

Acknowledgments

This book is the work of many hands and hearts, starting with all those college students who have listened to, encouraged and mentored teenagers in Pittsburgh's urban Community Literacy Center, in Decision Makers on campus, and those who have drawn members of our local communities into collaborative Think Tanks. Their gift to us comes in the written reflections and interviews in which they gave serious thought to that experience in order to articulate what they made of it and how it then played a role—of many different sorts—in their own lives. At the same time these classes and projects have given me over the last twenty some years a set of colleagues, fellow researchers, and beloved friends that I can never thank enough. In its early years the style of community engagement sketched here took shape in written and in-person conversations with colleagues, the likes of Eli Goldblatt, Ellen Cushman, Steve Parks, Paula Mathieu, David Coogan—as we supported, challenged, and learned from each other's practice. The bibliography is my larger thank-you note.

For me, it all started with Wayne Peck, Elenore Long, and Lorraine Higgins who brought the Community Literacy Center vision to life and whose own writing has been a gift to our field. And to Mrs. Joyce Baskins for her laughing, wise and loving support to all of us. Wayne as director of the Community House brought not only his vision, but an on-the-ground ability to bring it to life. Lorraine not only invented the CLC's Argue project, but even took on the job of center director. Elenore's gift for listening shaped our approach to mentoring, which blossomed into the theory and practice of a "responsive rhetorical art" in her research and leadership. This collaboration and my colleagues' sense of adventure, imagination, caring and social commitment was the wellspring for the best we accomplished. (As CMU's founder, Andrew Carnegie, put it in 1900, "My heart is in the work.")

This work has been supported at various times by the OERI (Office of Educational Research and Improvement) through National Center for the Study of Writing at Berkeley and Carnegie Mellon and my colleagues Sarah Freedman and Glynda Hull. My happy collaboration with John R. (Dick) Hayes in cognitive psychology laid the foundation for what I brought from cognitive rhetoric and problem-solving to the CLC agenda. And from the beginning Pittsburgh's Howard Heinz and Grable Foundations, and Carnegie Mellon supported both our research and what were often unusual projects.

Over these years many students have not only contributed to this work, but have helped shape/reshape its vision and practices. To name just a few, I would thank Alex Helberg, Craig Moreau, Julia Bennett, Jimmy Lizama, Cody Januszko, Maggie Goss, Ryan Roderick, Maureen Mathison, Ryan Mitchell, Emily Dejeu Tim Dawson, Justin Mando, Lindsey Wotanis, Alyssa Fogel, Susan Swan, Maria Poznahovska, Jessica Heathcote, Elizabeth Wolff, and Ann Blakeslee. Christopher Brown, Audrey Strohm, Ana Cooke, Brad Walker, and Leslie Setlock.

On the journey the book itself took, I have had the most generous, insightful, and delightful group of traveling companions I could have ever wished for. The imprint of fresh ideas and personal support from Doug Cloud, Amanda Berardi Tennant, Derek Handley, Carolyn Commer, and Mary Glavan is to be found across these pages. Elenore Long's own work and wonderful advice—though multiple versions of this manuscript—has been a guiding light to me. This MS reflects not only her thoughtful reading/re-reading but even more her insight into how we can build connections with others. And if such friendship is not enough, I guess she actually deserves some credit for sharing with me her offspring, Pascale Jarvis, who has been one of the best, most thoughtful MS editors I have had the pleasure to work with.

Heather Falconer, Associate Publisher at the WAC Clearinghouse seemed to answer all my questions, guide my next steps—and turn everything around overnight. Dan Donahue's copyediting had a great eye for detail. Mike Palmquist, Founding Editor and Publisher, lived up to his remarkable reputation as an inventor of new ways of publishing that has made work in education so widely available. And from the beginning, he seemed to know exactly what I wanted to do, set us on the path, and gave me the sort of encouragement that lighted the way. I am so happy to be working with this team.