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From the Editor

Colleagues:
This issue of College Composition and Communication pushes hard at the borders of what we know about writing and the teaching of writing, particularly as writing pedagogies and literacy development are always situated themselves within social, personal, and political domains and ecologies. Articles in this issue throw the complexities of those domains into stark relief, beginning with Heather Bastian’s “Student Affective Responses to ‘Bringing the Funk’ in the First-Year Writing Classroom,” which asks us to think more carefully and critically about students’ affective responses when asked to write in academic contexts. Bastian reminds us that we are never just asking our students to “enter conversations,” but to experiment with different selves—a process that inevitably produces many different thoughts and feelings. Working with and through disturbing feelings is a key component of Laurie Grobman’s ”Disturbing Public Memory in Community Writing Partnerships.” Grobman details how she, her students, and her community partners had to confront feelings of distress and shame when working on writing together and in the community.

David M. Grant and Steven Fraiberg extend the conversation about the complexity of working and writing together by highlighting cultural
dimensions in literate and rhetorical action. Grant’s “Writing Wakon: The Lakota Pipe as Rhetorical Object” offers an important call to reconsider how indigenous rhetorics, through an analysis of the chanupa, or ceremonial pipe, might challenge what we know about the making of selves and community. And Fraiberg’s “Pretty Bullets: Tracing Transmedia/Translingual Literacies of an Israeli Soldier across Regimes of Practice” presents a compelling case study of both multilingual and multimodal composing, as well as how such practices orient a composer’s sense of self in the world.

Finally, Jim Webber, in “Toward an Artful Critique of Reform: Responding to Standards, Assessment, and Machine Scoring,” challenges us to think about what we know about machine scoring and the kinds of arguments we mount about it. Webber re-situates our understanding of machine scoring within debates about educational reform. The issue concludes with a review essay and an Exemplar Award Speech. First, Karen Rowan, in “Transforming Literacy and Rhetorical Education from the Bottom Up,” considers new work by Haivan V. Hoang, Susan V. Meyers, and Todd Ruecker and the call to think more substantively about race and literacy as deeply intertwined. And then, Sondra Perl reflects on “Forty-Five Years as a Compositionist.” We congratulate Professor Perl on her award!

Also, a brief note regarding the list of reviewers we published in our last issue: We omitted James Purdy (Duquesne University), Heidi McKee (Miami University), and Patrick Sullivan (Manchester Community College) from the list. We regret that we were unable to acknowledge their service along with our other generous reviewers and we apologize for the oversight.

Till December, good reading and writing!

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