Works Cited

- Anson, C. M. 1989. Writing and Response: Theory, Practice, and Research. Urbana, IL: NCTE.
- Aronowitz, S. 1993. "Paulo Freire's Radical Democratic Humanism." In *Paulo Freire: A Critical Encounter*, eds. P. McLaren and P. Leonard, 8–24. London and New York: Routledge.
- Barndt, D. 1998. "The World in a Tomato: Revising the Use of 'Codes' in Freire's Problem-Posing Education." *Convergence* tribute to Paulo Freire, (1 & 2): 62–73.
- Barrs, M. 1988. "Drawing a Story: Transitions Between Drawing and Writing." In *The Word for Teaching Is Learning: Essays for James Britton*, eds. M. Lightfoot and N. Martin, 51–69. Portsmouth, NH: Heinemann.
- Barton, E. 2000. "More Methodological Matters: Against Negative Argumentation." College Composition and Communication 51 (3): 399–416.
- Beach, R. 1989. "Showing Students How to Assess: Demonstrating Techniques for Response in the Writing Conference." In Writing and Response: Theory, Practice, and Research, ed. C. M. Anson, 127–48. Urbana, IL: NCTE.
- Belenky, M. F., B. M. Clinchy, N. R. Goldberger, & J. M. Tarule. 1986. Women's Ways of Knowing: Development of Self, Voice, and Mind. New York: Basic Books.
- Berkenkotter, C., & T. N. Huckin. 1995. "Gatekeeping at an Academic Convention." In Genre Knowledge in Disciplinary Communication: Cognition/Culture/ Power, 97–116. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Berlin, J. A. 1982. "Contemporary Composition: The Major Pedagogical Theories." College English 44 (8) (December): 765–77. In Cross-Talk in Comp Theory, ed. V. Villanueva, 233–48. Urbana, IL: NCTE
- . 1988. "Rhetoric and Ideology in the Writing Class." College English 50
 (5) (September): 477–94. In Cross-Talk in Comp Theory: A Reader, ed. V. Villanueva, 679–99. Urbana, IL: NCTE.
- -------. 1996. Rhetorics, Poetics, and Cultures: Refiguring College English Studies. Urbana, IL: NCTE.
- Berthoff, A. E. 1981. The Making of Meaning: Metaphors, Models, and Maxims for Writing Teachers. Upper Montclair, NJ: Boynton/Cook.
 - ——. 1984. *Reclaiming the Imagination: Philosophical Perspectives for Writers and Teachers of Writing.* Portsmouth, NH: Boynton/Cook.

—. 1990. "'Reading the World . . . Reading the Word': Paulo Freire's Pedagogy of Knowing." In *The Sense of Learning*, ed. A. Berthoff, 114–26. Portsmouth, NH: Boynton/Cook.

—. 1997. "Remembering Paulo Freire." JAC 17(3): 305–10.

- Bizzell, P. 1982. "Cognition, Convention, and Certainty: What We Need to Know About Writing." *PRE/TEXT* 3 (3): 213–43. In *Cross-Talk in Comp Theory*, ed. V. Villanueva, 365–89. Urbana, IL: NCTE.
- . 1984. "William Perry and Liberal Education." College English 46.5 (September): 447-454. In Academic Discourse and Critical Consciousness. Pittsburgh and London: University of Pittsburgh Press (1992): 153-63. In Cross-Talk in Comp Theory, ed. V. Villanueva, 297-306. Urbana, IL: NCTE.
- ——. 1992. Academic Discourse and Critical Consciousness. Pittsburgh and London: University of Pittsburgh Press.
- Braddock, R. 1974. "The Frequency and Placement of Topic Sentences in Expository Prose." Research in the Teaching of English 8 (3) (Winter): 287–302. In Cross-Talk in Comp Theory, ed. V. Villanueva, 167–81. Urbana, IL: NCTE.
- Brannon, L., & G. Pradl. 1984. "The Socialization of Writing Teachers." *The Journal of Basic Writing* 3(4) (Spring/Summer): 28–37.
- Britton, J., T. Burgess, N. Martin, A. McLeod, & H. Rosen. 1975. *The Development* of Writing Abilities, 11–18. London: Macmillan Education.
- Brodkey, L. 1987. "Modernism and the Scene(s) of Writing." *College English* 49 (4) (April): 396-418.
- Brown, C. 1987. "Literacy in 30 Hours: Paulo Freire's Process in Northeast Brazil." In *Freire for the Classroom*, ed. I. Shor, 215–31. Portsmouth, NH: Boynton/Cook.
- Brueggemann, B. J. 1999. Lend Me Your Ear: Rhetorical Constructions of Deafness. Washington, DC: Gallaudet University Press.
- Bruffee, K. A. 1984. "Collaborative Learning and the 'Conversation of Mankind.'" College English 46 (7) (November): 635–52. In Cross-Talk in Comp Theory, ed. V. Villanueva, 393–414. Urbana, IL: NCTE.
- Bruner, M., & M. Oelschlaeger. 1994. "Rhetoric, Environmentalism, and Environmental Ethics." In *Landmark Essays on Rhetoric and the Environment*, ed. C. Waddell, 209–25. Mahwah, NJ: Lawrence Erlbaum Associates.
- Buffington, N., M. Diogenes, & C. Moneyhun. 1997. Living Languages: Contexts for Reading and Writing. Upper Saddle River, NJ: Prentice Hall.
- Charney, D. 1996. "Empiricism Is Not a Four-Letter Word." College Composition and Communication 47 (4): 567–93.
- Checkley, K. 1997. "The First Seven . . . and the Eighth: A Conversation with Howard Gardner." *Educational Leadership* 55 (1) (September): 8–13.
- Childers, P. 1999. "Applying the Ninth Intelligence." Paper presented at Fourth National Writing Across the Curriculum Conference. Cornell University, Ithaca, New York, June 5.
- Childers, P. B., E. H. Hobson, & Joan A. Mullin. 1998. ARTiculating: Teaching Writing in a Visual World. Portsmouth, NH: Boynton/Cook.

Colloton, A. 2000. Personal interview. May 1. Normal, IL.

Crowley, S. 1995. "Biting the Hand That Feeds Us: Nineteenth Century Uses of a Pedagogy of Taste." In *Rhetoric, Cultural Studies, and Literacy* (Selected Papers from the 1994 Conference of the Rhetoric Society of America), ed. J. F. Reynolds, 11–20. Mahwah, NJ: Lawrence Erlbaum Associates.

—. 1998. *Composition in the University: Historical and Polemical Essays.* Pittsburgh: University of Pittsburgh Press.

- Crowley, S., & D. Hawhee. [1994] 1999. Ancient Rhetorics for Contemporary Students. 2d ed. Boston: Allyn and Bacon.
- Daiker, D. 1989. "Learning to Praise." In *Writing and Response*, ed. C. M. Anson, 103–13. Urbana, IL: NCTE.
- Damasio, A. 1999. The Feeling of What Happens: Body and Emotion in the Making of Consciousness. New York: Harcourt Brace and Company.
- Daniell, B. 1999. "Narratives of Literacy: Connecting Composition to Culture." College Composition and Communication 50 (3) (February): 393–410.
- Delpit, L. 1988. "The Silenced Dialogue." Harvard Educational Review 58 (3) (August): 280–98. In Cross-Talk in Comp Theory, ed. V. Villanueva, 565–88. Urbana, IL: NCTE.
- Dickinson, E. [1890] 1961. Final Harvest: Emily Dickinson's Poems. Selection and Introduction by Thomas H. Johnson. Boston and Toronto: Little, Brown.
- Diederich, P. 1974. Measuring Growth in English. Urbana, IL: NCTE.
- "Dumb and Dumber? An Invitation to a Dialogue on America's Intellectual Capacity." 2000. (Editorial) U.S. News & World Report. March 20, 2000, page 20.
- Dunn, P. A. 1995. Learning Re-Abled: The Learning Disability Controversy and Composition Studies. Portsmouth, NH: Boynton/Cook.
- Dunn, R., & K. Dunn. 1993. Teaching Secondary Students Through Their Individual Learning Styles: Practical Approaches for Grades 7–12. Boston: Allyn and Bacon.
- Elbow, P. 1973. Writing Without Teachers. New York: Oxford University Press.
 - ——. 1985. "The Shifting Relationships Between Speech and Writing." *College Composition and Communication* 36(3)6 (October): 283–303.
 - ———. 1986. *Embracing Contraries: Explorations in Learning and Teaching*. New York: Oxford University Press.
- ———. 1993. "Ranking, Evaluating, and Liking: Sorting Out Three Forms of Judgment." *College English* 55 (2) (February): 187–206.
- Elias, J. L. 1994. *Paulo Freire: Pedagogue of Liberation*. Malabar, FL: Kreiger Publishing Company.
- Emig, J. 1977. "Writing as a Mode of Learning." College Composition and Communication 28 (2) (May): 120–28. In Cross-Talk in Comp Theory, ed. V. Villanueva, 7–15. Urbana, IL: NCTE.

—. 1978. "Hand, Eye, Brain: Some 'Basics' in the Writing Process." In *Research on Composing: Points of Departure*, eds. C. R. Cooper and L. Odell, 59–71. Urbana, IL: NCTE.

—. 1997. "Writing as a Mode of Learning." In Cross-Talk in Comp Theory, ed.V. Villanueva. Urbana, IL: NCTE.

- Eriksson, S. 1999. "Metaphors in Teaching Geology—More Than a 'Literary Frill'" Paper presented at Fourth National Writing Across the Curriculum Conference. Cornell University, Ithaca, New York, June 4.
- Fahnestock, J., & M. Secor. 1991. "The Rhetoric of Literary Criticism." In Textual Dynamics of the Profession: Historical and Contemporary Studies of Writing in the Professions, eds. C. Bazerman and J. Paradis, 76–96. Madison: The University of Wisconsin Press.
- Faigley, L. [1992] 1995. *Fragments of Rationality: Postmodernity and the Subject of Composition*. Pittsburgh and London: University of Pittsburgh Press.
- Farris, C., & C. M. Anson. 1998. Under Construction: Working at the Intersections of Composition Theory, Research, and Practice. Logan, UT: Utah University Press.
- Finlay, L. S., & V. Faith. 1979. "Illiteracy and Alienation in American Colleges: Is Paulo Freire's Pedagogy Relevant?" *Radical Teacher* 16: 28–37. In *Freire for the Classroom*, ed. I. Shor, 63–86. Portsmouth, NH: Boynton/Cook.
- Fiore, K., & N. Elasser. 1982. "'Strangers No More': A Liberatory Literacy Curriculum." College English 44 (2) (February): 115–28. In Freire for the Classroom, ed. I. Shor, 87–103. Portsmouth: NH: Boynton/Cook.
- Flynn, E. A., K. Remlinger, & W. Bulleit. 1997. "Interaction Across the Curriculum." JAC 17 (3): 343–64.
- Forman, E. A., & C. B. Cazden. [1985] 1989. "Exploring Vygotskian Perspectives in Education: The Cognitive Value of Peer Interaction." In *Culture, Communication, and Cognition: Vygotskian Perspectives,* ed. J. V. Wertsch, 323– 47. Cambridge: Cambridge University Press.
- Fox, T. 1999. Defending Access: A Critique of Standards in Higher Education. Portsmouth, NH: Boynton/Cook.
- Freire, P. [1968] 1973. *The Pedagogy of the Oppressed*. Translation by Myra Bergman Ramos. NY: The Seabury Press—A Continuum Book.
- ------. 1973. "By Learning They Can Teach." Convergence 6 (1): 78-84.
- -------. 1993. Education for Critical Consciousness. New York: Continuum.
- Freire, P., & D. Macedo. 1987. *Literacy: Reading the Word and the World.* South Hadley, MA: Bergin & Garvey.
- Freire, P., ed., with J. W. Fraser, D. Macedo, T. McKinnon, & W. T. Stokes. 1997. Mentoring the Mentor: A Critical Dialogue with Paulo Freire. New York: Peter Lang Publishing.
- Fulkerson, J., & M. Horvich. 1998. "Talent Development: Two Perspectives." Phi Delta Kappan (June): 756–59.
- Gage, R. 1995. "Excuse Me, You're Cramping My Style: Kinesthetics for the Classroom." *English Journal* 84 (8) (December): 52–55.

- Gardner, H. [1983] 1985. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
 - ----. 1995. "'Multiple Intelligences' as a Catalyst." *English Journal* 84 (8) (December): 16–18.
- Gilyard, K. 1996a. "An African American in Process." In Let's Flip the Script: An African American Discourse on Language, Literature, and Learning, 87–96. Detroit: Wayne State University Press.
 - ——. 1996b. "One More Time for Professor Nuruddin." In Let's Flip the Script: An African American Discourse on Language, Literature, and Learning, 63–71. Detroit: Wayne State University Press.
- Giroux, H. A. 1993. "Paulo Freire and the Politics of Post-Colonialism." In Paulo Freire: A Critical Encounter, eds. P. McLaren & P. Leonard. London and New York: Routledge.
 - _____. 1997. "Remembering Paulo Freire." JAC 17 (3): 310–13.
- Glasgow, J. N., & M. S. Bush. 1995. "Promoting Active Learning and Collaborative Writing Through a Marketing Project." *English Journal* 84 (8) (December): 32–37.
- Goleman, D. 1995. Emotional Intelligence. New York: Bantam Books.
- Graff, G. 1997. "Other Voices, Other Rooms." In Living Languages, eds. N. Buffington, M. Diogenes, & C. Moneyhon, 150–55. (An excerpt from Beyond the Culture Wars, 1992.)
- Gross, A. 1999. "Toward More Perfect Union: Bridging the Gap Between the Sciences and the Humanities." Paper presented at Fourth National Writing Across the Curriculum Conference. Cornell University, Ithaca, New York, June 4.
- Guskin, S. L., C. J. Peng, & M. Simon. 1992. "Do Teachers React to 'Multiple Intelligences'? Effects of Teachers' Stereotypes on Judgements and Expectations for Students with Diverse Patterns of Giftedness/Talent." *Gifted Child Quarterly* 36 (1) (Winter): 32–37.
- Halloran, S. M. 1984. "The Birth of Molecular Biology: An Essay in the Rhetorical Criticism of Scientific Discourse." *Rhetoric Review* 3: 70–83. In *Landmark Essays on Rhetoric of Science*, ed. R. A. Harris, 39–50.
- Halloran, S. M., & A. N. Bradford. 1984. "Figures of Speech in the Rhetoric of Science and Technology." In *Essays on Classical Rhetoric and Modern Discourse*, eds. R. J. Connors, L. S. Ede, & A. Lunsford, 179–92. Carbondale and Edwardsville: Southern Illinois University Press.
- Harrison, S. 2000. "Cyborgs and Digital Sound Writing: Rearticulating Automated Speech Recognition Typing Programs." Online journal. Kairos 5 (1) http://english.ttu.edu/kairos/5.1/features/harrison/cybwrt5.html.
- Hartwell, P. 1985. "Grammar, Grammars, and the Teaching of Grammar." *College English* 47 (2): 105-27.
- Hecker, L. 1997. "Walking, Tinkertoys, and Legos: Using Movement and Manipulatives to Help Students Write." *English Journal* 86 (6) (October): 46–52.

- Hobson, E. 1999. "The Argument for a Ninth Intelligence." Paper presented at Fourth National Writing Across the Curriculum Conference. Cornell University, Ithaca, New York, June 5.
- hooks, b. 1989. Talking Back. Boston: South End Press.

——. 1994. *Teaching to Transgress: Education as the Practice of Freedom.* New York and London: Routledge.

- Howard, R. M. 1999. Standing in the Shadow of Giants: Plagiarists, Authors, Collaborators. Stamford, CT: Ablex.
- Hurston, Z. N. [1933] 1995. "The Gilded Six Bits." In Zora Neale Hurston: The Complete Stories, introduction by H. L. Gates, Jr., & S. Lemke, 86–98. New York: Harper Perrennial. ("The Gilded Six Bits" was originally published in Story, August 1933.)
- Jung, J. 1997. "Revision Hope: Writing Disruption in Composition Studies." JAC 17 (3): 427–52.
- Kelman, M., & G. Lester. 1998. Jumping the Queue: An Inquiry into the Legal Treatment of Students with Learning Disabilities. Cambridge, MA: Harvard University Press.
- Kirby, D., & T. Liner, with R. Vinz. [1988] 1991. Inside Out: Developmental Strategies for Teaching Writing. 2d ed. Portsmouth, NH: Boynton/Cook.
- Klein, K., & L. Hecker. 1994. "The Write Moves: Cultivating Kinesthetic and Spatial Intelligences in the Writing Process." In *Presence of Mind: Writing Beyond the Cognitive Domain*, eds. A. Brand & R. Graves, 89–98. Portsmouth, NH: Heinemann.
- Knoblauch, C. H. 1988. "Rhetorical Constructions: Dialogue and Commitment." *College English* 50(2): 125-40.
- Knoblauch, C. H., & L. Brannon. 1981. "Teacher Commentary on Student Writing: The State of the Art." Freshman English News 10 (2) (fall): 1–4.
 - —. 1984. *Rhetorical Traditions and the Teaching of Writing*. Upper Montclair, NJ: Boynton/Cook.
- Kutz, E., & H. Roskelly. 1991. An Unquiet Pedagogy: Transforming Practice in the English Classroom. Portsmouth, NH: Boynton/Cook.
- Labov, W. 1966. *The Social Stratification of English in New York City*. Washington, DC: Center for Applied Linguistics.
- Lakoff, G., & M. Johnson. 1980. *Metaphors We Live By*. Chicago and London: The University of Chicago Press.
- Laird, C. 1970. Language in America. New York: World.
- Larson, R. L. 1982. "The 'Research Paper' in the Writing Course: A Non-Form of Writing." *College English* 44 (8) (December): 811–16.
- LeCourt, D. 1996. "WAC as Critical Pedagogy: The Third Stage?" JAC 16 (3): 389-405.
- Lightfoot, M., & N. Martin. 1988. The Word for Teaching is Learning. Language and Learning Today Essays for James Britton, in association with National Association for the Teaching of English. London: Heinemann Educational Books and Portsmouth, NH: Boynton/Cook.

- Lowe, C. 2000. "Continuous Speech Recognition: Not Just a New Technology." Paper presented at CCCC, Minneapolis, April 14.
- Lyman, D. E. 1986. Making the Words Stand Still. Boston: Houghton Mifflin.
- Mahala, D. 1991. "Writing Utopias: Writing Across the Curriculum and the Promise of Reform." *College English* 53 (7): 773-89.
- Martin, N. 1976. "Language Across the Curriculum: A Paradox and Its Potential for Change." *Educational Review* 28: 206–19.
- Mayher, J. S. 1990. Uncommon Sense: Theoretical Practice in Language Education. Portsmouth, NH: Boynton/Cook.
- McKeon, R. 1987. *Rhetoric: Essays in Invention and Discovery*. Woodbridge, CT: Ox Bow Press.
- McLaren, P., & P. Leonard. 1993. *Paulo Freire: A Critical Encounter*. London and New York: Routledge.
- Metcalf, S. D. 1998. "Attention Deficits: Does Special Education Leave Many Poor Learners Behind?" *Lingua Franca* (March): 60–65.
- Miller, R. E. 1998. "The Arts of Complicity: Pragmatism and the Culture of Schooling." *College English* 61 (1) (September): 10–28.
- Minock, M. 1996. "A(n) (Un)Certain Synergy: Rhetoric, Hermaneutics, and Transdisciplinary Conversations About Writing." College Composition and Communication 47 (4) (December): 502–22.
- Moffett, J. 1981. Active Voice: A Writing Program Across the Curriculum. Montclair, NJ: Boynton/Cook.
- Mullin, J. 1999. "Seeing as Teaching: A Study of Visuals Across the Disciplines." Paper presented at Fourth National Writing Across the Curriculum Conference. Cornell University, Ithaca, New York, June 5.
- Myers, G. 1986. "Reality, Consensus and Reform in the Rhetoric of Composition Teaching" College English 48 (2) (February): 154–74. In Cross-Talk in Comp Theory, ed, V. Villanueva, Jr., 415–37. Urbana, IL: NCTE.
- North, S. M. 1987. *The Making of Knowledge in Composition: Portrait of an Emerging Field*. Upper Montclair, NJ: Boynton/Cook.
- North, S. M., with B. A. Chepaitis, D. Coogan, L. Davidson, R. MacLean, C. L. Parrish, J. Post, & B. Weatherby. 2000. *Refiguring the Ph.D. in English Studies:* Writing, Doctoral Education, and the Fusion-Based Curriculum. Urbana, IL: NCTE.
- Null, R. L., with K. F. Cherry. 1998. Universal Design: Creative Solutions for ADA Compliance. Belmont, CA: Professional Publications.
- Oakeshott, M. 1962. Rationalism in Politics. New York: Basic Books.
- Ohmann, R. 1979. "Use Definite, Specific, Concrete Language." *College English* 41 (4) (December): 390–97.
- Ong, W. J. 1982, 1987. Orality and Literacy: The Technologizing of the Word. London and New York: Methuen.

- Onore, C. 1989. "The Student, the Teacher, and the Text: Negotiating Meanings Through Response and Revision." In *Writing and Response: Theory, Practice, and Research,* ed. C. M. Anson, 231–60. Urbana, IL: NCTE.
- Osburg, B. 1995. "Multiple Intelligences: A New Category of Losers." *English Journal* 84 (8) (December): 13–15.
- Parker, K. 2000. "Legos Test: Wrong Way to Decide Who Goes to College." The Pantagraph. Feb 14, 2000. A8. (Syndicated by Media Services through The Chicago Tribune.)
- Parker, R. P. 1982. "Language, Schools, and the Growth of Mind." *CEA Critic* 43 (January): 6–13.

——. 1985. "The 'Language Across the Curriculum' Movement: A Brief Overview and Bibliography." College Composition and Communication 36 (2) (May): 173–77.

- Parker, R. P., & V. Goodkin. 1987. The Consequences of Writing: Enhancing Learning in the Disciplines. Upper Montclair, NJ: Boynton/Cook.
- Perelman, C., & L. Olbrechts-Tyteca. 1969. *The New Rhetoric: A Treatise on Argument*. Notre Dame: University of Notre Dame Press.
- Phelps, L. W. 1988. Composition as a Human Science: Contributions to the Self-Understanding of a Discipline. New York: Oxford University Press.
- Pierpoint, A. 1996. Letter to the Editor. English Journal 85 (2) (February): 11-12.
- Pirie, B. 1995. "Meaning Through Motion: Kinesthetic English." English Journal 84 (8) (December): 46–51.
- Ponsot, M., & R. Deen. 1982. Beat Not the Poor Desk. Upper Montclair, NJ: Boynton/Cook.
- Porter, J. E. 1986. "Intertextuality and the Discourse Community." *Rhetoric Review* 5 (1): 34–47.
- Porter, J. E., P. Sullivan, S. Blythe, J. T. Grabill, & L. Miles. 2000. "Institutional Critique: A Rhetorical Methodology for Change." *College Composition and Communication* 51 (4) (June): 610–42.
- Ray, R., & E. Barton. 1998. "Farther Afield: Rethinking the Contributions of Research." In Under Construction: Working at the Intersections of Composition Theory, Research, and Practice, eds. C. Farris & C. M. Anson, 196–214. Logan, UT: Utah State University Press.
- Reece, J. E., & G. Cumming. 1996. "Evaluating Speech-Based Composition Methods: Planning, Dictation, and the Listening Word Processor" In The Science of Writing: Theories, Methods, Individual Differences, and Applications, eds. C. M. Levy & S. Ransdell, 361–80. Mahwah, NJ: Lawrence Erlbaum Associates.
- Reid, C., & B. Romanoff. 1997. "Using Multiple Intelligence Theory to Identify Gifted Children." *Educational Leadership* 55 (1) (September): 71–74.

Rodriguez, R. 1982. Hunger of Memory. Boston: D. R. Godine.

^{—. 1997. &}quot;Aria: A Memoir of a Bilingual Childhood." In *Living Languages: Contexts for Reading and Writing*, eds. N. Buffington, M. Diogenes, & C. Moneyhun, 98–109. Upper Saddle River, NJ: Prentice Hall.

- Ronald, K., & H. Roskelly. 1990. Farther Along: Transforming Dichotomies in Rhetoric and Composition. Portsmouth, NH: Boynton/Cook.
- Rorty, R. 1979. *Philosophy and the Mirror of Nature*. Princeton, NJ: Princeton University Press.

—. 1991. *Objectivity, Relativism, and Truth: Philosophical Papers.* Cambridge and New York: Cambridge University Press.

- Rose, M. 1988. "Narrowing the Mind and the Page: Remedial Writers and Cognitive Reductionism." *College Composition and Communication* 39 (3) (October): 267–98. In *Cross-Talk in Comp Theory*, ed. V. Villanueva, 323–63. Urbana, IL: NCTE.
- Royster, J. J. 1999. "Sarah's Story: Making a Place for Historical Ethnography in Rhetorical Studies." In *Rhetoric, the Polis, and the Global Village* (Selected Papers from the 1998 Thirtieth Anniversary Rhetoric Society of America Conference), 39–51. Mahwah, NJ: Lawrence Erlbaum Associates.

Russell, D. R. 1991. Writing in the Academic Disciplines, 1870–1990: A Curricular History. Carbondale: Southern Illinois University Press.

- Sacks, O. 1995. An Anthropologist on Mars. New York: Vintage Books.
- Schaff, A. 1973. Language and Cognition. New York: McGraw-Hill.

Schell, E. E. 1998. *Gypsy Academics and Mother-Teachers: Gender, Contingent Labor, and Writing Instruction*. Portsmouth, NH: Boynton/Cook.

- Scholes, R. 1985. *Textual Power: Literary Theory and the Teaching of English.* New Haven and London: Yale University Press.
- Schuster, C. I. 1985. "Mikhail Bakhtin as Rhetorical Theorist." *College English* 47
 (6) (October): 594–607. In *Cross-Talk in Comp Theory*, ed. V. Villanueva, 457–73. Urbana, IL: NCTE.
- Selfe, C. L. 1999. "Technology and Literacy: A Story About the Perils of Not Paying Attention." *College Composition and Communication* 50 (3) (February): 411–36.

Shaughnessy, M. P. 1976. "Diving In: An Introduction to Basic Writing." College Composition and Communication 27 (3) (October): 234–39.

——. 1977. *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press.

Shor, I. 1980. Critical Teaching and Everyday Life. Boston: South End Press.

—. 1987. Freire for the Classroom: A Sourcebook for Liberatory Teaching. Portsmouth, NH: Boynton/Cook.

-----. 1993. "Education Is Politics: Paulo Freire's Critical Pedagogy." In *Paulo Freire: A Critical Encounter*, eds. P. McLaren & P. Leonard, 25–35. London and New York: Routledge.

Shor, I., & C. Pari. 1999. Education Is Politics: Critical Teaching Across Differences K– 12. Portsmouth, NH: Boynton/Cook.

Simeone, W. F. 1995. "Accommodating Multiple Intelligences in the English Classroom." *English Journal* 84 (8) (December): 60–62.

Smagorinsky, P. 1991. Expressions: Multiple Intelligences in the English Class. Urbana, IL: NCTE.

------. 1995. "Multiple Intelligences in the English Class: An Overview." English Journal 84 (8) (December): 19-26.

- Smitherman, G. 1999. "CCCC's Role in the Struggle for Language Rights." College Composition and Communication 50 (3) (February): 349-76.
- Sommers, N. 1980. "Revision Strategies of Student Writers and Experienced Adult Writers." College Composition and Communication 31 (4) (December): 378-88. In Cross-Talk in Comp Theory, ed. V. Villanueva. Urbana, IL: NCTE.
- Soper, K. 2000. "Things You Shouldn't Say at Your Dissertation Defense" (Cartoon). *The Chronicle of Higher Education* (July 7): B11.
- Taylor, P. V. 1993. *The Texts of Paulo Freire*. Buckingham and Philadelphia: Open University Press.
- Thomas, C. 2000. "School Choice: No Place Like Home for Right Education." The Pantagraph (June 7): A13. (Distributed by Los Angeles Times Syndicate.)
- Thomas, D., & G. Thomas. 1989. "The Use of Rogerian Reflection in Small-Group Writing Conferences." In *Writing and Response: Theory, Practice, and Research,* ed. C. M. Anson, 114–26. Urbana, IL: NCTE.
- Tompkins, J. 1985. "Sentimental Power: Uncle Tom's Cabin and the Politics of Literary History." In Sensational Designs: The Cultural Work of American Fiction, 122–46. New York: Oxford University Press.
- Torres, R.-M. 1998. "The Million Paulo Freires." Convergence tribute to Paulo Freire 31 (1 & 2): 107–16.
- Trimbur, J. 1989. "Consensus and Difference in Collaborative Learning." College English 51 (6): 602–16. In Cross-Talk in Comp Theory, ed. V. Villanueva, 439– 55. Urbana, IL: NCTE.
- Tucker, B. 1995. "Minds of Their Own: Visualizers Compose." *English Journal* 84 (8) (December): 27–31.
- Twain, M. 1983. "The War Prayer." In *Mark Twain: Selected Writings of an American Skeptic*, ed. Victor Doyno, 423–25. Buffalo, NY: Prometheus Books.
- Villanueva, V., Jr. 1987. "Whose Voice Is It Anyway? Rodriguez' Speech in Retrospect." *English Journal* 76 (8) (December): 17–21.
- Vygotsky, L. S. 1978. Mind in Society: The Development of Higher Psychological Processes. Eds. V. John-Steiner, M. Cole, E. Souberman, & S. Scribner. Cambridge and London: Harvard University Press.
- ———. [1986] 1989. *Thought and Language*. Ed. A. Kozulin. Cambridge and London: The MIT Press.
- Waldron, A. 2000. "Where Writing Happens: The Use of Venn Diagrams in Understanding Argument." Paper presented at CCCC 2000, Minneapolis, April 13.
- Wallerstein, N., & E. Bernstein. 1999. "Empowerment Education: Freire's Ideas Adapted to Health Education." In *Education is Politics*, eds. I. Shor and C. Pari, 53–71. Portsmouth, NH: Boynton/Cook.

- Washington, G. 1996. "The Writing Crisis in Urban Schools: A Culturally Different Hypothesis." JAC 16.3: 425–33.
- Wertsch, J. V. 1985, 1989. Culture, Communication, and Cognition: Vygotskian Perspectives. Cambridge: Cambridge University Press.
- West, T. 1991, 1997. In the Mind's Eye: Visual Thinkers, Gifted People with Dyslexia and Other Learning Difficulties, Computer Images and the Ironies of Creativity. New York: Prometheus Books.
- Wiley, M., B. Gleason, & L. W. Phelps. 1996. *Composition in Four Keys: Inquiring into the Field*. Mountain View, CA: Mayfield.
- Williams, J. M. 1981. "The Phenomenology of Error." *College Composition and Communication* 32 (2) (March): 152–68.
- Witte, S. P., & L. Faigley. 1981. "Coherence, Cohesion, and Writing Quality." College Composition and Communication 32 (2) (May): 189–204.
- Zebroski, J. T. 1994. Thinking Through Theory: Vygotskian Perspectives on the Teaching of Writing. Portsmouth, NH: Boynton/Cook.
 - ------. 1998. "Toward a Theory of Theory for Composition Studies." In Under Construction: Working at the Intersections of Composition Theory, Research, and Practice, eds. C. Farris & C. M. Anson, 30-48. Logan, UT: Utah State University Press.
- Zemelman, S., & H. Daniels. 1993. "Defining the Process Paradigm." In *Linguistics for Teachers*, eds. L. M. Cleary and M. D. Linn, 339–56. New York: McGraw-Hill.