## Index

Albert, Janice M., 71
Alienation, 46
Angelo, Thomas A., viii
Argiment, 24–26
writing and, 47
Assessment, 50–55
Assignments, 77, 79, 82
instructions for, 18–19
purpose of, 84
questions with more than one answer,
41–42, 66
"Assisted invitations" (Berthoff), 37
Audience, 8, 54, 55, 63. See also Writing
Autobiography, 29, 73
"Autoethnography" (Pratt), 31

Bakhtin, Mikhail, 54, 56 Bartholomae, David, 31, 32 Bazerman, Charles, 13, 22 Behar, Ruth, vii, xi "Believing game" (Elbow), 41 Berthoff, Ann E., 37 Bias, 27-28 Border-crossing metaphor (Giroux), vii-xiii, 7, 13, 68, 84 Boyer, Ernest L., viii Brannon, Lil, 35, 37, 39, 44 Brawer, Florence B., vii Bruffee, Kenneth A., 7, 13, 18, 21, 68, 69 Bruner, Jerome, 53 Building Communities (American Association of Community and Junior Colleges), vii Business and technology, 4, 21

Calkins, Lucy M., viii Carnegie Foundation, viii Change, agents of, 3 Chemistry, 83 Clarke, Jennifer, 66 Class analysis, xiii, 18, 82, 85 Clifford, James, ix, 24 Cohen, Arthur M., vii Collaborative learning, 13 Commission on the Future of Community Colleges, American Association of Community and Junior Colleges, vii Community colleges academic crisis of, vii mission of, vii Community college teachers as border crossers, vii-xiii, 68 diverse backgrounds of, 1-5 as experts, 64-70 feedback to students. See Writing, responding to as postmodern, x as scholars, viii, 72 Compromise, 38 Connections, making, 17, 80 Contact zone, xi "Contrastive rhetoric" (Kaplan), 14 Co-op program, 5–6 Critical thinking, 44, 45 Cross, K. Patricia, viii

Daiker, Donald, viii
Dental hygiene, 2, 48, 80
professionalism versus clinical experience, 6
Departments, 67–68, 79–80. See also
Disciplines
Disciplines
boundary discourse, 7, 13, 84
conceptual categories of, xiii, 51
German university model and, 16
"T" as intrusion in writing in, 83
metaphors of, 76, 78
writing and reading and, 13, 68
Discourse, 13–14, 20, 58

Economy of expression, 58 Elbow, Peter, 32, 41, 66 Electronic communication, 46 Emotions, appeal of, 26 "Engfish" (Macrorie), 42 92 Index

Engineering, 75, 77
English (field of study), 3–4, 5, 15–16, 58–59
English as a second language, 4, 14, 34–35, 47, 49, 66–67
Ethics, appeal of, 26
Ethnography, ix, xi
Experts, 20, 64–70

Faculty. See Community college teachers
Faigley, Lester, 46
Feedback. See also Writing, responding to criteria for, 43 inherent positions in, 41–42
Flower, Linda, 65
Freire, Paulo, 46
Fulwiler, Toby, 5, 20

Geertz, Clifford, 24, 71, 73
Generalists. See Specialists versus generalists
German university model, 16
Gettysburg Address, 47
Giroux, Henry, ix
Goetz, Judith P., viii
Goswami, Dixie, viii
Grading, 34, 36. See also Assessment
Grammar, 8–9, 36, 62–63

History, 2-3, 14-15, 19, 51, 80 bias and, 27 macrohistory, 29-30, 73 microhistory, 30 point of view and, 22 using in the classroom, 27-33

"Ideal Text" (Brannon and Knoblauch), 37, 41, 44 "Inner monitor" (Meyer and Smith), 65–66

James, William, 44–45 Jargon issues, 17, 58. *See also* Discourse Journals, 4–6 double-entry notebooks, 6 metatext and, 5

Kadar, Andrew G., 26 Kantor, Kenneth J., viii Kaplan, Robert B., 14 Kestel, Fran, 21, 23, 25
Kirby, Dan R., viii
Knoblauch, C. H., 35, 37, 39, 44
Knowledge, 78–79
act of faith and, 45
context-specific, 16
evolving, 81
provisional nature of, 44–49
reading and, 20–26
relativism and, 45
remapping, ix
romantic view of, 45
social construction and, 45
Kuhn, Thomas, 46

LeBlond, C. Merry, 6, 20 Lifelines, 27–31 Lifelines from Our Past (Stavrianos), 27–28 Literacy, 46 Literary terms, 17, 58–59 Locus of decision, 38–39, 43 Logic. See also Writing appeal of, 26 of object, 44–45 London, Howard, viii Lu, Min-Zhan, 32

Macedo, Donaldo, 46
MacLeod, Laura, 21
Macrorie, Ken, 42
McCarthy, Lucile, 22
McGrath, Dennis, vii
Metaphors, vii-xiii, 13, 21, 23, 76, 78. See
also specific metaphors
Meyer, Emily, 21, 65, 69
Morenberg, Max, viii
Multiple perspectives, 30, 82. See also
Writing, perspective and

Narrative. See Personal narratives Negotiation, 37, 43 Nelson, Sandra J., 21 New Criticism, 15 North, Stephen M., 65 Nursing education, 3, 21, 22, 38, 50 professionalism versus clinical experience, 6

Objectivity, 27–28 Observation, 84 science and, 83 Observations connections and, 17, 80 Odell, Lee, 12, 16, 75, 77 Ong, Walter J., 47

Pattern, 84 Paul, Richard, 45 Personal narratives, ix, 53, 83 Perspective. See Writing Philosophy, 13-14 Picket-fence metaphor (Bruffee), 13, 21, 23 Poetry, 15-16, 58-59 Point of view, 22, 61, 63. See also Writing, perspective and Postmodernism community college faculty and, x ethnography and, ix Practical use of learning, xiii, 28 Pragmatism, 45 Pratt, Mary Louise, ix, 31 Preconceived paper. See "Ideal Text" Primary traits, 7-8, 30, 56-63 Professionalism versus clinical experience, 6

Questions as feedback, 39–40 framing, 41–42, 66

Raines, Helon Howell, 64
Ray, Ruth E., viii
Reading, 20–26
as act of discovery, 44
Renaissance, 30, 85
Research. See Scholarship and research
Rhetoric, 14, 26, 54
versus social reality, 28
Rorty, Richard, 18, 45
Rosaldo, Renato, ix

Scholarship and research, viii, 72
"of teaching" (Boyer), viii
"of discovery" (Boyer), viii
Shaughnessy, Mina P., 32
Smith, Louise Z., 21, 65, 69
Socially constructed nature of reality, 18, 45
Sommers, Nancy, 35, 39
Sources, 14, 21, 57, 62
Spear, Martin B., vii
Specialists versus generalists, xii, 11–19, 58, 76, 80
Statistics, 3, 5, 41

Stavrianos, L. S., 27
Stillman, Peter, viii
Students
diversity of, 66
empowerment for, 3
feedback to students. See Writing,
responding to
learner-centered environment, 32
locus of decision and, 38–39
negotiation and, 37
reading peer writing, 32
teacher identification with, 2

Tawney, R. H., 31 Teachers. See Community college teachers Thesis, 23, 60, 61, 63 Tinberg, Howard B., ix, viii Tutoring, 7–8, 13, 64–70 peer tutors, 69 protocol, 70

Vaughan, George B., viii

Walvoord, Barbara E., 22 West, Cornel, 45 Women's issues, 30 Writing. See also specific topics as access, 46 argument and, 47 assessment of, 50-55 audience and, 8, 54, 55, 63 contextual nature of, 7, 62 conversational rhythms and, 55 correctness and, 8, 63 course performance and, 48 editing of, 36 evidence and, 8, 61, 63 form versus message, 24 instructions to, 18-19 integration and, 48 logic and, 8, 63 as mental exercise, 48 peer, 68, 69 perspective and, 8, 22, 55, 63 polyphonic quality of, 56 primary traits of, 7–8, 30, 56–63 process movement and, 60 reading peer writing, 32 as a record, 48 responding to, 34-43 revision of, 34, 36 synthesizing and, 57, 62 by teachers, 72

94 Index

thesis of, 23, 60, 61, 63 thinking and, 48 truth and, 54–55 voice and, 55, 60, 61, 63 work and, 3, 6 Writing lab, 7–8, 36, 64–70