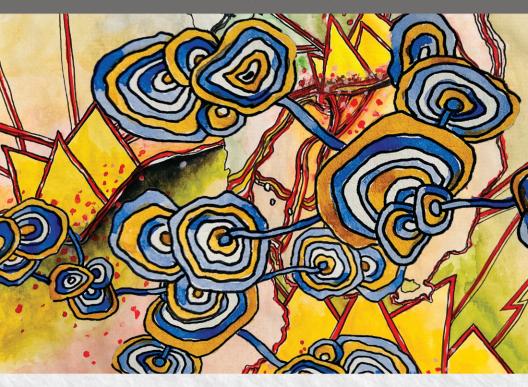
Teachers Talking Writing

PERSPECTIVES ON PLACES, PEDAGOGIES, AND PROGRAMS



Shane A. Wood



The aim of the CCCC Studies in Writing & Rhetoric (SWR) Series is to influence how we think about language in action and especially how writing gets taught at the college level. The methods of studies vary from the critical to historical to linguistic to ethnographic, and their authors draw on work in various fields that inform composition—including rhetoric, communication, education, discourse analysis, psychology, cultural studies, and literature. Their focuses are similarly diverse—ranging from individual writers and teachers, to work on classrooms and communities and curricula, to analyses of the social, political, and material contexts of writing and its teaching.

SWR was one of the first scholarly book series to focus on the teaching of writing. It was established in 1980 by the Conference on College Composition and Communication (CCCC) in order to promote research in the emerging field of writing studies. As our field has grown, the research sponsored by SWR has continued to articulate the commitment of CCCC to supporting the work of writing teachers as reflective practitioners and intellectuals.

We are eager to identify influential work in writing and rhetoric as it emerges. We thus ask authors to send us project proposals that clearly situate their work in the field and show how they aim to redirect our ongoing conversations about writing and its teaching. Proposals should include an overview of the project, a brief annotated table of contents, and a sample chapter. They should not exceed 10,000 words.

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CONTENTS

Acknowledgments vii

Introduction: Conversations on Composition

PART I. PLACES 23

Pathways and Reflections on Teaching 25

Two-Year Colleges 39

Historically Black Colleges and Universities 61

Hispanic-Serving Institutions 85

PART II. PEDAGOGIES 107

Classroom Writing Assessment 109

Multimodality 129

Social Justice 145

Disability Studies 161

Community Literacies 179

PART III. PROGRAMS 199

Writing Program Administration 201

Basic Writing 221

Second-Language Writing 241

Writing Across the Curriculum 263

Writing Centers 281

References 305

Author 321

Contributors 323