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Deep Reading
Teaching Reading in the Writing Classroom

Patrick Sullivan, Howard Tinberg, and Sheridan Blau, editors

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.
DEGREE OF CHANGE: THE MA IN ENGLISH STUDIES

Edited by Margaret M. Strain and Rebecca C. Potter

As the needs of those seeking an MA in English studies have evolved, so too have the degree’s mission and identity. Margaret M. Strain and Rebecca C. Potter, editors of Degree of Change: The MA in English Studies, argue that the MA is positioned in a dynamic contact zone—“a place where disciplinary knowledge, student need, and local exigencies interact and where disciplinary identity is constantly negotiated.”

Looking primarily at stand-alone master’s programs, this volume examines the design, delivery, and value of a master’s degree in English in the twenty-first century and challenges the characterization that MA programs in English serve primarily as stepping-stones to the PhD. Rather, contributors reveal how central the MA is to shaping the purpose and identity of contemporary English studies, through descriptions of a variety of specific MA programs.


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From the Editor

Melissa Ianetta

In the previous introductory column, I “noted the ways in which the genre of the editorial introduction has evolved over the journal’s history” observing that “some editors chose to write them every issue. Some never wrote them” and assured you that “This latter approach is the one I intend to take, more or less” (7), so you may be as surprised as I am to find my greeting opening this issue. I’m briefly addressing you, however, to comment on the inauguration of And Gladly Teach, the journal’s new showcase for effective teaching practice that I introduced in the last issue (for more information on this feature go to http://www.ncte.org/journals/ce/write/andgladlyteach).

First, though, a word about the present riches. I’m incredibly pleased with the synchronicity with which this work has come together. The essays speak to one another in ways that I find both inspiring and serendipitous. As a journal reader, I’ve always wondered about the intentionality in the interplay among the essays within a single issue. In the case of the issue before you, the conversation among works resulted from a confluence of chance and the authors’ hard work. For on the one hand, one of the delights of editing is in framing the conversations for the field, showcasing the work of our peers in what I hope are thoughtful ways. On the other hand, however, any editor is at the mercy of the submission queue; a common editorial cry is that we can only publish that work which is sent to our journals. Thus, I was excited when I saw the potential conversation among the essays included here. Laurie Grobman speaks on critical race theory and on college-community partnerships in which students help document the experiences of their community partners, thus contributing to the communal archiving of its memories. Wendy Hayden likewise speaks to students, partnerships, and archives by analyzing and evidencing the ways in which communities of teachers and learners can come together around a transformative undergraduate rhetoric course. And, closing out the issue, Michelle Zaleksi shares an archival history project that helps us understand both our nineteenth-century origins...
and the institutions that contributed to the current shape of our field. So that I could bring these essays out in this grouping, once the manuscripts were accepted, I asked the authors to work with a sometimes-tight timeline, and they were consistently gracious in their energetic response.

Bringing these essays together not only enriches our understanding of the issues they address, however, it also highlights a quality of the And Gladly Teach feature. Both Grobman and Hayden speak to teaching innovation and document effective practice. Why is only one an And Gladly Teach piece? How was, or is, this determination made? Quite simply, an essay will be considered under the And Gladly Teach feature if the author submits it as such when entering it in the editorial queue. Admittedly, I may occasionally exercise editorial prerogative and ask an author if they wish their work to be considered as such, if it is particularly well suited to the feature’s criteria. Ultimately, however, And Gladly Teach is meant to highlight our disciplinary zone of common concern—the classroom—and not to cordon pedagogical scholarship off from the other work that appears in this journal’s pages. I’m excited to see this feature taking off, and looking toward the future editorial queue, I can anticipate that you will number future entries among the journal’s reading pleasures. Until then, I hope you enjoy reading the current issue as much as I have enjoyed editing it.