This book argues that college-level reading must be theorized as foundationally linked to any understanding of college-level writing. Measurements of reading abilities show a decline nationwide among most cohorts of students, so the need for writing teachers to thoughtfully address the subject of reading, especially in grades 6–14, has become increasingly urgent.

Contributors to this collection offer an antidote to the current reductive understanding of reading that views readers as passive recipients of information. These authors (1) define the challenges to integrating reading into the writing classroom, (2) develop a theory of reading as a specific type of inquiry and meaning-making activity, and (3) offer practical approaches to teaching deep reading in writing courses that can be put immediately to use in the classroom.
Summer greetings, colleagues and readers. I am pleased to present this June 2017 issue of *College Composition and Communication*, with articles covering a range of pedagogical topics as we encounter them across multiple writing curricula and modes of instruction. In particular, the connecting theme of all of these articles seems to be *openness*—and the importance of remaining open to our students, to their writing, and to the possibilities of exploring with them what it means to be literate and to act rhetorically in the world right now.

Don J. Kraemer opens the issue with “The Good, the Right, and the Decent: Ethical Dispositions, the Moral Viewpoint, and Just Pedagogy,” an article in which Kraemer tackles tough questions about the ethics and morality of what we do. Kraemer ultimately argues for allowing the flexibility of ethical negotiation to meet head-on the perception of the morally non-negotiable in order to prompt students to address questions of justice. What *is* just? What is *justice*? Such questions might promote mutual recognition and conversation across stark differences of opinion and values. Jeffrey M. Ringer’s article, “Working With(in) the Logic of the Jeremiad: Responding to the Writing of Evangelical Christian Students,” extends such a consideration of ethics, morality, and justice by looking at a genre sometimes
produced by students—the jeremiad that occasionally appears in the writing of evangelical Christian writers. Far from dismissing such impassioned writing, Ringer advises that we keep our students—and ourselves—open to the rhetorical considerations and questions inherent in their move to compose the jeremiad. What possibilities for thinking rhetorically emerge? And what potential for making connections and posing mutually important questions of ethics and justice across different identities and communities might lie in an engagement with the jeremiad as a genre?

Remaining open to different genres, modes, and learning opportunities is important to the following two articles. In “Biscit’ Politics: Building Working-Class Educational Spaces from the Ground Up,” Jessica Pauszek explores Pecket Well College, a British user-led and residential college for adult basic education. Pauszek offers Pecket as a model for the cultivation of organic intellectuals and literate agency among a range of learners who use their community and personally developed abilities to make reading and writing meaningful to them. Pauszek reminds us that our students come to us with their own expectations and engagements, and being open to those can only enhance the pedagogical experience for all involved. Indeed, students come to us with varied experiences, but they also leave us to use and develop their ever-evolving literacies in a variety of environments, including internships. Neil Baird and Bradley Dilger, in “How Students Perceive Transitions: Dispositions and Transfer in Internships,” provide probing analysis through thick case studies of such internships. They note how dispositions toward writing and learning shape experiences, but also how greater attention to dispositions, particularly fostering such awareness of dispositions among students, can enable better transfer of skills, strategies, and habits of mind across multiple sites of learning.

Speaking of different learning and composing environments, Courtney L. Werner reminds us in “How Rhetoric and Composition Described and Defined New Media at the Start of the Twenty-First Century” that definitions of new media vary widely, not only within the field but also between academic conceptions of new media and those generated and practiced within the larger culture. An openness to such differences is crucial not only in studying what new media might mean but also in understanding how our students approach, use, and benefit from a capacious awareness of contemporary compositional possibilities. Ultimately, Werner offers a pressing reminder about our students: “If curricula fail to meet students’
needs, the field will suffer, and our students may miss out on valuable opportunities to implement the necessary writing skills for a technology-saturated workforce.”

And finally, Paula Mathieu’s review essay, “Pushing the Boundaries of Rhetoric: Visual Materialism, Dialectics, and Hospitality,” considers recent books published in the field—Still Life with Rhetoric: A New Materialist Approach for Visual Rhetorics by Laurie E. Gries, Dialectical Rhetoric by Bruce McComiskey, and Hospitality and Authoring: An Essay for the English Profession by Richard Haswell and Janis Haswell. Each book, in different ways, asks all of us as scholars and teachers to remain open and curious about the many ways meaning and meaningfulness are produced, disseminated, encountered, and contested in the contemporary world—through different media, through different modes of circulation, and even through different conceptions of the value of composing itself.

With such openness in mind, I invite you to be open to the reading, writing, and relaxing that the summer brings you.

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