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Sommario/riassunto	For more than four decades, the dominant model for pedagogy and research in the field of composition has been a how-centered process approach to writing instruction, which involves studying the writing that students produce to expose the various stages of their writing process. By looking at notes, outlines, and multiple drafts, often presented by students together in the form of a portfolio, instructors can identify unproductive habits that students may have and provide techniques that help them improve their writing. In this groundbreaking volume, Kyle Jensen critiques traditional how-center