


INDEX

- Academic discourse, 232
 . *See also* Discourse community
- Academic literacy, 323, 364–68, 370
- Academic Senates for California Community Colleges, 377
- Access and Excellence: The Open-Door College* (Roueche and Baker), 26
- Accountability, 111
- ACT COMPASS/ESL, 317
- Act of Reading, The: A Theory of Aesthetic Response* (Iser), 354n. 3, 356
- Adjunct teachers, 95, 105
- Adler-Kasner, Linda, 10, 19
- Administrative issues, xiii, 14–15, 106–7
 . *See also* Institutional issues
- Advanced College Composition, 174n. 3
- Advanced Placements (APs), 61–63, 174n. 3, 291–92, 317
- Albert, Susan E., 36
- Alvarez, Sinay, 48
- American Association for Community Colleges, 174n. 4, 176, 328
- American Association of State Colleges and Universities, 328
- American Childhood* (Dillard), 85
- American College Test (ACT), 163, 317
- COMPASS test, 174n. 3, 317
- American Community College, The* (Cohen and Brawer), 21
- American Council on Education, 20
- American History X*, 300
- Analytic skills, 32–33, 88n. 6, 169–71, 184, 193, 313, 324
- integrating ideas, 298–99
- research and, 221–26
- Angels Fear: Towards an Epistemology of the Sacred* (Bateson and Bateson), 351, 356
- Applebee, Arthur N., 268, 279
- Approaches to Teaching*, 228n. 1
- Aptitude, 196
- Arenson, Karen, 11, 20
- Argument, 188–92
- argumentative thesis, 297–300
- Monty Python sketch, 110
- Arlington Reader, The: Canons and Contexts* (Bloom and Smith, eds.), 84, 89
- Armijo, Alicia, 55
- Armour-Garb, Allison, 11, 25
- Arnold, Matthew, 89
- Articulation agreements, 315–16
- Asimov, Isaac, 260
- “Assessing Thinking: Glimpsing a Mind at Work” (Odell), 17, 25
- Assessment, 172–73, 174n. 8, 235–41, 243–65, 316–17
- cultural writings, 54–55
- final, 322–23

- myth of, 4–5
 placement testing, 302–3
 politics of, 159
 scoring guides, 248–65, 335
 . *See also* Grading
- Assignments, xiv
 “Coming of Age in American
 Autobiography,” 85–86
 creative, 203
 decorum and, 76
 developing language policies
 assignment, 169–71
 double entry journals, 52–54
 engaging students in, 207
 film criticism, 298
 focusing on immediate experi-
 ence, 203–4
 identity poems, 45–46, 49–52,
 55
 issue papers, 127–28
 mass media criticism, 298
 mock trial, 380
 ownership of, 92–109
 passions, 47
 reading journal, 48
 recycling brochure, 380
 research on community, 380
 response poem, 48, 49–52
 sequencing, 203
 student perspectives on, 284–95
 summary and response, 298
 teachers’ roles, 214–17
 writing about controversial
 issue, 188–90
 writing connected with
 literature, 136
- Astin, Alexander, 13, 20
Atlantic Monthly, The, 178
 Attitude toward writing, 186–87,
 190–92, 196–97
- Audience issues, 34, 39, 123–25,
 190, 337, 338, 378–79
 academic audiences, 325
 ideology and, 381–82
 reader’s response, 307
 writer-based prose, 125–32
- Autobiography, 85–86
Autobiography (Franklin), 85
- Baker, George A., III, 7, 8, 10,
 12, 20, 26
- Bakhtin, Mikhail, 354n. 4, 356
- Balkcom, Ben, 47
- Ballenger, Bruce, 207, 211, 228
- Barry, Dave, 279
- Barthes, Roland, 3, 4, 15, 20
- Bartholomae, David, 9, 10, 11,
 12, 16, 20, 75, 84, 89,
 241n. 1, 242
- Basic Writing as a Political Act: Public Conversations about Writing and Literacy* (Adler-Kassner and Harrington), 19
- Basic writing courses, 6, 96, 159,
 163, 318–19, 349
 . *See also* Remedial education
- Basic Writings of Bertrand Russell, 1903–1959, The* (Russell), 355n. 7, 357
- Bateson, Gregory, 341, 351,
 354n. 6, 355n. 7, 356
- Bateson, Mary Catherine, 356
- Beatty, John H., 183, 198
- Beaufort, Anne, 12, 20
- Bebell, Amy, 48
- Beekeeper’s Apprentice, The* (King), 289, 296
- Behrens, Laurence, 207, 208,
 228
- Belanoff, Pat, 4, 20, 246
- Berlin, James A., 149, 156, 200,
 201, 229
- Berthoff, Ann E., 16, 20
- Bérubé, Michael, 88n. 7, 89
- Best practices, 321
- Between a Rock and a Hard Place: The At-Risk Student in the Open-Door College* (Roueche and Roueche), 8, 26

Index

- Biddle, Arthur, 207, 208, 209, 211, 229
- Billups, Lovely H., 13, 20
- Bizzell, Patricia, 16, 20
- Black Boy* (Wright), 85
- Black English, 169
- Blackmur, R. P., 373
- Blau, Sheridan, xiv, 358, 377, 382, 384–85
- Blogs, 269, 271
- Bloom, Alan, 16, 205, 229, 325
- Bloom, Benjamin S., 328
- Bloom, Lynn Z., 9, 20–21, 71, 76, 84, 89, 90, 260, 328
- Blumenthal, Joseph C., 42, 56
- Bond, Daisy, 55
- Borrowman, Shane, 90
- Bourgeois Gentleman, The* (Molière), 91
- Boxing effect, 110–19
- “Boxing with the Naked Eye” (Liebling), 45, 56
- Boyer Commission, 150
- Reinventing Undergraduate Education*, 228n. 1
- Boylan, Hunter R., 12, 26
- “B” papers. *See* “Good enough” writing
- Brannon, Lil, 294, 295
- Brawer, Florence B., 7, 21
- Bread Loaf School of English, 44
- Brief Handbook, The*, 4th ed. (Kirszner and Mandell), 88–89n. 7, 90
- Brint, Steven, 172, 174n. 5, 175
- Britton, James, 266, 269, 279
- Brokering, as a term, 271–73, 277, 278
- Brookover, Wilbur B., 13, 21
- Brophy, Jere E., 13, 21
- Brossell, Gordon, 12, 26
- Brown, Rexford, 136
- Bruffee, Kenneth A., 296
- Buranen, Lise, 86, 90
- Burke, Kevin, 299, 301
- Burke, Timothy, 299, 301
- Business writing, 38, 124, 151–52, 336–37, 342–43
- Cain, William, 228n. 1, 230
- California Community College System, 360, 365
- California’s *Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities*, 142, 323, 365
- California’s Intersegmental Committee of the Academic Senates (ICAS), 365–68, 370, 372, 373, 377
- California’s *Statement of Competencies in English and Mathematics Expected of Entering College Freshman*, 360–61
- California’s *Statement of Competencies in English Expected of Entering College Freshman*, 366
- California State University, 142, 249, 252, 365
- Task Force on 12th Grade Expository Reading and Writing, 142
- California State University, San Bernardino, 252
- California Writing Project, 369
- Call to Write, The* (Trimbur), 230
- Canning, Charlotte, 333, 339
- Capitalist culture, 111–12
- Capossela, Toni-Lee, 294, 296
- Carpenter, John, 299, 301
- Carroll, Lee Ann, 12, 21, 274, 279
- Cavell, Stanley, 341, 354n. 5, 356

- Changes in School Characteristics Coincident with Changes in Student Achievement* (Brookover and Lezotte), 21
- Changing the Odds: Open Admissions and the Life Chances of the Disadvantaged* (Lavin and Hyllegard), 24
- Chapman, Graham, 119
- Charney, Davida, 5, 21
- Chicago Tribune Magazine*, 36
- Chosen, The* (Potok), 289, 296
- Circulation, as a term, 273, 277
- City on a Hill: Testing the American Dream at City College* (Traub), 10, 27
- Claim of Reason, The: Wittgenstein, Skepticism, Morality, and Tragedy* (Cavell), 341, 356
- Clark, Burton, 9, 21, 172, 175
- Clark, Suzanne, 134, 136
- “Classroom Management and Learning” (Brophy), 13, 21
- Class size, 63, 106–7, 136
- Clauser, Howard, 36
- Cleese, John, 110
- Cleland, John, 245
- Clevinger, Theodore, 126
- Clifford, John, 228n. 1, 229
- Closing of the American Mind, The* (Bloom), 229
- Cognitive engagement. *See* Analytic skills
- Cohen, Arthur M., 7, 21
- Coles, William E., Jr., 178, 179, 198
- Collaboration skills, 170, 200, 202
in research, 212–26
- College-bound students, 234
cultural attitudes and, 99–100
as term, 41
- College Composition and Communication*, 118, 228n. 1
- College English*, 118, 228n. 1, 278
- College-level writing, 359–64
as American, 385–87
analytic skills, 32–33, 169–71, 184, 193
audience issues, 34, 125–32, 190
commodified writing, 110–18
content of, 59, 304–7
definition of, xiii, xv, 1–2, 16–17, 192–93, 199, 243–65
passim, 330–32, 359–64, 382–84
departmental perspective, 311–28
developing ideas, 33, 127
dialogue about, xiii, 3, 15–18, 378–87
diverse response to, xiv
error-free writing, 137
first-year writing courses, 104–7
five-paragraph essays, 33, 137
general education requirements, 313
“good enough” writing, 71–89
grammar, 33–34, 36–37, 129–30, 182, 193
high school versus college, 344–47, 364, 369–71, 379–81, 382–84, 384–85
importance of issue, 5–8
indicative versus explicative writing, 297
linked with reading skills, 16, 17, 114–15, 197, 228n. 2, 232–35, 350–51 (*See also* Reading and reading skills)
linked with thinking skills, 16 (*See also* Analytic skills; Thinking skills)

- longitudinal studies, 174n. 7
 mechanics, 32
 organization of writing, 34,
 192, 193
 ownership of, 92–109
 purpose of, 146–56
 recursive character of, 341–53
 versus remedial, 359–64 (*See*
 also Remedial education)
 rhetorical issues of term, 245–
 47
 scoring guides to, 248–65
 specialized writing and, 59
 stance of writer, 178–97
 standard course syllabus, 312–
 13
 standards of, xv, 2–3, 10, 14–
 15, 71–88, 82–87, 122,
 159–72 *passim*, 335–36
 student experiences of, 282–
 95, 302–3, 373–78
 teacher expectations of, 12–14,
 31
 texts of, 180–92, 194–96
 transitions, 33, 128–29
 writing as talent, 98
 . *See also* English teachers and
 teaching; First-year writing
 courses; “Good enough”
 writing
- College-level writing programs,
 148–56
 first-year orientation programs,
 151
 five-paragraph essay programs,
 148
 professional writing programs,
 151–52
 rhetoric programs, 148–49
 sociopolitical programs, 149–50
 writing-across-the-curriculum
 programs, 150–51
- College Literature*, 228n. 1
 College of Communication
 writing, 338
 Colleges. *See* Community
 colleges; Four-year colleges
- Collins, Terence, 12, 21
*Collision Course: Conflict,
 Negotiation, and Learning
 in College Composition*
 (Durst), 376n. 2, 377
- Colomb, Greg, 270, 279
*Coming of Age: The Advanced
 Writing Curriculum*
 (Shamoon, Howard,
 Jamieson, and Schwegler),
 228n. 1, 230, 279
- Comley, Nancy R., 84, 91
*Common Ground: Dialogue,
 Understanding, and the
 Teaching of Composition*
 (Spellmeyer), 120
- Communities of Practice:
 Learning, Meaning and
 Identity* (Wenger), 280
- Community colleges, 1, 117,
 167, 174n. 4
 demographics, 6–7
 as gatekeeper, 174n. 5
 remedial education, 6–12
 passim
- Community of Voices, A:
 Reading and Writing in
 the Disciplines* (Fulwiler
 and Biddle), 229
- COMPASS e-Write, 317
 COMPASS test, 174n. 3, 317
- Composition
 models of, 273
 as a term, 268–69, 276
- Composition in the Twenty-First
 Century: Crisis and
 Change* (Bloom, Daiker,
 and White, eds.), 16, 20–
 21, 328
- Composition in the University:
 Historical and Polemical
 Essays* (Crowley), 229
- Condition of Education 2002,
 The*, 6–7
- Condon, William, 174n. 8, 175

- Connecticut Coalition of English Teachers, 1–2
- Connor, Ann, 8, 23
- Connors, Robert J., 81, 90, 275, 279, 311, 328
- Construction of Negotiated Meaning, The: A Social Cognitive Theory of Writing* (Flower), 86, 90
- Contexts for Learning to Write: Studies of Secondary School Instruction* (Applebee and Langer), 279
- “Contract of vagueness,” 136
- Contradictory College, The: The Conflicting Origins, Impacts, and Futures of the Community College* (Dougherty), 22
- “‘Cooling-Out’ Function in Higher Education, The” (Clark), 9, 21
- “Cooling-out” function of failure, 9, 172
- “‘Cooling Out’ Function Revisited, The” (Clark), 9, 21
- Cooper, Charles R., 16, 21
- Corbett, Edward P. J., 16, 21
- Corning High School (California), 141
- Council of Writing Program Administrators, 112, 132, 156, 173n. 1
- Outcomes Statement, 122–24, 131, 152–55
- Course prerequisites, 314–15
- Critical Passages: Teaching the Transition to College Composition* (Dombek and Herndon), 18, 22, 156
- Critical Theory and the Teaching of Literature: Politics, Curriculum, Pedagogy* (Slevin and Young, eds.), 228n. 1, 230
- Critical thinking. *See* Thinking skills
- Critical Tradition, The: Classic Texts and Contemporary Trends*, 2nd ed. (Richter, ed.), 25
- Crosswhite, Jim, 138
- Crowley, Sharon, 228n. 1, 229
- Crucible, The* (Miller), 214
- Csikszentmihalyi, Mihaly, 200, 202
- Culler, Jonathan, 4, 21, 22, 354n. 3, 356
- Culture
- attitudes about college, 99–109
 - attitudes about jobs, 101
 - attitudes of faculty, 101–5
 - commodified writing, 110–18
 - discourse community and, 368–71
 - mass culture, 299–300
- Culture Wars: School and Society in the Conservative Restoration 1969–1984* (Shor), 176
- Cunningham, Karen M., 36
- “CUNY to Tighten Admissions Policy at 4-Year Schools” (Arenson), 11, 20
- Curious Researcher, The: A Guide to Writing Research Papers*, 2nd ed. (Ballenger), 228
- Curriculum committees, 312
- Curriculum issues, 60, 115, 136, 142, 173n. 2, 318–19
- core requirements, 311
 - reform, 161–62
 - rhetorical curriculum, 119
- Curtis, Marcia, 12, 22, 174n. 7, 175
- Daiker, Donald A., 16, 20–21, 90, 328
- Davies, Merrill J., 31, 379–81,

- 382–84
Dead Poets Society (Weir), 136, 144
 Deans, Thomas, 86, 87, 90
 “Death of the Author, The” (Barthes), 4
 Decorum, 76
Defending Access: A Critique of Standards in Higher Education (Fox), 22, 175
 Definition, complexity of, 244–45, 270–73
 DeGenaro, William, 16, 22
 Degree requirements, 314–15
Democracy and Education: An Introduction to the Philosophy of Education (Dewey), 229
Democracy’s Open Door: The Community College in America’s Future (Griffith and Connor), 23
 Departmental issues, 316–23
 assessment and placement, 316–18, 322–23
 basic writing courses, 318–19
 best practices, 321
 faculty and pedagogy, 319–20
 support services, 322
 textbooks, 320–21
 Derrida, Jacques, 3, 4, 15, 22
Developing Successful College Writing Programs (White), 27
 Developmental writing. *See* Basic writing courses
 Development of ideas, 33, 127
Development of Writing Abilities (11–18), *The* (Britton), 266, 279
 Dewey, John, 140, 144, 229
 Dillard, Annie, 85
 Diogenes, Marvin, 149, 156
 Discourse community
 classroom, 139, 232
 culture and, 368–71
 intellectual discourse, 373–75
 as a term, 268–69
Dissemination (Derrida), 4, 22
 Diversity issues, 66
Diverted Dream, The: Community Colleges and the Promise of Educational Opportunity in America, 1900–1985 (Brint and Karabel), 175
 Dombek, Kristin, 18, 22, 148, 156
 Donaldson, Rodney, 341
 Dougherty, Kevin, 7, 22
 Douglass, Frederick, 85
 Draft and revision. *See* Writing as process
 Dubson, Michael, 92
 Dudziak, Judy, 20
 Dunn, Patricia, 137, 144
 Durst, Russel, 376n. 2, 377
 Early Assessment/Academic Preparation Programs (EAP/APP), 141, 142
 Eccles, Jacquelynne S., 13, 24
 Eco, Umberto, 354n. 3, 356
 Economics writing, 331–32, 334
 Ede, Lisa, 125, 127, 130, 131, 132
Educating the Reflective Practitioner (Schön), 280
 Educational Testing Service, 248, 317
 Elbow, Peter, 43, 56, 88n. 4, 90, 246
Elements of Style, The (Strunk and White), 78, 79, 80, 91, 118, 124
Elements of Teaching Writing, The: A Resource for Instructors in All Disciplines (Gottschalk, and Hjortshoj), 68
 Elliptical writing, 126, 127, 129

- Ellsworth, Nolan, 48, 49
- Embracing the Tiger: The Effectiveness Debate and the Community College* (Roueche, Johnson, and Roueche), 26
- ENC 1101 College Composition (Tallahassee Community College), 231–32, 238–39
- Encyclopedia of the Philosophical Sciences* (Hegel), 355n. 8
- End of Obscenity, The* (Rembar), 245, 266
- English as a Second Language, 7–8, 66–67
- cultural issues and, 386
- English 2600* (Blumenthal), 42, 56
- English Composition and Grammar* (Warriner), 57
- English departments, 311–27
- assessment issues, 316–17
- institutional considerations of, 312–16
- placement, 316–17
- English Journal*, 67
- English Placement Test, 317
- English teachers and teaching, 93–95, 319–20
- adjunct teachers, 95, 105, 319
- bonds formed with students, 8
- challenges to, 8
- communication issues, 35, 67, 140–42
- cultural attitudes of, 101–5
- emotional burdens of, 8–10
- evolving attitudes of, 134–44
- faculty-centered classrooms, 101–5
- high school versus college, 31–35, 134–44, 298, 304, 332, 337, 344–47, 364, 369–71, 379–81, 382–84
- mentoring, 139
- teacher education programs, 35
- teacher expectations, 12–14, 32
- teaching as scholarly activity, 204–11, 228n. 1
- workshops for, 65, 143, 199
- . *See also* College-level writing
- Epistemic rhetoric, 200, 201–2
- Errors and Expectations: A Guide for the Teacher of Basic Writing* (Shaughnessy), 75, 91
- Eschholz, Paul, 207, 208, 209, 211, 229
- Essay Connection, The: Readers for Writers*, 8th ed. (Bloom, ed.), 84, 89
- Ethics, 326
- Ethics of Reading, The: Kant, de Man, Eliot, Trollope, James, and Benjamin* (Miller), 350, 356
- Evaluating Writing: The Role of Teachers' Knowledge about Text, Learning, and Culture* (Cooper and Odell, eds.), 21
- Evaluation and the Academy: Are We Doing the Right Thing?* (Rosovsky and Hartley), 87n. 2, 91
- Faculty-centered classrooms, 101–5
- Faculty issues, 319–20
- . *See also* English teachers and teaching
- Faculty senate, 312
- Failure, 9, 63
- Farb, Peter, 169, 175
- First-person, use of, 88–89n. 7
- First-year orientation programs, 151
- First-year writing courses, 104–7, 162, 231–41, 311–28
- defining, 267–78
- exemption from, 302–3

Index

- reformism versus abolitionism, 311
. *See also* College-level writing
- Fishman, Teddi, 280
- Fitts, Karen, 149, 156
- Fitzgerald, Sallyanne, 24, 117, 119
- Five-paragraph essays, 33, 78, 137–38, 140
goals of, 148
- Flow, 200, 202
- Flower, Linda, 86, 90, 125, 126, 127, 128, 129, 130, 131, 133, 210–11, 229
- Focus on English* (Harrington), 142, 144
- Forester, E. M., 294
- Form of papers, 78–80, 137–38
- Foster, Donald, 44, 56
- Foucault, Michel, 3, 15, 22
- Four-year colleges, 117
remedial education, 6
- Fox, Tom, 8, 11, 22, 165, 175
- France, Alan, 149, 156
- Franklin, Benjamin, 85
- Frazier, Alison, 332, 339
- Freedman, Sarah, 76
- Freedman, Sara Warshauer, 90
- Freire, Paulo, 140, 144
- “Freshman Composition as a Middle-Class Enterprise” (Bloom), 9, 20
- “From the Margins to the Mainstream: Reconceiving Remediation” (Soliday), 10, 16, 27
- Frontloading information, 202
- Fulwiler, Toby, 207, 208, 209, 211, 229
- Gage, John, 139, 144
- Ganguly, Sayanti, 126, 133
- Garcia, Francis, 66, 68
- Gass, William H., 74, 80, 90
- General education requirements, 313
- Genres, 84, 123–24, 271
- Gentile, James M., 311
- Germanic studies writing, 337
- Gilbert, Sandra, 228n. 1, 229
- Glenn, Cheryl, 73, 90
- Gonzales, Jamaica, 49
- Good, Thomas L., 12, 13, 22
- Good, Tina, 278, 280
- “Good enough” writing, 71–89
conformity and, 74
conventionality and, 74
decorum and, 76
economy and, 80–81
efficiency and, 80–81
form and, 78–80, 137–38
honesty and, 76–77
order and, 77–78
punctuality and, 81–82
rationality and, 73–74
responsibility and, 76–77
self-reliance and, 76–77
Standard English and, 74–75
style and, 78–80
- Gottschalk, Katherine, 59, 68
- Governanti, Michael, 167, 175
- Government writing, 38
- Grading, 87–88n. 2, 137, 335, 347
. *See also* Assessment; “Good enough” writing
- Grammar, 33–34, 36, 42, 62, 129–30, 182, 267, 304–7
ambiguous pronouns, 129
correctness in writing, 326
fragments, 129
test, 231
- Graves, Donald, 43, 56
- Gray-Rosendale, Laura, 10, 23
- Greenberg, Karen, 5, 12, 23
- Greene, Stuart, 16, 23
- Grego, Rhonda, 16, 23
- Greshman, Morgan, 280
- Griffith, Marlene, 8, 23
- “Guide to Writing a Basic Essay,” 116, 119
- Gunner, Jeanne, xv, 9, 23, 110, 381

Index

- Hacker, Diana, 89n. 7, 90
Hadsell, John, 44–45
Hafner, Susanne, 337, 339
Hairston, Maxine, 147, 156
Handbook on the Community College in America, A: Its History, Mission, and Management (Baker, Dudziak, and Tyler, eds.), 20
Handbooks, 88–89n. 7
. See also Textbooks
Harcourt Brace Guide to Peer Tutoring (Capossela), 294, 296
Harden, Blaine, 11, 23
Harper's, 178
Harrington, Mary Kay, 10, 142, 144
Harrington, Susanmarie, 19, 27
Harris, Joseph, 9, 23, 118, 119
Harris, Muriel, xiv, 121, 378–79, 382, 385–87
Hartley, Matthew, 87n. 2, 91
Haswell, Richard, 274, 279
Hayes, John, 131
Hegel, G. W. F., 355n. 8, 356, 356n. 8
Hegel Dictionary, A (Inwood), 355n. 8, 356
Hegel's Logic (Hegel), 355n. 8, 356
Helmets, Marguerite, 151, 156, 228n. 1, 229
Herndon, Scott, 18, 22, 148, 156
Herrington, Anne, 12, 22, 174n. 7, 175
Hess, G. Alfred, 13, 23
High school writing, 36–40, 58–67
analytic skills, 32–33
audience issues, 34
blaming high school teachers, 134–44
communication issues, 34
developing ideas, 33
English as literature survey, 61, 62
five-paragraph essays, 33
formulaic writing, 58–59
grammar, 33–34, 36–37, 62
high school versus college, 31–35, 134–44, 298, 304, 332, 337, 344–47, 364, 369–71, 379–81, 382–84, 384–85
indicative versus explicative writing, 297–98
organization of writing, 34
proficiency issues, 34
relation between high school writing and college writing, 31–35
research papers by students, 36, 39–40, 42–43
standardized testing, 60, 61
teacher education programs, 34
transitions, 33
High Stakes, High Performance: Making Remedial Education Work (Roueche and Roueche), 7, 11, 26
Hillocks, George, Jr., 147, 156, 199, 200–202, 211–12, 213, 220, 221, 229
History writing, 332–33
Hittleman, Daniel K., 17, 23
Hjortshoj, Keith, 59, 68
Hobbit, The (Tolkein), 284
Hodges' Harbrace Handbook, 15th ed. (Glenn, Miller, and Webb), 90
Honesty, 76–77
Honors College Preparatory program, 31
HOPE scholarships, 66
Horacek, Amy, 64, 68
Horvath, Brooke K., 16, 23
Houtchens, Larry, 160, 175
Howard, Rebecca Moore, 230, 279
Hunt, Kellogg, 178, 179, 198

Index

- Huot, Brian, 24
Hyllegard, David, 10, 24
- Identity poems, 45–46
- Implied Reader, The: Patterns of Communications in Prose from Bunyan to Beckett* (Iser), 354n.3, 356
- Indiana University, 297
- “Inessential Writings: Shaughnessy’s Legacy in a Socially Constructed Landscape” (Gray-Rosendale), 10, 23
- Information literacy, 277–78
- In Love and Trouble: Stories of Black Women* (Walker), 157
- Inner speech, 126
- Inquiry: A Crosscurricular Reader* (Bloom and White), 260
- Inquiry: Questioning, Reading, Writing*, 2nd ed. (Bloom, White, and Borrowman, eds.), 84, 90
- Institutional issues, 106–7, 312–16
 articulation agreements, 315–16
 commodification and, 116–18
 degree requirements, 314–15
 general education requirements, 313
 institutional history of Miami University of Ohio, 158–75
 institutional papers, 158–75
 passim
 standard course syllabus, 312–13
 . *See also* Administrative issues
- International Reading Association, 18, 24
- Intertexts: Reading Pedagogy in College Writing Classrooms* (Helmert, ed.), 228n. 1, 229
- Inwood, Michael, 355n. 8, 356
- I-Search Paper, The* (Macrorie), 44, 56
- Iser, Wolfgang, 353n. 3, 354n. 3, 356
- “Is Teaching Still Possible? Writing, Meaning, and Higher Order Reasoning” (Berthoff), 16, 20
- Jackson, Alan, 156, 157
- Jacobellis v. Ohio*, 121, 133
- Jacobson, Lenore, 13, 25
- James, Missy, 242
- Jamieson, Sandra, 230, 279
- Johnson, Laurence F., 11, 26
- Johnson, Regina, 337, 340
- Jones, Rachel, 169, 175
- Jordan, Jeanette, 36
- Journal of Basic Writing*, 118
- Jussim, Lee, 13, 24
- Karabel, Jerome, 172, 174n. 5, 175
- Kearns, Chris, xiv, 341
- Kecht, Maria-Regina, 229
- Kelley-Riley, Diane, 174n. 8, 175
- Kelso High School (Washington), 135
- Kennedy, John F., 41
- Kennesaw Mountain Writing Project, 65
- Kent, Thomas, 228n. 1, 229
- Ketter, Jean, 269, 280
- King, Laurie R., 289, 296
- Kingston, Maxine Hong, 85
- Kirsznner, Laurie G., 89n. 7, 90
- Kittle, Peter, xv, 134, 379–82, 384–85
- Knoblauch, C. H., 294, 295
- Knodt, Ellen Andrews, xv, 122, 133, 146

Index

- Knowles, John, 136, 144
Krathwohl, David R., 328
Kroll, Barry M., 132, 133, 242
Kuhn, Thomas S., 260
Kuklinski, Margaret, 13, 24
- Langer, Judith A., 279
Language, 169–70, 184
 nature of, 3–4
Language Arts Curriculum Guide, 61
Lanham, Richard, 349, 357
Lasseter, John, 57
Lavin, David E., 10, 24
“Leaf by Niggle” (Tolkien), 284, 287, 292
Leaves of Grass (Whitman), 57
Leaving College: Rethinking the Causes and Cures of Student Attrition, 2nd ed. (Tinto), 27
Lecuyer, Tova, 54
Legg, Sue M., 18, 28
Leitch, Vincent, 3, 24
LeMoult, John, 194, 195
“Letter to Gabriela, A Young Writer, A” (Mora), 43, 57
Lewiecki-Wilson, Cynthia, xv, 7, 24, 158, 173n. 3, 176
Lezotte, Lawrence W., 13, 21
Liebling, A. J., 45, 56
“Limited, Inc.” (Searle), 4
Limper, Karl E., 176
Lindblom, Kenneth, 137, 144
Lindemann, Erika, 135, 145
Literary biography, 84
Lives on the Boundary: The Struggles and Achievements of America’s Underprepared (Rose), 75, 91, 242
Lloyd, Baird W., 167, 175
Loescher, Kristie, 331, 337, 340
Logic, 184–85
Lord of the Rings, The (Tolkien), 284, 290
Lu, Min-Zhan, 115, 119
Lujan, Alfredo Celedon, xiv, 41
Lunsford, Andrea A., 16, 24, 81, 89n. 7, 90, 130, 132
Lunsford, Ronald, xiv, 27, 123, 133, 157, 178, 339
Lutz, Bill, 244
Lynn, Steven, 207, 208, 211, 229
- Macrorie, Ken, 43, 44, 45, 56
Madon, Stephanie, 14, 24
Madrid, Bianca, 46, 52, 334
Madrid, Raul, 334, 340
Mainstreaming Basic Writers: Politics and Pedagogies of Access (McNenny and Fitzgerald, eds.), 24
Making of Meaning, The: Metaphors, Models, and Maxims for Writing Teachers (Berthoff), 16, 20
Malencyzk, Rita, 27
Mandell, Stephen R., 89n. 7, 90
Marius, Richard, 78, 80, 90
Martin, Nancy, 43, 56
Material, as a term, 276
McCormick, Kathleen, xiv, 199, 384–85
McCourt, Frank, 12, 24
McMahon, Patrick, 242
McNenny, Gerri, 10, 24
Merickel, Alan, 242
Mesia, Bertram B., 328
Miami University: A Personal History (Shriver and Pratt), 176
Miami University of Ohio, 158–75, 176
 demographics, 159–60
 history of, 159–65
 Middletown campus, 160–65
 passim, 173–74n. 3
 open admissions, 158, 159, 164
 tiering students, 159–65

Index

- Miami Writing Portfolio Program, 174n. 3
- Military service, 41–42
- Miller, Arthur, 214
- Miller, J. Hillis, 350, 356
- Miller, Richard, 7, 24, 73, 76, 91
- Miller, Robert Keith, 90
- Milllett, John D., 160, 162, 175, 176
- Mills, Susan K., 183, 198
- Mina Shaughnessy Prize, 228n. 1
- Mind and Nature: A Necessary Unity* (Bateson), 351, 354n. 6, 356
- Modern Language Association (MLA)
citation format, 199
Professional Employment, 228n. 1
- Molière, Jean-Baptiste, 91
- Momaday, N. Scott, 53
- Monty Python sketch, 110
- Mora, Pat, 43, 45, 52, 57
- Morris, Kerri, 150, 156
- Morrison, Brian M., 267
- Mosley, Milka Mustenikova, 58, 384–85
- Mud Woman: Poems from the Clay* (Naranjo-Morse), 47, 57
- Myers, Nancy, 16, 21
- My Own True Name: New and Selected Poems for Young Adults* (Mora), 45, 57
- Myths of Assessment* (Belanoff), 4
- Naranjo-Morse, Nora, 47, 57
- Narrative* (Douglass), 85
- National Center for Education Statistics, 6, 24, 27
- National Commission on Excellence in Education, 10, 25
- National Council of Teachers of English, 18, 24, 25, 91
- Conference on College Composition and Communication (CCCC), 118, 317
- Doublespeak Award, 375
- George Orwell Award, 376
- “Students’ Right to Their Own Language,” 74
- Two-Year College English Association Northeast Conference, 2
- National Science Foundation grant, 166–68
- National Writing Project, 65, 374
- Nation at Risk, A: The Imperative for Educational Reform* (National Commission on Excellence in Education), 25
- Nava, Gregory, 57
- Neal, Michael, 280
- Nelson, Joan, 17, 25
- Nelson, Karena K., 36
- Nelson, Kim, xiv, 283, 381
- “Nerds,” 98, 100
- New Criticism, 205
- New York University, 148
- No Child Left Behind, 74
- Nontraditional students, 7–8
- North Carolina curricular frameworks, 267
- Northern California Writing Project, 141
- Norton Anthology of Theory and Criticism, The* (Leitch, ed.), 24
- Nursing school writing, 337
- Obiakor, Festus, 13, 25
- O’Dair, Sharon, 9, 25
- Odden, Allan, 13, 28
- Odell, Lee, 16, 17, 21, 25
- Odyssey reading program, 151
- Ohio Writing Project, 173n. 1

Index

- Ohmann, Richard, 118, 119
 Olson, Michael, 68
On Deconstruction: Theory and Criticism after Structuralism (Culler), 22, 356
On Fairy-Stories (Tolkien), 284, 287, 292
 Ong, Walter J., 130, 133
 Open admissions, 158, 159, 164, 234, 248
Open Admissions and Remedial Education at the City University of New York (Renfro and Armour-Garb), 25
Open Door College, The: A Case Study (Clark), 9, 21
 Order, 77–78
 Organization of writing, 34, 192, 193
 Orwell, George, 80, 91, 376
 “Our Apartheid: Writing Instruction and Inequality” (Shor), 9, 10, 26
 Outsider status, 205
Overview of Writing Assessment, An: Theory, Research, and Practice (Wolcott and Legg), 18, 28
- Palin, Michael, 110
 Palumbo, Polly, 14, 24
 Parkland College (Illinois), 94
 Passive voice, 183
 Peckham, Irv, 27
 Pedagogical issues, 8, 84, 114–16, 134, 161, 166–72
passim, 200, 319–20
 audience issues, 131–32 (*See also* Audience issues)
 silent model, 205–6
 theory versus practice, 204, 206–7
 Pedagogy, 228n. 1
Pedagogy Is Politics: Literary Theory and Critical Teaching (Kecht, ed.), 229
Pedagogy of the Oppressed (Freire), 140, 144
 Peer editing, 64, 221–26, 294, 297
 Pekins, John, 231, 242
 Perry, William, 293
Persons in Process: Four Stories of Writing and Personal Development in College (Herrington and Curtis), 12, 22, 175
Perspectives on Plagiarism and Intellectual Property in a Postmodern World (Buranen and Roy, eds.), 86, 90
 Peterson, Spiro, 163, 176
 Petrick, Joanne F., 130, 133
 Petrosky, Tony, 84, 89
 Pfister, Fred R., 130, 133
Phenomenology of Spirit (Hegel), 355n. 8, 356, 356n. 8
Philosophical Investigations, 2nd ed. (Wittgenstein), 353n. 2, 357
 Piaget, Jean, 129
 Piazza, Carolyn, 268, 280
 Pickett, Nell Ann, 7, 25
 Piper, Roddy, 299
 Placement, 316–18
 testing, 302–3
 Plagiarism, 67, 77, 199, 203
Plural I, The: The Teaching of Writing (Coles, Jr.), 198
 Pojoaque, New Mexico, 41
 Political issues, 10–12, 18
 assessment, 159
 money for schools, 108–9
 Political science writing, 334
Politics of Remediation, The: Institutional and Student Needs in Higher Education (Soliday), 10, 14, 27, 176
 Pool, Jonelle, 269, 280

Index

- Pornography, 244–45
Porter, Kathleen, 174n. 4, 176
Post-Process Theory: Beyond the Writing Process Paradigm (Kent, ed.), 228n. 1, 229
Potok, Chaim, 289, 296
PowerPoint, 78
Practice, as a term, 276
Pratt, Mary Louise, 7, 25, 160
Pratt, William, 176
Precollege work, 12, 18
 . See also Remedial education
Pride and Prejudice (Austen), 284–87
Principia Mathematica (Whitehead and Russell), 355n. 7, 357
Private language, 127–28
Problems of Dostoevsky's Poetics (Bakhtin), 354n. 4, 356
Professional Employment (Gilbert), 228n. 1
Professional writing programs, 151–52
Punctuality, 81–82
Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development (Rosenthal and Jacobson), 25

Quilligan, Mike, 297
Quintana, Vanessa, 53

Rahv, Phillip, 373
Ramay, Rochelle, 141
Rationality, 73–74
Rauth, Marilyn, 20
Readability, 17
Reader, 228n. 1
Reader-based prose, 126, 129
Reading and reading skills, 16, 17, 114–15, 197, 228n. 2, 232–35
 critical readers, 351–52
 integrated with writing, 238–40, 350–51
Reading Don't Fix No Chevys: Literacy in the Lives of Young Men (Smith and Wilhelm), 230
Reading/Language Arts Framework for California Public Schools, 142
Reading-to-Write: Exploring a Cognitive and Social Process (Flower), 210–11, 229
(Re)Articulating Writing Assessment for Teaching and Learning (Huot), 24
Reflection, as a term, 277
Reforming College Composition: Writing the Wrongs (Wallace, Jackson, and Wallace, eds.), 156, 157
Rehearsing New Roles: How College Students Develop as Writers (Carroll), 21, 279
Reinventing Undergraduate Education, 228n. 1
Rembar, Charles, 245, 266
Remedial education, 6–12
 passim, 67, 159, 244, 359–64
Renfro, Sally, 11, 25
Research in the Teaching of English, 268
Research issues (university and writing programs)
 college and salaries, 174n. 4
 longitudinal studies, 174n. 7
 student achievement, 12–14
 teacher expectations, 12–14
Research papers by students, 36, 39–40, 42–43, 129
 as active study, 202
 citation format, 199
 collaboration skills, 212–26

- demystification of research, 211–26
- guidelines in textbooks for, 207–9
- report task definition, 211
- sources for, 217–26, 386
- supporting claims, 178–79
- teachers' roles, 214–17
- theorizing, 211–12
- “Response to Ira Shor’s ‘Our Apartheid: Writing Instruction and Inequality, A’” (Greenberg), 12, 23
- Responsibility, 76–77, 349
- Rethinking Basic Writing: Exploring Identity, Politics, and Community in Interaction* (Gray-Rosendale), 10, 23
- Revising Prose*, 4th ed. (Lanham), 349, 357
- Revision, 64, 200
- reader stance, 130
- . See also Writing as process
- Rhetoric, 119, 165, 169–72
- epistemic rhetoric, 200, 201–2
- programs, 148–49
- rhetorical issues of term
- College-level writing*, 245–47
- as a term, 276
- Rhetoric for Writing Teachers, A* (Lindemann), 135, 145
- Rhetorics, Poetics, and Cultures: Refiguring College English Studies* (Berlin), 156
- Rhodes, James A., 176
- Rhodes, Keith, 27
- Rise and Fall of English, The: Reconstructing English as a Discipline* (Scholes), 230
- Role of the Reader, The: Explorations in the Semiotics of Texts* (Eco), 354n. 3, 356
- Rosa, Alfred, 207, 208, 209, 211, 229
- Rose, Mike, 8, 25, 75, 91, 241n. 1
- Rosen, Leonard, 207, 208, 228
- Rosenthal, Robert, 13, 25
- Rosenwasser, David, 207, 229
- Rosovsky, Henry, 87n. 2, 91
- Roueche, John E., 7, 8, 10, 11, 12, 26
- Roueche, Suanne D., 7, 8, 10, 11, 12, 26
- Route to Normal Science, The* (Kuhn), 260
- Rowe, John Carlos, 88n. 7, 91
- Roy, Alice M., 86, 90
- Russell, Bertrand, 355n. 7, 357
- Russell, David, 112, 120, 376n. 2, 377, 377n. 2
- Sacks, Peter, 10, 26
- Sacred Unity, A: Further Steps to an Ecology of Mind* (Bateson), 341, 354n. 6, 355n. 6, 356
- Sadoff, Dianne, 228n. 1, 230
- Salaries, 174n. 4
- Samson, Donald, 151, 157
- Saturday Morning Fever: Growing Up with Cartoon Culture* (Burke and Burke), 299, 301
- Saxon, D. Patrick, 12, 26
- Scaffolding, 213
- Scherff, Lisa, 268, 280
- Schilb, John, 228n. 1, 229
- Scholastic Aptitude Test (SATs), 302–3, 317
- Scholes, Robert, 84, 91, 228n. 1, 230
- Scholz, Amanda, 36
- Schön, Donald, 277, 280
- Schorn, Susan, 124, 133, 330
- Schreiner, Steven, 16, 26
- Schwegler, Robert, 230, 279
- Science writing, 180–87
- Scott, Jerrie Cobb, 9, 10, 26
- Scriven, Michael, 329

Index

- Search, Sally, 238, 242
 Searle, John, 4
Selena (Nava), 41, 57
 Self-reliance, 76–77
 Sentence structure, 182–83, 186,
 304–5, 385
Separate Peace, A (Knowles),
 136, 144
 Seredowych, Gabby, 53
Sesame Street, 300
 Shamoon, Linda, 230, 279
 Shannon, Patrick, 114, 120
*Shape of Reason, The: Argumen-
 tative Writing in College*,
 4th ed. (Gage), 139, 144
 Shattuck, Roger, 16, 26
 Shaughnessy, Mina P., 75, 91
 Sheridan-Rabideau, Mary, 12, 26
 Shor, Ira, 9, 10, 26, 116, 120,
 163–64, 174n. 5, 176
 Shriver, Phillip R., 160, 176
 Siegenthaler, Peter, 338, 340
 “Signature Event Context”
 (Derrida), 4
 Slevin, James, 228n. 1, 230
 Slusser, Richard, 171, 176
 SMET proposal, 167
 Smith, Allison, 14, 24
 Smith, Donald G., 296
 Smith, Louise Z., 89
 Smith, Michael W., 200, 202–4,
 214, 230, 241n. 1
 Sociopolitical programs, 149–50
 Soles, Derek, 16, 26
 Soliday, Mary, 10, 14, 16, 27,
 158, 159, 162, 176
 Sommers, Jeff, 7, 24, 173n. 3, 176
 “Song of Myself” (Whitman), 49
 Sources for research papers by
 students, 217–26, 386
*Sources of the Self: The Making
 of the Modern Identity*
 (Taylor), 353n. 1, 357
 South Coast Writing Project, 358
 Soven, Margot, 136, 145
 Spear, Karen, 241n. 1, 242
 Spellmeyer, Kurt, 113, 120
 Spock, Benjamin, 79, 84
St. Martin’s Handbook, 81, 88–
 89n. 7, 89n. 7, 90
 Standard English, 74, 75–76, 169
 Standardized testing, 60, 231,
 247–49, 317, 384
*Standardized Minds: The High
 Price of America’s Testing
 Culture and What We Can
 Do to Change It* (Sacks),
 26
 Stephen, Jill, 207, 229
 STEPS program, 33
 Sternglass, Marilyn S., 11, 27,
 113, 120, 174n. 7, 176,
 274, 280
 Stewart, Potter, 121
 Stillman, Peter, 43, 57
 Stopping out, 173, 174n. 6
 Straub, Richard, 16, 27, 157
 Strauch, Colin, 46
*Structuralist Poetics: Structural-
 ism, Linguistics and the
 Study of Literature*
 (Culler), 4, 21
 Strunk, William, 78, 79, 80, 91,
 118, 124
 Student-centered classroom, 200
 Student issues
 achievement, 12–14
 alienation, 96–97
 attitudes about writing, 97–98,
 283–95
 discourse-community class-
 room, 139
 ownership of work, 92–109
 student-centered classroom, 200
 student experiences of writing,
 283–95, 302–8
 teacher-student relationships,
 103–4
 Stygall, Gail, 158, 177
 Style, 44, 78–80
 Sullivan, Patrick, xiii, 1, 4, 27,
 72, 87n. 1, 91, 122, 133,

Index

- 134, 145, 146, 148, 157,
192–93, 196, 198, 242,
297, 301, 330, 340
- Superman*, 300
- Support services, 322
- Swank, John, 172, 177
- Syllabus, 312–13
- Syntactic Maturity in Schoolchildren and Adults* (Hunt),
178, 198
- Synthesis skills, 223–26
. See also Analytic skills
- Tannen, Deborah, 299
- Tassoni, John Paul, 173n. 3, 176
- Tate, Gary, 16, 21
- Taxonomy of Educational Objectives: Cognitive Domain*, Volume 1 (Bloom, Mesia, and Krathwohl), 328
- Taylor, Charles, 347, 353n. 1, 357
- Taylor, Summer Smith, 280
- “Teacher, Expectations and Student Perceptions: A Decade of Research” (Good), 13, 22
- “Teacher Behavior and Student Learning” (Brophy), 13, 21
- Teacher education programs, 35, 206
- “Teacher Praise: A Functional Analysis” (Brophy), 13, 21
- Teacher-student relationships, 103–4
- Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance*, 2nd ed. (White), 28, 266
- Teaching Contemporary Theory to Undergraduates* (Sadoff and Cain), 228n. 1, 230
- Teaching English in the Two-Year College*, xvii
- Teaching Subject, A: Composition since 1966* (Harris), 119
- Teaching Writing: Essays from the Bay Area Writing Project*, 135
- Teaching Writing in High School and College: Conversations and Collaborations* (Thompson, ed.), 18, 27
- Teaching Writing in Middle and Secondary Schools: Theory, Research and Practice* (Soven), 145
- Technology writing, 342–43
- Television, 234
- Temple University, 302
- Testing Trap, The: How State Writing Assessments Control Learning* (Hill-ocks), 199, 200–202, 229
- Test of English as a Foreign Language, 248
- Text Book: Writing through Literature*, 3rd ed. (Scholes, Comley, and Ulmer), 84, 91
- Textbooks, 102, 320–21
- Texts, 115, 180–92, 194–96
- Texts and Contexts: Writing about Literature with Critical Theory*, 2nd ed. (Lynn), 229
- Textual Power: Literary Theory and the Teaching of English* (Scholes), 84, 91
- Theory, as a term, 276
- Theory and Practice of Grading Writing, The: Problems and Possibilities* (Zak and Weaver, eds.), 18, 28
- Thesis statements, 38, 39
- They Live* (Carpenter), 299, 301
- Thinking skills, 16, 17, 72, 174n.

Index

- 8, 187, 190, 370
research and, 221–26
Thomas, Briana, 47
Thompson, Nancy, 16, 18, 23
Thompson, Thomas C., 27
Thoreau, Henry David, 85
“Those Crazy Ideas” (Asimov),
260
“Tidy House, The: Basic Writing
in the American Curriculum”
(Bartholomae), 9,
11, 20
Tiering students, 159–65
*Time to Know Them: A Longitudinal
Study of Writing and Learning
at the College Level* (Sternglass),
11, 27,
120, 176, 280
Tinberg, Howard, xiii, 12, 27,
174n. 5, 177, 340
Tinto, Vincent, 14, 27
Tolkien, J. R. R., 284–88, 296
Tolkien Reader, The (Tolkien), 296
Topic sentences, 38, 39
Toy Story (Lasseter), 44, 57
Transfer, as a term, 277
Transitions, 33, 128–29
Traub, James, 9, 10, 27
Tree by Tolkien (Wilson), 288,
296
Trimbur, John, 207, 208, 230,
280
Trinque, Brian, 332, 334, 340
Tutoring, 121–33, 294, 297, 346
*Twelve Readers Reading:
Responding to College
Student Writing* (Straub
and Lunsford), 27
Twentieth Century Interpretations,
205
Tyler, Peggy, 20
Tyler, Ralph, 329

Ulmer, Gregory L., 84, 91
University of California, 365
University of North Carolina at
Greensboro
Fast Forward program, 273–75
University of Texas at Austin,
330
Substantial Writing Component
(SWC) courses, 330
University of Wisconsin,
Oshkosh, 151

“Validity and Reliability: Issues
in the Direct Assessment
of Writing” (Greenberg),
5, 23
“Validity of Using Holistic
Scoring to Evaluate
Writing, The: A Critical
Overview” (Charney), 5,
21
Vanderkam, Laura, 63, 68
Varieties of Religion Today
(Taylor), 353n. 1, 357
Visual, as a term, 276
Vocabulary, 185
terminology in first-year
writing courses, 267–78
Vocational education, 235
Voice in writing, 43–44, 325, 337
Vygotsky, Lev, 125, 126, 133

Wahlrab, Ellenmarie, xv, 158
Walden (Thoreau), 85
Walker, Alice, 155, 157
Wallace, Ray, 147, 156, 157
Wallace, Susan Lewis, 147, 156,
157
Wardle, Elizabeth, 272, 278, 280
Warriner, John E., 57
Washington State University,
174n. 8
*Ways of Reading: An Anthology
for Writers*, 7th ed.
(Bartholomae and
Petrosky), 84, 89

Index

- Ways of Thinking, Ways of Teaching* (Hillocks, Jr.), 156
- Way to Rainy Mountain, The* (Momaday), 53
- Weaver, Christopher C., 18, 28
- Webb, Suzanne Strobeck, 73, 90
- Ween, Lori, 88n. 7, 91
- Weinstein, Rhona S., 13, 24
- Weir, Peter, 144
- Wenger, Etienne, 280
- Wentzel, Kathryn, 13, 27
- What Is "College-Level" Writing?* (Sullivan and Tinberg)
- administrative perspectives in, xvii
 - contributors to, xiv–xv
 - high school teachers and, xvi
 - interactive discussion in, xvii
 - student perspectives in, xvi–xvii
 - variety in, xvi
- What Matters in College? Four Critical Years Revisited* (Astin), 20
- "What No School Can Do" (Traub), 9, 27
- When Students Have Power: Negotiating Authority in a Critical Pedagogy* (Shor), 9, 26
- White, E. B., 78, 79, 80, 91, 118, 124
- White, Edward M., 16, 18, 20–21, 22, 27, 28, 90, 147, 157, 243, 260, 266, 328, 361, 362, 377
- Whitehead, Alfred North, 355n. 7, 357
- Whitman, Walt, 49, 57
- Wiley, Mark, 137, 145
- Wilhelm, Jeffrey D., 200, 202–4, 214, 230
- Wilson, Colin, 288, 296
- Wilson, Gordon, 176
- Winalski, Amanda, 302, 378–79
- Winnicott, D. W., 72–73, 88n. 4, 91
- "With New Admissions Policy, CUNY Steps into the Unknown" (Arenson), 11, 20
- Wittgenstein, Ludwig, 353n. 2, 355n. 7, 357
- Wohlstetter, Priscilla, 13, 28
- Wolcott, Willa, 18, 28
- Wolf, Naomi, 299
- Woman Warrior, The* (Kingston), 85
- Word choice, 55–56
- Workplace writing, 168–72
- Workshop approach, 64, 203, 291
- World Wide Web, 277–78
- Wright, Richard, 85
- Writer-based prose, 125–32
- Writer's Brief Handbook, The*, 3rd ed. (Rosa and Eschholz), 229
- Writer's Companion, A*, 4th ed. (Marius), 80, 90
- Writer's Harbrace Handbook, The*, 76, 77, 79, 88n. 5
- Writer's Reference*, 5th ed. (Hacker), 88–89n. 7, 90
- Writing: Teachers and Children at Work* (Graves), 43, 56
- Writing across the curriculum, 150–51, 330–40
- Writing across the Curriculum Pamphlets: A Selection from the Schools Council and London University Institute of Education Joint Project: Writing across the Curriculum* (Martin, ed.), 56
- Writing Analytically*, 2nd ed. (Rosenwasser and Stephen), 229
- Writing and Community Action: A Service-Learning*

Index

- Rhetoric and Reader*
(Deans), 87, 90
- Writing and Reading Across the Curriculum*, 7th ed.
(Behrens and Rosen), 228
- Writing as instrumental tool, 348
- Writing as process, xiv, 8, 44–45, 64, 200, 278, 324
research and, 221–26
- Writing Assessment: An Autobiography of English Studies*
(Good), 280
- Writing as transaction, 347
- Writing centers, 121–33
- “Writing Development in the College Years: By Whose Definition?” (Curtis and Herrington), 12, 22
- Writing Fellows program, 294
- Writing in the Real World: Making the Transition from School to Work*
(Beaufort), 20
- Writing on the Margins: Essays on Composition and Teaching* (Bartholomae), 10, 12, 16, 20, 89
- Writing Partnerships: Service-Learning in Composition*
(Deans), 86, 90
- Writing Program Administration (WPA)
listserv, 270
outcomes statement, 271, 278
- Writing Requirement Exemption Exam (WREE), 252–65
- Writing Teacher’s Sourcebook, The*, 4th ed. (Corbett, Myers, and Tate), 21
- Writing Theory and Critical Theory* (Clifford and Schilb, eds.), 229
- Writing to be Read* (Macrorie), 56
- Writing without Teachers*
(Elbow), 56
- Writing Your Way* (Stillman), 57
- Wysocki, Ann Frances, 280
- Yancey, Kathleen Blake, 18, 27, 28, 267, 268, 278, 280
- Young, Art, 228n. 1, 230
- Zak, Frances, 18, 28
- Zeller, Tom, 277–78, 280