



2014

Introduction: Building Bridges in Writing Teacher Education

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Recommended Citation

Bush, Jonathan and Bentley, Erinn (2014) "Introduction: Building Bridges in Writing Teacher Education," *Teaching/Writing: The Journal of Writing Teacher Education*: Vol. 3 : Iss. 2 , Article 1.

Available at: <http://scholarworks.wmich.edu/wte/vol3/iss2/1>

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In this issue of *Teaching/Writing*, readers will see a sea-change in how we are doing business. When we began this journal we made a conscious choice to try to bridge gaps between English education and composition studies. In doing so, we had an unanticipated decision – what format would we use? After a lot of discussion, and not much consensus, we decided on MLA. It seemed like a logical decision. More of those who submitted for our inaugural issue were more comfortable in that format. As we continued, though, we became more uncomfortable with this choice. Were we marginalizing those who work more comfortably in APA? Were we implicitly positioning ourselves as compositionists who dabbled in education, rather than as what we saw ourselves – as being in both equally?

In any case, this caused us – and our authors - some problems. After some more thought, we began to realize that there was no need to make a choice. We needed to be a journal that encouraged both formats. Thus, you'll see a different form for this issue. Articles are in both, marked in their short title with [APA] or [MLA]. We've also avoided creating a single document for all articles. Rather, we have each stand alone as downloadable documents. We have kept the T/W page design, but paginate each article individually. We felt that this format would keep us from having to make a singular choice for the sake of continuity throughout each issue and let our authors, from both primary communities, have the opportunity to engage with discursive conventions of their field.

We encourage articles and discourse from all those interested in writing teacher education from multiple perspectives. We hope that this format will allow our contributors, both current and future, to see themselves as part of the community of writing teacher education.

This is an especially strong issue, with a wide range of scholarly and teacherly contributions. The issue begins with two articles that show the power of teacher collaboration. Interestingly, they both use a summer writing program as a starting point for discussion. In, "Navigating Collaborative Teaching Waters: Professors Go Back and Pre-Service Teachers Move Forward to Embody the Promise of Story," Jill Adams, Kathleen Deakin, Gloria Eastman, Jay Arellano, Eliza Spencer, and Brianne Barber, an exploration of their collaborations and the effects it has had on their teaching, both as teacher educators and as young English teachers. They present narratives of what they each learned as they planned and implemented a summer writing readiness camp. Likewise, in "Co-planning and Co-teaching in a Summer Writing Institute: A Formative Experiment," Kelly Chandler-Olcott, Janine Neiroda, and Bryan Ripley Crandall describe their work creating, developing, implementing, and reflecting and

researching the results of summer writing institute for urban high school students. They present results and implications for other programs and for educators and teacher educators' collaborative projects. Together, their stories present a powerful narrative of the importance of collaboration in teacher support and development at all stages of a career.

In "Asking and Understanding Questions: An Inquiry-Based Framework for Writing Teacher Development," Jessica Rivera-Mueller explores the importance of teachers critically examining their own beliefs and how that seemingly essential act can become more and more challenging when teachers and teacher-educators find themselves increasingly constrained in their work. Following, in "Learning to Develop a Culturally Relevant Approach to 21st Century Writing Instruction," Detra Price-Dennis, Molly Trinh Wiebe, and Michelle Fowler-Amato consider important questions on culturally-relevant pedagogy and how teachers might approach those concepts in their own classrooms. Jill McClay, Shelly Stagg Peterson, and Christine Portier continue discussions on new pedagogies in "A "Great Balancing Act:" Becoming Dexterous and Deft with New Literacies Pedagogy" and present teachers' experiences as they explore and collaborate and learn innovative practices and mentoring skills.

Patricia Jacobs and Danling Fu continue conversations of new literacies in "Writing at School: Test-Prep Writing and Digital Storytelling" and draws attention to the ways that new digital storytelling and the valuing of home literacies can enhance student writing experiences.

In "Three Heuristics for Writing and Revising Qualitative Research Articles in English Education," Ann Lawrence takes a critical and rhetorical lens to the writing and presentation of research articles within the field of English education. Jessica Gallo and Bailey Hermann discuss Mindfulness-Based Stress Reduction and how it, along with experiences with summer institutes, can provide transformative experiences for teachers. Jennifer Gray's "'You Can't Be Creative Anymore': Students Reflect on the Lingering Effects of the Five-Paragraph Essay" brings the student voice into discussions of standardized essays.

We look forward to our next issue, to be published in Winter/Spring 2015 and in providing an outlet for scholars and teachers in all areas and aspects of writing teacher education, and from various contexts and perspectives.