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Nota di contenuto	Part I. Beyond the military-civilian divide: understanding veterans -- Veterans in college writing classes: understanding and embracing the mutual benefit / Sean Morrow & Alexis Hart -- Uniform meets rhetoric: excellence through interaction / Angie Mallory & Doug Downs -- "Yes sir, no sir" and so much more: how genre and agency interact in student-veteran writing / Sue Doe & Erin Hadlock -- Faculty as first responders: willing but unprepared / Linda S. De La Ysla -- Part II. Veterans and public audiences -- "I have to speak out": writing with veterans in a community writing group / Eileen E. Schell & Ivy Kleinbart -- Closer to home: veterans' workshops and the materiality of writing / Karen Springsteen -- Signature wounds: marking and medicalizing post-9/11 veterans / Tara Wood -- Exploring student-veteran expectations about composing: motivations, purposes, and the influence of trauma on composing practices / Ashly Bender -- Part III. Veteran-friendly composition practices -- Recognizing silence: composition, writing, and the ethical space for war / Roger Thompson -- A new mission: veteran-led learning communities in the basic writing classroom / Ann Shivers McNair -- The value of service-

learning for student veterans: transitioning to academic cultures through writing and experiential learning / Bonnie Selting -- "Front and center": marine student-veterans, collaboration, and the writing center / Corrine E. Hinton.

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## Sommario/riassunto

Institutions of higher education are experiencing the largest influx of enrolled veterans since World War II, and these student veterans are transforming post-secondary classroom dynamics. While many campus divisions like admissions and student services are actively moving to accommodate the rise in this demographic, little research about this population and their educational needs is available, and academic departments have been slower to adjust. In *Generation Vet*, fifteen chapters offer well-researched, pedagogically savvy recommendations for curricular and programmatic responses to student veterans for English and writing studies departments. In work with veterans in writing-intensive courses and community contexts, questions of citizenship, disability, activism, community-campus relationships, and retention come to the fore. Moreover, writing-intensive courses can be sites of significant cultural exchanges-even clashes-as veterans bring military values, rhetorical traditions, and communication styles that may challenge the values, beliefs, and assumptions of traditional college students and faculty. This classroom-oriented text addresses a wide range of issues concerning veterans, pedagogy, rhetoric, and writing program administration. Written by diverse scholar-teachers and written in diverse genres, the essays in this collection promise to enhance our understanding of student veterans, composition pedagogy and administration, and the post-9/11 university.

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