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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 Peeples*. 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 Gilbertson*. 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*. Administrating 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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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.

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Toward Deprivatized Pedagogy

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

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.

2006 260 pages

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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*. Culture Wise: 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.

Summer, 2006 352 pages

ISBN 1-57273-449-3

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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.

2005 256 pages

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Who Can Afford Critical Consciousness?

Practicing a Pedagogy of Humility

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 deductively applies 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.

2005 280 pages

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Preludes to Insight

Creativity, Incubation, and Expository Writing

Ronda Leathers Dively, Southern Illinois University

The Eureka! experience, or insight, is the gem of creative behavior. It is that glittering but often frustratingly elusive moment of understanding or discovery that moves creative and scholarly work in productive directions. But where does insight come from? How might it be invoked or encouraged? Can it be? These are just a few of the questions that *Preludes to Insight* addresses through a focus on incubation—an interval of time in the paradigmatic creative process directly prior to illumination.

Commonly conceived as the province of subconscious and/or partially conscious cognition, incubation, despite its widely acknowledged generative power, has retained an air of mystery. The book seeks to unravel the mystery further, with an ultimate intention of diminishing the conceptual gap that tends to differentiate creative and expository writing processes, while providing expository writing instructors with strategies for developing incubation-sensitive, insight-inducing pedagogies. *Preludes to Insight* pursues its purposes through extensive synthesis of published theoretical and empirical scholarship from various disciplines, as well as through original empirical scholarship in the teacher-research tradition.

Abridged Contents: Introduction: On Creativity and Expository Writing. The Incubating Mind: What Could Be Going on in There? Incubation and Composing Processes: Considering the Testimonies of Renowned Writers. Incubation and the Composition Classroom. Exploring the Role of Incubation in Composing Academic Discourses: A Look at Undergraduates Writing in the Disciplines. Composing Oneself Into the Field: Creativity and Incubation in an Advanced Writing Seminar. Some Conclusions and Recommendations. Works Cited. Author Index. Subject Index.

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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, anticompetitive 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.

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Blurring Boundaries

Developing Writers, Researchers, and Teachers

A Tribute to William L. Smith

Edited by Peggy O'Neill, Loyola University

The contents of this volume speak across boundaries of disciplines, institutions, methodologies and genres to engage scholars interested in writing and preparing teachers and researchers of writing. The collection aims to disrupt the disciplinary borders that have divided composition scholarship—and scholars—into different camps: K-12 written literacy which is associated with education, and college writing research and scholarship, which is typically located in the humanities (most often English).

Chapters address topics of writing assessment, teaching writing, preparing teachers of English, graduate education, electronic technologies, community literacy, and professional issues. Contributors write traditional research reports, personal reflections, analysis, as well as blurred genres that combine personal reflection with more traditional academic forms. Similarly, a variety of research approaches are included—teacher research, textual analysis, case study, survey, and reviews of the research. The variety as well as the blurring of forms, approaches, and topics represented in the book are organized around three themes: writing assessment, classroom research and teaching, and community concerns.

Although the volume is a tribute to William L. Smith, it goes beyond looking at his work to demonstrate the influence scholarship and teaching can have on a field.

Contents: The Urge to Know: A Tribute to Bill Smith, *Peggy O'Neill*. The Call of Research, *Nancy Sommers*. WRITING ASSESSMENT. Standing on His Shoulders: Understanding William L. Smith's Contributions to Writing Assessment, *Brian Huot*. Some Additional Effects of Varying the Structure of a Topic on College Students' Writing, *Michael Moore*. What Teachers Value in Student Writing: The Story of a Research Journey, *Robert E. Land*. Adding Portfolios to the Placement Process: A Longitudinal Perspective, *Vicki Hester, Peggy O'Neill, Michael Neal, Anthony Edgington, and Brian Huot*. Joining the Dialogue on Validity Theory in Educational Research, *Pamela A. Moss*. RESEARCH AND TEACHING. Nobody Laps Me Twice: Attitude Surveys as Tools for Reflection, *David L. Wallace*. First-Year College Students Writing Across the Curriculum, *Stuart Greene and Amy Orr*. Standard English Needs Taught N'at: Students' Folk Linguistic Beliefs, *Constance Ruzick*. An Online Writing Tutor to Test a Pedagogical Strategy, *John R. Hayes, Diana M. Bajzak, Susan Lawrence, and Erwin R. Steinberg*. Pedagogical Transformations in a Mythic Age, *Joan Latchaw*. Insistent/Resistant: Re/visiting the I/Search, *J. Bradley Minnick*. Hallmarks of Teacher Preparation: The Field Center Approach, *Dawn Latta Kirby and Dan Kirby*. BEYOND THE CLASSROOM. Mentoring Researchers: a Tribute to Bill Smith, Inquirer, *Suzanne Miller et al.* Geographies of Hope: A Study of Urban Landscapes and a University-Community Collaborative, *Glynda Hull and Michael Angelo James*. Crossing Over: The Move from Education to Composition, *Russel K. Durst*. Accreditation, Standards, and NCTE: Shaping a Profession, *Steve M. Koziol, Jr.* Evidence-Based Education Policies: Beyond the Yellow Brick Road, *Lucretia Pence and Linda Jordan Platt*. Afterword: Some Thoughts on Successful Mentoring of Future Researchers, *William L. Smith*. Appendix: William L. Smith: Curriculum Vitae. Author Index. Subject Index.

Summer, 2006 416 pages

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Collaborating(,), Literature(,) and Composition

An Anthology for Teachers and

Writers of English

Edited by Frank Gaughan,

Hofstra University, and

Peter Khost, Stony Brook University

In developing conversations associated with the literature/composition debate, each co-authoring team of writers avoids telling readers what they should do and focuses instead on demonstrating what they could do by modeling and hopefully inspiring some processes of innovating modestly on academic routine; performing one's assertions—as opposed to only asserting them; and trusting and valuing affect and action, despite the field's current propensity for abstract theory. The eight chapters are organized into four equal sections, and the teams respond to each other's work in the critical introduction that precedes each chapter.

The chapters in the first section present practicable approaches to critical thinking and literary production that break down the often unproductive division between the two. Chapters in the second section recommend that readers and writers use texts and textual production as a means to collaborate and move toward one another. The chapters in the next section organize around practical ways to engage with student enthusiasms, and those in the final section proceed from a belief in literature's ability to do rather than just describe, to be composition rather than just its subject.

Contents: Foreword, On Seeing Ourselves See Ourselves, *Sondra Perl*. Introduction: On Collaborating Without Ceasing, *Frank Gaughan and Peter Khost*. ON NOT TALKING LIKE A SECTION MAN. Reading the Writing the Academy: Playing with a New Compilatio, *Jeanne Marie Rose and Sandy Feinstein*. Reading, Writing, and Theorizing the Other: Pedagogies of Disruption in Composition, *Patricia Angley and Adenike Davidson*. ON DOING SOMETHING BEAUTIFUL. Nothing Matters. Now What? Skywriting in the Contact Zone, *Frank Gaughan and Peter Khost*. The Orphic Quest for Contact and Collaboration Across Disciplinary Lines, *Ian Maloney and Edward Wesley*. ON FINDING SOMETHING TO BELIEVE IN. Desire Matters: A Model of Textual Being, *Heather Palmer and Ruth Summar*. With a Little Help from Our Friends: Collaboration and Student Knowledge-Making in the Composition Classroom, *Bob Lazaroff and David Hymen*. ON PLAYING WITH VOICE. Love's Eyes and Dead as a Doornail: Metaphor's Power to Kill and Create, *Lisa Eck and Ken Rumble*. Blogs, Collaboration, and Assessment, *Carl Whithaus et al.* Author Index. Subject Index.

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Composing Feminisms

*How Feminists Have Shaped
Composition Theories and Practices*

Kay Siebler

This book offers an updated, precise, and comprehensive definition of feminist pedagogy culled from over three decades of scholarship. The author's historical research spans across the curricula but also takes care to focus on the field of composition and how feminist theories of pedagogy have changed the field of writing instruction. It argues that feminist pedagogy has been the spring board for contemporary theories and practices of composition. In addition to the research on how feminist pedagogy has evolved and shapes composition, the author also conducts three ethnographic studies of prominent feminist scholar/teachers. These studies documents how feminists have changed and are changing the field of composition and how individual academic feminists in comp/rhet negotiate and enact their feminisms.

Contents: INTRODUCTION. When and Where I Enter. TRYING TO FIGURE IT OUT: WHEN RAPUNZEL ESCAPES THE TOWER AND RUNS AMUCK. The Power to Name. The Power of Pedagogy. From Whence Sprang Feminist Pedagogy. Roots of Feminine Pedagogy. The Taxonomies of Teaching. From the Wellsprings of Feminism. Beginning to Name Feminine Pedagogical Practices, the 1980s. Contemporary Feminist Writing Pedagogy in the 1990s. AN HISTORICAL REPRESENTATION OF FEMINIST PEDAGOGY: THE SIXTEEN THEMES. Defining Feminist Pedagogy. Skeptics. The Practice of Change. Inter-Chapter on Research and Methodology. Besides Words. My Methodology. Contextualizing the Knowing Subject. LYNN WORSHAM. "Let Me Tell You a Story. Of the Rib Counter Grown Up (Leadership as Pedagogy). Making her mark on the World/Words. With a Sharp Eye of Critique, Weaving Captivating Tales. She Shamelessly and Proudly Told. Without Apologies or Whispers, the Words After All That." Contextualizing the Knowing Subject: Harriet Malinowitz. HARRIET MALINOWITZ. A Sketch of the Feminist Mind at Work. Bringing Her Writer-Passion to the Non-Comp Classroom. Escaping the Tyranny of the Composition Canon. Researchy, Footnote-y, Fact-Thingees. But is that Feminist? Shaping the Critical Consciousness through the "Why/How?" The Practical Father's Guide to Getting a License. All Roads Lead to Adrienne Rich. The Feminist Template. The Nature of a Dilettante. Addendum. Contextualizing the Knowing Subject: Jackie Jones Royster. JACKIE JONES ROYSTER. Pathways and Passages Forged, Obscured, Cleared, and Re-cut. Sassy Defiance. A Critically Conscious Woman is a Defiant Woman. Sharing the Power and Training the Troops. The (in)Visible Race/Gender Divide. A Challenge Politely Ignored. The Bridges between Feminist Nurturing and Mentoring. Afrafeminist, Black Feminist, Womanist. New Routes to Knowledge through Feminist Epistemology. Project Journal: March 28, 2001. THERE ARE NO CONCLUSIONS, ONLY NEW BEGINNINGS. Author Index. Subject Index.

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Academic Writing Consulting and WAC

*Methods and Models for Guiding Cross-Curricular
Literacy Work*

Jeffrey Jablonski, University of Nevada Las Vegas

This book provides theoretical models and practical methods for helping writing teachers and writing program administrators within postsecondary academic institutions conduct the interdisciplinary, collaborative consulting activities that are common within formal and informal writing across the curriculum (WAC) programs. While there is a substantial body of theoretical and practical knowledge about administering WAC programs, there is limited discourse on how to conduct the day-to-day work of negotiating close working partnerships with specialists in other disciplines. This book addresses this gap by articulating the relationship between academic writing consulting and WAC (chapter 1), addressing the limits of collaboration theory for guiding cross-curricular literacy work (chapter 2), providing profiles of academic writing consultants' work (chapter 3), developing a theoretical model of academic writing consulting (chapter 4), showing how the lens of consulting can address the problem of faculty resistance (chapter 5), and examining the institutional barriers to such work (chapter 6).

Through theory building and empirical illustration, this book deepens current understandings of how writing specialists collaborate with non-writing specialists in academic contexts and provides a map for structuring successful collaborations in the future. The theoretical framework presented in the book is grounded by illustrative profiles based on qualitative interviews and close reading of textual/documentary evidence. This book would be a useful text in various writing, writing program administration, and WAC-related courses. The vicarious experience and frameworks for approaching collaboration can be used to help undergraduate tutors, graduate students, and more advanced writing specialists attend to the social dynamics of their cross-curricular literacy work.

Contents: INTRODUCTION. What This Book is Not. Objectives and Methods of This Book. Organization of the Book. RECONCEIVING THE INTELLECTUAL WORK OF CROSS-CURRICULAR LITERACY SPECIALISTS. Cross-Curricular Literacy in Historical Context. Toward Understanding the Professional Knowledge Base of CCL Specialists. Professional Reform and the Question of WAC Expertise. THE LIMITS OF COLLABORATION THEORY. The Traditional or Common Sense Collaborative Mode. The Collaborative Philosophy Mode. The Consulting Model of Collaboration. PROFILES OF ACADEMIC WRITING CONSULTING PRACTICE. Constructive Reflection and Practical Inquiry. Defining Qualitative Interviewing. "But Isn't Interviewing Just Talking?": The Validity of Practitioner Profiles. Mission and the Faculty Member's Personality. "Patricia," A Practitioner Who "Works and Publishes with Others". Roger, A Veteran Teacher Who (Tacitly) Knows the "Ecologies" of Collaborative Consulting Relationships. "Linda," A Cross-Curricular Writing Program Director Who Has Learned to Appreciate the "Tire-Kickers". Conclusion: Intelligible Practices/Intelligent Practitioners. MODELS FOR ACADEMIC WRITING CONSULTING. A Framework for Writing Consulting. The Workshop Model. The Service Model. Reflective Inquiry and Discipline-Based Research Models. Reflective Inquiry Consulting. Discipline-Based Research Consulting. Conclusion. THE PROCESS OF ACADEMIC WRITING CONSULTING. Kuriloff's Five Stage Model of Writing Consulting. Process Consultation and WAC: Addressing the Problem of Faculty Resistance. Building Theories of Academic Writing Consultant Practice. THE INTELLECTUAL VALUE OF CROSS-CURRICULAR LITERACY WORK. Locating WAC Work within the "Usual Triad". Patricia's Collaborative Service Ethic: My Work is of a Piece. Roger's Cross-Curricular Links: Part of the Mix. Linda's Case For Tenure: "Living What You Practice". Conclusion: Constructing WAC Scholarship. CONCLUSION: THE FOURTH STAGE OF WAC. Appendixes. References. Author Index. Subject Index.

2006 240 pages

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“Eyes on the Ought to Be”

What We Teach About When We Teach About Literacy
Kirk Branch, Montana State University

Myles Horton, founder and director of Highlander, claimed that Highlander focused not on the world as it is, but always had its “eyes firmly on the ought to be.” This book extends Horton’s argument by claiming that all educational practice has its eyes on the ought to be, and that what that ought to be forms a central issue within educational debates.

“Eyes on the Ought to Be” explores tensions surrounding the teaching of literacy practices in three settings of non-traditional adult education: correctional education, vocational education, and the Highlander Folk School. Alternately tied to rehabilitation and criminality, to becoming a qualified and valuable employee, and to addressing issues of social and racial injustice, what literacy is supposed to do, and thus what it means, varies widely across these discourses. This book explores texts as varied as curricular ideas for prison classrooms, the No Child Left Behind Act of 2001, the FBI surveillance files of the Highlander Folk School, and lists of competencies employers want in their employees; at its center is the belief that teachers and scholars must understand the worlds toward which they, and the institutions they teach within, aspire to create through the process of education, and that teachers must necessarily learn to work with morally vexed and sometimes contradictory goals. “Eyes on the Ought to Be” suggests gaps in which teachers and scholars might have particular agency in reshaping the ends of pedagogy; identifying such agency should be a central project for teachers and scholars in a period of increasing official attempts to control educational discourses and practices at every level.

Contents: “EYES ON THE OUGHT TO BE”: EDUCATIONAL LITERACY PRACTICES AND THE WORLD IN WHICH WE NEED TO LIVE. Education Works: Necessary Futures in Educational Rhetoric. Towards a Model of Educational Literacy Practices. The “Adult” and the “Education” in Adult Education. Basil Bernstein, Pedagogic Discourse, and the World in Which We Need to Live. “MAKE THEM WISE TO SALVATION”; LITERACY AND LITERACY PRACTICES IN CORRECTIONAL EDUCATION. Criminality, “Blind Hogs,” and the Contradictions of Literacy Education in Prison. Illiteracy and a Lack of Education as a Cause of Criminality. Denying Pell Grants for Prisoners. “What is Most Important for Them to Know”: Prisoners and the Prison in Correctional Education. Arrested Development: The Problem with Offenders’ Thinking. Prisoners and Prisons: Expanding Objects of Reform in Correctional Education. ‘IMAGINE THAT YOU ARE’: LITERACY AND COMPETENCIES FOR THE HIGH-PERFORMANCE WORKPLACE. Competency, Competency-Based Education and the High-Performance Workplace. “Real Things in the Real World”: The Rhetoric of Literacy in the SCANS and NWB Competencies. Control in the Competencies and the “Testlets”. “Imagine That You Are”: Learning to Learn and the Totally Pedagogized Society. Free Market, Context, and No Child Left Behind. “THE BOLDEST AND THE MOST INSULTING THING”: OFFICIALLY THREATENING LITERACY PRACTICES AT THE HIGHLANDER FOLK SCHOOL. The Highlander Folk School: A Brief History. Demanding Dissent: Crisis Education and the World Beyond the School. The Citizenship Classes. “The Boldest and Most Insulting Thing”: Highlander as a Communist Menace. Early Students of Literacy: The FBI Goes to School. CONCLUSION: TEACHING WITH THE CANON. Trickster Makes This Classroom: Teaching in the Aporia of Cultural Reproduction. Legibility, Context, and the Struggle for Definition. Teaching as Métis and the Construction of Context. What We Teach About When We Teach About Literacy. Author Index. Subject Index.

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Margaret McLaughlin and
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Susan L. Popham

Dead Letters
Tracy Santa



ALSO OF INTEREST

The Literacy Standard

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

This book offers chapters that take on the challenge of assessment methods that account for literacy. It opens a discussion of what it means to be literate in the U.S. and the standards by which such literacy is judged. The first two chapters deal with the problems of definitions and redefinitions of the key terms. The next three chapters deal with specific features of literacy assessment, followed by two chapters that deal with literacy standards in postsecondary settings. The next two chapters deal with the problems of applying literacy standards to two disadvantaged populations and the book concludes with chapters that extend the conversation to alternative spaces.

Contents; Setting the Meeting New Literacy Standards: A Multicultural and Collaborative Pedagogy, *Evelyn Jaffe Schreiber*. Changing the Terms of the Debate: Standards and Skills in Postsecondary Education, *Pegeen Reichert Powell*. How Scoring Helps Teachers Understand Literacy Standards, *Karen Sheingold* and *Joan I. Heller*. Legislating Literacy: The Politics of Proficiency, *Connie Kendall*. Literacy Standards and Professional Stresspoints: Reflections on Large-Scale Writing Assessment, *Ronald A. Sudol*. Meeting Standards with Efficient Practices for Assessing Revision, *Maurice Scharton* and *Janice Witherspoon Neulieb*. Adventures in Assessment: Definitions and Standards for Critical Literacy Programs, *Alice S. Horning*. Learning in Different Worlds: Native American Students Approaches to Academic Literacies, *Sibylle Gruber*. Deconstructing Dumb Reading Groups: Rural New England Culture, Basic Writers/Readers, and the Question of Standards, *Laura Gray-Rosendale*. Literacy Standards at Hull House: Forming a New Citizen in Civic Space, *Van E. Hillard*. Using Writing Standards to Develop a Rational and Moral Foundation for Economic Literacy, *Ken Baake*. Author Index. Subject Index.

2006 272 pages

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Multidisciplinary Perspectives on Literacy Research

Second Edition

edited by Richard Beach, University of Minnesota,
Judith Green, University Of California-Santa Barbara,
Michael Kamil, Stanford University, and Timothy
Shanahan, University of Illinois

Since publication of the first edition, literacy researchers have drawn increasingly on sociocultural and sociolinguistic theories of literacy learning to examine literacy learning practices within literacy events and contexts. This second edition examines the relationships between current disciplinary and theoretical perspectives associated with these social and cultural perspectives shaping literacy research.

Leading literacy researchers describe how they apply particular disciplinary perspectives to their research, making explicit how those perspectives shape their research. Chapters in the first section examine the application of psychological and social science theories of research design related to issues of the validity of descriptive/qualitative versus experimental/quantitative research methods. Those in the second section examine the application of sociocultural/Activity Theory perspectives to examine literacy learning in the context of community and institutional settings. The third section draws on current linguistic and discourse analysis to examine language use and interactions in literacy events and contexts. A final section applies critical literacy and literary perspectives to issues of research on literacy and literature instruction.

These applications of different disciplinary perspectives highlight how differences in theoretical perspectives influences not only how one conducts literacy research, but also the kinds of literacy practices one values in schools.

Contents: MULTIPLE DISCIPLINARY PERSPECTIVES AND ISSUES OF RESEARCH DESIGN, *Timothy Shanahan* and *Michael L. Kamil*. Modes of Inquiry in Literacy Studies and Issues of Philosophy of Science, *Timothy Shanahan*. Some Issues Concerning Differences among Perspectives in Literacy Research: Reconsidering the Issues After a Decade of Change, *Michael L. Kamil*. Qualitative versus Quantitative Research: A False Dichotomy, *George Hillocks, Jr.* A Psychological Perspective on Literacy Studies, *John R. Hayes*. SOCIOCULTURAL/ACTIVITY THEORY PERSPECTIVES ON LITERACY RESEARCH, *Richard Beach*. Vygotsky's Contribution to Literacy Research, *Holbrook Mahn* and *Vera John-Steiner*. All That Glitters Ain't Gold: CHAT as a Design and Analytical Tool in Literacy Research, *Carol Lee* and *Armetha Ball*. Participating in Emergent Socio-Literate Worlds: Genre, Disciplinarity, Interdisciplinarity, *Charles Bazerman* and *Paul Prior*. Settings, Speech Genres, and the Institutional Organization of Practices, *Carol Berkenkotter* with *Amanda Thien*. Studying Value Stances in Institutional Settings, *Richard Beach* and *Julie Kalnin*. Community-based Local Literacies Research, *Karin Tusting* and *David Barton*. LINGUISTIC AND DISCOURSE ANALYSIS PERSPECTIVES ON LANGUAGE AND LITERACY RESEARCH, *Judith Green*. Introductions to Studying Language and Literacy, in Particular, *David Bloome*. Critical Discourse Analysis, *James Paul Gee*. Biliteracy, *Nancy Hornberger*. Studying the Discursive Construction of Texts in Classrooms Through Interactional Ethnography, *Carol Dixon* and *Judith Green*. The Discoursal Construction of Writer Identity, *Roz Ivancic*. CRITICAL LITERACY AND LITERACY RESEARCH, *Richard Beach*. Critical Literacy, *Peter Freebody*. Critical Literacy: Theory, Pedagogy and the Historical Imperative, *Bronwyn Mellor* and *Annette Patterson*. Author Index. Subject Index.

2005 524 pages

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Controlling Representations

Depictions of Women in Mainstream Newspaper, 1900-1950

Katherine H. Adams, Loyola University, Michael L. Keene, University of Tennessee, and Melanie McKay, Loyola University

Scholars have recently been examining public representations of women and considering the impact of these representations. What is missing is a thorough study of the first half of the 20th century, the period in which the current codes for women's behavior developed. What is also missing is attention to the role of the daily newspaper, the truly iterative communication method of that period, in establishing these codes. By the late 19th century, women across the country read daily newspapers, especially those that attempted to secure women readers through special feature articles and advertising. This is the first study that has specifically set out to consider how this ongoing discourse affected women and their families.

Contents: INTRODUCTION. Controlling Representations. The New York Herald and the New York Herald Tribune. Our Subject is Women. AN EVOLVING TRUE WOMANHOOD. America's Need of the True Woman. A Few Columns of Gender Definition: The Women's Page. True Womanhood and Social Class. True Womanhood in the World of Work. True Women in World War I. PORTRAYALS OF LOWER CLASS WOMEN. Lower Class Women Inciting Violence. Lower Class Women Disrupting the World of Work. Lower Class Women Deserving Death. EXPLOITING THE CODE. Mother Jones. Margaret Sanger. Marie Curie. Suffrage's Representation, 1908-1915. Suffrage's Representation, 1917-1920. FROM SUFFRAGE TO PROHIBITION: A CRISIS IN REPRESENTATION. True Womanhood as Any Viewpoint's Instant Defense. Prohibition: The Choke Hold of True Womanhood. DISCOURSES OF THE BODY: THE FLAPPER. Lauded: Sexuality of All Young Women, Regardless of Class. Sporting Events (and Especially Swimming) as Sexual Sites. The Authority of Fashion. A New Social Use of the Actress. The Most Famous of Flappers-Amelia Earhart. THE DECORATIVE BODY REMAKES HOME AND WORK. In the 1920s: New Criticism of the Middle-Class Worker. In the 1920s and 1930s: New Criticism of the Middle-Class Wife. THE SUDDENNESS OF A NEW MORALITY: WORLD WAR II AND BEYOND. A Massive Recruitment of Women. The Faithful True Woman in the Home. The Nurse as Sainly True Woman/Militant. WACs as Sexual Girlfriends. Factory Workers: Suddenly Sexual or True. Needed: A New Rhetoric for the Woman Worker. And Then Everything Changed. CONCLUSION. Works Cited. Author Index. Subject Index.

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Discourse of Opportunity

How Talk in Learning Situations Creates and Constrains

edited by Lesley A. Rex, University of Michigan

The researchers in this collection share a common interest in understanding the practices and processes of teaching and learning. They are especially interested in how learning opportunities are created and limited. Through interactional ethnography, each author represents these processes in action, in ways that are instructive for researchers new to this approach, as well as for teachers and teacher educators. They study teaching and learning as interactional events, situated in particular contexts, and related across time. Their studies illustrate how teaching and learning events are performed through discourse in social situations, which are meaningful and purposeful to the social groups involved. Complex, interrelated events are rendered through a variety of modes and methods of analysis and representation—including, in addition to interactional ethnography, conversation analysis, critical discourse analysis, and intertextual analysis.

Contents: Foreword, *Annemarie Palinscar*. Introduction, *Lesley A. Rex*. Considering Discourse Analysis as a Method for Researching Professional Development, *Katherine A. Morris*. ASSESSING THE OPPORTUNITIES FOR LEARNING MADE AVAILABLE TO STUDENTS. Establishing a Positive Classroom Climate: An Experienced Teacher in a New School Setting, *Alexandra Miletta*. Mentoring Non-Latino Tutors in a Bilingual Latino After-School Program, *Mary M. Yorker*. Using Sociocultural and Developmental/Cognitive Lenses to Inform Classroom-Based Assessments of Children's Reading, *Carol McDonald Connor* and *Lesley A. Rex*. APPLYING INTERTEXTUALITY TO EXAMINE AN INSTRUCTIONAL APPROACH. Constructing Anatomy Literacy: Use of Computer-Based Media in a Dissecting Laboratory, *Silvia Wen-Yu Lee*. Facilitating Exploration of Theory and Practice in a Teacher Education Study Group, *Jacob Foster*. EXPLORING AND BUILDING CONCEPTUAL KNOWLEDGE. What Does it Mean to Build Conceptual Knowledge? *Ruth Piker*. Connecting the Microscopic View of Chemistry to Real-Life Experiences, *Hsin-Kai Wu*. STUDYING THE SOCIAL POSITIONING OF STUDENTS' ROLES AND IDENTITIES. Extending Opportunities, Expanding Boundaries: Addressing Gendered Discourse Through Multiple Subjectivities in a High School English Classroom, *Sharilyn C. Steadman*. Author Index. Subject Index.

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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 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.

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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 and evoke the necessity of bringing new ways of seeing to bear on writing's relationship to new technologies.

2001 448 pages

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Discourse Studies in Composition

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

The essays in this volume provide support for Charles Bazerman's 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.

2002 424 pages

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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 exclusory to nondominant members of our communities, the nature of ideological differences, and the functions of argument in these contexts.

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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.

1998 488 pages

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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.

2002 400 pages

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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. An Institution and Its Faculty: The Why and How of Our Study. In Search of Recognition: The Dynamics of the Interviews. What Should Students Write? Distances and Proximities Among Classroom, Disciplinary, and Workplace Genres. Writing as Inquiry, Argument and Persuasion. Expert Knowledge: Knowing That, Learning How, and Asking Why. Connecting Correctness and Style to Writing Instruction Within and Beyond Disciplines. Further Steps in the Search for Eloquence. Author Index. Subject Index.

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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.

1994 192 pages

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

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Forming the Collective Mind

A Contextual Exploration of Large-Scale Collaborative Writing in Industry

Geoffrey A. Cross, University of Louisville

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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 fastchanging 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 and addresses many pertinent questions and issues of cross-functional group writing. 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.

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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.

1999 352 pages
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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.

2000 256 pages
ISBN 1-57273-269-5 \$59.50 cloth
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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.

1996 216 pages
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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.

2003 464 pp.
ISBN 1-57273-457-4 \$89.50 cloth
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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.

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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.

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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 selfknowledge 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.

2002 328 pages

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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

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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. 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.

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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. 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.

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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.

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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.

2002 192 pages

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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.

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

1995 172 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 nonnative 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.

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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.

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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.

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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.

2000 240 pages

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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.

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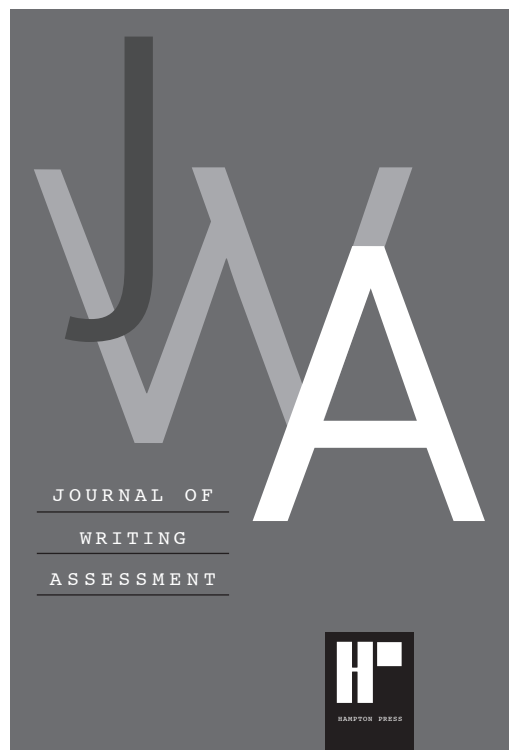
THE JOURNAL OF WRITING ASSESSMENT

Editor: Brian Huot, Kent State University
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The Journal of Writing Assessment is an important forum for authoritative and forward thinking ideas in writing assessment. The articles reflect a commitment to publishing a wide range of writing assessment scholarship from a diverse group of scholars and teachers. Of interest are all forms of writing assessment, from the classroom to those assessments used to make decisions about state and federal programs, as well as assessments geared to those whose first language is not English. Submissions may investigate such assessment-related topics as grading and response, program assessment, technology and assessment, assessment literacies, self-assessment, historical perspectives on assessment, assessment theory, and manuscripts are welcome from a variety of areas including K-12, college classes, largescale assessments, and non-education settings. Additionally, issues feature continuing installments of an annotated bibliography on writing assessment.

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