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Nota di contenuto	Contents; Foreword: Defining Composition Studies . . . Again, and Again - Andrea A. Lunsford; Introduction: How Did We Get Here? - Kelly Ritter and Paul Kei Matsuda; I: The State of the Field(s); 1. Creation Myths and Flash Points: Understanding Basic Writing through Conflicted Stories - Linda Adler-Kassner and Susanmarie Harrington; 6. Scholarly Positions in Writing Program Administration - Jeanne Gunner; 2. Teaching Composition in the Multilingual World: Second Language Writing in Composition Studies - Paul Kei Matsuda 3. Remapping Professional Writing: Articulating the State of the Art and Composition Studies - Tim Peeples and Bill Hart-Davidson 4. Writing Center Scholarship: A "Big Cross-Disciplinary Tent" - Lauren Fitzgerald; 5. WAC's Disappearing Act - Rita Malenczyk; II: Innovations, Advancements, and Methodologies; 7. Reimagining the Nature of FYC Trends in Writing-about-Writing Pedagogies - Doug Downs and Elizabeth Wardle; 8. Transfer, Portability, Generalization: (How) Does Composition Expertise "Carry"? - Christiane Donahue 9. Writing Assessment in the Early Twenty-first Century: A Primer - Kathleen Blake Yancey 10. Studying Literacy in Digital Contexts: Computers and Composition Studies - Gail E. Hawisher and Cynthia L.

Selfe; 11. "What Goes On Here?": The Uses of Ethnography in Composition Studies - Elizabeth Chiseri-Strater; 12. Archival Research in the Field of Rhetoric and Composition - Barbara L'Eplattenier and Lisa S. Mastrangelo; 13. Writing Pedagogy Education: Instructor Development in Composition Studies - Heidi Estrem and E. Shelley Reid  
Afterword: Redefining the Ineffable -- Or, Creating Scholarly Presence and a Usable Future: An Editor's Perspective - Deborah H. Holdstein  
Works Cited; Index; About the Authors

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Sommario/riassunto

Kelly Ritter and Paul Kei Matsuda have created an essential introduction to the field of composition studies for graduate students and instructors new to the study of writing. The book offers a careful exploration of this diverse field, focusing specifically on scholarship of writing and composing. Within this territory, the authors draw the boundaries broadly, to include allied sites of research such as professional and technical writing, writing across the curriculum programs, writing centers, and writing program administration. Importantly, they represent composition as a dynamic, e

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