

## From the Editor

This issue begins with writer and performance artist Ethan Philbrick's treatment of composing as source of both rotting and transforming. His "Composing With" is about how change happens and how art helps. Following this provocative piece are six articles that deal, in one way or another, with liminality as a condition of being. Starting us off is Meaghan Brewer and Kristen di Gennaro's study of microaggressions leveled at composition teachers and scholars by colleagues in literature and creative writing. The authors address how to improve communication and work toward changed relations.

Amy J. Lueck explores the ever-relevant relationship between high school and college writing instruction through a historical study of their blurred lines. Also positioned at the intersection of high school and college, Ryan McCarty's piece follows six bilingual Spanish-English students as they navigate this schooling transition. Peter Wayne Moe continues the focus on students by examining what he calls "ordinary sentences," linking the rhetoric of sentences to ethos. Shifting to graduate students, Ann M. Penrose and Gwendolynne C. Reid describe a ten-year study they conducted with GTAs focused on cognitive variability in writing classrooms; their article adds to the field's ongoing engagement with cognitive theory and pedagogical decision-making. Still sticking with students, Alexis Teagarden, Carolyn Commer, Ana Cooke, and Justin Mando investigate intellectual risk-taking through the experiences of undergraduate students as well as those invested in their success, early-career writing instructors.

This issue also includes two course designs: Jacob Greene's undergraduate course on podcast writing, and Missy Watson's graduate course on sociolinguistics for language and literacy educators. Both offer terrific expansions of writing studies that I hope you will find generative for your own teaching. Speaking of generative, we feature two review essays and four book reviews—your fall reading list! Of special note is Michelle Ballif, Diane Davis, and Roxanne Mountford's "Here We Go Again: More Ways of 'Making It,' Circa 2018." Their review of books about women's professional lives and sexism in the academy is simultaneous with #MeToo, Brett Kavanaugh's confirmation hearings amidst accusations of sexual misconduct by two women, Bill Cosby's prison sentence for sexual assault, and pervasive images of women protesting, being ejected from court rooms and halls of government for disrupting business-as-usual, reprimanded on tennis courts, degraded by President Trump, and calling out abuses of power on every media platform. Everywhere we turn, women's bodies are front and center, women's anger is coalescing into movements, and movements are disrupting the normal presence of sexual violence and harassment in women's everyday lives.

This extraordinary moment was the inspiration for our Where We Are section devoted to #MeToo and Academia. Contributors delve into sexual violence and campus policies (or their absence), the aftermath of rape and the importance of talking about sexual violence in our work on campus and in the field, lack of support for teachers who are objects of misogynistic behavior and speech in the classroom, harassment of graduate students at professional conferences, and writing centers as potential sites where students and teachers can talk safely about sexual harassment and violence. These pieces are infuriating and depressing; we need them. We need more of them. Those of us who have been in the field of rhetoric and composition for a while now know stories of serial harassers whose careers flourish unfettered. We've heard stories passed discreetly among friends at conferences and in hallways. Yet the number of submissions we received for this section didn't break double digits, and the majority of submissions came from those with the least power in our field: graduate students and non-tenure-track faculty. Few addressed peer-to-peer violence and harassment, an open secret in the field (and in academia more widely). The culture of silence and fear is entrenched and difficult to overcome. Will accusers be believed? Be marked as trouble-makers and suffer professionally? My hope is that the stories included in this issue spark a wider sustained conversation including more voices, led by those who occupy (relative) positions of power, and motivate accountability measures that ensure the safety of students and teachers alike.

*L.M.  
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