Having a Voice and Making Space

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This issue of *Teaching English in the Two-Year College* enters into current conversations about two-year college English and also brings two-year college English into conversations and spaces taking place in sites they may not traditionally access. In this way, the December 2018 pieces both call for making spaces available to two-year college English teachers and call for making traditionally underrepresented voices heard in a range of disciplinary and professional contexts.

Holly Larson’s “Epistemic Authority in Composition Studies” is an entry into the ongoing scholarly discussions about the role of two-year college faculty as teacher-scholars and the persistent tensions over theory and practice or what Stephen North called “lore” versus scholarly teaching. Larson’s article incisively uses standpoint theory, traditionally associated with feminist scholarship, to characterize the relationship between two-year college English teachers and the scholarly enterprise of composition and rhetoric. As Larson writes, “Grounded in works of feminist scholarship that ‘have long promoted a different means to agency—one that involves embracing a marginal position as a source of knowledge and authority’ (Stenberg 99), standpoint theory examines how a group of people with socially constructed identities views and experiences the world differently and highlights the social conditions a group encounters in power relations, thus emphasizing its shared common experiences. And out of these shared experiences, a group’s way of knowing is constructed” (112). Blending narrative, reflection, theory, and analysis, Larson provides new insights into an ongoing professional fissure.

The other pieces in this issue take up ways of making space in our courses for students to reflect, for writing that is grounded in students’ work experience, and for creative approaches to academic genres. Megan J. Bardolph’s Instructional Note, “Modifying Classroom Routines to Provide Reflective Space,” offers a structured approach to encouraging writing students to access prior writing experiences and reflective and analytical skills in the interest of strengthening their rhetorical knowledge. Christian Aguiar’s Instructional Note, “‘What Work Is’” offers an assignment approach that builds on the strengths that many working-class and first-generation college students bring to their writing classrooms, inspired by some of the work of Mike Rose. I think readers will recognize how their students will be excited by Aguiar’s approach, arguing that “the work narrative seems particularly suited to community college students since we know that, according to reports from the
National Center for Education Statistics (NCES), 46 percent of full-time and 76 percent of part-time community college students work (3). To borrow a line from Philip Levine, these students ‘know what work is,’ so giving them the opportunity to write about it “positions them as experts in a way other first-year writing assignments may not” (149). Heather Burke makes a case for profile writing as part of composition courses serving future nurses, with the goal of strengthening students’ empathy skills and writing proficiency.

Three book reviews similarly engage the theme of amplifying voices and reimagining texts. Kassia Krzus-Shaw’s review of *Survivance, Sovereignty, and Story: Teaching Native American Indian Rhetorics* gives readers a sense of how this edited collection on indigenous research and pedagogies can inform the two-year college classroom. Similarly, Stacy Wilson’s review of *Rethinking Ethos* effectively outlines how a feminist ecological approach to rhetoric provides two-year college teachers with new intellectual and pedagogical tools for their classrooms. Sockwell’s review of *The Framework for Success in Postsecondary Writing: Scholarship and Applications* gives readers an overview of ways that the now foundational professional document, the “Framework,” can be used for various purposes and audiences in postsecondary literacy instruction.

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**2018 CCCC Election Results**

Julie Lindquist, Michigan State University, East Lansing, was elected to the post of Assistant Chair. She will succeed, in accordance with the CCCC Constitution and Bylaws, to the posts of Associate Chair, Chair, and Immediate Past Chair. Seven colleagues were elected to three-year terms on the Executive Committee: Chris Blankenship, Salt Lake Community College, Utah; Resa Crane Bizzaro, Indiana University of Pennsylvania; Cristyn L. Elder, University of New Mexico, Albuquerque; Candace Epps-Robertson, Old Dominion University, Norfolk, Virginia; Heidi Estrem, Boise State University, Idaho; Jennifer Sano-Franchini, Virginia Tech, Blacksburg; and Trixie G. Smith, Michigan State University, East Lansing. James Chase Sanchez, Middlebury College, Vermont, was named Chair of the 2019 CCCC Nominating Committee. Other colleagues elected to the Nominating Committee were Jeffrey Klausman, Whatcom Community College, Bellingham, Washington; Rebecca Lorimer Leonard, University of Massachusetts, Amherst; Santos Ramos, Grand Valley State University, Allendale, Michigan; and Rachel Riedner, George Washington University, Washington, D.C.