

# JOURNAL OF TEACHING WRITING

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## EDITORIAL POLICY

The *Journal of Teaching Writing* publishes articles of interest to teachers at all grade levels, from preschool through university—articles that address the practices and theories which bear on our knowledge of how people learn and communicate through writing. Whether the focus of such articles is on language development, the composing process, discourse theory, or writing pedagogy, the content should clearly reflect the spirit of inquiry which characterizes the revelation we sometimes experience when we reflect on our teaching; the stimulation conversation we have had with colleagues; the insight we have gained through an effective presentation at a professional conference; or the proposition we have entertained from a professional journal or book—in short, they should enable the reader to make a connection between what happens or could happen in class and what he or she has heard, read, or wondered about in the profession. We especially welcome articles written by classroom teachers, whether they are first-time writers or well-established authors. In any case, we encourage peer review of manuscripts before they are submitted to confirm for the writer that the content is not repetitive of knowledge that is already well-known or dated, but is sufficiently fresh to be considered.

Articles may range in length from short descriptions (10-15 pages) of principles or practices which offer helpful insights to longer pieces (16-20 pages) which explore topics in greater detail. All articles should have a clear philosophical or theoretical basis.

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# CONTENTS

## **Building Community**

*ARE WE REALLY WHO THEY SAY WE ARE? THE SECOND "C": FIRST-YEAR COMPOSITION COMMUTING STUDENTS REFLECT ON MEMBERSHIP AND COMMUNITY* \_\_\_\_\_ 1

Tracy Baker

*THE SOUND OF STUDENTS THINKING: STRATEGIES FOR FOSTERING CLASSROOM CONVERSATION* \_\_\_\_\_ 21

Mary Reda

## **Honoring Multiple Voices**

*LISTENING TO WHISPERED VOICES AND HEART MELODIES – EMPOWERING THE YOUNG POET* \_\_\_\_\_ 51

Andrea Smith

*MAY I QUOTE YOU?* \_\_\_\_\_ 63

Charles J. Garcia

## **Facilitating Change**

*IMPROVING STUDENT WRITING THROUGH EFFECTIVE FEEDBACK: BEST PRACTICES AND RECOMMENDATIONS* \_\_\_\_\_ 73

Jody S. Underwood and Alyson P. Tregidgo

*A STRUGGLE FOR MEANING: STUDENTS, THE APOCALYPSE, AND CLICHÉ* \_\_\_\_\_ 99

Steve Ferruci

## **Review Essays**

*REVIEWS AT A CROSSROADS* \_\_\_\_\_ 119

Janis Haswell

**REVIEW OF ON A SCALE: A SOCIAL HISTORY OF WRITING  
ASSESSMENT IN AMERICA. NORBERT ELLIOT; BEYOND OUTCOMES:  
ASSESSMENT AND INSTRUCTION WITHIN A UNIVERSITY WRITING  
PROGRAM. RICHARD H. HASWELL, ED; (RE)ARTICULATING  
WRITING ASSESSMENT FOR TEACHING AND LEARNING. BRIAN HUOT;  
AND WHAT WE REALLY VALUE: BEYOND RUBRICS IN TEACHING AND  
ASSESSING WRITING. BOB BROAD. \_\_\_\_\_ 127**  
Harry Denny and Pat Belanoff

**REVIEW OF ON LOCATION: THEORY AND PRACTICE IN CLASSROOM-  
BASED WRITING TUTORING. CANDACE SPIGELMAN AND LAURIE  
GROBMAN, EDS \_\_\_\_\_ 139**  
Susan Wolff Murphy

**REVIEW OF RADICAL FEMINISM, WRITING, AND CRITICAL AGENCY:  
FROM MANIFESTO TO MODEM. JACQUELINE RHODES \_\_\_\_\_ 147**  
Cindy Moore

**ABOUT THE AUTHORS \_\_\_\_\_ 153**

**ANNOUNCEMENTS \_\_\_\_\_ 155**