

PETER ELBOW: CURRICULUM VITAE

EDUCATION

Williams College, B.A. 1957 (English literature)
 Exeter College, Oxford University, B.A. 1959; M.A. 1964. (English language and literature)
 Harvard University, 1959-60 (English literature)
 Brandeis University, Ph.D. 1969 (dissertation on Chaucer)

FULL TIME POSITIONS

1960-63, Massachusetts Institute of Technology. Instructor, Department of Humanities
 1963-65, Franconia College (Franconia NH). Member of the Faculty. One of nine founding members; no ranks or departments; Chairman of Interdisciplinary Core Curriculum 1963-65; Associate Dean of Faculty 1964-65.
 1968-72, Massachusetts Institute of Technology. Assistant Professor, Department of Humanities
 1972-81, The Evergreen State College (Olympia WA). Member Faculty (no ranks or departments)
 1982-86, SUNY Stony Brook. Director of Writing Programs. Associate Professor of English
 1986-87, SUNY Stony Brook. Director of Writing Programs. Professor of English
 1987-present, University of Massachusetts at Amherst. Professor of English
 1995-96 academic year. Citizen's Chair. Department of English, University of Hawaii.
 1996-2000 UMass Amherst, Director of the Writing Program
 2000-present UMass Amherst, Professor of English Emeritus

OTHER POSITIONS

1968-70, Instructor, Harvard Commission on Extension Courses (to initiate and teach a writing class in Roxbury).
 Summer 1970. Lecturer, Harvard Graduate School of Education.
 1974-77, Member of nine-person research project studying competence-based experiments in higher education (supported by the Fund for the Improvement of Post Secondary Education).
 Summer 1979, seminar leader for two week seminar, Lilly Foundation Conference on the Liberal Arts, Colorado College, 1979.
 Summers 1981 and 1982. Director, Bard College Summer Institute for Language and Thinking.
 1981-82, Kent Postdoctoral Fellowship, Wesleyan University Center for Humanities.
 Summer 1983. Faculty, Breadloaf School of English, Middlebury Vt.
 1998 to the present: Director of the Symposium for the Study of Writing and Teaching Writing--meeting one to two weeks each summer.

AWARDS, FELLOWSHIPS, GRANTS

1956, Phi Beta Kappa (junior year), Williams College.
 1957, Magna Cum Laude, Williams College.
 1957, Moody Fellowship for two years of study at Exeter College, Oxford.
 1957, Woodrow Wilson Honorary Fellowship.
 1957, Danforth Fellowship for graduate study.
 1966, first prize, English Institute Contest ("Two Boethian Speeches in *Troilus and Criseyde* and Chaucerian Irony").

- 1967, honorable mention, English Institute Contest (“*Moll Flanders* and the Problem of the Novel as Literary Art”).
- 1971, Old Dominion Fellowship, M.I.T. (one semester off at full support).
- 1975-76, Danforth Foundation Grant for faculty development program at The Evergreen State College.
- 1983, Scholar in Residence (one week), University of Northern Iowa.
- 1984, Provost’s Award for contribution to undergraduate education, SUNY at Stony Brook.
- 1986, Richard Braddock Award, for the best essay of the year in *College Composition and Communication* (“Shifting Relationships Between Speech and Writing”).
- 1986, Provost’s Award for contribution to undergraduate education, SUNY at Stony Brook.
- 1987, Greer Professor of English, (one week), Miami University.
- 1992, Rhetorician of the Year. Annual Young Rhetoricians Conference, Monterey California.
- 1993-94, UMass Graduate School (“Conti”) Full Year Research Fellowship.
- 1992, Fred W. Malkemes Prize by the American Language Institute, NYU, for the best essay of the year about language and writing (“Reflections on Academic Discourse”).
- 1993, James A. Berlin Prize for best essay of the year in *Rhetoric Review* (“The War Between Reading and Writing--and How to End It”).
- 1996, Favat Award, Teacher of the Year, Massachusetts Council of Teachers of English.
- 2001, James R Squire Award (by NCTE) "for his transforming influence and lasting intellectual contribution to the English Profession"
- 2002, The James N. Britton Award (by Conference on English Education [CEE]) for *Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing*.
- 2002, publication of a volume of essays exploring my work: *Writing With Elbow*. Eds Pat Belanoff, Marcia Dickson, Sheryl I. Fontaine, Charles Moran. Utah State UP, 2002.

OFFICES

- Elected member, MLA Delegate Assembly; term, 1984-87
- Elected member, MLA Executive Council; term 1986-89
- Appointed member, MLA Committee on Resolutions, 1986-88
- Elected member, MLA Nominating Committee, 1990-92
- Elected member, Executive Committee, College Composition and Communication, 1994-97.
- President, Phi Beta Kappa, SUNY Stony Brook Chapter, 1985-87
- Editorial Board, *PRE/TEXT: An Interdisciplinary Journal of Rhetoric*, 1984--.
- Editorial Boards: *Journal of Advanced Composition*, 1988--; *Journal of Basic Writing*, 1990--; *Educational Assessment*, 1991--; National Center for the Study of Writing, UC Berkeley, Carnegie-Mellon, 1987-1991; *Transformations: The Journal of Inclusive Scholarship and Pedagogy*, 2004--; founding member of Editorial Board, *Assessing Writing*;

BOOKS

- Writing Without Teachers*. Oxford University Press, 1973.
- Oppositions in Chaucer*. Wesleyan University Press, 1975.
- (With Gerald Grant, David Riesman, and five others) *On Competence: A Critical Analysis of Competence-Based Reforms in Higher Education*. Jossey-Bass, 1979.
- Writing With Power: Techniques for Mastering the Writing Process*. Oxford University Press, 1981.
- Embracing Contraries: Explorations in Learning and Teaching*. Oxford University Press, 1986.

- (With Pat Belanoff) *A Community of Writers: A Workshop Course in Writing*. McGraw Hill, 1989. 3rd edition 1999.
- (With Pat Belanoff) *Sharing and Responding*. McGraw Hill, 1989. 2nd edition 1994, 3rd edition, 1999.
- (With Pat Belanoff) *Being A Writer: A Community of Writers Revisited*, McGraw Hill, 2003.
- What is English?* Modern Language Association and National Council of Teachers of English, 1990.
- Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing*. NY: Oxford University Press, 2000.

EDITED BOOKS OR COLLECTIONS

- (With Pat Belanoff and Sheryl Fontaine) *Nothing Begins with N: New Explorations of Freewriting*. Southern Illinois University Press, 1990.
- Pre/Text: An Interdisciplinary Journal of Rhetoric* 11.1-2 (1990). Invited editor for a special issue devoted to personal and expressive writing that does the work of academic discourse.
- Landmark Essays on Voice and Writing*. Hermagoras Press (now published by Erlbaum), 1994.
- (With Mary Deane Sorcinelli) *Writing to Learn: Strategies for Assigning and Responding to Writing in the Disciplines*. (A volume in the series, *New Directions for Teaching and Learning*.) Jossey-Bass, 1997.
- Writing on the Edge*. Spring 2000. Invited editor for a special issue devoted to stories of writing and teaching.

ESSAYS, ARTICLES, REVIEWS

- “Two Boethian Speeches in *Troilus and Criseyde* and Chaucerian Irony.” *Literary Criticism and Historical Understanding*. Ed. Philip Damon. Columbia University Press, 1967.
- “A Method for Teaching Writing.” *College English* 30.2 (Nov 1968). (Followed by, “Reply to Donald Hassler” 30.8 (May 1969)
- “What is a Conscientious Objector?” *Christian Century*, Aug 1968.
- “The Definition of Teaching.” *College English* 30.3 (Dec 1968).
- “More Accurate Evaluation of Student Performance.” *Journal of Higher Education* 40 (Mar 1969). (Also in *Embracing Contraries*.)
- “Exploring My Teaching.” *College English* 32.7 (Apr 1971). (A version was published in *Change Magazine* (Jan/Feb 1971) as “Teaching: My Students Tell Me.” The essay is also in *Embracing Contraries*.)
- “Real Learning and Nondisciplinary Courses.” *Journal of General Education* 23.2 (1971). (Also in *Embracing Contraries*.)
- “Shall We Teach or Give Credit? A Model for Higher Education.” *Soundings* 54.3 (Fall 1971).
- “Teacher Power.” (Invited essay-review of *Pygmalion in the Classroom*.) *Elementary English* June 1971.
- “Concerning the Necessity of Teachers.” (Invited response.) *Inter-Change: Journal of the Ontario Institute for Studies in Education* 2.4 (Winter 1971).
- “Oppositions in *The Knight’s Tale*.” *The Chaucer Review* 7.2 (1973).
- “The Pedagogy of the Bamboozled.” *Soundings* 56.2 (Summer 1973). (Also in *Embracing Contraries*.)

- "The Doubting Game and the Believing Game." *Goal-Making for English Teaching*. Ed. Henry Maloney. National Council of Teachers of English, 1973 (reprinted from appendix, *Writing Without Teachers*).
- "Trying to Teach While Thinking About the End: Teaching in a Competence-Based Curriculum." *On Competence: A Critical Analysis of Competence-Based Reforms in Higher Education*, Jossey-Bass, 1979. (Also in *Embracing Contraries*.)
- "Why Teach Writing?" and "What is Good Writing?" *The Why's of Teaching Composition*, Washington Council of Teachers of English, 1978.
- "Quick Revising." *Washington English Journal* 2.1 (Fall 1979).
- "One to One Faculty Development." *Learning About Teaching: New Directions for Teaching and Learning* 4. Ed. Jack Noonan. Jossey-Bass, 1980.
- "Taking the Crisis out of the Writing Crisis." *Seattle Post-Intelligencer*, 1 Nov 1981.
- "Learning and Authentic Moments." *New Perspectives on Teaching and Learning: New Directions for Teaching and Learning* 7. Ed. Warren Bryan Martin. Jossey-Bass, 1981.
- "About Resistance to Freewriting and Feedback Groups." *Washington English Journal*, Winter 1982.
- "Comments on Kavanaugh." (Invited response.) Little Three Symposium on "Metaphors and Representations," Jan 1982, Wesleyan University. *The Berkshire Review* 17 (1982).
- "The Doubting Game and the Believing Game." *Pre/Text: An Inter-Disciplinary Journal of Rhetoric* 3.4 (Winter 1982).
- "Teaching Writing by Not Paying Attention to Writing." *Forum: Essays on Theory and Practice in the Teaching of Writing*. Ed. Patricia Stock. Boynton/Cook, 1983.
- "Embracing Contraries in the Teaching Process." *College English* 45 (1983): 327-39. (Also in *Embracing Contraries*.) Followed by "Reply to Ronald Scheer and to Abraham Bernstein." *College English* 46.5 (Sep 1984).
- "Spilt Milk." (Poem) *Soundings* 20, SUNY Stony Brook (Spring 1983).
- "Teaching Thinking by Teaching Writing." *Change Magazine*, Sep 1983. (Also in *Embracing Contraries*.)
- "In the Beginning Was the Word." Review of *Before the First Word*, a video cassette published by the Encyclopaedia Britannica Educational Foundation. *Change Magazine* June 1984.
- "The Challenge for Sentence Combining." *Sentence Combining: A Rhetorical Perspective*. Eds. Daiker, Don, Andrew Kerek, and Max Morenberg. Southern Illinois University Press, 1985.
- "The Shifting Relationships Between Speech and Writing." *College Composition and Communication* 36.2 (Oct 1985): 283-303. (Braddock award for the best essay of the year in that journal.)
- (With Pat Belanoff) "State University of New York: Portfolio-Based Evaluation Program." *New Methods in College Writing Programs: Theory into Practice*. Eds. Paul Connolly and Teresa Vilardi. Modern Language Association, 1986.
- (With Pat Belanoff) "Using Portfolios to Increase Collaboration and Community in a Writing Program." *WPA: Journal of Writing Program Administration* 9.3 (Spring 1986): 27-40.
- (With Pat Belanoff) "Portfolios as a Substitute for Proficiency Examinations." *College Composition and Communication* 37.3 (Oct 1986).
- (With Jennifer Clarke) "Desert Island Discourse: The Benefits of Ignoring Audience." *The Journal Book*. Ed. Toby Fulwiler. Boynton/Cook 1987. 19-32.

- “Closing My Eyes as I Speak: An Argument For Ignoring Audience.” *College English* 49.1 (Jan 1987): 50-69.
- Review of *Reclaiming the Classroom: Teacher Research as an Agency for Change*. Eds. Dixie Goswami and Peter Stillman. *ADE Bulletin* 87 (Fall 1987).
- “Getting More Discussion into MLA Convention Sessions.” *Modern Language Association Newsletter* 19.4 (Winter 1987).
- “A Remarkable Consensus.” *Massachusetts English Teacher* 3/88.
- “To the Troops in the Trenches” and “Skeleton-Making Feedback and the Teaching of Thinking” and “A Note about Collaboration” and “A Moment from the Meeting.” *Teachers and Writers* 19.4 (March-April 1988).
- “My Vision for Writing and English Faculty.” *Colleague* 5 (Winter 1988).
- “The Pleasures of Voices in the Literary Essay: Explorations in the Prose of Gretel Ehrlich and Richard Selzer.” *Literary Nonfiction: Theory, Criticism, Pedagogy*. Ed. Chris Anderson. Southern Illinois University Press, 1989.
- “Foreward.” Alice Brand. *The Psychology of Writing: The Affective Experience*. Greenwood Press, 1989.
- “Response” to David Bleich’s review of my *Embracing Contraries*. *ADE Bulletin* 93 (Fall 1989).
- “Toward a Phenomenology of Freewriting.” *Journal of Basic Writing* 8.2 (Fall 1989): 44-71. (Also in *Nothing Begins with N: New Investigations of Freewriting*.)
- “Foreword: About Personal Expressive Academic Writing.” *Pre/Text* 11.1-2 (1990). 7-20.
- “Reflections on Academic Discourse: How it Relates to Freshmen and Colleagues.” *College English* 53.2 (Feb 1991): 135-55.
- “Some Thoughts on *Expressive Discourse: A Review Essay*.” Review of *Expressive Discourse* by Jeanette Harris, SMU. *Journal of Advanced Composition* 11.1 (Winter 1991): 83-93.
- “Foreword.” *Portfolios: Process and Product*. Eds. Pat Belanoff and Marcia Dickson. Heinemann, Boynton/Cook, 1991.
- “Polanyian Perspectives on the Teaching of Literature and Composition.” *Tradition & Discovery: The Polanyi Society Periodical* 17.1-2 (1990-91).
- “Writing Assessment: Do It Less, Do It Better.” *Adult Assessment Forum* 2.4 (Winter 1991).
- “Making Better Use of Student Evaluations of Teachers.” *ADE Bulletin* 101 (Spring 1992). (Reprinted in *Profession* 92, Modern Language Association.)
- “Freewriting and the Problem of the Wheat and the Tares.” *Writing and Publishing for Academic Authors*. Ed Joseph Moxley. University Press of America, 1992. 33-47. 2nd ed, Lanham MD: Rowman & Littlefield, 1997.
- “Using Low-Stakes Writing in Judgment-Free Zones.” *Writing Teacher* May 1992: 8.
- “The Uses of Binary Thinking.” *Journal of Advanced Composition* 13.1 (Winter 1993): 51-78. (Reprinted in *Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing*. NY: Oxford University Press, 2000. Also, an edited version, in *Taking Stock: The Writing Process Movement in the 90s*. Eds. Lad Tobin and Tom Newkirk. Heinemann Boynton/Cook. 1994.)
- “The War Between Reading and Writing--and How to End It.” *Rhetoric Review* 12.1 (Fall 1993): 5-24. (James A. Berlin award for the best essay of the year in that journal.) Reprinted in *Critical Theory and the Teaching of Literature: Politics, Curriculum Pedagogy*. Eds. James Slevin and Art Young. National Council of Teachers of English, 1996. 270-91. (Reprinted in *Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing*. NY: Oxford University Press, 2000.)

- “Silence: A Collage.” In *Presence of Mind: Writing and the Domain Beyond the Cognitive*. Eds. Alice Brand and Richard Graves. Heinemann/Boynton-Cook, 1993.
- “Response to Glynda Hull, Mike Rose, Kay Losey Fraser, and Marisa Castellano, “Remediation as a Social Construct,” (*College Composition and Communication* 42, Oct 1991). *College Composition and Communication* 44.4 (Dec 1993).
- “Ranking, Evaluating, and Liking: Sorting out Three Forms of Judgment.” *College English* 55.2 (Feb 1993). Followed by a reply to four responses 56.1 (Jan 1994): 187-206.
- “Voice in Literature.” *Encyclopedia of English Studies and Language Arts*. Ed. Alan Purves. National Council of Teachers of English, 1994.
- “Freewriting.” *Encyclopedia of English Studies and Language Arts*. Ed. Alan Purves. National Council of Teachers of English, 1994.
- “Will the Virtues of Portfolios Blind Us to their Potential Dangers?” *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-Scale Scoring*. Eds. Laurel Black, Don Daiker, Jeffrey Sommers, and Gail Stygall. Heinemann/Boynton-Cook, 1994. 40-55.
- “To Group or Not to Group: System Leads to Narrow Definition of Intelligence.” *Amherst Bulletin* 25.50. (7 Jan 1994).
- “Advanced Classes Destructive of Motivation and Curiosity.” *Amherst Bulletin* (18 Nov 1994).
- “Group Work: Sharing and Responding.” *Notes in the Margin* Fall 1994. (Published by the Stanford University Writing Program.)
- “Introduction: Voice and Writing.” *Voice and Writing*. Davis CA: Hermagoras Press (now Erlbaum), 1994. xi-xlvi. (A shorter version is published as “What Do We Mean When We Talk about Voice in Writing?” in *Voices on Voice: Perspectives, Definitions, Inquiry*. Ed. Kathleen Blake Yancey. National Council of Teachers of English, 1994.)
- “How Portfolios Show Us Problems with Holistic Scoring, but Suggest an Alternative.” *Assessment Update*. 6.4 (July-August 1994).
- With Kathleen Blake Yancey: “On Holistic Scoring and the Nature of Reading: An Inquiry Composed on Email.” Invited essay for inaugural issue of *Assessing Writing* 1.1 (1994).
- With Kathleen Blake Yancey. “An Annotated and Collective Bibliography of Voice: Soundings from the Voices Within.” In *Voices on Voice: Perspectives, Definitions, Inquiry*. Ed. Kathleen Blake Yancey. National Council of Teachers of English, 1994.
- “Group Work: Sharing and Responding.” *Notes in the Margin* Fall 1994. (Published by the Stanford University Writing Program).
- “Being a Writer vs. Being an Academic: A Conflict in Goals.” *College Composition and Communication* 46.1 (February 1995): 72-83.
- “Response to David Bartholomae.” *College Composition and Communication* 46.1 (February 1995): 87-91.
- “Breathing Life into the Text.” *When Writing Teachers Teach Literature: Bringing Writing to Reading*. Eds. Art Young and Toby Fulwiler. Heinemann Boynton/Cook, 1995. 193-205.
- “Principles that Underlie My Teaching” and selected responses to student papers. *Twelve Readers Reading*. Hampton Press, 1995.
- “Writing Assessment in the Twenty-first Century: A Utopian View.” *Composition in the 21st Century: Crisis and Change*. Eds. Lynn Bloom, Don Daiker, and Ed White. Southern Illinois University Press, 1996. 83-100.
- “Writing Assessment: Do It Better, Do It Less.” *The Politics and Practices of Assessment in Writing*. Eds. William Lutz, Edward White and Sandra Kamusikiri. Modern Language Association, 1996.

- “Speech and Writing.” Essay for *Encyclopedia of Rhetoric*. Ed. Theresa Enos. NY: Garland Publishing, Inc, 1996.
- (with Pat Belanoff). “Reflections on an Explosion: Portfolios in the ‘90s and Beyond.” *Situating Portfolios: Four Perspectives*. Eds. Kathleen Blake Yancey and Irwin Weiser. Utah State University Press, 1997. 21-33.
- “Introductory Essay: High Stakes and Low Stakes in Assigning and Responding to Writing.” *Writing to Learn: Strategies for Assigning and Responding to Writing in the Disciplines*. Eds. Mary Deane Sorcinelli and Peter Elbow. (A volume in the series, *New Directions for Teaching and Learning*.) Jossey-Bass, 1997.
- “Grading Student Writing: Make It Simpler, Fairer, Clearer.” *Writing to Learn: Strategies for Assigning and Responding to Writing in the Disciplines*. Eds. Mary Deane Sorcinelli and Peter Elbow. (A volume in the series, *New Directions for Teaching and Learning*.) Jossey-Bass, 1997.
- “Taking Time Out from Grading and Evaluating while Working in a Conventional System” *Assessing Writing* 4.1 (spring 1997): 5-27.
- “Changing Grading While Working with Grades.” *Theory and Practice of Grading Writing: Problems and Possibilities*. Eds. Chris Weaver and Fran Zak. State University of New York Press, 1998.
- “Illiteracy at Oxford and Harvard: Reflections on the Inability to Write.” *Reflective Stories: Becoming Teachers of College English and English Education*. Eds. H. Thomas McCrackin and Richard L. Larson, with Judith Entes. National Council of Teachers of English, 1998.
- New Introduction for the 25th anniversary new edition of *Writing Without Teachers*. Oxford University Press, 1998.
- New Introduction for the 17th anniversary new edition of *Writing With Power*. Oxford University Press, 1998.
- “Collage: Your Cheatin’ Art.” *Writing On the Edge* 9.1 (Fall/winter 1998): 26-40.
- “In Defense of Private Writing.” *Written Communication* 16.2. (April 1999): 139-79.
- “Inviting the Mother Tongue: Beyond ‘Mistakes,’ ‘Bad English,’ and ‘Wrong Language.’” *Journal of Advanced Composition* 19.2 (Spring 1999): 359-88.
- “Using the Collage for Collaborative Writing.” *Composition Studies* 27.1 (Spring 1999): 7-14.
- “Individualism and the Teaching of Writing: Response to Vai Ramanathan and Dwight Atkinson.” *Journal of Second Language Writing* 8.3 (1999): 327-38.
- Introduction. *Writing on the Edge*. Spring 2000. Invited editor for a special issue devoted to stories of writing and teaching.
- Foreword. *The Original Text-Wrestling Book*. Eds. Marcia Curis et al. Dubuque IO: Kendall/Hunt, 2001. ix-xiv.
- “Making Postmodernism and Critical Thinking Dance with Each Other.” Short essay/resonse in *Reinventing the University: Literacies and Legitimacy in the Postmodern Academy*. Christopher L. Schroeder. Utah State UP, 2001.
- Keil, Charles, John Tribur and Peter Elbow. “Making Choices about Voices.” *Composition Studies*, 30.1 (Spring 2002): 61-65.
- “The Role of Publication in the Democratization of Writing.” *Publishing with Students: A Comprehensive Guide*. Ed. Chris Weber. Portsmouth NH: Heinemann, 2002. 1-8.
- “The Cultures of Literature and Composition: What Could Each Learn from the Other.” *College English* 64.5 (May 2002): 533-46. A response and my reply are printed in the

- March 2003 issue of CE.) (Reprinted in *Teaching Composition/Teaching Literature: Crossing Great Divides*. Eds. Michelle Tokarczyk and Irene Papoulis. 2002. 148-60.)
- “Vernacular Englishes in the Writing Classroom: Probing the Culture of Literacy. *ALT DIS: Alternative Discourses and the Academy*. Eds. Christopher Schroeder, Patricia Bizzell, and Helen Fox. Heinemann, 2002. 126-38.
- “A More Spacious Model of Writing and Literacy.” *Beyond Postprocess and Postmodernism: Essays on the Spaciousness of Rhetoric*. Eds. Theresa Enos and Keith D. Miller. Mahwah NJ: Lawrence Erlbaum, 2003. 217-33.
- “Should We Invite Students to Write in LI?” *Idiom*. Publication of New York State TESOL Association. Spring 2003
- “Directed Self-Placement in Relation to Assessment: Shifting the Crunch from Entrance to Exit.” *Directed Self-Placement: Principles and Practices*. Eds. Daniel J. Royer and Roger Gilles. Kresskill NJ: Hampton Press, 2003. 15-30.
- Foreword: *A Way to Move: Rhetorics of Emotion and Composition Studies*. Eds. Dale Jacobs and Laura R Micciche. Portsmouth NH: Boynton/Cook Heinemann. 2003.
- [co-authored with: Janet Bean, Maryann Cucchiara, Robert Eddy, Rhonda Grego, Ellie Kutz, Rich Haswell, Patricia Irvine, Eileen Kennedy, Al Lehner, Paul Kei Matsuda]. “Should We Invite Students to Write in Home Languages? Complicating the Yes/No Debate.” *Composition Studies* 31.1 (Spring 2003): 25-42.
- “Three Mysteries at the Heart of Writing.” *Composition Studies in the New Millennium: Rereading the Past, Rewriting the Future*. Lynn Z. Bloom, Donald A. Daiker, Edward M. White, eds. Carbondale IL: Southern Illinois UP, 2003. 10-27.
- Foreword: *Writing Alone and With Others*. Pat Schneider. NY: Oxford UP, 2003. ix-xiii.
- Foreword: “Felt Sense and the Wrong Word”. Perl, Sondra. *Felt Sense: Writing With the Body*. Portsmouth NH: Heinemann, 2004. v-ix.
- “Write First: Putting Writing before Reading is an Effective Approach to Teaching and Learning.” *Educational Leadership* 62.2 (October 2004): 8-14.
- “The Persistence of Voices.” Foreword for *Voice as Process*. Lizbeth Bryant. Heinemann. 2005. vii-xii.
- “Ken Macrorie’s Commitment and the Need for What’s Wild.” *Writing on the Edge* 15.1 (Fall 2004): 18-23.
- “How Portfolios Show Us Problems with Holistic Scoring, but Suggest an Alternative.” (Reprinted from *Assessment Update*. 6.4 (1994) into *Portfolio Assessment: Uses, Cases, Scoring, and Impact*. Ed. Trudy Banta. Jossey-Bass in 2004.
- “Bringing the Rhetoric of Assent and The Believing Game Together--and into the Classroom.” *College English* 67.4 (March 2005): 388-99.
- “Alternative Languages: Losers Weepers, Savers Reapers.” Invited, concluding essay for a special issue of *The Journal of Teaching Writing* 21.1&2 (devoted to language varieties). Spring 2005: 123-38.
- “A Friendly Challenge to Push the Outcomes Statement Further.” *The Outcomes Book: Debate and Consensus after the WPA Outcomes Statement*. Eds. Susanmarie Harrington, Keith Rhodes, Ruth Overman Fischer, Rita Malenczyk. Logan UT: Utah State UP, 2005. 177-90. (With Mary Deane Sorcinelli): “How to Enhance Learning by Using High Stakes and Low Stakes Writing.” In *[McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 12th edition. Boston: Houghton Mifflin, 2005

- “Foreword: When the Margins are at the Center.” *Dialects, Englishes, Creoles, and Education*. ed. Shondel J. Nero. Lawrence Erlbaum, 2006. x-xv.
- “The Believing Game and How to Make Conflicting Opinions More Fruitful.” *Nurturing the Peacemakers in Our Students: A Guide to Teaching Peace, Empathy, and Understanding*. Chris Weber, editor. Heinemann, 2006.
- “The Music of Form: Rethinking Organization in Writing.” *College Composition and Communication* 57.4 (June 2006): 620-666.

INTERVIEWS

- “When Teachers are Writers: Interview with Peter Elbow.” *Writing Teacher* January 1992.
- “Going in Two Directions at Once: An Interview with Peter Elbow.” John Boe and Eric Schroeder. *Writing on the Edge* 4.1 (Fall 1992).
- “Peter Elbow on Writing.” Videotape. Media Education Foundation, 1995.
- “An Interview with Peter Elbow.” Jeff Siegel. *Editor and Writer*, July/August 1997.
- “An Interview with Peter Elbow.” Kelly Peinado. *Teaching English in the Two Year College*. October 1997.
- “Peter Elbow: A Quarter Century of Teaching Writing.” *Williams Alumni Review*. Spring 1999. p 39.
- “What’s the Word.” Interviewed for a twenty minute segment of the Modern Language Association radio program, fall 1999.
- “Should We Invite Students to Write in Home Languages? Complicating the Yes/No Debate.” Co-authored with ten others. *Composition Studies* 31.1 (Spring 2003): 25-42.
- “Pretext--a Response.” *A Way to Move: Rhetorics of Emotion and Composition Studies*. Ed Dale Jacobes and Laura R. Micciche. Portsmouth NH: Heinemann, 2003.
- On Line Interview for *Critique Magazine*:
<http://www.etext.org/Zines/Critique/writing/elbow.html>
 (Same interview published at WOW-SCHOOLS site: <http://wow-schools.net/interview-elbow.htm>)
- (There’s an essay about citations in the field of composition that explores citations of my work: It’s by Phillips, Greenberg, Gibson and it’s *College Composition and Communication* 44.4 (December 1993).

INFORMALLY PUBLISHED WORKS

- “Thoughts About Writing Essays.” pamphlet handbook, Franconia College Press, 1965
 (With Bill Aldridge and Margaret Gribskov) *One-to-One Faculty Development* Unpublished MS distributed by Evergreen State College, 1978
- “A Competence-Based Management Program at Seattle Central Community College: A Case Study.” *On Competence: A Critical Analysis of Competence-Based Reforms in Higher Education*. Two volume report put out by the Fund for the Improvement of Higher Education. Ed. Gerald Grant et al. 1979.
- “Midstream Reflections.” *Moving Between Practice and Research in Writing: Proceedings of the NIE-FIPSE Grantee Workshop*. Ed. Ann Humes. SWRL Educational Research and Development, Los Alamitos CA, 1981.
- “Critical Thinking is Not Enough.” *Critical Thinking/Critical Writing*. University of Northern Iowa, 1983.

“The Foundations of Intellectual Combat and Collaboration” and “Reply to Stanley Fish.”
Proceedings of the Conference: Collaborative Learning and the Reinterpretation of Knowledge.
New York (John Jay College), 1986.