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Editorial: New Voices and . . . Familiar Voices

Jeff Sommers

West Chester University of Pennsylvania, jsommers@wcupa.edu

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New Voices and . . . Familiar Voices

I have been excited and gratified during my turn as editor at the impressive number of writers who have joined the ranks of *TETYC* authors for the first time. This issue is no exception: it includes first contributions from five writers. But the issue also includes some voices that I can't describe as "new" and that I won't term "old" nor "seasoned" nor "veteran" voices. Instead let me term them "familiar" voices, familiar in the same way that I think our teaching voices start out every September or January as "new" to our students and become "familiar." A quick trip to the dictionary offers various origins for the word *familiar*, but I prefer the Middle English: "intimate," "on a family footing," when applied to the classroom.

What all of this issue's voices share is a concern for those who will be listening to those teaching voices: our students. In various ways, all of our writers address two crucial questions:

- > What do our students know?
- > What can we learn about and from our students?

The new voices include David W. Hartwig and Jason Kahler, who focus on the issue of plagiarism in humane and informative ways, and William Marsh, who examines strategies to help students succeed by better integrating reading and writing. Among our other familiar voices are Kathleen Albertson, who wrote about assisting students to succeed in compulsory timed-essay situations in *TETYC* several years ago and who now describes her efforts to help students develop the habits of mind outlined by the Council of Writing Program Administrators' *Framework for Success*. And Holly Hassel offers another chapter in her incredibly helpful Inquiry series that focuses on using rubrics to evaluate evidence of student learning.

This issue also highlights Howard Tinberg, former editor of this journal, who reports on the pressing issue of transfer of learning in a compelling research article that features the important voices of community college students—and problematizes this already-complicated topic in important ways for us to think about. And the issue also welcomes the familiar voice of Nancy Sommers, whose "Living Composition" weaves her experiences as a writer and a writing teacher into a narrative that seems so apt for the first issue of a new volume that will arrive as we begin yet another academic year. I recognized the voice in her piece as the one I've been listening to at conferences and in the journals of our field for pretty

much my whole teaching life, a voice at once familiar and, as always, fresh enough to prompt new reflection on my part.

And so finally, I want to emphasize that last point—all of the voices in this issue, new and familiar, share the desire to make us think, reflect, and feel what it means to work with our students. Reading the issue makes me feel ready to start the process again of trying to become a “familiar voice,” in the best sense, to my own new students. I hope you have a similar response.

—J.S.

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Featuring more than 500 sessions focusing on teaching practices, writing and literacy programs, language research, history, theory, information technologies, and professional and technical communication, the annual CCCC Convention provides a forum for thinking, learning, networking, and presenting research on the teaching and learning of writing.

With this fellowship, CCCC hopes to create new opportunities for tribal college faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education.

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