New for 2018

Readers

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  Kirszer • Mandell
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- FROM INQUIRY TO ACADEMIC WRITING, Fourth Edition
  Greene • Lidinsky
  Available without the reader

- MODELS FOR WRITERS
  Thirteenth Edition
  Rosa • Eschholz

Rhetorics

- THE BEDFORD BOOK OF GENRES
  Second Edition
  Braziller • Kleinfeld

- SUCCESSFUL COLLEGE WRITING
  Seventh Edition
  McWhorter
  Brief edition also available

Technical Writing

- TECHNICAL COMMUNICATION
  Twelfth Edition
  Mike Markel • Stuart A. Selber

Literature

- MAKING LITERATURE MATTER
  Seventh Edition
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Greetings, colleagues. I’m happy to present you this new issue of *College Composition and Communication*, with work that speaks variously to the situatedness of composing and how we might consider the many ways in which texts are written, designed, and circulated for rhetorical effect within complex sociopolitical contexts, communities, and publics. We begin with Deborah Mutnick’s compelling article, “Pathways to Freedom: From the Archives to the Street,” in which the author considers a first-year learning community that not only addressed issues of academic research and writing but also worked with students to help them interrogate their interpellation as consumers, even of education, in a neoliberal age. Mutnick challenges us to think about the implications of teaching writing as *primarily* a marketable skill at this particular economic moment. While less overtly political, Hannah J. Rule, in “Writing’s Rooms,” draws our attention to the embodied and interactive nature of writing processes that situates composing in dense social networks. Rule also asks that we consider how adjacent forms of meaning making, such as drawing and photography, can teach composers about both the writing process and the complexities of the world around them.
In a historical turn, the next two articles look to the past to consider how contemporary writing pedagogies, curricula, and programming might be reimagined. In “Reading Coles Reading Themes: Epideictic Rhetoric and the Teaching of Writing,” Peter Wayne Moe explores the effects of epideictic rhetoric on community values by rereading William E. Coles’s *The Plural I* and thinking about how we might turn attention from persuasion to appreciation of “rhetorical display”—a turn that could open up possibilities for students to play more generatively with rhetorical invention and creativity.

And in her essay “With ‘Increased Dignity and Importance’: Re-Historicizing Charles Roberts and the Illinois Decision of 1955,” Kelly Ritter takes us back to the Illinois Decision of 1955 and its elimination of basic writing from the university’s writing program, which Ritter argues launched a similar round of closures across the country. Ritter smartly shows history repeating itself and offers lessons on what we might learn today as WPAs and teachers of writing as we face ongoing pressures on the work we do.

This issue of *CCC* concludes with a symposium, curated by Thomas P. Miller, on “What Will We Have Made of Literacy?” Following Miller’s introductory call to reconsider how we have understood and deployed literacy as a concept, Deborah Brandt, Kate Vieira, and Carmen Kynard meditate on the various methodological, cultural, and political uses (and abuses) of literacy. I’m proud to publish this symposium, which tackles with sophistication and nuance a key term in our field; these scholars individually and collectively demand that we reflect on the sociopolitical implications of the work that we do.

The new year brings some changes to our editorial board. I am pleased to welcome our new members and to extend my deepest thanks to those who have just completed their terms. Your service to the journal is much appreciated!

I wish you all good reading.

*Jonathan Alexander*

University of California, Irvine