The handbook for the literacy revolution

The St. Martin’s Handbook
Seventh Edition
Andrea A. Lunsford, Stanford University
Also available as an e-book

Andrea A. Lunsford’s latest findings show that today’s students write more than ever before—and make rhetorically appropriate choices in texts they create outside the classroom. “We’re in the midst of a literacy revolution the likes of which we haven’t seen since Greek civilization,” she notes. The St. Martin’s Handbook, Seventh Edition, is the first handbook to help students build on the smart decisions they make as recreational writers in order to succeed in their academic and professional work. And, The St. Martin’s Handbook is the all-in-one teaching tool and reference that shows students how to write effectively for any purpose.

Also by Andrea Lunsford

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The right focus for your course. With several versions to choose from, including custom options, you can match the handbook’s content to your course.
Dear Colleagues and Friends~~

I’m pleased to introduce this issue of *CCC*, the first of 2011. The current issue, as you will see, is again rich—including three articles; the Exemplar Award remarks; two essays commemorating the relationship between NCTE and CCCC as we begin the NCTE Centennial year; a review essay; and a poster page, this one defining *genre*. In addition, I include some notes about issues of *CCC* in process and brief musings on what the materials in this issue collectively suggest.

In our lead article, Marilyn M. Cooper takes up a question at the heart of rhetoric and likewise at the heart of the teaching enterprise: how might we define agency? In “Rhetorical Agency as Emergent and Enacted,” Cooper draws on neurophenomenology—a particular study of the mind—to provide for an agency located in writing: writers “recognize their rhetorical acts, whether conscious or nonconscious, as acts that make them who they are, that affect others, and that can contribute to the common good.” Relating her conception of agency to that of other rhetoric scholars, Cooper argues for a new kind of agency that she links to deliberative democracy. Perhaps as important, to provide an exemplar illustrating such rhetoric and agency, Cooper draws on the rhetoric of Barak Obama, and in this choice, we see both immediacy and historicity.
Our second article, Chris Gallagher’s “Being There: (Re)Making the Assessment Scene,” relies (as its title suggests) on a Burkean analysis. Much like Cooper, Gallagher is interested in agency, in his case to “show how neoliberalism undermines faculty assessment expertise and underwrites testing industry expertise in the current assessment scene.” He believes that agency is possible, but only if we let go of what he calls “the ‘stakeholder’ theory of power.” In such a model, our position as stakeholder, he argues, is always subservient. Should we rewrite the assessment scene, he claims, key elements would be the leadership and expertise of both faculty and students, and Gallagher points us toward efforts where such rewriting is currently in progress.

Our third article, authored by Laura R. Micciche with Allison D. Carr, focuses on graduate writing instruction in English studies. In “Toward Graduate-Level Writing Instruction,” Micciche addresses two issues. First, she calls for the field to commit to graduate-level writing instruction in English studies; second, she outlines what a course that enacted this commitment can look like. In such a course, students do not learn to write in their specialties so much as they work with a “set of adaptable rhetorical principles usable for different purposes, audiences, genres, and rhetorical constraints.” In addition, through Carr’s voice, we understand, and in some cases remember, the complexities and complications of learning to write as emerging scholars.

Those at the CCC Convention in Louisville will remember W. Ross Winterowd’s Exemplar Award remarks, which are here reprinted. As Ross reminds us, “Writing is a way to relive and preserve the past; it is a means of projecting a more hopeful future; it is a medium through which writers can express their hopes, their anger, their disillusionments.”

The next section is titled A Symposium, the first of two symposia we are publishing this year to commemorate the founding of the National Council of Teachers of English in 1911 and the relationship of the Council to the Conference on College Composition and Communication. For this first symposium, we could not ask for more. We begin with Erika Lindemann’s archive-based historical account of the founding of NCTE, themed with a single question: “How Well Are We Listening?” In this account, Lindemann draws lessons for us, noting that our collective history “offers lessons about what it means to establish a discipline and maintain its vitality.” She highlights three such lessons: we must demonstrate the scientific nature of our intellectual work; we must support and address the professionalism of our members; and we must attend to larger social responsibilities. We then have the pleasure of reading Keith Gilyard’s account, his composed from an extraordinary rhetorical stance:
a past chair of CCCC, Keith is President-Elect of NCTE and will assume the presidency in November. Given this location, it’s probably not surprising that he takes the long view: “Historically, the social strivings of NCTE and CCCC have been noble overall with predictable setbacks.” Despite such setbacks, Gilyard is optimistic, seeing “all language arts issues” as college issues, especially given the role that college plays in shaping education generally and in helping to “prepare students for productive citizenship in a democracy.” And it is toward this latter responsibility that he points us, inviting NCTE and CCCC to “renew their common commitment to the egalitarian impulses and the pursuit of high-quality language arts education for the masses, which is a literacy puzzle the nation has never solved.”

Our issue concludes with a review essay authored by Susan Miller-Cochran. In “Beyond Typical Ideas of Writing: Developing a Diverse Understanding of Writers, Writing, and Writing Instruction,” Miller-Cochran reviews four books, all of them returning us to the students we teach: College Writing and Beyond: A New Framework for University Writing Instruction; The Idea of a Writing Laboratory; Generation 1.5 in College Composition: Teaching Academic Writing to U.S.-Educated Learners of ESL; and The Community College Writer: Exceeding Expectations. Although these four volumes appear very different one to the next—with one a qualitative study of how a writer develops, the next a historical study of writing laboratories, the third an edited collection focused on a generation of writers with a multi-linguistic repertoire, and the fourth a volume documenting the success of community college writers—Miller-Cochran finds that “together they make a statement about the future directions of research and discussion in our field.” Put differently, Miller-Cochran finds that our attention to students, which has provided a center to our work from its beginnings, continues to define who we are.

As I write this editor’s introduction on a fine fall day in Tallahassee, I’m preparing future issues of CCC. Our special issue on ethnic and indigenous rhetorics is well on its way, with some articles accepted, others undergoing review, and a review essay commissioned. Indeed, there are so many new books on these rhetorics that we had some difficulty making the decision of which volumes to review—itself a sign that attention to this topic is overdue. And on January 1, I hope we’ll be reading many proposals speaking to research methodologies in rhetoric and composition, the topic that will focus our 2012
special issue of CCC. In the meantime, we’re working with the authors of the June issue of CCC, including authors of the Symposium as well as Victor Villanueva, who is composing our June review essay. And not least, we have invited five new colleagues to the CCC Editorial Board—David Gold, from the University of Tennessee; Susanmarie Harrington, from the University of Vermont; David Holmes, from Pepperdine University; Barbara L’Epplattenier, from the University of Arkansas, Little Rock; and Jaime Mejia, from Texas State University—and are delighted that they have said yes.

In reading across the issue before you, I’m struck by our renewed interest in agency, by our abiding interest in students, and by our sense of our students and ourselves as writers—and of the power that writing can offer. I’m interested as well in the role of theory here in helping us understand our own history, in defining our own work, and in linking that work to a deliberative democracy. And perhaps of equal interest to readers, this issue demonstrates that, in addition to taking a renewed interest in research, both the field and College Composition and Communication maintain our interest both in theory and in writing practices. All of this, it seems to me, is a hopeful sign—for our field, for our colleagues, and for our students.

Kathleen Blake Yancey
Florida State University

**NCTE Literacy Education Advocacy Day 2011: April 28**
Join NCTE members from across the nation for NCTE’s Literacy Education Advocacy Day on Thursday, April 28, 2011. NCTE members attending Advocacy Day will learn the latest about literacy education issues at the federal level and have a chance to interact with people highly involved with those issues. See [http://www.ncte.org/action/advocacyday](http://www.ncte.org/action/advocacyday) for details.