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Introduction

SENIORITY IN WRITING STUDIES

Norbert Elliot

The present volume began with autobiographical impulse.

When Alice S. Horning and I pitched the idea of the edited collection you are about to read to Michael Spooner, the potential of autobiography caught his attention. An always gracious and ever perceptive editor at Utah State University Press, he wrote the following to us on May 3, 2016: “I am especially interested in your phrase ‘to understand the nature of seniority.’ How much will this inquiry—or this object of inquiry—emerge in the work itself? This seems like a subject that hasn’t been much investigated, and it would be fascinating for a group of senior scholars to develop it. What are the dimensions of that area? How does one understand seniority in terms of psychology, epistemology, ethics, or politics? What would that contribute to understanding this field or this moment in US higher education?”

And so it began. In answering those questions, the authors in this edited collection found that autobiographical ways into the past, through reflections on seniority, help us conceptualize writing studies. As editors now ready to present the collection three years later, we would summarize the field of writing studies our colleagues present in the following twenty-two chapters as follows:

Writing studies is a discipline that exists across contexts and life spans. While its origin as a profession is recent, scholars have derived a substantial body of knowledge that is strongly influencing our understanding of the nature of written communication. Renewed emphasis on history, linguistics, measurement, and theory has, in turn, been accompanied by in-depth understanding of sociocultural and sociocognitive frameworks associated with language. In addition, attention to genre has allowed precision in theory and pedagogy in a wide variety of settings. Challenges remain, especially in the persistence of monolingual imperatives that threaten linguistic freedom, legacies of privilege that re-center power, and labor issues that diminish the profession. Next-generation scholars have adopted a variety of perspectives for advancing knowledge

and meeting challenges. New programs of research appear to be united by commitment to multidisciplinary, programmatic views of research and responsible technology use across settings. In this environment, senior scholars are positioned to assume an important role in reconceptualizing the life span of scholars and scholarship, reconsidering received views of hierarchy and value, and pursuing new forms of altruism both inside and outside the academy.

But that is just an overview, and there is much more to it than that.

DEMOGRAPHICS

As birth rates decline and life expectancy rises internationally, the proportion of the population above a certain age rises. This phenomenon, known as population aging, is occurring globally. In its study of world populations, the United Nations (2019a, 2019b) reported that in 2018, for the first time in recorded history, those age sixty-five and over outnumbered children under five years of age worldwide. In 2019, there were 703 million persons age sixty-five and over in the world's population of 7.8 billion. By 2050, the number of those sixty-five and over is projected to double to 1.5 billion. By that time, projections suggest that one in six people in the world will be sixty-five and over.

In the United States, where all the contributors to this book presently work, the projected population growth patterns for those age sixty-five and over are similar to global trends. In its study of older populations, the Census Bureau reported that in 2020 there were an estimated 56 million people age sixty-four and over—that is, 17 percent of the US population of 334 million people. The number of older persons in the United States is projected to be 73 million in 2030 and 84 million in 2050. By 2050, those sixty-five and over will represent 21 percent of the 400 million US population. In addition, the United States will experience rapid diversification: by 2043, the non-Hispanic white population will no longer be the majority population. The majority role will be held by aggregate minority populations whose members will be minorities no more. By 2050, 39 percent of the US population sixty-five and older will be from minority groups. The proportion of each race and ethnicity of older Americans is projected to increase between 2012 and 2050 (Ortman, Kelkoff, and Hogan 2014).

These demographic shifts are already affecting the academy, and they will continue to do so. Under US law, since 1993, full-time tenured faculty at postsecondary institutions have been subject to the same Age

Discrimination in Employment Act passed for federal institutions in 1986; as such, faculty are not subject to mandatory retirement. To study the impact of this law, Sharon L. Weinberg and Marc A. Scott (2013) used survival analysis methods to examine four decades of faculty data from a large private metropolitan research university. They found that 60 percent of faculty expected to remain employed beyond age seventy—and 15 percent will retire at age eighty or over. In a summative study of national trends, TIAA-CREF (2014) found that between 2000 and 2010, the proportion of all professors sixty-five and older nearly doubled—and that 75 percent of faculty expect to work past the age in which they are eligible for full Social Security benefits.

In this ecology of seniority, younger colleagues may see their elders as competition for scarce resources, or they can look to us as valuable role models. As Ruth Ray Karpen (2019)—a scholar who has written on aging and retirement and who contributed the afterword to the present volume—reminded the editors in a review of this introduction:

We can show younger colleagues how to sustain a long career successfully, how to use the extended time at work in wise and generous ways, and even how to retire graciously. One of the most significant contributions of *Talking Back* is that, not only are two generations of writing scholars looking forward and backward together, but the senior scholars are demonstrating a variety of ways to spend one's "second maturity" (Bateson 2010) in academe. For example, some of them have taken higher-level administrative positions—chair, dean, provost, chancellor, president—and are assuming more responsibility for the professional lives of younger scholars. Many hold endowed chairs, distinguished professorships, and emeritus positions, which represent the intellectual equivalent of the fully realized elder in higher education. Others have relocated to places where they can serve new groups of students and colleagues as visiting scholars and scholars-in-residence. Some of the contributors are working specifically to create cross-generational collaborations by forming new institutes, professional societies, and networks, and many continue to consult, lecture, and present their research across the United States and abroad. Whether retired or not, all of the senior contributors to this volume still practice their craft as writing scholars, reading, reflecting, and using writing to make sense of the world.

With such changes, it seems appropriate to focus our collection on the intersection of seniority and writing studies. With such a focus, our authors could address the nature of aging in broad terms, with specific applications to writing studies, and thus provide a way to conceptualize our field during an important formative period. We agreed with Michael: here was not a subject largely investigated.

AIM

Recent emphasis on the long view of writing development signals an important shift as theory and method become aligned with the ages of those studied (Bazerman et al. 2017). As applied to seniority, targets of life span research, informed by a writing studies disciplinary perspective, include the following: attention to development across an individual's life span in terms of roles created and communities formed; examination of developmental processes associated with aging; study of variation as older writers reject traditions and explore new genres; recognition of the shifting relationship of seniority with need, opportunity, resources, and technology; identification of changing cognitive, interpersonal, intra-personal, and neurological capacities and conventions as writers grow old; investigation of the process of aging and its relationship to writing practices; creation of developmental writing taxonomies across life spans; and wise use of writing pedagogies in their formative influence on groups and individuals. You will find many of these frameworks in action throughout this collection.

The volume began with a belief in the power of autobiographical narrative. Our initial interest was based on Carl Murchison's *History of Psychology in Autobiography*, a series begun in 1930 and continuing to the present. Contributors to that volume offer personal perspectives on their role in the development of psychology as a field. While our authors would not consider themselves founders of writing studies, everyone would probably agree that they were early disseminators—the ones who painstakingly created bodies of knowledge, strengthened journals through their programs of research, obtained funding necessary to support large-scale projects, founded graduate programs, and hooded the first doctoral students. Further, we wanted to create a historical moment in our young discipline when the next generation of researchers reflected on the narratives and contributions of each senior author. Common among our forecasters is a sense of responsibility for advancing a profession, a passion for programs of research dedicated to advancing opportunities for others, and a reflective sense of their responsibilities accompanied by humility for their contributions.

Our aim in this book is thus straightforward: to document a reflective vision of senior colleagues, approaching or passing the age of retirement, on the ways their unique programs of research have influenced our discipline and to spark the imagination of their successors in charting future directions for writing studies in which difference, not homogeneity, is the aim.

DESIGN

In matters of selection, we invited our colleagues to join us as representatives of the discipline described by the Visibility Project (Phelps and Ackerman 2010). In its creation of codes for Rhetoric and Composition/Writing Studies, the Visibility Project used the Classification of Instructional Programs (CIP) sponsored by the National Center for Education Statistics to express the multiple identities of writing studies: General Writing; Creative Writing; Professional, Technical, Business, and Scientific Writing; and Rhetoric and Composition. We also wanted a reflection of the breadth that is part of our profession, and so we worked to find those who could cover a broad range of instruction and research areas, from kindergarten through workplace writing, as only a diverse group of folks can. Some colleagues declined, but those who accepted stayed with us for the three years it took to bring this edited collection to press. The sample of authors should thus be taken as purposive. As other volumes such as ours are released over time, it is our hope that the sample of scholars may become increasingly more representative of our field.

In matters of design, we used a three-phase approach of invention, collaboration, and augmentation. In the first phase, we sent a solicitation to our senior authors in the fall of 2016. Once they agreed to be part of the project, we left it to them to choose a younger colleague to respond to their chapters. Each chapter would follow a rhetorical framework designed to elicit deliberation. Derived from political (Urbinati 2006), judicial (Gastil, Deess, Weiser, and Simmons 2010), and ethical (Duffy 2019) scholarship, we defined deliberation as follows: cultivation of reflective habits of mind, commitment to participatory democracy, promotion of individual and group agency, and motivation to act in the pursuit of equity and fairness. We believed this rhetorical framework would allow our senior colleagues to write deliberatively and therefore to provide normative examinations of careers.

More specifically, we invited contributors to begin with a two-part title, offering a topical focus and aspects of that focus across their careers. To situate our scholars' reflections within the discipline, we suggested integration of prior, relevant scholarship as well as specific approaches used in their chosen research programs. We requested current outcomes and projections for the future, particularly as a starting point for younger respondents. Our request also included mention of the reflective nature of seniority, with special attention to the communities that had formed their lives and careers and the issues considered therein. We invited respondents to design their sections with three

aims in mind: to acknowledge that there was a transition from one generation to another in terms of a very specific tradition of research, to establish that this transition required action of a very specific kind in terms of responsibilities and consequences, and to focus on how key aspects of that tradition might serve as a way to imagine common futures for us all.

Once the contract was awarded on April 3, 2017, Louise Wetherbee Phelps suggested we began the second phase of development by circulating a series of micro-bibliographies as a way for experienced scholars to consider issues of seniority involved in their reflections. While we emphasized four areas of research on aging that have emerged from recent health and social sciences investigation—economic stability, cognitive health, physical vigor, and sustainable communities—many of our readers were taken with the narratives of Mary Catherine Bateson (2010). An anthropologist, Bateson has long explored issues of aging and successful navigation of what she calls Adulthood II: the age of active wisdom. This is a period of opportunity for participation and contribution. We have attempted to draw on this model along with other research on seniors by encouraging our contributors to discuss their own approaches to retirement, continued engagement with the discipline, and other choices they might make, are making, or have made over time. Evidence of the influence of such ideas is found in the diverse explorations of seniority and the options for engagement in the age of active wisdom. Beginning in the summer of 2018 and ending in the fall, everyone read everything and provided cross-references among chapters. These cross-references allowed us to come together one more time to emphasize commonality, identify difference, and create a cohesive volume on what now appears to be a new genre in writing studies: the scholarship of seniority.

Then there was the final phase of augmentation. When external reviews were returned in the late fall, we tended to the invaluable observations that come from close reading. In terms of opportunities almost missed, just as we were completing phase two, a special issue of *Literacy in Composition Studies* (Bowen 2018) had been published. There, authors had used frameworks from age studies to present research on “aging at the nexus of literacy and composition” (viii). The result was a substantial contribution and an important extension of work by Charles Bazerman and colleagues published earlier that year. In January 2019 we therefore made a final invitation to both authors and respondents to provide additional reflections on the role of seniority in writing studies, with particular attention to the developmental and cyclical perspectives. By March 2019, this work was completed.

Our approach of invention, collaboration, and augmentation provided remarkable insight into seniority. Over a three-year period, colleagues worked together in ways unimagined by Murchison and his successors. Authors and respondents deliberated on the development of writing studies in their time, the directions future scholarship might take, and the distinct perspectives senior scholars provide on the past and future of our field.

Equally important, we believe our process of incorporated deliberation yielded not simply chapters and responses but instead brought forward a new genre of reflective seniority. This genre, realized by reflections of senior scholars and responses by their younger colleagues, seems ideally suited to counteract gerontocracy. We write in a time of #MeToo and #BlackLivesMatter, with specific instances of inequity in our field noted by #wpalistservfeministrevolution and the NCTE (National Council of Teachers of English) / CCCC (Conference on College Composition and Communication) Black Caucus, Latinx Caucus, American Indian Caucus, Queer Caucus, and Asian/Asian American Caucus. We must therefore remain alert to the danger of conflating reminiscence with privilege. In the genre created in this volume, talking back is not simply homage. Instead, we see sincere efforts at transparency of stance and intellectual reciprocity. In their efforts to speak with (never for) others, our colleagues join forces across generations to ensure that privilege is neither justified nor re-centered by age—and that the history recollected and the futures imagined are deeply responsive to the advantages gained when difference is the aim.

AUDIENCE

We expect that at least three audiences will find this book useful. As a classroom text, *Talking Back* will be of value to students enrolled in master's and doctoral programs in writing studies. Because of the authority of senior scholars and the engagement of a wide variety of early- and mid-career scholars, the book offers an introduction to the profession for students—and reveals the benefits and challenges of a long career.

The second audience, individual scholars and teachers, will gain a sense of the present state of the discipline, the ways careers emerge over a lifetime in programs of research and teaching, and the consequences of those careers for students. Far too often, little attention is given to the making of a career and the ways it is managed in seniority. Our hope is that those who direct research and work with students will help young

scholars realize that careers might be planned with more attention to the age of active wisdom.

The third audience consists of those scholars in other disciplines interested in seniority studies. From health policy researchers (National Academies of Sciences, Engineering, and Medicine 2018) to clinical psychologists (Pipher 2019) to Metro reporters (Leland 2018), there is great interest in how those approaching and exceeding age sixty-two, the minimum retirement age established by US federal law to receive Social Security benefits, are structuring their work and their lives. As exemplar cases, our colleagues provide a detailed portrait of the lives of scholars in a very specific field of study, their multifaceted life and research trajectories, and the ways these trajectories are transformed by aging.

LANGUAGE

To study the language patterns our colleagues had used in their chapters and responses, we sought another view of this volume, one drawn from words that persist within the chapters and responses. We wanted to learn more about the discursive landscape created by this volume—and therefore to understand more clearly what our colleagues value most and how those values tend to be expressed. Such a perspective is best provided by corpus-based text analysis—an investigative method that, as Laura L. Aull (2020) writes, highlights language shared in and across textual instantiations. Taking the book as our corpora, we wanted to understand, at a granular level, the linguistic, cultural, and substantive (LCS) patterns of language described by Robert J. Mislevy—that is, the ways communities exhibit recurring themes, activities, and structures. As such, LCS patterns are, in fact, ways of coming to terms with the unique discursive landscape patterns expressed by our authors and respondents. As our guide for this analysis, we invited William Marcellino, professor of text analytics in the Frederick S. Pardee RAND Graduate School and a behavioral scientist at the RAND Corporation, to conduct a corpus-based analysis of the book. He began by using the four CIP categories discussed above to classify the chapters and responses. Shown in table 0.1, the grouping allowed analysis according to sub-corpora of texts associated with the field. He then used Rand-Lex, a suite of text analysis tools, to examine the corpus in four ways: keyness testing to identify over-present words, signaling content; collocate analysis to identify co-occurring lexical items, signaling habitual turns of phrase, entities, and abstractions; lexicogrammatical analysis to identify stance rhetorical latencies; and machine learning auto-clustering to group chapter chunks based on intrinsic similarity.

Table 0.1. Chapters mapped to CIP Code 23.13: Rhetoric and Composition/Writing Studies

23.1301: WRITING, GENERAL

Definition: Writing for applied and liberal arts purposes. Includes instruction in writing and document design in multiple genres, modes, and media; writing technologies; research, evaluation, and use of information; editing and publishing; theories and processes of composing; rhetorical theories, traditions, and analysis; communication across audiences, contexts, and cultures; and practical applications for professional, technical, organizational, academic, and public settings.

Chapter 3. Doug Baldwin. "The Times, They Are A-Changin'": Reflections on the Evolution of Research and Policy in Large-Scale Writing Assessments

Response: Devon Tomasulo. "You Better Start Swimmin' or You'll Sink Like a Stone": How Assessment Keeps Changin'

Chapter 6. William Condon. Assessment as a By-Product of Ongoing Research: Identifying, Describing, and Nourishing a Campus Culture of Teaching and Learning

Response: Michael Truong. From Assessment as Research to Empirical Education

Chapter 15. Rebecca Williams Mlynarczyk. Rethinking Basic Writing: Reflections on Language, Education, and Opportunity

Response: Sean Molloy. A Reckoning for Basic Writing

Chapter 16. Les Perelman. Contact Zones across the Disciplines

Response: Suzanne Lane. Writing Research across Disciplinary Boundaries

Chapter 21. Edward M. White. Fifty Years of Curriculum Changes: Looking In and Looking Out in College Writing Classes

Response: Sherry Rankins-Robertson. Shaped by the (Disciplinary) Past: An Intergenerational Response to Edward M. White

23.1302: CREATIVE WRITING

Definition: Process and techniques of original composition in various literary forms such as the short story, poetry, the novel, and others. Includes instruction in technical and editorial skills, criticism, and the marketing of finished manuscripts.

Chapter 7. Joan Feinberg. A Bedford Story: Taking the Measure of a Publisher

Response: Leasa Burton. On Being Useful

Chapter 9. Eli Goldblatt. Writing Wisdom: A Meditative Quilt

Response: Jessica Restaino. Doors, Walls, and the Paradox of Not Knowing

Response: Paige Davis Arrington, with Ann E. Berthoff. Legacy and Invitation

23.1303: PROFESSIONAL, TECHNICAL, BUSINESS, AND SCIENTIFIC WRITING

Definition: Professional, technical, business, and scientific writing and writing that prepares individuals for academic positions or for professional careers as writers, editors, researchers, and related careers in business, government, nonprofits, and the professions. Includes instruction in theories of rhetoric, writing, and digital literacy; document design, production, and management; visual rhetoric and multimedia composition; documentation development; usability testing; web writing; and publishing in print and electronic media.

Chapter 1. Jo Allen. Inside the Wave: The Professionalization and Future of Technical and Professional Communication

Response: Michelle F. Eble. Turning toward Social Justice Approaches to Technical and Professional Communication

Chapter 5. Hugh Burns. Intimate Machines: Cultivating Wisdom in Elder Gardens

Response: Ann N. Amicucci. Toward a Research Agenda for Digital Intimacy

23.1304: RHETORIC AND COMPOSITION

Definition: Humanistic and scientific study of rhetoric, composition, literacy, and language/linguistic theories and their practical and pedagogical applications. Includes instruction in historical and contemporary rhetoric/composition theories; composition and criticism of written, visual, and mixed-media texts; analysis of literacy practices in cultural and cross-cultural contexts; and writing program administration.

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Table 0.1—*continued*

Chapter 2. Akua Duku Anokye. Talking Brought Me Here: Sociolinguistics and African American Life Response: Patricia Friedrich. Still Talking: Embracing Varieties, World Englishes, and the Power of Words
Chapter 4. Judy Buchanan and Richard Sterling. Learning from the National Writing Project as a Kindergarten-University Partnership: Talking Back and Forth Response: Anne Elrod Whitney. Talking Back and Forth between Memory and Legacy in the National Writing Project
Chapter 8. Cinthia Gannett and John C. Brereton. Framing and Facing Histories of Rhetoric and Composition: Composition-Rhetoric in the Time of the Dartmouth Conference Response: Katherine E. Tirabassi. History Has Moved through Us
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Chapter 22. Kathleen Blake Yancey. The Composing of Seniors: Navigating Needs, Tasks, and Social Practices Response: Jennifer Enoch. The Composing of the 41 Percent: A Response to Kathleen Blake Yancey

Because the full study is published elsewhere (Marcellino 2019), we present here only selected results from each analysis on chapters classified under Rhetoric and Composition, our largest category.

Keyness testing revealed attention to communication structures themselves as visible in the most conspicuously over-present term *language*, as

well as *narrative* and *languages*. In addition, identification of terms such as *NWP* (National Writing Project), *WAC* (writing across the curriculum), and *WPA* (writing program administration) illustrates the professional organizations associated with communication research. Keywords identifying the disciplinary concerns of rhetoric and composition scholars are also present: *composing*, *reading*, *hospitality*, *rhetorics*, and *authoring*. Significantly, concerns over identity and race are also visible in keywords such as *black*, *identity*, *African*, *Negro*, and *racism*. Use of the terms *linguistic* and *raciolinguistics* suggests the deeply sociocultural and sociocognitive research frameworks that are the hallmarks of contemporary writing studies. Collocate analysis showed that our authors and respondents were attentive to Bateson (2010) and her concept of the age of *active wisdom*. *Voices* is in turn paired with *self*, suggesting the importance of reflection as central to the creation of identity. Lexicogrammatical analysis suggested a unique rhetorical latency that Marcellino labeled “critical complaint,” constituted by themes of negative emotion (*frustrated*, *at risk*, *rigid*), public sphere vice (*racism*, *imperialism*), and linguistic references (*language*, *rhetorics of*). Suggestively, this stance analysis reveals a distinct posture: expression of oppression can be found at the level of word choice, and articulation of freedom is found in linguistic diversity. Lastly, machine learning auto-clustering revealed two meaningful clusters within Rhetoric and Composition: variations of a combination of positive public standards of behavior and event reporting. Scholars in the volume often position historical occurrences as pursuit of positive values—an analysis confirming the tone that largely informs that of this volume.

We see our corpus analytic approach as a normative heuristic exploration of how contributors to the volume understand writing studies and their place within it. Analysis of language use gives us a clear sense of distinct, particular concerns by area of study and across our discipline. Indeed, because this volume may also be seen as a new area of study in the field—the genre of seniority studies—we can catch a glimpse of it in this corpus-based approach and find another way of reading the collection.

THEMES

As we move from the language our colleagues used to the topics they have created with it, we can begin to identify some of the many themes in the collection. Specifically, a heuristic extension of text analysis was used to generate the eight related themes shown in table 0.2. In this classification, we provide a brief definition of each theme and sample topics discussed by the authors and respondents. While table 0.1 offers

Table 0.2. Chapters mapped to themes: Rhetoric and Composition/Writing Studies

CAPABILITY

Concept: Development, dignity, and potential. Topics include analysis of consequence, community formation, life course perspectives, roles of dignity and diversity, and theoretical and political approaches.

Chapter 6. William Condon. Assessment as a By-Product of Ongoing Research: Identifying, Describing, and Nourishing a Campus Culture of Teaching and Learning
Response: Michael Truong. From Assessment as Research to Empirical Education

Chapter 10. Janis Haswell and Richard Haswell. "Bottomless Mysteries" on the Margins: A Dream Interview
Response: Stacey Pigg. Toward Open Exchanges in a Networked World

Chapter 14. Donald McQuade. Starting from Scratch: Practicing and Teaching the Work of Words
Response: Eric Heltzel. The Goal of Teaching Is to Become Obsolete

Chapter 15. Rebecca Williams Mlynarczyk. Rethinking Basic Writing: Reflections on Language, Education, and Opportunity
Response: Sean Molloy. A Reckoning for Basic Writing

DELIBERATION

Concept: Discursive discourse that yields broadened perspectives. Topics include empathetic reasoning, expression of individual values, identification of information bases, practices of mindfulness, purposeful decision-making, reflective practice, and respect for difference.

Chapter 12. Alice S. Horning. Reading Old and New: An Autobiography and an Argument
Response: Ellen C. Carillo. Discovering Reading

Chapter 16. Les Perelman. Contact Zones across the Disciplines
Response: Suzanne Lane. Writing Research across Disciplinary Boundaries

GENERATIVITY

Concept: Future benefits arising from current work. Topics include hopefulness, mentoring, success structures, and vitality.

Chapter 19. Martha A. Townsend. Valuing New Approaches for Tenure and Promotion for WAC/WID Scholar/Administrators: Advice for Higher Education and the Writing Studies Community
Response: J. Michael Rifenburg. Community: A Response to Marty Townsend

Chapter 21. Edward M. White. Fifty Years of Curriculum Changes: Looking In and Looking Out in College Writing Classes
Response: Sherry Rankins-Robertson. Shaped by the (Disciplinary) Past: An Intergenerational Response to Edward M. White

IDENTITY

Concept: Dynamic and relational self-construction through language and work. Topics include the construction of meaning and the identification of purpose across life cycles, the relationship of disciplinary location to individual identity, and the interaction of age and identity.

Chapter 1. Jo Allen. Inside the Wave: The Professionalization and Future of Technical and Professional Communication
Response: Michelle F. Eble. Turning toward Social Justice Approaches to Technical and Professional Communication

Chapter 17. Louise Wetherbee Phelps. Identity Work: Continuities and Transformations in the Senior Years
Response: Elisabeth L. Miller. Reading Identity Work through a Disability Lens: Care, Bodies, and Time

continued on next page

Table 0.2—continued

LANGUAGE

Concept: Sociocultural contexts informing listening, reading, speaking, and writing. Topics include colonialism, empirical validation, intersectionality, raciolinguistics, sociolinguistics, theory building, translingual perspectives, and World Englishes.

Chapter 2. Akua Duku Anokye. *Talking Brought Me Here: Sociolinguistics and African American Life*

Response: Patricia Friedrich. *Still Talking: Embracing Varieties, World Englishes, and the Power of Words*

Chapter 13. Min-Zhan Lu and Bruce Horner. *Rewriting the Language(s) of Language Differences in Writing*

Response: Dylan B. Dryer. *Not Trajectory but Translation: Talking Back with and to Min-Zhan Lu and Bruce Horner*

Chapter 18. Geneva Smitherman. *Raciolinguistics and the “Mis-education of the Negro”—and You Too: Race, Language, and the Elder in “Post-Racial” America*

Response: Shenika Hankerson. *“I Love My African American Language, And Yours”: Toward a Raciolinguistic Vision in Writing Studies*

Chapter 20. Victor Villanueva. *Mode Meshing: Before the New World Was New*

Response: Asao B. Inoue. *Becoming in the New World*

LEGACY

Concept: Benefits and values given by one generation to the next. Topics include contingency, heritage, heuristic passion, modeling, and obligation.

Chapter 3. Doug Baldwin. *“The Times, They Are A-Changin’”: Reflections on the Evolution of Research and Policy in Large-Scale Writing Assessments*

Response: Devon Tomasulo. *“You Better Start Swimmin’ or You’ll Sink Like a Stone”: How Assessment Keeps Changin’*

Chapter 4. Judy Buchanan and Richard Sterling. *Learning from the National Writing Project as a Kindergarten-University Partnership: Talking Back and Forth*

Response: Anne Elrod Whitney. *Talking Back and Forth between Memory and Legacy in the National Writing Project*

Chapter 5. Hugh Burns. *Intimate Machines: Cultivating Wisdom in Elder Gardens*

Response: Ann N. Amicucci. *Toward a Research Agenda for Digital Intimacy*

Chapter 7. Joan Feinberg. *A Bedford Story: Taking the Measure of a Publisher*

Response: Leasa Burton. *On Being Useful*

ORIGIN

Concept: Beliefs that consider the past as source of current significance. Topics include archival value, case study interpretation, historiographic meditation, and historiography.

Chapter 8. Cynthia Gannett and John C. Brereton. *Framing and Facing Histories of Rhetoric and Composition: Composition-Rhetoric in the Time of the Dartmouth Conference*

Response: Katherine E. Tirabassi. *History Has Moved through Us*

Chapter 11. Douglas Hesse. *Aging through the Thirty-Year Rise of Professionalized Writing Administration*

Response: Eliana Schonberg. *Embracing the Accidental Trajectory*

SENIORITY

Concept: Stance associated with later life. Topics include ability, altruism, community, discrimination, embodiment, frustration, identity, wisdom, and yearning.

Chapter 9. Eli Goldblatt. *Writing Wisdom: A Meditative Quilt*

Response: Jessica Restaino. *Doors, Walls, and the Paradox of Not Knowing*

Response: Paige Davis Arrington, with Ann E. Berthoff. *Legacy and Invitation*

Chapter 22. Kathleen Blake Yancey. *The Composing of Seniors: Navigating Needs, Tasks, and Social Practices*

Response: Jennifer Enoch. *The Composing of the 41 Percent: A Response to Kathleen Blake Yancey*

one way of reading through specializations in our field, table 0.2 offers a thematic organization.

Presented alphabetically to avoid prioritizing one theme over another, the eight themes reveal concerns central to our field. Discussion of capability is linked to the work of Martha C. Nussbaum (2017), a philosopher whose name appears in this volume because of her work with Saul Levmore on aging thoughtfully. Yet it is her other work on human development (Nussbaum 2011)—a stance that has influenced both the World Bank and the United Nations Development Program—that provides a way to think about individual dignity: its role in the educational programs we create, the theories we offer, and the consequences of our actions. Deliberation, a concept equally familiar to our field, reminds us of the significance of discourse as fundamental to the preservation of liberty itself. With origins in Alexis de Tocqueville's *Democracy in America* (1835), the theme of deliberation offers perspectives on the value of close reading and the value of reflective practice. The theme of generativity is associated with Erik H. Erikson (1963), a theorist also referenced in this volume, especially in his examination of generativity versus stagnation in later life. Here we find reflections on the structure of success through mentoring and the importance of vitality as a way to gauge the scholarship of our field. Identity, perhaps the central theme in the collection, occurs in what Louise Wetherbee Phelps (2018, 175) has termed "the trajectory of a whole life." In this life-cycle approach we find a great span of themes, ranging from shifting identity roles over time to considerations of life and career purpose.

The sociocultural turn in language studies articulated recently by Bruce Horner and Laura Tetreault and their colleagues (2017) gives rise to the theme of language as a constitutive force. Under this theme, authors attend to concepts of intersectionality, raciolinguistics, and translanguaging. Legacy—on the minds of each aging author as it had been when Cicero wrote in *De Senectute* in 44 BCE, reflecting in his own old age on those who plant trees yet will not see them bear fruit—is associated with a range of topics on heritage. Especially relevant here is the desire for preservation in an age of change and contingency. While history has always been a rich source of narratives for our field, the broader term—*origin*—serves as a way to understand the need for historiography and meditations on the relevance of the past. The final theme of seniority is, of course, inherent to the origin narrative that accompanies the present collection. From changing abilities over time to considerations of active wisdom, themes of seniority tend to appear after we find that the hand coming from our own coat sleeve is that of an aged parent.

OURSELVES

As useful as corpus-based research and thematic analysis are in helping us frame this collection, it seemed willful to present our authors in the groupings shown in tables 0.1 and 0.2. Based on our limited sample of autobiographies—with the earliest reflection on teaching dated as 1958—our examination of language patterns and related themes must be, as noted above, normative: we offer heuristics, and we advance broad concepts that should be examined and refined in reference to similar studies. We note especially that the chosen rhetorical framework of deliberation aligned well with our normative sample in terms of the intersectionality between writing and seniority our colleagues discuss. As the first edited collection of its kind in writing studies, it may nevertheless be true that these analyses and classifications are too limiting and may thus result in unwarranted inferences. Ours is, after all, a volume intended to help readers conceptualize agency, especially as it is related to seniority in writing studies. In a time when everything is an argument, ours are stories, no more and no less, of how a particular group of scholars disseminated knowledge in the emerging field of writing studies. While causal explanation is the order of the day, sometimes it is best simply to focus on conceptualization.

Besides, as senior scholars, our virtue is our resistance. We are known for our rejection of categorization. Here we again turn to *De Senectute* and the much-thumbed translation by William Armistead Falconer (1927, 47): “For old age is honored only on condition that it defends itself, maintains its rights, is subservient to no one, and to the last breath rules over its own domain.” Why toss aside, through classification, what Nussbaum (2017, 78) reminds us is our social influence (*auctoritas*)—“a major source of agency and productivity”? We therefore decided on alphabetical order, another way of reading this collection, as a way to let our voices differ and to see where *auctoritas* leads. Here, then, are brief précis of each chapter that may be understood on their own terms.

- Jo Allen and Michelle F. Eble, rhetoric scholars in professional and technical writing, begin the volume with reflections on awakenings. The very existence of technical and professional communication—a new field when Jo began her career—raised questions of professional identity, grounded epistemology, and disciplinary frameworks. As Michelle keenly observes, research led to identity formation, and scholarship shifted to today’s focus on methodologies, research practices, and pedagogies. The future of the field will be shaped by decolonial, feminist, queer, and critical race theory, she believes, along with other community participatory approaches associated with

social justice. Jo and Michelle establish themes of inclusive practice, community amplification, and ethical practices threaded through the volume.

- Akua Duku Anokye and Patricia Friedrich take up the role of Africanness and English as a second/foreign language in their examination of storytelling in writing studies. Duku provides the details of her journey from the summer of 1966 (when she chose a major of speech pathology) to her present work in the areas of social justice and human rights (where she works to tell stories of the voiceless). As a linguist, Patricia discusses her own interactions with Portuguese, English, Spanish, and French as she discovers a little more of who she is and explores the porous boundaries between cultures. Based on these explorations, she describes a future of multiliteracies—the unprecedented force of digital communication, the rise of World Englishes—in which language varieties have a place in the sun.
- Doug Baldwin and Devon Tomasulo write from the perspective of careers in writing assessment conducted at the Educational Testing Service. There is an account of legacy and contingency. For Doug, the path to fifteen years of teaching writing and another twenty-three years as a writing assessment specialist was varied, beginning in 1981 with a year spent as a California high school substitute teacher. Viewing his present seniority as a time for knowledge transfer, Doug recollects how he uses his accumulated active wisdom to support the continued development of valid, reliable, and fair assessments—even as the assessments are transformed by societal shifts. While she agrees that assessment is certainly changing, Devon shifts the conversation to the positive value of these shifts and the lessons of contingency. As she argues, examination of the fluid and undefined—in society conceived broadly and in writing assessment itself—reveals the need to resist static conclusions and embrace continuous change.
- Judy Buchanan and Richard Sterling trace the origin of the National Writing Project (NWP) from its beginnings in the Bay area in 1974. Their chapter emphasizes the idea of talking back and forth between K–12 teachers and university faculty as a critical component to the NWP vision for writing instruction across what has become generations of teachers and scholars. Judy and Richard bring forward the significance of respect for teacher expertise and use of that professional knowledge. Commenting on recent changes and the future for NWP in an age of US federal austerity, Anne Elrod Whitney concludes that both enactment of mutual engagement and identification of stance in writing instruction provide a way for writing studies to act upon that which the NWP has taught the profession.
- Hugh Burns, recollecting his corporate, military, and higher education careers, creates a narrative of heuristic passion—a formulation of legacy that includes curiosity, caretaking, critical fascination, collaboration, and mentoring. Born in 1946, the year the first electronic computer was invented, Hugh provides the story of a scholar driven by a technological intimacy—a one-on-one encounter with

automation over a lifetime—used to imagine better ways to teach and learn. Extending that vision, Ann N. Amicucci challenges readers to continue the legacy of passion and intimacy. In that future, research will be advanced through study of human and machine collaborations and their impact on academic practices. We will witness, Ann holds, shifting digital boundaries that affect digital writing research, including the study of technologies that will shape the literacy journeys of seniors.

- William Condon and Michael Truong cast early and recent developments in writing across the curriculum as a form of capability. Theirs is a vision of faculty development as a way to create a generative culture of teaching and learning. A self-described dinosaur with a 1979 PhD specialization in Victorian poetry, Bill explores his career-long engagement with writing assessment and his use of methodologies associated with it to make local cultures of teaching and learning visible and effective. In his response, Truong pays special attention to the need for early-career scholars to have an integrative vision of assessment, research, and instruction. Based on his work with Bill, Mike identifies future challenges for writing studies that include the expansion of literacies, the need for faculty development to pedagogically engage these literacies, and the design of actionable learning outcomes.
- Joan Feinberg and Leasa Burton, both of whom are connected to one of the discipline's major publishers, Bedford/St. Martins, attend to the roles of mission and legacy in textbook development. As one of the founders of Bedford in 1981, Joan's reflections make clear the consistent mission of being a useful presence on the college composition scene. She attends to the reflective role of the press in bridging the disconnect between existing research and textbook writing. With teaching and publication experiences similar to Joan's, Leasa discusses the presence of legacy through the enduring values that continue across shifting market conditions and new corporate structures: supporting instructors through professional development and placing novice academic writers at the center of the textbook development process.
- Cynthia Gannett and John C. Brereton offer a histotrophic meditation on the formative forces that shaped their careers as they came of age in the time of the 1966 Dartmouth Conference. As one of the key origin markers in writing studies, the conference brought together faculty-scholars from the United States and the United Kingdom to discuss the teaching of English. Cindi and John narrate how the topics and issues at the conference marked them indelibly and configured their careers. Considering that intergenerational, intersectional history and its complicated legacy, Katherine E. Tirabassi calls attention to the importance of anti-/trans-disciplinary perspectives that highlight the many ways disciplinary definitions can narrow the scope of our discipline. As she notes, Cindi and John's narrative indicates the significance of pursuing multiple histories that allow for the sharing of contradictory, competing, and synergistic narratives.

- Eli Goldblatt's reflection on the relevance of wisdom for the teaching of writing draws on varied experiences, from medical school matriculation in 1975 to the study of literary theory in 1984. Fascinated with work outside traditional institutional spaces, he movingly recalls experiences with anti-war movements, community nonprofits, and maximum-security prison. As his student, Jessica Restaino is equally drawn to nontraditional writing. Describing her ethnographic work with a friend whose life was cut short by terminal breast cancer, Jess wonders aloud if consistent balance might not be the goal of maturity. There is no recipe for wisdom, Jess concludes, yet there is a sense of yearning and frustration that endures in times of loss. Paige Davis Arrington, another of Eli's students, recounts interviews with Ann E. Berthoff, a founder of our field now ninety-six years old, so her voice can be a part of this volume. As we see in Ann's reminiscences, legacy endures, yet its essence remains undefined. Listening to Ann talk, we wonder if, at the end of the day, elegance is what matters most.
- Janis and Richard Haswell, in their emphasis on real writing for real audiences accompanied by hospitable student-teacher connection, draw on the theme of capability: faith in students that begins with a social, intellectual, and moral disposition for their success. An imagined conversation among the authors, a guest, a Krups II Primo coffeemaker, and a Blue Snowball microphone, their chapter reveals new genres—at once argumentative, playful, and ironic—that will accompany seniority studies in writing scholarship. Building on that sense of irony, Stacey Pigg, who has never been in the same room with the Haswells, reminds readers that writing teachers and researchers work in middle spaces and use any means available to work. For Stacey, the use of technology for writing instruction can and should be hospitable if we are to help students achieve networked individualism, potentiality, and community.
- Douglas Hesse and Eliana Schonberg, in tracing the thirty-year rise of professionalized writing administration, remind us that the hosts of hospitable connections might fairly be described as scholar administrators. Their origins are sketched in Doug's reflection on the beginnings of the Council of Writing Program Administrators (CWPA) in early conferences held at Miami University in Oxford, Ohio, in the late 1970s. In examining individual origins, Eliana notes that the administration often arises more as a matter of accidental trajectory than planned career strategy. Focusing on her own work with writing centers, Eliana notes that the desire to create scholar administrators is also accompanied by tensions: locating disciplinary socialization in graduate school unhinges scholarship from ground-level experience, and learning on the job too often results in lore-based decisions. Sensing that the edited collection begs the question of how seniority may play a role in alleviating such tensions, Doug and Eliana offer a joint reflection that attends to the significance of mentoring—especially when relationships are not chronologically linear and especially when consultation is informal as well as formal.

- Alice S. Horning and Ellen C. Carillo turn from scholarship on writing to research on reading and, in doing so, deliberate on the value of language arts models incorporating both. From the vantage point of active wisdom, Alice argues that writing teachers must pay much more attention to reading. She provides a narrative of her own love of reading, beginning with a love of D. H. Lawrence as a student in the early 1970s and her encounters with reading textbooks as a teaching assistant. As an expert on reading research and the nature of knowledge transfer, Ellen reminds us of the importance of critical reading instruction addressing the role of assumptions, biases, perspective, and credibility. As well, she introduces the importance of broadened perspectives through empathetic reading. As we continue to realize the value in reaching toward each other in compromise, critical reading pedagogy is important in preparing students for participatory democracies in which belief is expressed both rationally and emotionally.
- Min-Zhan Lu and Bruce Horner use the history of their own shifting perspectives on language difference over thirty years to offer a model of language knowledge at odds with dominant linear developmental perspectives. Identifying the need for new models emphasizing successive re-articulations of knowledge through language, Min and Bruce emphasize attention to individual difference. Within this post-monolingual perspective, they reflect the nature of translanguality itself—and the program of research they have produced whose defining characteristic is its temporality. In his response on the constituent nature of language that has driven Bruce and Min's work, Dylan B. Dryer identifies barriers to this view of language acquisition: most are not convinced that language *is* constitutive; many do not see the value of translanguality; and others seem unwilling to carry the fight forward. In place of manifestos, Dylan calls for an empirical program of research that examines the impact of a translanguinal disposition toward language instruction. For translanguinal perspective to take root, he argues provocatively, we must redirect our formidable close-reading and interpretive skills to both datasets and the language used to interpret them.
- Donald McQuade provides a reflection on his Brooklyn origins, the hunger for knowledge he felt in his first graduate seminar in 1964, and his realization that his was a mind on fire. He is mindful that good fortune positioned him on the front lines of the City University of New York (CUNY) open admissions movement in fall 1970 where he worked to coordinate CUNY cross-campus efforts for the city's diverse student population. Those who coordinated these efforts with Don would establish the CWPA in 1976. Over forty years later, Don notes that two fundamental pedagogical principles must remain if we are to understand the capabilities of those we teach: we must begin where students are able, and we must structure success to motivate learning. Writing from an equal perspective of diversity in Hayward, California, where over fifty-two primary languages

are spoken, Eric Heltzel describes today's challenges of admission and placement. A student of Don's at UC Berkeley, Eric identifies core pedagogical principles similar to those of Don—challenging classroom hierarchy, building community, and leveraging student experiences—and finds that these are prerequisite to discussions about who gets into and stays in college. Framing capability, Eric reminds us, is important to discussions of admission and placement.

- Rebecca Williams Mlynarczyk also came to writing studies in 1975, during the open admissions experiment at CUNY. In a radical reconceptualization of basic writing, Mlynarczyk emphasizes three major concerns related to her own rethinking of student capability: the political forces that have converged to reduce access for students judged not ready for college-level writing and reading, the student realities that make required remedial coursework painful and counterproductive to their success, and recent theoretical work on the nature of language directly related to how language, competence is valued and assessed. Her belief that standalone, prerequisite basic writing courses should no longer exist is described as courageous by Sean Molloy. While his institution, William Paterson University, placed some incoming students in zero-credit basic writing courses from 1979 to 2017, administrators and teachers now mainstream all new students into first-year writing while offering new forms of extra support. In this new world, Sean emphasizes the importance of social justice perspectives and their profound, conversational, collaborative, and adaptive impact.
- Les Perelman deliberates on his efforts to become a reflective practitioner. Entering graduate school in 1971, he recollects his early training as a medievalist and his shift to the study of sociolinguistics and speech act theory. Framed as a willingness to doubt received knowledge and to experiment with intuitive responses, reflective practice became for Les a way to understand diverse discourse communities. Suzanne Lane, who now directs the program begun by Les, emphasizes his legacy of attending to rhetorical understanding of texts, contexts, audiences, and reasoning. She extends the concept of reflective practice with specific attention to writing across the curriculum and writing in the disciplines. As she observes, emphasis on eclectic career paths (how specializations are bridged) and unique context (how institutional needs are driven by demand) are important if our research is to be collaborative and travel across disciplinary boundaries. Across modes and media, the future will belong to those who connect the knowledge domains of process, rhetoric, discipline, discourse, and genre for their students.
- Louise Wetherbee Phelps and Elisabeth L. Miller consider the nature of identity. Their themes are located at the center of this edited collection: explanation of who we are as a field, expression of writing studies as one discipline among others, and descriptions of self as individuals who experience careers over a lifetime. For Louise, these trajectories are integrated as she crosses the threshold

to seniority—to a further scholar life that began in 1974 as she cared for young children, directed a writing center, and began doctoral work in rhetoric and composition. Elisabeth asks us to consider the gestalt of aging—something other than the sum of its parts—to help us understand the transformations that accompany age. She recollects how Louise’s contextualized views of identity influenced her work on disability theory. Read through the lens of identity, disability is viewed not as a deficit housed in an individual’s body; rather, differential perspectives of ability highlight how all bodies are vulnerable and can be sustained by cultivating individualized care and embracing fluid notions of time.

- Geneva Smitherman reflects on her role as a scholar-activist from the perspective of a career that included membership in Harvard University’s Department of Afro-American Studies (as it was originally known) in 1969. There, she was witness to the intellectual and political struggles, driven by cruel historical and social forces, that denied identity to black cultural traditions. Dr. G. attends especially to the significance of raciolinguistics as a way to theorize language and race as mutually constitutive. The way forward, as she notes, is not “English Only”/“Standard English Only” but perspectives of multilingualism/multidialectalism that reflect the linguistic reality of our contemporary global world. Reminding us that much social justice work will be needed to embrace such realities, Shenika Hankerson proposes that we can create inclusive writing classrooms in which African American language learners—along with other racially and linguistically diverse learners—will thrive through conscious centering of racial and linguistic diversity.
- Martha A. Townsend and J. Michael Rifenburg offer narratives of hopefulness. Marty traces her career path as a nontraditional, second-career graduate student in the late 1980s. She reveals artificial conflicts between administration and scholarship and offers alternative approaches to promotion and tenure in writing studies. Her generative model, scrappy in many ways, requires that senior scholars proactively dismantle entrenched attitudes in academe about what should be valued in scholarship. Building on Marty’s vision of a new community, Michael proposes that future scholar-administrators should be involved in civic engagement—and work toward making such efforts count for promotion and tenure. In a collaborative reflective statement, Marty and Michael remind us of the importance of cross-generational collaboration. As Marty has come to realize, retirement from academia is not so much a severance of a relationship as a reconfiguration of it—and thus one of the most profound benefits of life span writing.
- Victor Villanueva and Asao B. Inoue center language as a lens for themes of identity woven through this volume. Their story is one of word-lives. Building on the belief that transrhetoricism is more readily accomplished than translanguaging in our discipline, Victor emphasizes his role as a keeper of meaning in his desire to

investigate the rhetorics—visual and linguistic—of Caribbean indigenous people to gain a better understanding of *our* rhetorical ways. Telling a story as important as any written history, his is a narrative shaped by line and form that runs from the ancient Taíno in Central America to 47 Bartlett Street in Brooklyn, New York. In his response, Asao recalls the impact of Victor's work on his own research program and its focus on connecting the ways richly diverse people contribute to the ways we may help, or hurt, each other as we learn to language together.

- Edward M. White taught his first college English course in 1958. In his fifty-year narrative, Ed describes changes in the discipline as it has shifted to a broader view of language, celebrated diversity, and recognized the need for community. He writes on the content, role, and function of first-year writing as a course and a key feature of undergraduate education. Looking back, he invites readers to realize that his work (as is the case of all senior scholars in this volume) was not limited to students known at the time. In fact, the work was done on behalf of generations of students to come. Responding to this generative vision, Sherry Rankins-Robertson recalls the sense of revolution that accompanied the work of senior scholars such as Ed. Carrying that spirit forward, she notes, will require that writing be seen as the first step in a continuum of writing experiences aligned to human development.
- Kathleen Blake Yancey and Jennifer Enoch conclude the volume with specific focus on the composing of senior adults. Kathi takes the long view of writing development across ages and generations, pointing out that senior writers take up challenging composing tasks and create hybrid genres. Especially important is Kathi's call for a taxonomy of senior composing. Informed by her own work as a digital scribe for seniors, Jenn illustrates the need for future research to understand the ways older writers participate in social worlds created by digital composing technologies. How and why senior composers create entry points for writing constitutes, she proposes, an agenda for future research.

The volume ends with an afterword by the distinguished scholar Ruth Ray Karpen, who has done so much to advance our knowledge of connections between writing and late-life development:

- Defining seniority as a writing stance that reflects a certain perspective on time, Ruth reflects on our collection in terms of the ways its contributors address the tension between continuity and change. In a scholar's life, in a discipline, in schools and universities, and in society, these tensions will result, she believes, in new theories, methods, and pedagogies in which a longer view of capability is achieved. Her list of themes provides yet another way of reading this volume. With Kathi and Louise, it is Ruth who best answers Michael Spooner's original question: How does one understand seniority in terms of

psychology, epistemology, ethics, or politics? As Ruth wisely reminds us, as scholars we are important not only for what we have done within the field but also for who we have become while doing it.

And so perhaps, in the end, it is best to think of reading this volume while listening to *Lark Ascending*, that magnificent 1914 adaptation by Ralph Vaughan Williams of the 1881 poem by James Meredith. Better, perhaps, to crave nothing save the song.

GRATITUDE

Reflective, deliberative, tentative, voiced, and hopeful, our authors are aware that they are creating something new here in terms of form. Overwhelmingly, in the many phone calls, Skype visits, and collaborative reviews accompanying this project, Alice and I felt a sense of gratitude to be involved, here at the end of the day, with such a project.

With Laura L. Runge, the Publications Council of the University of South Florida provided support for book development. At Utah State University Press, Michael Spooner's spirit has been with us throughout the project. When Rachael Levay assumed his post as our editor, she encouraged us and helped us decide which way to go and how it should be. As always, the staff at the press helped us make the book as good as it could be: Laura Furney, Daniel Pratt, Darrin Pratt, and Beth Svinarich. Cheryl Carnahan meticulously copyedited the book, and Linda Gregonis expertly prepared the index. Rachael invited three reviewers, each of whom provided important commentary that puts us in their debt. Truth be told, we do not feel like editors as much as curators of a remarkable gift.

Our job now is to get out of the way and let you get to it.

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