

This volume was born to address the lack of classroom-oriented scholarship regarding U.S.-educated multilingual writers. Unlike prior volumes about U.S.-educated multilinguals, this book focuses solely on pedagogy-from classroom activities and writing assignments to course curricula and pedagogical support programs outside the immediate classroom. Unlike many pedagogical volumes that are written in the voice of an expert researcher-theorist, this volume is based on the notion of teachers sharing practices with teachers. All of the contributors are teachers who are writing about and reflecting on their own experiences and outcomes and interweaving those experiences and outcomes with current theory and research in the field. The volume thus portrays teachers as active, reflective participants engaged in critical inquiry. Contributors represent community college, college, and university contexts; academic ESL, developmental writing, and first-year composition classes; and face-to-face, hybrid, and online contexts. This book was developed primarily to meet the needs of practicing writing teachers in college-level ESL, basic writing, and college composition classrooms, but will also be useful to pre-service teachers in TESOL, Composition, and Education graduate programs.

Ayurveda: Indian System of Medicine, Masonic Odes and Poems, Touching History: The Untold Story of the Drama that Unfolded in the Skies over America on 9/11, Erotica: Menage a Trois (Historical Erotica, Threesome Erotica, Group Sex), Michael Turners Fathom, No. 6 (Cover A; Feb. 2006, The Gluten-Free Edge: A Nutrition and Training Guide for Peak Athletic Performance and an Active Gluten-Free Life, Whats in a Name?, Heaven and its Wonders and Hell: From Things Heard and Seen, Kizarmis Yesil Domatesler,

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