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Winter greetings from the editor’s desk. This year-end issue of *College Composition and Communication* offers a range of work that challenges us to think of the many and varied sites of compositional activity and literacy practices. Reflection on such sites is crucial to understand both the conditions under and through which people write and also the possibilities for conceptualizing what writing and reading might be and mean.

We begin with Chase Bollig’s “Is College Worth It?: Arguing for Composition’s Value with the Citizen-Worker,” in which the author makes a passionate case for considering the vocational investments of many of our students. Composition is a site from which we can invite and encourage critical thinking about job markets and perhaps even larger economic conditions that structure and inform identities, literacies, and careers. Connecting to such arguments through knowledges built in professional writing, Lisa Dush argues for considering what happens “When Writing Becomes Content.” Dush smartly chips away at conceptualizations of writing as a “skill” and puts forward some of the most powerful arguments yet for understanding writing as content needing careful attention, study, and scholarly rigor.

Taking a more personal approach, Amy Robillard’s “Prototypical Reading: Volume, Desire, Anxiety” uses fears about the ease of plagiarism to explore how our field constructs not just writing but reading as a site of literacy. Robillard rightly sees reading as a complex, even collaborative act that often
gets shortchanged when we teach writing. Paying further attention to acts of reading, Jessica Enoch and Pamela VanHaitsma maintain in “Archival Literacy: Reading the Rhetoric of Digital Archives in the Undergraduate Classroom” that archive-focused pedagogies need to focus on particular sites of digital reading when introducing students to research activities. Failing to teach reading carefully impedes students’ ability to understand and navigate complicated archive resources.

Broadening our view of the sites of writing still further in a major research report, “Interrogating Disciplinarity in WAC/WID: An Institutional Study,” Anne Ruggles Gere, Sarah C. Swofford, Naomi Silver, and Melody Pugh consider writing across curricula and disciplines as a complex set of interactions and negotiations among students, graduate student instructors, and faculty stakeholders. Arguing for an “elastic” approach to disciplinary borders, Gere’s team challenges us all to think of the many sites of writing across our campuses and how expert knowledge in our field might best be mobilized throughout the disciplines. Nora Bacon’s review, “Cross-Disciplinary Approaches to Style,” complements Gere’s study with a smart assessment of Helen Sword’s Stylish Academic Writing and Steven Pinker’s The Sense of Style. These books offer a glimpse into popular knowledges about writing, and Bacon’s review deftly works through them to clarify what we in our field can offer the public about writing as a complex process of meaning making.

As in every December issue, we also include important convention materials, including the Chair’s address and the Secretary’s report. Adam Banks’s provocative address, “Ain’t No Walls Behind the Sky, Baby! Funk, Flight, Freedom,” fits in well with this issue’s content, as Banks challenges us all to think more capacious still of the sites and genres through which writing takes place. After Professor Banks resigned his position as chair, Professor Howard Tinberg, as immediate past chair, became chair again, as per CCCC’s constitution. He offers the Chair’s letter.

Finally, we remember those in our profession who have recently passed away: Charles Moran—University of Massachusetts, Amherst; Linda Peterson—Yale University; Kent Williamson—National Council of Teachers of English. Our thoughts are with their families this holiday season.

Wishing everyone the best for the new year,

Jonathan Alexander
University of California, Irvine