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Research and Teaching in Rhetoric and Composition
Editors: Michael M. Williamson and Peggy O’Neill

This series publishes works that report and interpret research (both empirical and theoretical) in rhetoric and composition, explain pedagogical applications, or accomplish some examination of both. Books in the series should emerge from disciplined inquiry into the texts and/or lives of writers. The inquiry should be grounded in a recognized field of scholarship, such as rhetorical theory, composition studies, linguistics, discourse analysis, psychology, sociology, and curriculum theory. The primary audience for the text should be rhetoric and composition scholars and/or teachers.

Author(s)/editor(s) may submit a prospectus to either editor. The prospectus should explain the book’s central concepts and intended audiences, provide an annotated chapter-by-chapter table of contents, and offer a timeline for completion. The prospectus should not exceed 20 pages, double-spaced. The editors may also request sample chapters to be reviewed along with the prospectus. Completed manuscripts should be between 250-500 pages double-spaced. Material will be peer reviewed. Submissions accepted for outside review should not be under review at other presses.

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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.


2006 424 pages
ISBN 1-57273-578-3 $37.50 paper
ISBN 1-57273-579-1 $38.50 cloth

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.


2005 300 pages
ISBN: 1-57273-534-1 $67.50 cloth
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.


2006 266 pages
ISBN 1-57273-582-1 $55.00 cloth
ISBN 1-57273-583-X $24.95 paper

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.


Summer, 2006 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.

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.


2006 216 pages
ISBN 1-57273-641-3 $21.95 paper
ISBN 1-57273-640-5 $45.00 cloth

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.


2005 288 pages
ISBN 1-57273-574-0 $65.00 cloth
ISBN 1-57273-575-9 $27.50 paper
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.


ISBN 1-57273-708-3 $42.50 cloth
ISBN 1-57273-710-7 $18.95 paper

Without Ceasing, Ourselves, Carl Whithaus et al.
Disruption in Composition, Peter Khost, Hofstra University, and
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.


Summer, 2006 256 pages
ISBN 1-57273-711-5 $55.00 cloth
ISBN 1-57273-712-3 $24.95 paper

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.


2006 240 pages
ISBN 1-57273-632-1 $52.50 cloth
ISBN 1-57273-633-X $23.95 paper
“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 should 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.


Fall, 2006 256 pages
ISBN 1-57273-713-1 $55.00 cloth
ISBN 1-57273-714-X $24.95 paper

Additional Forthcoming Titles

Creative Approaches to Writing Center Work
Shanti Bruce and Kevin Dvorak

Rhetoric and Resistance in the Corporate Academy
Chris Carter

Black Letters: An Ethnography of a Beginning Legal Writing Course
Randolph Cauthen

Professing Literacy: Competing Ideologies and Theories in Rhetoric and Composition
Peter M. Goggin

Judaic Perspectives on Literacy: Contexts for Rhetoric and Composition
Andrea Greenbaum and Deborah Holdstein (eds.)

Defiance and Decorum: Women, Public Rhetoric, and Activism
Dene Grigar, Laura L. Gray and Katherine J. Robinson

Learning to Write White in the Academy:
How the Academic Paths of White and Black Students Diverged
Margaret McLaughlin and Eleanor Agnew

Contradictions and Negotiations in Medical Business Writing
Susan L. Popham

Dead Letters
Tracy Santa
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.


2006 272 pages
ISBN: 1-57273-453-1 $59.50 cloth

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.


2005 524 pages
ISBN 1-57273-626-7 $97.50 cloth
ISBN 1-57273-627-5 $39.95 paper
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.

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.

2002 128 pages  
ISBN 1-57273-437-X $32.50 cloth  
ISBN 1-57273-438-8 $16.95 paper

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 collaboratively 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 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  
ISBN 1-57273-333-0 $89.50 cloth  
ISBN 1-57273-334-9 $36.50 paper

Discourse Studies in Composition  
**edited by Ellen Barton, Wayne State University, and Gail Stygall, University of Washington**

The essays in this volume provide 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  
ISBN 1-57273-328-4 $36.50 paper  
ISBN 1-57273-327-6 $87.50 cloth

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

1996 288 pages  
ISBN 1-57273-039-0 $26.50 paper  
ISBN 1-57273-038-2 $59.50 cloth

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  
ISBN 1-57273-073-3 $37.50 paper  
ISBN 1-57273-076-6 $87.50 cloth  
ISBN 1-57273-077-4 $37.50 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.

2002 400 pages
ISBN 1-57273-383-7 $79.50 cloth
ISBN 1-57273-384-5 $35.00 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.


2004 288 pages
ISBN 1-57273-576-7 $57.50 cloth
ISBN 1-57273-577-5 $26.50 paper

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.

1994 192 pages
ISBN: 1-881303-16-0 $45.00 cloth

Forming the Collective Mind
A Contextual Exploration of Large-Scale Collaborative Writing in Industry
Geoffrey A. Cross, University of Louisville

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

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

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 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.

2001 288 pages
ISBN: 1-57273-319-5 $59.50 cloth
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
ISBN 1-57273-214-8 $72.50 cloth
ISBN 1-57273-215-6 $29.50 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.

2000 256 pages
ISBN 1-57273-269-5 $59.50 cloth
ISBN 1-57273-270-9 $24.95 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.

2000 224 pages
ISBN 1-57273-230-X $49.50 cloth
ISBN 1-57273-231-6 $22.95 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.

ISBN 1-57273-457-4 $89.50 cloth
ISBN 1-57273-458-2 $35.00 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.

2000 408 pages
ISBN 1-57273-271-7 $79.95 cloth
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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 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.

2004 476 pages
ISBN: 1-57273-537-6 $37.50 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 experiences, memories and histories of those who use literacy to make meaning in their lives.

Contents: Introduction, Brian Huot and Beth Stroble. LITERACY


2004 328 pages
ISBN: 1-57273-442-0 $69.50 cloth
ISBN: 1-57273-443-8 $37.50 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. 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 ethnos in student essays as a transaction that embraces author, reader, text, and context.

2002 256 pages
ISBN: 1-57273-323-3 $55.00 cloth
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.

2002 304 pages
ISBN: 1-57273-385-3 $62.50 cloth
ISBN: 1-57273-386-1 $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.

1994 440 pages
ISBN: 1-881303-48-9 $89.50 cloth
ISBN: 1-881303-49-7 $37.50 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.

2002 192 pages
ISBN: 1-57273-395-0 $42.50 cloth
ISBN: 1-57273-396-9 $22.95 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.

1994 224 pages
ISBN: 1-881303-61-6 $45.00 cloth
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 questions. Throughout the volume the author uses actual examples of student writing as a further illustration for teachers.

1995 172 pages
ISBN: 1-881303-63-2 $42.50 cloth
ISBN: 1-881303-64-0 $18.95 paper

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.

1996 240 pages
ISBN: 1-57273-040-4 $49.50 cloth

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.

2000 192 pages
ISBN: 1-57273-146-X $47.50 cloth

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.

2000 344 pages
ISBN 1-57273-335-7 $29.95 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.

2000 240 pages
ISBN 1-57273-236-9 $24.95 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.

1995 480 pages
ISBN 1-57273-234-3 $35.00 paper
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.

Articles to appear in the first issues include:

- How State Assessments Lead to Vacuous Thinking and Writing, George Hillocks, Jr.
- That Was Then; This is Now: The Impact of Changing Assessment Policies on Teachers and The Teaching of Writing in California, Sandra Murphy
- Moving Beyond Holistic Scoring through Validity Inquiry, Peggy O’Neill
- Review: Describing the Chameleon: The Shapes and Functions of Assessment Portfolios, Susan Callahan
- Validity of Automated Scoring: Prologue for a Continuing Debate on Machine Scoring Student Writing, Michael Williamson
- The Politics of High-Stakes Writing Assessment in Massachusetts: Why Inventing a Better Assessment Model is Not Enough, Dan Frazier
- Validity of Automated Scoring: Prologue for a Continuing Debate on Machine Scoring Student Writing, Michael Williamson
- Assessing Academic Discourse: Levels of Competence in Handling Knowledge From Sources, Sarah Hauptman, Melodie Rosenfeld, and Rivka Tamir
- An Annotated Bibliography of Writing Assessment, Peggy O’Neill, Michael Neal, Ellen Schendel and Brian Huot
- Rhetorical Writing Assessment: The Practice and Theory of Complementarity, Bob Broad and Michael Boyd
- The Misuse of Writing Assessment for Political Purposes, Edward M. White
- Uncovering Rater’s Cognitive Processing and Focus Using Think Aloud Protocols, Edward W. Wolfe
- What Teachers Say About Different Kinds of Mandated State Writing Tests, Peggy O’Neill, Sandra Murphy, Michael M. Williamson and Brian Huot

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