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Greetings, colleagues, at the end of the calendar year. I am pleased to present to you this issue of CCC, which includes a range of articles, again representing the breadth and depth of our field. In particular, most of the articles in this issue, through multiple methodological interventions, explore the experiences of diverse students working their ways through multiple institutional and extracurricular contexts.

To start, Pamela VanHaitsma’s “Romantic Correspondence as Queer Extracurriculum: The Self-Education for Racial Uplift of Addie Brown and Rebecca Primus” offers a fascinating account of letter writing that enables queer and racial exploration, resistance, and rhetorical agency. In her historicized and theorized retelling, VanHaitsma outlines a provocative engagement with the extracurriculum as an ongoing and lively domain of literate and rhetorical power. In parallel fashion in her essay “Impossible Rhetorics of Survivance at the Carlisle School, 1879–1883,” Sarah Klotz furthers our understanding of the simultaneously embodied and multimodal forms of literacy engagement that young Native Americans explored in their own extracurriculum to survive the schooling practices to which they were subject. Klotz’s particular intervention is to move our discussion of
such literate and rhetorical practice beyond the alphanumeric to consider a broader range of literacy practices.

Important methodological and pedagogical interventions continue in the next two essays. Bonnie J. Williams-Farrier, in “‘Talkin’ bout Good & Bad’ Pedagogies: Code-Switching vs. Comparative Rhetorical Approaches,” gives us a compelling approach to thinking about different literacy traditions, particularly as she justly asserts that “It’s the African American and Latino rhetorics of orality that many educators may have been trained to dismiss.” Arguing in favor of valuing narrative traditions as an important rhetorical resource, she critiques pedagogies of code-switching and asserts instead the value of comparative approaches that honor multiple traditions of personal, political, and intellectual engagement. And in “Crippling Time in the College Composition Classroom,” Tara Wood challenges us to think more carefully about how students with disabilities might not only experience our classes differently but might also have divergent experiences of time itself. Drawing on the growing body of work in the field that thinks and theorizes through disability studies, Wood extends disabled ways of knowing to include disabled experiences of time, which can in turn critique normative constructions of time and thus normative approaches to learning development and writing processes.

Finally, our last article tackles approaches to writing and writing instruction at the level of the institution. “Collaborative Ecologies of Emergent Assessment: Challenges and Benefits Linked to a Writing-Based Institutional Partnership,” researched and written by a team including Tyler S. Branson, James Chase Sanchez, Sarah Ruffing Robbins, and Catherine M. Wehlburg, offers an important look at the complexities of mounting a writing program embedded institutionally in the concept of “global learning.” Working with multiple stakeholders, often representing different views of writing instruction and what writing is and does, requires ongoing dialogue and flexibility, and the authors present a sophisticated portrait of the pressures—and possibilities—that arise when thinking richly with others across an institution.

As usual, we conclude the December issue with the CCCC Chair’s address and letter, by Linda Adler-Kassner, as well as the Secretary’s report, by Jessie L. Moore. And with that, I wish you all the best for the winter break and good wishes for the start of the new year.

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