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Adler-Kassner, Linda, and Susanmarie Harrington. Making Basic Writing Political: Basic Writers and Basic Writing In the Contemporary Academy. Cresskill NJ: Hampton Press. 2002. Adler-Kassner, Linda, and Susanmarie Harrington, eds. Questioning Authority: Stories Told in School: The Essay and Who Writes It. Ann Arbor MI: University of Michigan Press, 2001. Reviewer for College English, English Journal, Assessing Writing, Technical Communication Quarterly and various textbook proposals and/or manuscripts from Addison-Wesley/Longman, Allyn and Bacon, St. Martin’s Press, and W. W. Norton. Regional: Language Arts Steering Committee, and IUPUI Representative, Project SEAM (Indiana high school/college retention effort). Linda Adler-Kassner is professor and director of the writing program at the University of California-Santa Barbara; she is View. Responsibility and Composition's Future in the Twenty-First Century: Reframing "Accountability". Specifically, the discussion builds on the premise that writing in any context, in school or out, should be seen as a situated, public act that makes sense with View. Structure and Possibility: New Scholarship about Students-Called-Basic-Writers. Article. Nov 2000. Linda Adler-Kassner. Paolo Freire. The Impact of Writing and Writing. Instruction on Reading. Stev e gr AHAM. experiments, Graham and Herbert present evidence that writing about material read. improves students’ comprehension of it; that teaching students how to write improves their reading comprehension, reading fluency, and word reading; and that increas. Reading is part of the basic fabric of twenty-first-century life, as e-mailing, blogging, texting, Facebook, and other forms of written text are now common means for social contact and communication.