Editors’ Dedication: For Marshall Gregory | Jennifer L. Holberg and Marcy Taylor 387

Commentary


Articles

Learning Interdisciplinary Pedagogies | Alison J. Friedow, Erin E. Blankenship, Jennifer L. Green, and Walter W. Stroup 405

The Digital Archive as a Tool for Close Reading in the Undergraduate Literature Course | Joanne T. Diaz 425

What New Writing Teachers Talk about When They Talk about Teaching | Heidi Estrem and E. Shelley Reid 449

Gaming/Writing and Evolving Forms of Rhetorical Awareness: Potentials of Interactive Digital Media for Democratic Classrooms | Adrienne P. Lamberti and Anne R. Richards 481

Students Creating Canons: Rethinking What (and Who) Constitutes the Canon | Laura L. Aull 497

Interfaces and Infrastructures: Examining New Media Objects in the English Studies Classroom | James J. Brown Jr., Andrew Engel, Whitney Hardin, Donora Hillard, Jason Kahler, Michael McGinnis, Derek Risse, and Conor Shaw-Draves 521

From the Classroom

Introduction: Meeting Students Where They Are | Ashlie K. Sponenberg 541
Course Theme and Ideology in the Freshman Writing Classroom | Ashlie K. Sponenberg 544

First Encounters with Pride and Prejudice in the Composition Classroom | Daniel R. Mangiavellano 550

Sports and the Life of the Mind: Sports Media in the Freshman Composition Classroom | Catherine Gubernatis Dannen 556

Quintilian in New Orleans: Post-Katrina Service-Learning in an Advanced Writing Course | Ryan K. McBride 562

Reviews

A Textbook Argument: The Success of Thank You for Arguing and Its Pedagogical Implications Review of Thank You for Arguing, by Jay Heinrichs | Donald C. Jones 569


Contributors 591

Index to Volume 12 597