Negative Potentials of Computer-Assisted Writing. ASSESSING EFFECTS AND EFFECTIVENESS OF THE COMPUTER IN WRITING RESEARCH. Situational and Methodological Variables in Computer-Assisted Writing Studies. THE POWER OF COMPUTER-ASSISTED WRITING FOR THE LANGUAGE LEARNER. Writing Process. Setting Effects. Quantity and Quality of Writing. Planning and Prewriting. Revising. Conception of Writing. Cognitive Processing. Attitudes. Synthesis of Findings. Conclusion. STRUCTURING CLASSROOM PRACTICE TO INCORPORATE WRITING ON COMPUTER. The Method of Artifact Analysis. Application of Artifact Analysis to Computer Use by Non-native Student Writers. Questions and Answers About the Use of Computers with Non-native Writers. MAPPING A RESEARCH AGENDA ON THE COMPUTER AND THE NON-NATIVE WRITER. Researching the Variables of Computer-Assisted Writing. A Research Orientation for Computer Assisted Writing. A Tentative*

Characterization of the Models. Exploring the Models and Their Interrelationships. Constructing a Learning System. CONCLUSION: COMPUTER ASSISTED WRITING: A NEW DIMENSION FOR THE SECOND LANGUAGE CURRICULUM. References. Author Index. Subject Index.

1996 240 pages

ISBN: 1-57273-040-4 \$49.50 cloth

ISBN: 1-57273-041-2 \$24.95 paper

Unexpected Voices

Theory, Practice, and Identity in the Writing Classroom

John Rouse, St. Peter's College, and Edward Katz, University of the Western Cape (South Africa)

This book takes up issues of current concern in composition studies, sociolinguistics, and ESL—issues concerning academic literacy, critical literacy, expressive versus cognitive approaches to the teaching of writing, and the like. It does so in a practical, experiential way, drawing on events in classrooms in universities in South Africa and the United States. The contrast between the South African context and the American, as well as their surprising parallels, highlight certain questions concerning the teaching of literacy in a dramatic way, so that theory and practice are brought together.

In contrast to writing programs that follow a textbook or a planned sequence of study, the authors describe a narrative pedagogy that encourages students to find a direction and choose activities suggested by their own concerns and ongoing lives.

Contents: *Love and Trust and Always in Trouble. So Much Talking, So Many Words. Everyone's Secret is the Same. All the Fine Things I Might Say. A Self to be Confused About. To Seek a Name and Nothing More. Of Narrative and Identity. In Africa When the Sun Comes Up. References.*

(RTRC)

2003 256 pages

ISBN 1-57273-451-5 \$55.00 cloth

ISBN 1-57273-452-3 \$23.95 paper

A Community Text Arises

A Literate Text and a Literacy Tradition in African-American Churches

Beverly J. Moss, The Ohio State University

A Community Text Arises emerges from an ethnographic study of literacy in three African-American churches. These data illuminate the ways that the primary model of a literate text is shaped and used in African-American churches. Chapter 1 examines how the African-American church has operated as a community within the larger African-American communities. As a result, this chapter provides a historical, sociological, and theological perspective on African-American churches and an overview of the major components of the church community.

Chapter 2 introduces, through ethnographic descriptions, the churches that the author studies and Chapter 3 highlights the features of the major literacy event and text in African-American churches—the sermon. Through close analysis of individual sermons the author illustrates how the sermon functions as a community text. Chapter 4 focuses solely on the sermons of one minister to highlight rhetorical strategies that are used to create and maintain community identity. The analysis

in chapters 3 and 4 provides a view of a text that calls into question traditionally held notions of text inside and outside the community. Therefore, chapter 5 deals with the implications of this study for how text is defined and the relationship between oral and written texts.

Abridged Contents: *Introduction: Literacy in African-American Churches: A Conversation Between the Academy and the Church Begins. African-American Church as Community. Entering the Communities. Creating a Community Within in Sermons. Broadening the Community Boundaries Through the Text: Reverend M. in a New Congregation. The Emergence of a Text. Conclusion. References. Author Index. Subject Index.*

2002 192 pages

ISBN: 1-57273-395-0 \$42.50 cloth

ISBN: 1-57273-396-9 \$20.95 paper

Against the Grain

A Volume in Honor of Maxine Hairston

edited by David Jolliffe, Michael Keene, Mary Trachsel, and Ralph Voss

Maxine Hairston's has been one of the pre-eminent voices among writing teachers in the United States. Even today, years after her retirement, her textbooks are still widely used and her ideas still hotly debated. Hairston's ideas continue to give vital expression to important concerns of writing teachers at all levels.

Today her key articles are available only in scattered collections and sites. Her farewell address to CCCC, "Against the Grain," has never been published. Therefore, part of the aim of the current book is to provide in Part One a resource in which all of her key (non-textbook) writing, including her farewell address, is available in one place. An introduction to each piece has been added. Part Two consists of new essays that acknowledge Hairston's influence on each contributor's thinking. In some cases these new essays offer restatements and occasional refiguring of her core ideas, or explain how her ideas provided points of resistance that enabled another scholar to better define that scholar's own, perhaps radically different, thinking on composition. These essays provide a much more complex,

fuller view of Hairston's thought and her place in the profession than any mere collection of her articles could approach.

The unique third component of the book is composed of brief "Maxine stories": memorable events shared between Hairston and one or another of today's writing teachers. These brief vignettes paint a more subtly nuanced picture, helping to elaborate further the dynamic and remarkable roles Maxine Hairston and her ideas have played in the lives of those who come in contact with her.

Contents: *PART ONE. Carl Rogers' Alternative to Traditional Rhetoric (1976). Not All Errors Are Created Equal (1981). The Winds of Change: Thomas Kuhn and the Revolution of the Teaching of Writing (1982). Working With Advanced Writers (1984). Breaking Our Bonds and Reaffirming Our Connections (1985). Bringing Aristotle's Enthymeme into the Composition Classroom (1986). Different Products, Different Processes: A Theory About Writing (1986). On Not Being a Composition Slave (1986). Diversity, Ideology and Teaching (1992). Against the Grain (1993). PART TWO. Maxine Hairston and the Texas Good Old Boys: Teaching with the Enemy, Andrew MacDonald, Gina MacDonald, and Katherine Staples. Texas to the Bone, James C. Raymond. Mirroring Maxine: Gazing Again at Her Reflection, Janice Witherspoon Neuleib. A Good Person Speaking Well, Ralph Voss. The Give and Take of Mentoring, Mary Trachsel. Teaching, Writing, and Mentoring, Thomas P. Miller. Hairston's Process Paradigm for Growing Teachers of Composition, Stephenie Yearwood. Taking Risks, Michael Keene. The Will to Truth: Dilemmas of Writing Research, Beth Daniell. No Apologies, Kristine Hansen. Ebonics, Standard American English, and the Power of First Year Composition, Valerie Balester and Ellen Weber. Rhetorician of the Year, John Ruzskiewicz. Teaching Writing Well: Some Lessons Learned from Maxine Hairston, Nancy Peterson. The Suits, Beth Daniell. Second Thoughts in "Diversity, Ideology, and Teaching Writing", Kristine Hansen. Maxine's Feminism, Nancy Peterson. Against the Wind: Teaching Composition in the "Post-Process" Era, Ralph Voss and Michael Keene. Author Index. Subject Index.*

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