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Nota di contenuto	CONTENTS-- ACKNOWLEDGMENTS-- FOREWORD by Gary A. Olson-- I. OVERVIEW-- 1. Introduction by Xin Liu Gale and Fredric G. Gale-- 2. In Case of Fire, Throw In (What to Do with Textbooks Once You Switch to Sourcebooks) by David Bleich-- II. TEXTBOOKS, CULTURE, AND IDEOLOGY-- 3. The Great Way: Reading and Writing in Freedom by Kurt Spellmeyer-- 4. Self, Other, In-Between: Cross-Cultural Composition Readers and the Reconstruction of Cultural Identities by Yameng Liu -- 5. Appreciating Narratives of Containment and Contentment: Reading the Writing Handbook as Public Discourse by Joseph Janangelo -- 6. A Textbook's Theory: Current Composition Theory in Argument Textbooks by Lizbeth A. Bryant-- III. TEXTBOOKS AND PEDAGOGY-- 7. Teaching from a Single Textbook Rhetoric : The Potential Heaviness of the Book by Michael W. Kleine-- 8. Imitations of Life: Technical Writing Textbook and the Social Context by Fredric G. Gale -- 9. The Full Toolbox and Critical Thinking: Conflicts and Contradictions in The St.

Martin's Guide to Writing by Xin Liu Gale -- IV. MATERIAL AND POLITICAL CONDITIONS OF PUBLISHING TEXTBOOKS-- 10. Of Handbooks and Handbags: Composition Textbook Publishing After the Deal Decade by Peter Mortensen-- 11. Textbook Advertisements in the Formation of Composition: 1969 - 1990 by James Thomas Zebroski -- 12. Writing Writing Lives: The Collaborative Production of a Composition Text in a Large First-Year Writing Program by Sara Garnes, David Humphries, Vic Mortimer, Jennifer Phegley, and Kathleen R. Wallace -- CONTRIBUTORS-- INDEX.

Sommario/riassunto

Explores the cultures, ideologies, traditions, and the material and political conditions that influence the writing and publishing of textbooks. An exploration of the sometimes tenuous relationship between textbooks and the discipline of composition and rhetoric, (Re) Visioning Composition Textbooks critically scrutinizes the culture of textbooks from the vantage point of scholars and teachers. It examines a variety of textbooks including: standard rhetorics, handbooks, cross-cultural anthologies, readers, technical textbooks, and argumentation textbooks. Different perspectives are used to discuss the cultures, ideologies, traditions, and the material and political conditions that influence the writing and publishing of these works. Contributors raise challenging questions about the relationship between textbooks and the cultures which produce them, the discipline of which they are an indispensable part, and the classrooms in which they are to have their most tangible effects on teaching and learning. Xin Liu Gale is Assistant Professor of Writing and English at Syracuse University. She is the author of *Teachers, Discourses, and Authority in the Postmodern Composition Classroom*, also published by SUNY Press. Fredric G. Gale is Associate Professor of Writing and English at Syracuse University. He has coedited several books and is the author of *Political Literacy: Rhetoric, Philosophy and the Possibility of Justice*, also published by SUNY Press.
