

From the Editor

This issue begins with Lucille Schultz's account of working with her hands on book preservation. A retired professor and respected scholar of composition history, Schultz describes book-making from the perspective of one who has cared for books—especially nineteenth century ones—throughout her entire career and now finds great pleasure in recomposing books for continued use. This compelling essay nicely sets the stage for the rest of the issue, which, in one way or another, addresses the material practices of writing and teaching.

The articles in this issue situate us in writing classrooms, though with different aims and foci. Rebekka Andersen argues that close reading strategies can train students to become adaptable readers of visual texts. In their article, Daniel V. Bommarito and Emily Cooney identify monolingual assumptions built into composition pedagogy and describe how teachers might undermine those biases in classroom contexts. Next, Casie J. Fedukovich positions the National Day on Writing as an opportunity for students to practice their rhetorical skills. Rob McAlear and Mark Pedretti provocatively argue that students can benefit from developing a concept of “doneness” in relation to their writing. Finally, Bethany Davila and Hannah Dickinson conduct interviews with an instructor and a student in order to explore how place-based ideologies mask talk about race.

Next, we include two course designs in this issue. The first, by Kelly Masterson, describes a junior-level composition course organized around the question, “Is feminism dead?” Second, Cathryn Molloy's course, “Rhetorical *Ethos* and Personal Disclosures: Explorations in Trauma Writing and Writing as Healing,” asks students to evaluate the writing as healing movement by reading theories that support this idea and developing their own theories of emotional disclosure in writing. The Where We Are section focuses on Historically Black College and Universities and Writing Programs, a long overdue platform for teachers and scholars who work at these institutions. My hope is that the work published here will be read as an invitation for further study and development; we need comprehensive histories and studies of these institutions in order to disrupt mainstream narratives about college composition that favor large public research institutions. The final section of this issue, curated by our expert book review editor Kelly Kinney, includes reviews of books on global justice, histories of composition, writing transfer, rhetorics of difference, writing assessment, visual rhetorics, and economic contexts as they bear on composition teaching.

Our next issue, spring 45.1, will feature articles on community engagement, problems with and potentials of Celebration of Student Writing events, emotional conversion narratives among sorority members, the impact of

service-learning pedagogies on novice teachers, a pedagogy of food writing, and an embodied approach to teaching grammar. As always, we will include course designs and book reviews to help you keep current with some of the exciting research happening in our diverse field.

Finally, we are most grateful to our outgoing advisory board members for their support and guidance over the years. Those members are Linda Adler-Kassner, Tom Amorose, Chris Anson, Valerie Balester, Robert Brooke, Sidney Dobrin, Lisa Ede, Paul Heilker, Peggy O'Neill, and Victor Villanueva. We appreciate their contributions to the field and honor their commitment to creating lively spaces for diverse scholarly voices. On that note, we are thrilled to welcome our new advisory board members, who represent a range of institutions, faculty positions, and scholarly interests. We're excited to have you on board.

L.M.
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