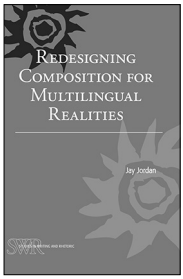
Redesigning Composition for Multilingual Realities
by Jay Jordan. Urbana: Conference on College Composition and Communication of NCTE, 2012. 165 pp.



In *Redesigning Composition for Multilingual Realities*, Jay Jordan uses disease rhetoric to illustrate the perspective that is all too often present toward multilingual learners. He explains that some educators believe that languages other than English "must be located, identified, and contained for the benefit of the student-carriers themselves, their peers, and the institutions they enter" (25), like ailments that need to be "cured." Mike Rose, in "The Language of Exclusion," addressed these concerns over thirty years ago, arguing that such medical terminology places students in "scholastic quarantine," yet Jordan shows that the negative labels persist. Rejecting negative attitudes toward multilingual learners, Jordan reveals the unique strengths of these students to enrich the classroom community and build linguistic competencies for all students.

In his first chapter, Jordan argues that negotiation, revision, and a consequently heightened level of confidence and dialogue can redefine composition studies for the multilingual student. While these ideas are theoretically appealing, their practical applications within the everyday realities of a first-year composition classroom raise questions. Jordan seems to agree with the central premise that negotiation is favorable, or at least balanced, when power is favorable or balanced. Yet reality has often demonstrated that for the student, especially the multilingual student, the student-professor relationship is far from equal.

Jordan then complicates Noam Chomsky's concept of linguistic competence as fixed and easily measurable in chapter 2. He turns to Canale and Swain's four language competencies to argue that we cannot judge total linguistic competency based on any one of them. Jordan goes on to present his five language competencies, arguing that these competencies manifest differently in second language students; we cannot judge their competence based on what we think English should look like but instead should reimagine our teaching pedagogies. Jordan makes a valuable contribution in this chapter by urging educators to see language as not totally rule-bound (but also not random) and to recognize that the competencies for second language learners often manifest in unexpected ways.

In the third chapter, Jordan pulls from Kenneth Burke's perspective, one that privileges community over competition. Jordan accounts for a pedagogical application of these theories in a piloted

cross-cultural composition course that he conducted with a colleague, Susan Bobb. Emphasizing difference as a symbolic resource, Jordan explains how Burke's ideas mesh with "more contemporary perspectives on design and on intercultural communicative competence" (88). He then borrows from "design-oriented" theorists, explaining that students pull from available discursive designs, adapting resources and strategies for their own discourses. He explains how he encourages his students to reflect on their own language learning in order to identify the different resources that language learners bring to the classroom. Jordan's students embrace and capitalize on their common experience as university students and demonstrate a newfound sensitivity to the challenges and opportunities that multilingual writers encounter. Most significantly, at a time when our classrooms are becoming more and more diverse, this chapter would be relevant for composition instructors who desire to create environments in which multilingual students are recognized not only as learners but also as resources.

Jordan's final chapter provides instructors with ways of helping students explore language while still ensuring that they conform to institutional standards of "competence" and achieve rigorous course goals. Carrying on the analogy of bacteriology that he employs throughout his text, Jordan acknowledges that composition teachers are sometimes compared to medical practitioners performing "triage" before sending students into other disciplines. Building on his previous criticism of those who see diversity as a "contagion" to be located and contained, Jordan encourages teachers to embrace students' differences and the "the possibility that intercultural and native speakers—or intercultural speakers of different language and culture origins—need to negotiate their own modes of interaction, their own kinds of text, to accommodate the specific nature of intercultural communication" (123). Furthermore, Jordan emphasizes the need for fostering intercultural communicative competence, the skill set that students may develop to recognize and negotiate the linguistic and cultural elements of language. In this way, Jordan explains intercultural studies of language as a kind of discourse analysis.

It would be interesting to see Jordan explore the intersections between his ideas and postcolonial theory, specifically the phenomenon of cultural appropriation. When implementing Jordan's ideas, instructors must demonstrate sensitivity and cultural awareness. In this way, Jordan's work offers a new perspective on multilingual realities and provides both instructors and students with ways of examining difference in order to become more conscious users of language.

Work Cited

Rose, Mike. "The Language of Exclusion: Writing Instruction at the University." 1985. *The Norton Book of Composition Studies*. Ed. Susan Miller. New York: Norton, 2009. 586–604. Print.

Jessie Casteel, Ben Good, Katherine Highfill, Elizabeth Keating, Rose Pentecost, Nidhi Rajkumar, Rachael Sears, Georgeann Ward, and Maurice Wilson
University of Houston
Houston, Texas

Securing a Place for Reading in Composition
by Ellen C. Carillo. Logan: Utah State UP, 2015. 199 pp.

In *Securing a Place for Reading in Composition*, Ellen Carillo wonders why "reading did not establish itself as one of the field's primary subjects" (3), save for the 1980s and 1990s when there was a significant amount of research on reading. Offering many possibilities for this failure, and considering how we might reinvigorate reading research and scholarship, Carillo calls for opening the conversation of reintroducing reading instruction into first-year writing courses, the teaching of reading practices in graduate courses, amending outcomes and other documents of the CCCC and WPA to include the importance of reading practices, and obtaining funds for reading research. A tall order, but Carillo is successful in her call for action. *Securing a Place for Reading in Composition,* its six chapters and three appendixes, builds a solid foundation for her inquiry and vision for the future.

She begins with a broad overview of past and current tensions between writing and reading and her assertion: "To leave the work of defining reading to other fields, even related fields like literary studies and education, means that composition is forfeiting the right to define reading and its relationship to writing" (11). Citing the fact that much of the scholarship on reading and reading practices at the college level is inconsistent and limited, she further posits that engaging in reading research will offer rich insight, resources, and support for teaching writing. Chapter 2 details her national survey where she sought to locate the current position of reading in the FYC classroom. One hundred first-year writing instructors and a small cohort of students from two- and four-year colleges completed a survey, with a small percentage of the interviewees participating in follow-up interviews. Her findings revealed that, while teachers were addressing teaching reading in their classrooms, they expressed a lack of graduate preparation, faculty development, and recent scholarship about reading.

Carillo argues that, to reintroduce reading in composition, we need to better understand the reading-writing relationship and how teaching reading has come to be associated with remediation, the lower grades, and the field of education. Chapter 3 traces this history from the 1700s: reading as recitation under rhetoric; a series of shifts and turns as reading becomes reading literature in service of writing; the New Critics furthering the division; writing's brief association with and subsequent split from communications; the specialization of literary theory and scholarship; composition's deliberate distancing from literature and reading as it struggled to define itself; education and communication's increasing concentration on reading; reader-response theory decentralizing the text; all leading to where reading is located now. Carillo uses chapter 4 to examine the reading scholarship generated during the prolific period of reading research, 1980–1993. She notes the "slips" and

"conflations" further complicating and confusing reading's place within the field of composition. She identifies specific examples from articles where discussions of the practices of reading (verb) "slips" into a discussion of kinds of readings (noun) used in class, and how discussions of reading and writing become "conflated" with composition theory and literary theory.

Preparing students for reading in their other classes suggests that *how* a student reads must be transferrable. To that end, Carillo introduces the concept of teaching for transfer through a metacognitive framework employing "mindful" reading explained in chapters 5 and 6. Carillo does not promote a particular type of reading, but she believes our work is to cultivate in our students knowledge and awareness of their own reading processes as they read a variety of texts. She ends with sample metacognition exercises used in her own composition classes.

Carillo's book arrives at an opportune time, particularly for the two-year college instructor, facing nontraditional and often unprepared students who arrive in composition classrooms without solid reading backgrounds. We already know that many students will leave college and join the workforce. And, as we learn from the ACT report "Ready for College and Ready for Work: Same or Different," the readiness level in reading is the same for college courses as it is for workforce training programs. Our students need to know how to read, no matter where they end up.

Securing a Place for Reading in Composition, offering a foundational overview of the situation of reading and what we can and should do to initiate changes, is ideal for two-year college WPAs or those involved in reading across the curriculum. An excellent resource, this text serves to inform curricula and pedagogy; additionally, sections of the book can easily support faculty development for writing teachers in the two-year college.

Work Cited

ACT. "Ready for College and Ready for Work: Same or Different." Iowa City: ACT, 2006. Web. 4 Oct. 2015.

Ronna Levy
Kingsborough Community College
Brooklyn, New York