

# New from NCTE

## Structural Kindness

*Essays on Literacy Education  
in Honor of Kent D. Williamson*

Darren Cambridge and  
Patricia Lambert Stock, editors  
Foreword by Linda Darling-Hammond  
228 pp. 2015. Grades PreK–College.

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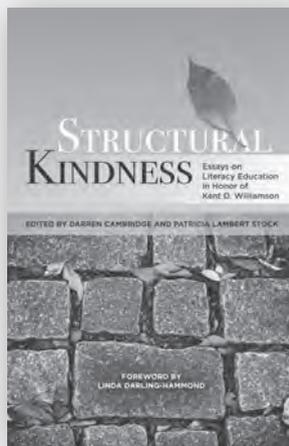
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In his role as executive director of the National Council of Teachers of English (NCTE), the late Kent D. Williamson influenced the course of literacy teaching and learning, especially in the first years of the twenty-first century. In this collection, influential scholars and practitioners pause to reflect on his intellectual leadership and the impact of his vision. Taken together, these essays document the profession's hard-earned wisdom about the issues and challenges facing literacy educators in the current era of dramatic social, cultural, and technological change. The collection also launches the work of the newly established Kent D. Williamson Policy and Advocacy Center in Washington, DC, as it demonstrates ways in which the profession can connect literacy research, theory, and practice to educational policy and advocacy.



### Contributors

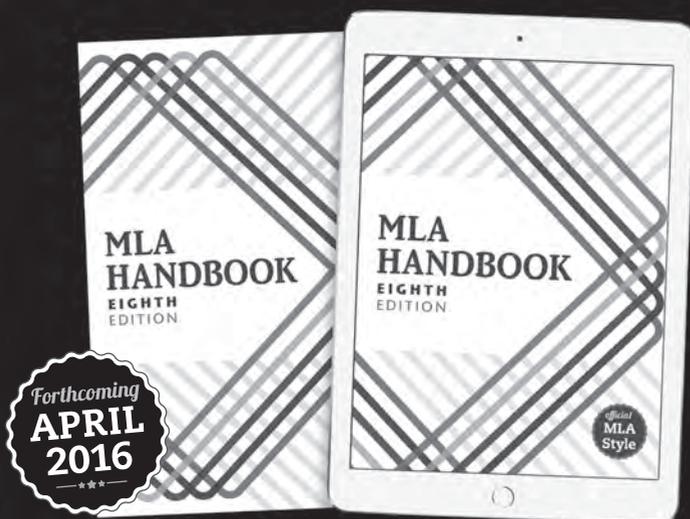
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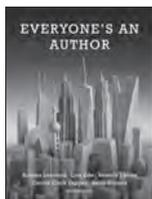
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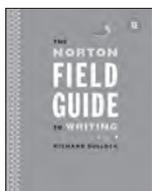
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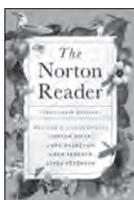
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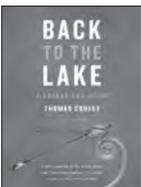
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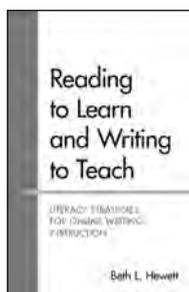
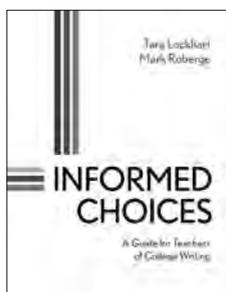
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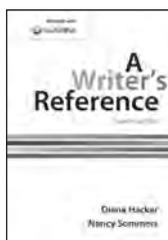
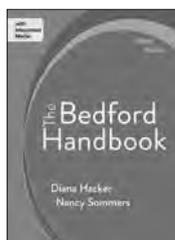
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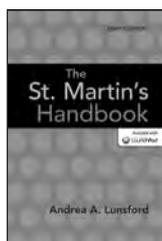
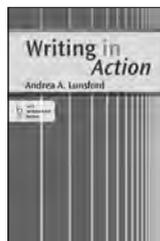
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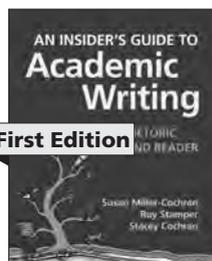


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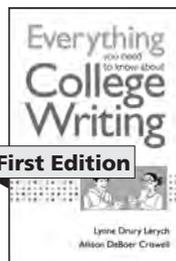
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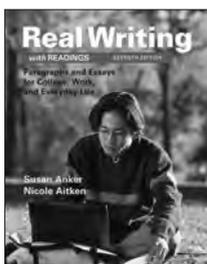
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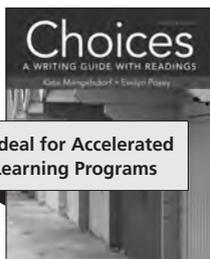
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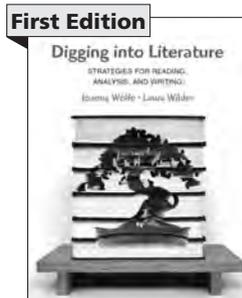
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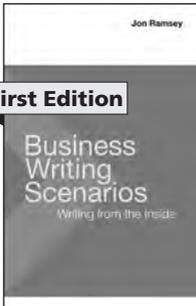
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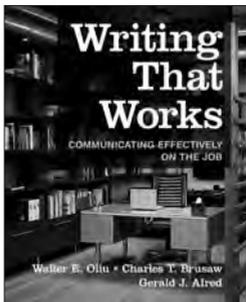
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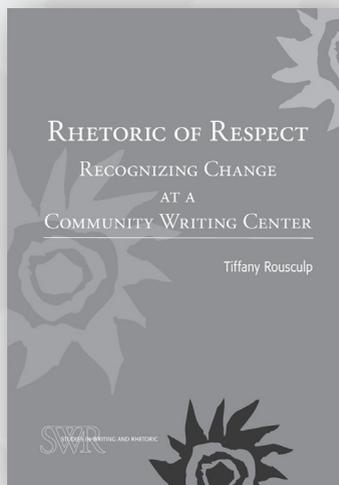
185 pp. 2014. College.

ISBN 978-0-8141-4147-2. No. 41472.

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Drawing from her decade leading Salt Lake Community College's Community Writing Center (CWC), Tiffany Rousculp advocates cultivating relationships within a "rhetoric of respect" that recognizes the abilities, contributions, and goals of all participants. Rousculp calls for understanding change not as a result or outcome, but as the potential for people to make choices regarding textual production within regulating environments.

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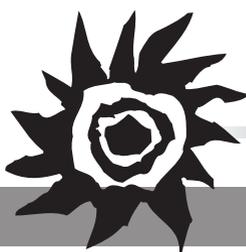


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Lauren Rosenberg

185 pp. 2015. College.

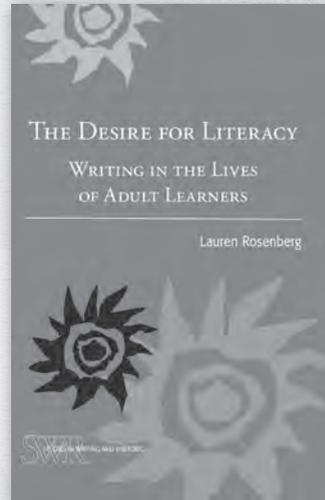
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The literate tend to take their literacy and all it affords them for granted; they are equally likely to assume that nonliterate people do not know, think, or understand in the ways they do, that the silence of nonliteracy is both intrinsic and deserved. But as Lauren Rosenberg illustrates, marginalized adult learners are quite capable of theorizing about their position in society, questioning dominant ideas, disrupting them, and challenging traditional literacy narratives in American culture. In *The Desire for Literacy: Writing in the Lives of Adult Learners*, Rosenberg takes up the imperative established by community literacy researchers to engage with people in communities outside of formal schooling in an effort to understand adult learners' motivations and desires to become more literate when they choose reading and writing for their own purposes. Focusing on the experiences, knowledge, and perspectives of four adult learners, she examines instances in which participants resist narratives of oppression, particularly when they become authors. Rosenberg's qualitative study demonstrates that these adult learners are already knowledgeable individuals who can teach academics about how literacy operates, not only through service-learning lenses of reflection and action, but also more radically in terms of how students, instructors, and scholars of composition think about the meanings and purposes of literacy.



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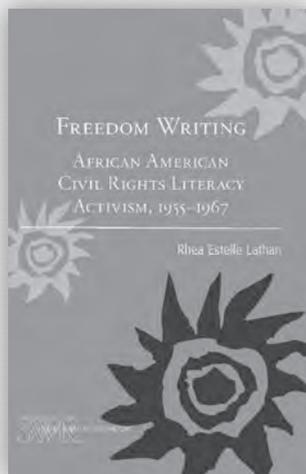
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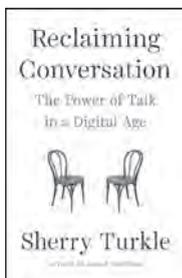
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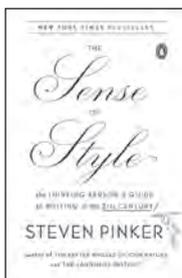
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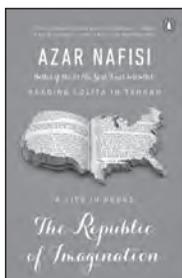
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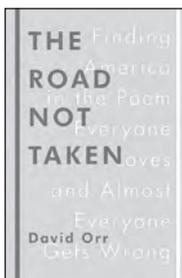
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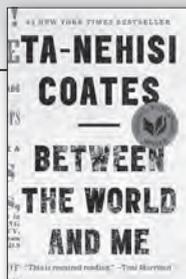
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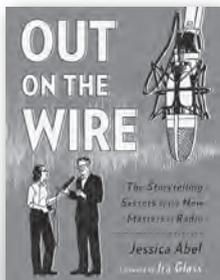
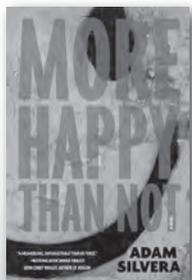
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