## 3

## **CONTENTS**

| PE | RMISSION ACKNOWLEDGMENTS   |
|----|--|
|    | rroductionxi<br>trick Sullivan, Howard Tinberg, and Sheridan Blau  |
| I  | Crossing Institutional Boundaries: High School and College   |
| 1  | When a College Professor and a High School Teacher Read the Same Papers  |
| 2  | Academic Writing as Participation: Writing Your Way In 29<br>Sheridan Blau   |
| 3  | Advanced Placement English and College<br>Composition: "Can't We All Get Along?"   |
| 4  | Advanced Placement English and College Composition: A Comparison of Writing at the High School and First-Year College Levels |
| 5  | Minding the Gaps: Public Genres and Academic Writing   |
| 6  | Making the Leap from High School<br>to College Writing   |
| II | The Importance of Writing Assignments  |
| 7  | My Five-Paragraph-Theme Theme  |
| 8  | The Thirty-Eight-or-So Five-Paragraph Essay (The Dagwood)  |

## CONTENTS

| 9        | What Is College-Level Writing? The View from a Community College Writing Center                        | 170 |
|----------|--|-----|
| 10       | Assignments from Hell: The View from the Writing Center  | 183 |
| III      | College-Level Writing and the Basic Writing Classroom  |     |
| 11       | "Botched Performances": Rising to the Challenge<br>of Teaching Our Underprepared Students              | 209 |
| 12       | What Can We Learn about "College-Level" Writing from Basic Writing Students? The Importance of Reading | 233 |
| IV<br>13 | Student Perspectives: Transitioning from High School to College Home Schooled                          | 257 |
| 14       | Casey Maliszewski  Moving the Tassel from the Right to the Left  Steven Schmidt                        |     |
| 15       |  | 280 |
| V        | Ideas, Observations, and Suggestions<br>from Our Respondents   |     |
| 16       | College-Level Writing and the Liberal Arts Tradition Edward M. White                                   | 295 |
| 17       | Responding Forward   | 300 |
|          | ditional Essays Available Online   |     |
| Ind      | DEX  | 315 |
| ED       | ITORS  | 323 |
| Co       | NTRIBUTORS   | 325 |