

Acknowledgments

For three weeks in July of 1994, my colleagues Peter Griffin, Jerry LePage, Kathleen Lund, Carol Martin, Patricia Massey, Marlene Pollock, and Diane Silveria and I engaged in a conversation about writing, reading, knowing, and, of course, teaching, in the disciplines. I want to thank them from the start for engaging in a frank and thoughtful discussion of the things that matter so much to all of us.

I would like to thank as well two men whose efforts in authoring our Title 3 grant set up both our college's writing lab and the annual summer workshops: Paul Fletcher and Ray Lavertue. Quite literally, without these "founding fathers" we would not have been sitting in room D209 for those three weeks.

Also due thanks is Chris Gilbert, our team's learning specialist, who, although unable to attend all our workshop sessions, added immeasurably to the quality and depth of our discussions.

I want to express thanks as well to Greg Cupples, whose technical and office support were invaluable to the smooth running both of the workshop and of the lab generally.

Thanks need to be extended to the peer tutors who attended our workshop—Debra Cupples and Robert Correia—and who contributed an important perspective to our deliberations.

I would also like to acknowledge the ongoing support of our college's administration, especially our president, Eileen Farley, and our dean of academic affairs, David Feeney.

And I want to thank my colleague and friend Ronald Weisberger for offering kind and sage advice on this manuscript.

Last, and most deeply, I want to thank my family and to say, simply, this is for Toni, Miriam, and Leah.