

# Contents

---

Introduction xiii

Part I Premises and Foundations 1

- 1 Illiteracy at Oxford and Harvard:  
Reflections on the Inability to Write 5
- 2 A Map of Writing in Terms of Audience and Response 28
- 3 The Uses of Binary Thinking 48

Fragments:

The Believing Game—A Challenge after  
Twenty-Five Years 76

Part II The Generative Dimension 81

- 4 Freewriting and the Problem of Wheat and Tares 85
- 5 Closing My Eyes as I Speak:  
An Argument for Ignoring Audience 93
- 6 Toward a Phenomenology of Freewriting 113

Fragments:

Wrongness and Felt Sense 137  
The Neglect and Rediscovery of Invention 141  
Form and Content as Sources of Creation 142

Part III Speech, Writing, and Voice 145

- 7 The Shifting Relationships Between Speech and Writing 149
- 8 Voice in Literature 168
- 9 Silence: A Collage 173
- 10 What Is Voice in Writing? 184

Fragments:

- On the Concept of Voice 222
- Audible Voice: How Much Do We Hear the Text? 223
- Voice in Texts as It Relates to Teaching 226

Part IV Discourses 229

- 11 Reflections on Academic Discourse:  
How It Relates to Freshmen and Colleagues 235
- 12 In Defense of Private Writing:  
Consequences for Theory and Research 257
- 13 The War Between Reading and Writing—  
and How to End It 281
- 14 Your Cheatin' Art: A Collage 300

Fragments:

- Can Personal Expressive Writing Do  
the Work of Academic Writing? 315

Part V Teaching 319

- 15 Inviting the Mother Tongue:  
Beyond "Mistakes," "Bad English," and  
"Wrong Language" 323
- 16 High Stakes and Low Stakes in Assigning  
and Responding to Writing 351
- 17 Breathing Life into the Text 360
- 18 Using the Collage for Collaborative Writing 372

Fragments:

- Being a Writer vs. Being an Academic: A Conflict in Goals 379
- Separating Teaching from Certifying 386
- What Kind of Leadership Is Best for Collaborative Learning? 392

- 19 Getting Along Without Grades—  
and Getting Along With Them Too 399
- 20 Starting the Portfolio Experiment at SUNY Stony Brook  
Pat Belanoff, co-author 422

Fragments:

- Problems with Grading 435
- The Conflict Between Reliability and Validity 438
- How Portfolios Shake Up the Assessment Process and Thereby Lead  
to Minimal Holistic Scoring and Multiple Trait Scoring 441
- Multiple Trait Scoring as an Alternative to Holistic Scoring 443
- Tracking Leads to a Narrow Definition of Intelligence 444
- The Benefits and Feasibility of Liking 447
- 21 Writing Assessment in the Twenty-First Century:  
A Utopian View 453

Published Works by Peter Elbow 471