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The Roots of Modern Writing Instruction: Eighteenth- and Nineteenth-Century Britain (1990)  
Winifred Bryan Horner  
Describes modifications in the classical model for writing instruction as vernacular English replaced official Latin, and newly available books and periodicals broadened literate culture.

Thomas P. Miller  
Examines how Scottish rhetoricians' lectures on literature and morality contributed to efforts to standardize English taste and usage.

Rhetoric for the Meritocracy: The Creation of Composition at Harvard (1976)  
Wallace Douglas  
Demonstrates how composition was established at Harvard as a gatekeeper in post–Civil War admission of merchant-class students.

John C. Brereton  
Describes first-year through senior-level writing curricula from 1895 to 1915 at the University of Iowa (Edward Everett Hale Jr.), at Amherst College (John Franklin Genteel), and at the University of Michigan (Fred Newton Scott).

from Archives of Instruction: Nineteenth-Century Rhetorics, Readers, and Composition Books in the United States (2005)  
Jean Ferguson Carr, Stephen L. Carr, and Lucille M. Schultz  
Asserts that rhetorics, readers, and composition guides comprise a specific textbook tradition of borrowing and reproduction; archives reveal the practical, moral, and inventive purposes of writing instruction.

Tom Fox  
Demonstrates that slave literacy appears to have enabled slave agency and resistance, but after emancipation was taught as an instrument of hegemonic regulation.
The Status of Composition and Rhetoric in American Colleges, 1880–1902: An MLA Perspective (1985) 129

DONALD C. STEWART
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EDWARD P. J. CORBETT
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DAVID R. RUSSELL
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A Rediscovered Tradition: European Pedagogy and Composition in Nineteenth-Century Midwestern Normal Schools (2001) 171

KATHRYN FITZGERALD
Shows how the aims, social situations, and intellectual traditions of nineteenth- and twentieth-century Midwestern normal schools influence current writing instruction more than those of elite Eastern colleges have.

The Emergence of a Field

from Research in Written Composition (1963) 193

RICHARD BRADDOCK, RICHARD LLOYD-JONES, and LOWELL SCHOER
Critiques early methodologically flawed studies of writing and research about its assessment ("The Preparation of this Report" and "Suggested Methods of Research"); infers that grammar instruction does not help students improve their writing.

from Pre-Writing: The Construction and Application of Models for Concept Formation in Writing (1964) 216

GORDON ROHMAN and ALBERT WLECZE
Post-Sputnik government-supported assessment of literary statements about composing and data from student writing ("The Problem") argues for the benefits of reflexive prewriting ("Hypotheses"), thus offering theory and practical assignments for expressive postsecondary writing.
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The Composing Processes of Twelfth Graders (1971) 228

Janet Emig

Surveys previous sources for the study of composing (The Composing Process: Review of the Literature); establishes using a case study method (The Design of the Study) to generalize about student writers' fluency and their satisfaction with their completed work.

The Social Contexts of Argumentation (1963) 252

Chaim Perelman

Argues that writers' awareness of specific, often mixed audiences and portions of them is crucial to successful arguments.

The Present State of Freshman Composition (1963) 257

Albert R. Kitzhaber

Empirical study of first-year writing class at Dartmouth criticizes the conduct of first-year writing programs and their use of untheorized pedagogies.

The Frequency and Placement of Topic Sentences in Expository Prose (1974) 271

Richard Braddock

Demonstrates that professional writing does not enact textbook principles about writing topic sentences.

A Generative Rhetoric of the Paragraph (1965) 283

Francis Christensen

Treats paragraphs through transformational grammar as units whose topics are elaborated with subordination, coordination, and free modification.

From Telling Writing (1985) 297

Ken Macrorie

Argues that college students are urged to write dull, impersonal prose (English, Poison Fish), they should instead be inspired (Writing Freely) to see writing as a way of telling the truth about their experiences (What is Good Writing?).

From Sputnik to Dartmouth: Trends in the Teaching of Composition (1979) 314

Robert P. Parker Jr.

Places composition practices in the cultural context of the international competition that coincided with the emergence of the field of composition studies in the United States.
Revision Strategies of Student Writers and Experienced Adult Writers (1980) 323

NANCY SOMMERS

Empirical study shows that students perceive words as the primary unit of composition and focus revision processes on word selection while experienced writers focus revision primarily on form and secondarily on fulfilling the expectations of readers.


SHARON CROWLEY

Traces the decline of rhetorical instruction in invention to argue that current-traditional methods of writing instruction neglect actual composition processes because they ignore the generative relationship between language and thought.


FRANK J. D'ANGELO

Shows that classical rhetoric's common and special topics of invention are treated as patterns of arrangement in nineteenth-century and later textbooks.

Striking a Balance—Seeking a Discipline (2002) 358

ROBERT TREMMEL

Describes the National Defense Education Act and other mid-twentieth-century public attention to the teaching of writing, focusing in particular on the Institutes in the Teaching of Writing at the University of Iowa.

Expressive Discourse (1971) 372

JAMES L. KINNEAVY

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Introduction to Errors and Expectations: A Guide for the Teacher of Basic Writing (1977) 387

MINA P. SHAUGHNESSY

Creates the study of Basic Writing by defining Basic Writing students as those who are not unintelligent or nonverbal, but rather unfamiliar with standard conventions of the dominant discourse.
Paradigms and Problems: Needed Research in Rhetorical Invention (1978) 397

RICHARD E. YOUNG

Proposes a paradigm shift in composition from the current-traditional focus on product to an emphasis on invention, thus defining these views of writing as either mysterious and unteachable (Romantic) or as a result of generative protocols that may be taught and applied.

The Phenomenology of Error (1981) 414

JOSEPH M. WILLIAMS

Argues that error is not an absolute feature of a text but rather a perception on the part of the reader, verifying this claim by revealing that about one hundred errors were included in the article and asking readers to report which ones they noticed.

Four Philosophies of Composition (1979) 430

RICHARD FULKERSON

First of three articles that chronicle dominant themes and practices in composition studies; here applies M. H. Abrams's four philosophies of literature to composition in the 1970s: (1) pragmatic/rhetorical—audience-oriented; (2) mimetic—world of writer and reader; (3) expressive—personal views; and (4) objective/formalist—internal.

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Common Topics of Invention


MAXINE COUSINS HAIRSTON

Asserts that the discipline of composition studies was shifting from traditional, outworn attention to textual products to the generative topic of process.

What Are We Talking About When We Talk About Composition? (1988) 451

DAVID FOSTER

 Warns against an exclusively quantifiable view of composition studies that oversimplifies the conflicts and motives that characterize discourse processes.

Shaping at the Point of Utterance (1980) 461

JAMES BRITTON, ANTHONY BURGESS, NANCY MARTIN, ALEX MCLEOD, AND HAROLD ROSEN

British research that models writing processes in moments of inscription.
The Cognition of Discovery: Defining a Rhetorical Problem (1980) 467
LINDA FLOWER AND JOHN R. HAYES

Describes composing processes through analyses of writers talking aloud as they write, which reveals hierarchical and recursive considerations of more than one issue: a task environment; material in the writer's long-term memory; and discrete writing processes that include planning, translating thoughts into words, evaluating, and revising.

Cognition, Convention, and Certainty: What We Need to Know About Writing (1993) 479
PATRICIA BIZZELL

Distinguishes two theoretical representations that dominated composition research in the 1980s: "inner-directed" representations of language learning and thinking treated as outside social processes and "outer-directed" analyses of the social processes that shape thinking in specific communities. Argues that a comprehensive teaching agenda should be informed by both schools.

The Problem of Writing Knowledge (1988) 502
CHARLES BAZERMAN

 Asserts that teaching students to write within distinct disciplines requires that a teacher know and convey the social and intellectual contexts that students can access only if they follow specific, evolving discussions of a field's particular problems or topics.

GEORGE HILLOCKS JR.

Meta-analysis of a carefully selected range of research studies concludes that pedagogic success follows high levels of student interaction, assigned writing that occurs outside the classroom, and as-needed grammar instruction.

Collaborative Learning and the "Conversation of Mankind" (1984) 545
KENNETH A. BRUFFEE

Cites Vygotsky, Oakeshott, Geerz, and Rorty to apply Kenneth Burke's intellectual "conversations" model to purposeful, interactive, student-led learning.

PATRICK HARTWELL

Argues for using grammar instruction as a guide to composing complex arguments that audiences accept.
The Language of Exclusion: Writing Instruction at the University (1985) 586

Mike Rose

Calls for revising professional terminology to represent more accurately the cognitive, historical, and cultural realities of composition pedagogy and scholarship, arguing to set aside words like "error," "skill," "remediation," and others that suggest that learning to write cures a student's essential deficits.

Inventing the University (1985) 605

David Bartholomae

Argues that as students attempt academic writing, they approximate unfamiliar textual voices that no writer can replicate easily.

On the Subjects of Class and Gender in "The Literacy Letters" (1989) 631

Linda Brodkey

Reveals power dynamics in a correspondence between adult Basic Writers and graduate teachers, who uphold hegemonic middle-class values by frequently changing the subject in response to students' about class, financial, and gender issues.

Learning the Uses of Chaos (1980) 679

Ann E. Berthoff

Opposes cognitive, stage-theory models of composing processes, instead favoring those of Freire and others who describe composing and critical thinking as a narrative in which writers make meanings and reshape them out of a chaos of images, half-truths, remembrances, and syntactic fragments.

Competing Theories of Process: A Critique and a Proposal (1986) 652

Lester Faigley

Critiques the individualism of expressive and cognitive process theories, proposing that social process theories better recognize the sociability of language, discourses, and writing processes.

Rhetoric and Ideology in the Writing Class (1988) 667

James Berlin

Argues that three rhetorical theories—cognitive psychology, expressionism, and social-epistemic philosophy—separately inform composition studies, claiming their scientific ideological neutrality, the liberating nature of writing, and that a "social-epistemic" rhetoric exposes the ideological bases of knowledge.
from Composition-Rhetoric: Backgrounds, Theory, and Pedagogy (1997) 685
Robert J. Connors
Describes the many academic and political motives for and against including English grammar in writing courses in the nineteenth century and later.

Alice Gladden Brand
Considers the affective contexts around personal writing and school composition.

Special Topics
The Essential Delay: When Writer's Block Isn't (1985) 715
Donald M. Murray
Argues that writer's block may be a wise delay that allows time for ideas to become more complicated as they are further elaborated by additional materials.

Underlife and Writing Instruction (1987) 721
Robert Brooke
Proposes that seemingly disruptive and inattentive student behaviors express students' multifaceted extracurricular identities, which writing teachers might include in the scope of student authorship and reveal as components of their own pedagogic behavior.

Consensus and Difference in Collaborative Learning (1989) 733
John Trimbur
Questions the assumption that collaborative consensus always creates a positive learning situation to acknowledge that conflict and dissensus give voice to generative minority views and individual differences.

The Idea of Community in the Study of Writing (1989) 748
Joseph Harris
Debunks the idea that academic discourses make up one community but suggests that social views of composition should focus less on issues of ideology and more on the material conditions in which students and teachers of writing work.
Ideology and Freshman Textbook Production: The Place of Theory in Writing Pedagogy (1987) 759

KATHLEEN ETHEL WELCH

Claims that recursive-process models are still unrealized in widely adopted textbooks, which often omit invention in abbreviated treatments of classical rhetoric, rely on nineteenth-century product-oriented modes of discourse, and focus on editing and correctness, which characterize evaluative ideologies of writing pedagogy.

Redefining the Legacy of Mina Shaughnessy: A Critique of the Politics of Linguistic Innocence (1991) 772

MIN-ZHAN LU

Argues that Mina Shaughnessy's view of language is unfortunately essentialist in its acceptance of language as a neutral conduit that joins thought to meaning, a view that erases students' experiences of differences, competition, and social dimensions that determine linguistic choices.

Remediation as Social Construct: Perspectives from an Analysis of Classroom Discourse (1991) 783

GLYNDA HULL, MIKE ROSE, KAY LOSEY FRASER, AND MARISA CASTELLANO

Presents a case study of a fifty-minute class session that demonstrates the detriments of playing out stereotypes of writing students as cognitively deficient and in need of a remedy.

Representing Audience: "Successful" Discourse and Disciplinary Critique (1996) 813

ANDREA A. LUNSFORD AND LISA EDE

Self-critique of earlier article, "Audience Addressed/Audience Invoked," calls for a self-reflexive process that formerly excluded conflicts, fears, failures, and personal motives involved in both invoking and addressing audiences.

After Theory: From Textuality to Attunement with the World (1996) 824

KURT SPELLMEYER

Argues for shifting outworn textual paradigms for study and pedagogy, for retrieving the social project of English curricula, and for moving beyond that curricula's limited focus on texts in feminist postmodern studies to investigate the feelings of student readers and writers.
Invention and Writing in Technical Work: Representing the Object (1994) 843
DOROTHY A. WINSOR

Collaboration of three engineering-student writers involves communal invention based on shared notes and lists, demonstrating that technical reports are not records of already-discovered content, but a way of thinking and collaborating to agree on content.

The Subject in Discourse (1991) 861
JOHN CLIFFORD

Debates the benefits of learning to write in an academic setting, citing ways that institutional writing serves dominant ideology and stifles creativity, preventing students from countering norms and expressing motives to do so.

Concepts Basic to Quantitative Research (1999) 874
MARY SUE MACNEALY

Demonstrates for novices to quantitative research the usual applications in composition research of the terms "reliability," "validity," "randomization," "probability," and "the null hypothesis."

NEDRA REYNOLDS

Suggests using interruption as a deliberate feminist writing strategy to provide an alternative to the agonistic qualities of academic discourse, especially because male compositionists continue to rely on the work of British cultural studies and Lyotard, who deny meta-narratives vital to feminism and portray academic discourse as contests of strength.

Claiming the Archive for Rhetoric and Composition (2002) 911
SUSAN WELLS

Argues for the value of archival research, saying archival materials resist established interpretative protocols, provide data that undoes many underdog resentments in the field, and have the potential to reconfigure images of authorship.

Uncommon Ground: Narcissistic Reading and Material Racism (2005) 919
BARBARA SCHNEIDER

Proposes an alternative pedagogy to address the affective elements of racism, one that supports multicultural teaching by highlighting differences, to lessen the racism of narcissistic reading assignments.

Peter Elbow

Corrects critical misunderstandings of *expressive discourse*, arguing that it is both a legitimate kind of textuality and a way of gaining fluent personal power over acts of writing.

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The Essay Canon (1999) 945

Lynn Z. Bloom

Surveys popular composition readers from WWII to 1999 to identify the most frequently anthologized readings, to point out the dullness of typical study questions, and to call for increased attention to the essay genre.

Never Mind the Tagmemics, Where's the Sex Pistols? (1997) 973

Geoffrey Sirc

Critiques composition laboratory claims, arguing that its values in the 1960s and early 1970s represented the era's activist pop music but that the field later attended to traditional academic values and, to its detriment, ignored avant-garde messages represented in later punk music.

Maybe a Colony: And Still Another Critique of the Comp Community (1997) 991

Victor Villanueva Jr.

Argues that the field's simple celebration of cultural multiplicity retains imperialistic literacy practices that hide their colonialism and the "combat zones" that characterize histories of rhetoric.


Lynn Worsham

Analyzes the scripting of emotion in history and in various pedagogies, arguing that composition studies should explore feelings associated with contemporary violence in order to carry out its language-based social mission of reorganizing the feelings and moods that characterize this age.

Peeking Out from Under the Blinders: Some Factors We Shouldn't Forget in Studying Writing (1991) 1032

John R. Hayes

Reminds researchers of the broad range of research topics relevant to how writers write, whose study would counter the increased specialization of composition research.
Moving Writing Research into the 21st Century (1996): 1049

Sarah Warshauer Freedman

Presents the National Center for the Study of Writing and Literacy's original theoretical research frame, its inclusion of situated cultural dimensions, and future plans for research based on multidisciplinary methods and theories to emphasize diversity.


Brenton Faber and John Dan Johnson-Eilola

Calls for a new vision of technical communication and its pedagogies in response to the professionalization of the U.S. workforce, whose corporate employers offer increased educational opportunities to professional employees.

Kitchen Tables and Rented Rooms: The Extracurriculum of Composition (1994) 1081

Anne Ruggles Gere

Examines writing development outside the academy and calls for histories of composition practices that examine sociable contexts for writing.

Community Literacy (1995) 1097

Wayne Campbell Peck, Linda Flower, and Lorraine Higgins

Explores the Pittsburgh Community Literacy Center’s power to effect local social change through collaborative intercultural negotiations that acknowledge alternative discourses.

When the First Voice You Hear Is Not Your Own (1996) 1117

Jacqueline Jones Royster

Argues that voice is not exclusively written or spoken but is equally expressed as a subject position and identity in oral and visual forms, and that identities constructed on community borders necessarily demonstrate multiple perspectives.


Scott Richard Lyons

Defines Native American and other nondominant sovereignty as resistance to hegemonic control of public meanings, to urge that writing classes aim to reveal discursive victories over conventional individualistic Enlightenment treatments of raced and ethnic cultures.
Literacy in African-American Churches: A Conversation Between the Academy and the Church Begins (2003) 1148

BEVERLY J. MOSS

Introduces an ethnographic study by describing childhood experiences in church, which demonstrated the interdependency of belief and sermonic practice and later the synergy between spiritual and academic discourses.

Technology and Literacy: A Story About the Perils of Not Paying Attention (1999) 1163

CYNTHIA L. SELFE

Challenges composition scholars to attend to issues of technology, arguing that merging technical advances into composition studies' humanistic concerns is crucial to ethical literacy instruction.

Looking Back As We Look Forward: Historicizing Writing Assessment (1999) 1186

KATHLEEN BLAKE YANCEY

Reviews the history of writing assessment from 1950 to 1999, recounting how various kinds of assessment have been used; concludes that current turns to contextualized portfolio assessment are valid moves toward more humane and ethical practices.


REBECCA MOORE HOWARD

Argues that constructions of plagiarism rely on metaphors of gender, weakness, collaboration, disease, adultery, rape, and property, which can all communicate potential violations of sexual boundaries, and that plagiarism might also be named as "fraud," "insufficient citation," and "excessive repetition."

from Radical Feminism, Writing, and Critical Agency: From Manifesto to Modern (2005) 1223

JACQUELINE RHODES

Argues that the nonconfrontational, isolationist impulse in histories of feminism and composition has left out a key moment in public writing—radical feminism—and that engaging the intentionally resistant discourses of radical feminism would make critical agency available to composition studies ("Introduction" and "Feminism, Composition, and Re-History").

"Writing Insight": Deafness and Autobiography (2000) 1243

BRENDA JO BRUEGGEMANN

Asserts that deaf reading and writing should not be judged as lesser versions of these literate practices, but instead should be examined to
reveal how language works, whether it is spoken, written, signed, or performed.

Who Owns Writing? (2006) 1247
DOUGLAS HESSE
Suggests that CCCC members stay mindful both of schooled and self-sponsored writing and of theory and research in order to control how writing is taught and represented in public discourses.

The Complexities of Responding to Student Writing; Or, Looking for Shortcuts via the Road of Excess (2006) 1262
RICHARD HASWELL
Argues that because research shows that teacher commentary is always determined by its disciplinary contexts, responses to student writing should be made in awareness of the particular shortcuts, methods of revising them, and restrictions on the volume of comments called for by specific disciplinary and pedagogic situations.

PART IV: WORLDWIDE PROJECTS 1291

The New Literacy Studies and the "Social Turn" (1999) 1293
JAMES PAUL GEE
Describes the New Literacy Studies and its internationally grounded methods and interdisciplinary perspectives, with demonstrations of discourse difference and an account of the Lancaster school, to emphasize that social contexts and meanings are mutually constitutive.

The Politics of Teaching Literate Discourse (1995) 1311
LISA DELPIT
Responds to arguments that primary literacy and full learning always require embedment in a student's original linguistic environment; argues for teaching dominant discourse to minority students as a specialized idiom, not as the one correct version of a language.

Limits of the Local: Expanding Perspectives on Literacy as a Social Practice (2002) 1321
DEBORAH BRANDT AND KATIE CLINTON
Criticizes literacy theories that insist that literacy be seen only as separately situated social practices because this view ignores the material, transcontextual qualities of literacy, such as its mobility, integration, and endurance.
Theory and Practice in Critical Discourse Analysis (1997)  1339

ALLAN LUKE
Outlines international uses of critical discourse analysis and the three sources of its theories: post-structuralism, Pierre Bourdieu’s analyses of conventional language as cultural capital, and neo-Marxist cultural theory.


JANET GILTROW
Defines “modern linguistic consciousness” as speakers’ awareness of how individuals and centralizing norming systems rank their speech, deriving these defining elements from analyses of interviews with readers and writers at a South Asian university, where people identified their “self” as a product of the words of others and imagined individual speech as only adjacent to norms they nonetheless readily recognize.

Beside Ourselves: Rhetoric and Representation in Postcolonial Feminist Writing (1998)  1381

SUSAN C. JARRATT
Analyzes strategies of self-representation by three postcolonial feminists who model a gradual transformation from singular subjectivity to divided identities, to show how students and teachers might interact in a new version of collective identity.

Toward a Mestiza Rhetoric: Gloria Anzaldúa on Composition and Postcoloniality (1998)  1401

ANDREA A. LUNSFORD
An interview with Gloria Anzaldúa that meshes nonbinary identity and new states of mestiza consciousness with multiple writing strategies and relates her writings as a bicultural woman to those of writers in composition classrooms.

From Analysis to Design: Visual Communication in the Teaching of Writing (2002)  1429

DIANA GEORGE
Discusses texts as designs, reviewing historical uses of visual media in English studies and now in composition, where writing instruction includes the production of numerous verbal and visual texts.

Blogging as Social Action: A Genre Analysis of the Weblog (2004)  1450

CAROLYN R. MILLER AND DAWN SHEPHERD
Explores the uncertain fit of traditional genre theory to new media, arguing that genre theory’s focus on written texts may exclude visual
features of blogs, and that blogs may develop and formalize more quickly than traditional written genres to create a form of genre hybridity.


Susan Romano, Barbara Field, and Elizabeth W. de Huergo
Describes how Internet literacies trace and extend the traditional entrepreneurial practices that have led to Monterrey’s economic success, exploring the example of the American Institute of Monterrey, a bilingual preprofessional school whose students see the Internet as a window to developing globally competitive skills.

Cynthia L. Selfe and Gail E. Hawisher with Oladipupo (Dipo) Lashore and Pengfei Song
Reports two case studies of student coauthors as they acquire digital literacy, inferring that complex interactions among the rise of the information society, uneven diffusions of technology, and the global digital divide allow unequal access to computers and related technologies to govern literacy practices and cultural values.

Dwight Atkinson
Reviews L1 and L2 studies that attempt to move beyond process, to explore Trimbur’s explanation of post-process and to propose an alternative to it in a blended definition.

The Lycée-to-University Progression in French Students’ Development as Writers (2002) 1544
Christiane Donahue
Explores how French students entering college negotiate linguistic and genre constraints as they write essays and how their essays partially reveal the French cultural-academic context for writing.

Paul Kei Matsuda
Analysis of a Japanese online discourse community suggests that online interactions allow for alternative means of identity and power negotiations, if not at the level of hierarchical social relations common in offline discourses.
A Family Affair: Competing Sponsors of Literacy in Appalachian Students' Lives (2007) 1600
SARA WEBB-SUNDERHAUS
Explores the literacy practices of students at two Central Appalachian open-admission universities, focusing on the sponsorship of writing by members of immediate and extended family, which shows that some relatives both sponsor and inhibit literacy because they accept its competing normative and material definitions.

The Place of World Englishes in Composition: Pluralization Continued (2006) 1617
A. SURESH CANAGARAJAH
Argues that a place should be made for World Englishes in composition classrooms and suggests code meshing—merging language varieties with Standard Written English—as one means to that end.

Putting Literacy in Its Place: Nomadic Consciousness and the Practice of Transcultural Repositioning (2004) 1643
JUAN C. GUERRA
Dismantles conventional definitions of "critical consciousness" and liberatory pedagogy to demonstrate the limits of characterizing those with "power as conscious" and those without it as automatically benefiting from acquiring it; argues that uneven, shifting moments of awareness are models of change and empowerment across identities.

Writing at the Postsecondary Level (2006) 1655
RUSSEL K. DURST
Reviews late-twentieth-century and early-twenty-first-century approaches to research in composition studies, arguing that the multiple perspectives attached to the "social turn" that characterizes the period have fragmented the field's agendas, leaving it without a clear focus or direction.

Appendix: Resolutions, Policies, Histories 1691
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