In this issue, I hope readers will find both classroom-level and program-level resources that can support their work. The December 2016 issue of *Teaching English in the Two-Year College* offers both variety and depth—particularly in work on language diversity, first-year and basic writing, and assessment.

Following the March 2015 “White Paper on Developmental Education Reforms,” the work of the TYCA Research Committee continues with a new piece that has been approved by the TYCA Executive Committee. Like the 2015 white paper, the “White Paper on Placement Reform” brings together research across major sites and sources, synthesizing it for ready use as a tool for two-year college teachers interested in implementing change or supporting current best practices.

This issue’s feature articles each focus on language pedagogy from different vantage points. Authors Michelle F. Blake, Charles A. MacArthur, Shannon Mrkich, Zoë A. Philippakos, and Ilknur Sancak-Marusa share the results of their “self-regulated strategy instruction” curricular and pedagogical approach, part of the “Supporting Strategic Writers” work at their institution. Ultimately sharing their assessment data, the piece “Self-Regulated Strategy Instruction in Developmental Writing Courses: How to Help Basic Writers Become Independent Writers” offers insight into program work that integrates disciplinary and academic curriculum with learning skills to the benefit of students. In the second feature article, “Writing about Language: Studying Language Diversity with First-Year Writers,” Samantha Looker reports on her study of first-year writing students’ gains and challenges in experiencing a curricular approach focused on linguistic diversity. Readers may find Looker’s briefly annotated bibliography of readings particularly useful for course planning.

In shorter, teaching-focused pieces, this issue offers three articles. Aryn Bartley’s piece offers a metaphor as teaching tool, while Ryan Dippre shares his approach to using Google documents as a way of documenting classroom conversation in the service of use and reuse by students in the class. Cristy Beemer’s Instructional Note, “Sophists or SMEs? Teaching Rhetoric Across the Curriculum in the Professional and Technical Writing Classroom,” invites readers to reconceptualize the role of the instructor in technical writing courses.

I’m also excited to offer a Review Essay by Jason Dockter and Jessie Borgman, two writers who provide a substantive but compact overview of some new sources focused on effective teaching in online writing courses, particularly using sound technologies to supplement written text. Further, Panshula Ganeshan’s review
of a significant new work of scholarship, Linda Adler-Kassner and Elizabeth Wardle’s *Naming What We Know: Threshold Concepts of Writing Studies*, will keep readers up-to-date on this increasingly influential trend in the field, while Rebecca Sailor’s review of *First-Year Composition: From Theory to Practice* by Deborah Coxwell-Teague and Ronald F. Lunsford provides a useful overview of this book that gives readers the benefit of learning more about how theory informs the practice of well-known teacher-scholars in the field of writing studies.

In addition, I’m thinking more about the ways that this journal serves readers and how to balance the different kinds of knowledge readers want and need. *TETYC* continues to publish the staples: feature articles focused on presenting research; Instructional Notes that situate classroom and instructional practices within existing scholarship; What Works for Me, as brief descriptions of successful classroom activities. But I want to make space for another genre that the journal has historically published, the personal essay. In particular, for teachers of two-year college English, the personal essay—one that describes or reflects on a teacher’s experiences, either a career or a class period—has been meaningful to readers. I want to continue this tradition by precisely sorting out Feature articles (research-focused) from other types of pieces. For *TETYC* authors and readers interested in knowing and writing about teaching in this way, submission can be made to Editorial Manager under the Personal Essay designator.

We’re up against the deadline now for submission to the two special issue topics forthcoming in 2017 and 2018. I look forward to reviewing and sharing with readers the accepted submissions on the topics of “Preparing Two-Year College English Faculty” and “Academic Freedom in the Two-Year College.”

Lastly, I want to note trends that I’m seeing in submissions and comment on areas of work in two-year colleges that I am particularly interested in seeing. Along with reviewers, I continue to value the work I’m seeing on first-year writing, developmental/basic writing, and the accompanying pedagogical research you see reflected in this issue. Areas that are underrepresented in submissions are robust, quality scholarly work on the other areas of English in two-year colleges—literature courses and literary studies, creative writing, and reading courses of all sorts (non-degree credit or otherwise). Two-year colleges teachers have a wide range of teaching responsibilities, from workplace writing courses serving technical diploma-seeking students to liberal arts humanities and transfer-level courses for students seeking baccalaureate degrees and beyond. I hope to reflect that range of readerly needs as well as possible with each issue.