

ACKNOWLEDGMENTS

This book grows out of work done by dozens of people, some of whom I must thank by name here. My apologies in advance to any comrades I may have inadvertently omitted from this list.

Tom Gerschick was my steadfast, weekly writing-mate for the seven years leading up to this book's completion. He and Georgeanne Rundblad devoted years to nurturing my spirits and scholarship in our writing group, "Left to Write." As my life-partner, Julie Hile could not escape "invitations" to read draft upon draft of whatever I might be writing; nevertheless she did so with a generous spirit and radiant intelligence. The following people not only read the prospectus of, or chapters from, this book and offered helpful suggestions for improvement, they also produced scholarship and set professional examples that helped make my entire project possible: Richard Haswell, Brian Huot, Michael Neal, Lee Nickoson-Massey, Peggy O'Neill, Ellen Schendel, and Mike Williamson. Slightly removed but equally important role models, mentors, and supporters include: Paul Anderson, Marcia Baxter-Magolda, Don Daiker, Jennie Dautermann, Peter Elbow, Ron Fortune, Maggy Lindgren, Pam Moss, Kathleen Yancey, and Ed White. Special thanks go to Susanmarie Harrington and Ellen Schendel for writing reviews that significantly improved the text.

Yvonna S. Lincoln, whom I've never met, once said at a conference that "We [qualitative researchers] need to collect fewer data and do more with the data we collect"; thus she gave me confidence to mine the City University data for years. Illinois State University's Department of English and College of Arts and Sciences provided invaluable *time* for research and writing in the form of moderate teaching load and a sabbatical. With his grace, wit, efficiency, intelligence, and humor, Michael Spooner spoils authors who publish with Utah State University Press. Finally I want to acknowledge the students, faculty, and administrators at City University: after a decade or so of pseudonymizing you and analyzing (every which way) your groundbreaking work in teaching and assessing writing, I am

pleased to announce that I am (I believe) now finished with you so we can all move on with our lives.

In writing this book, I have been gifted with the support and encouragement of many friends and colleagues. Perhaps the single most heartening thing I heard was that readers believed my book could make a difference, that it would prove useful in the hands of students, teachers, administrators, and scholars of writing. To emphasize this point, one reviewer concluded her written discussion of my book with a transcription of Marge Piercy's poem "To Be of Use" (1982).

If these predictions prove true and my book turns out to be useful, then I will feel rewarded beyond measure. For now, I wish to re-direct that reviewer's poetic tribute into a blessing on my readers and the good they will do with the book. May *What We Really Value* help you make the work you do—learning, teaching, and assessing composition—more satisfying and more real.

. . . the thing worth doing well done
has a shape that satisfies, clean and evident.

The pitcher cries for water to carry
and a person for work that is real.