Aguiar, Christian; “What Work Is”: Writing about Work in First-Year Composition (Instructional Note); Dec. 147–152
Ahrenhoerster, Greg, and Cassandra Phillips; Class Size and First-Year Writing: Exploring the Effects on Pedagogy and Student Perception of Writing Process; Sept. 9–29
Bardolph, Megan J.; Modifying Classroom Routines to Provide Reflective Space (Instructional Note); Dec. 137–146
Being Liminal: Life as an HOH Teacher (Personal Essay); Marianne Cotugno; Mar. 231–242
Brady, Trisha; Teaching Students to Engage Scholarly Sources: A Sequential Assignment (What Works for Me); Mar. 243–244
Burke, Heather; Profile Writing: A Connection between Nursing and First-Year Composition (What Works for Me); Dec. 153–155
Career Exploration, Composition, and Creative Writing (Instructional Note); Michelle Shin; Sept. 49–55
Chung, Huy Q., Jane S. Nazzal, and Carol B. Olson; Writing Proficiency and Student Placement in Community College Composition Courses; May, 317–346
Class Size and First-Year Writing: Exploring the Effects on Pedagogy and Student Perception of Writing Process; Cassandra Phillips and Greg Ahrenhoerster; Sept. 9–29
Conceding Composition: A Crooked History of Composition’s Institutional Fortunes, by Ryan Skinnell; rev. by Craig A. Meyer; Sept. 84–85
Conclusion to Literature; Paul T. Corrigan; Sept. 30–48
Corrigan, Paul T.; Conclusion to Literature; Sept. 30–48
Cotugno, Marianne; Being Liminal: Life as an HOH Teacher (Personal Essay); Mar. 231–242
Creating Equitable Two-Year College English Programs (Editorial); Holly Hassel; May, 269–270
Critical Race Analysis of Transition-Level Writing Curriculum to Support the Racially Diverse Two-Year College, A; Jamila Kareem; May 271–296
Editing, Translation, and Recovery Work in Community College English Classes: Christopher Leary; Mar. 210–222
Energy, Engagement, and Agendas (Editorial); Holly Hassel; May 189–191
Epistemic Authority in Composition Studies: Tenuous Relationship between Two-Year English Faculty and Knowledge Production; Holly Larson; Dec. 109–136
Framework for Success in Postsecondary Writing, The: Scholarship and Applications, edited by Nicolas N. Behm, Sherry Rankins-Robertson, and Duane Roen; rev. by Carolyn A. Sockwell; Dec. 159–161
Giaimo, Genie; Where Theory and Praxis Collide: Supporting Student-Led Writing Center Research at Two-Year Colleges; May, 297–316
Hassel, Holly; Creating Equitable Two-Year College English Programs (Editorial); May, 269–270
Hassel, Holly; Energy, Engagement, and Agendas (Editorial); Mar. 189–191
Hassel, Holly; Having a Voice and Making Space (Editorial); Dec. 107–108
Hassel, Holly; New Frames of Mind (Editorial); Sept. 5–8
Having a Voice and Making Space (Editorial); Holly Hassel; Dec. 107–108
Hermit Crabs to the Rescue: Using Creative Nonfiction as a Bridge to Academic Prose (Instructional Note); Jennifer Young; May, 347–356
In the Palm of My Hand: The Efficacy of Mobile Devices in a Community College Developmental Writing Class: Alfred Siha; Mar. 192–209
Kareem, Jamila; A Critical Race Analysis of Transition-Level Writing Curriculum to Support the Racially Diverse Two-Year College; May 271–296
Kiefson, Ruth; The Social Dimension of the Community College Classroom (Instructional Note); Sept. 56–69
Krzus-Shaw, Kassia; rev. of Survivance, Sovereignty, and Story: Teaching Native American Indian Rhetorics, edited by Lisa King, Rose Gubele, and Joyce Rain Anderson; Dec. 156–159
Larson, Holly; Epistemic Authority in Composition Studies: Tenuous Relationship between Two-Year English Faculty and Knowledge Production; Dec. 109–136
Leary, Christopher; Editing, Translation, and Recovery Work in Community College English Classes: Mar. 210–222
Let’s Talk about Grades (Instructional Note); Amy F. Miller; Mar. 223–230
Meyer, Craig A.; rev. of Conceding Composition: A Crooked History of Composition’s Institutional Fortunes, by Ryan Skinnell; Sept. 84–85
Miller, Amy F.; Let’s Talk about Grades (Instructional Note); Mar. 223–230
Modifying Classroom Routines to Provide Reflective Space (Instructional Note); Megan J. Bardolph; Dec. 137–146
Moe, Peter Wayne; A Sequence for Teaching the Sentence (Instructional Note); Sept. 70–83
Nazzal, Jane S., Carol B. Olson, and Huy Q. Chung; Writing Proficiency and Student Placement in Community College Composition Courses; May, 317–346
New Frames of Mind (Editorial); Holly Hassel; Sept. 5–8
Olson, Carol B., Jane S. Nazzal, and Huy Q. Chung; Writing Proficiency and Student Placement in Community College Composition Courses; May, 317–346
Phillips, Cassandra, and Greg Ahrenhoerster; Class Size and First-Year Writing: Exploring the Effects on Pedagogy and Student Perception of Writing Process; Sept. 9–29
Profile Writing: A Connection between Nursing and First-Year Composition (What Works for Me); Heather Burke; Dec. 153–155
Sequence for Teaching the Sentence, A (Instructional Note); Peter Wayne Moe; Sept. 70–83
Shin, Michelle; Career Exploration, Composition, and Creative Writing (Instructional Note); Sept. 49–55
Siha, Alfred; In the Palm of My Hand: The Efficacy of Mobile Devices in a Community College Developmental Writing Class: Mar. 192–209
Social Dimension of the Community College Classroom, The (Instructional Note); Ruth Kiefson; Sept. 56–69
Sockwell, Carolyn A.; rev. of The Framework for Success in Postsecondary Writing: Scholarship and Applications, edited by Nicolas N. Behm, Sherry Rankins-Robertson, and Duane Roen; Dec. 159–161
Survivance, Sovereignty, and Story: Teaching Native American Indian Rhetorics, edited by Lisa King, Rose Gubele, and Joyce Rain Anderson; rev. by Kassia Krzus-Shaw; Dec. 156–159
Teaching Students to Engage Scholarly Sources: A Sequential Assignment (What Works for Me): Trisha Brady; Mar. 243–244
“What Work Is”: Writing about Work in First-Year Composition (Instructional Note); Christian Aguilar; Dec. 147–152
Where Theory and Praxis Collide: Supporting Student-Led Writing Center
Research at Two-Year Colleges; Genie Giaimo; May, 297–316

Wilson, Stacy; rev. of Rethinking Ethos: A Feminist Ecological Approach to Rhetoric, edited by Kathleen J. Ryan, Nancy Myers, and Rebecca Jones; Dec. 161–163

Writing Proficiency and Student Placement in Community College Composition Courses; Jane S. Nazzal, Carol B. Olson, and Huy Q. Chung; May, 317–346

Young, Jennifer; Hermit Crabs to the Rescue: Using Creative Nonfiction as a Bridge to Academic Prose (Instructional Note); May, 347–356
Help Students Cite Any Source Easily

MLA HANDBOOK, 8TH EDITION

“This is the most succinct and sensible revision to MLA documentation style in my long career.”

—Andrea A. Lunsford, Stanford University

Lower-priced, shorter, and redesigned for writers at all levels, this groundbreaking edition of the MLA Handbook recommends one universal set of guidelines, which writers can apply to any type of source.

Paperback edition
146 pp. • 6 x 9
List price: $15.00

Large-print edition
146 pp. • 8 x 12
List price: $20.00

Also available in e-book formats.

DISCOVER MORE RESOURCES ONLINE

style.mla.org
SPIRITED INQUIRY

BECAUSE WISDOM BEGINS WITH WONDER

2019 ANNUAL CONVENTION
NOVEMBER 21-24
BALTIMORE, MARYLAND

For more information, please visit convention.ncte.org