



PROJECT MUSE®

---

## Reararticulating Writing Assessment for Teaching and Learning

Brian Huot

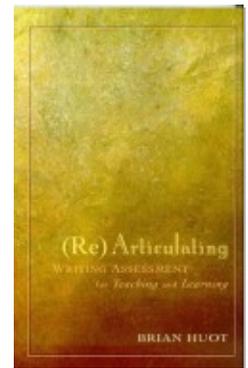
Published by Utah State University Press

Huot, Brian.

Reararticulating Writing Assessment for Teaching and Learning.

Logan: Utah State University Press, 2002.

Project MUSE., <https://muse.jhu.edu/>.



➔ For additional information about this book

<https://muse.jhu.edu/book/9328>

## ACKNOWLEDGMENTS

When I was in graduate school in the mid 1980s, Michael M. Williamson told me and my graduate student colleagues that no one did research alone. Over the years, I have come to realize just how accurate he was. I am dependent upon so many people for many of the ideas, insights and expressions in this book, that there is no way I could acknowledge everyone's contributions. I would like to start by thanking all of those people whose names do not appear in this acknowledgement. My omissions are due to the vast intellectual debts I owe for this book and my own inability to remember all of the help I have received.

There is no way I could have done the work I have during my professional life and in this book had not many scholars paved the way in writing assessment.

Among the many shoulders upon which I stand, I must mention Hunter Breland, Roberta Camp, Charles Cooper, Peter Elbow, Lester Faigley, Lee Odell and Stephen Witte. Of course, like anyone working in college writing assessment I am greatly indebted to Edward M. White for his trail blazing work over the last three or more decades. Although I have carefully documented the published sources I've used, the published work of some people has shaped this volume and helped me to create a text that would not be possible without their contributions. In this category, I would like to thank Arnetha Ball, Pat Belanoff, Harold Berlak, Roberta Camp, Lee Cronbach, Peter Elbow, Lester Faigley, Richard Haswell, George Madhaus, Samuel Messick, Pamela Moss, Sandra Murphy, Louise Phelps, Lorrie Shephard, William L. Smith, Melanie Sperling, Richard Straub,

Edward M. White, Michael M. Williamson, Kathleen Blake Yancey and James Zebroski. During the many years I took to write this text I have engaged in a wealth of conversations that have enhanced and increased my understanding. Among the many people who helped me talk through the issues and ideas that comprise this text, I thank Barry Alford, Bob Broad, Pat Carini, Vicki Hester, Joseph McCarren, Sandra Murphy, Michael Neal, Peggy O'Neill, Ellen Schendel, Jerry Schnick and Pamela Takayoshi. I would especially like to thank Michael M. Williamson for starting and sustaining a continuing, two-decade old conversation with me about writing assessment. I thank Bob Broad and Susanmarie Harrington for their detailed and insightful review of the book that helped me make many needed revisions. I would also like to thank Mary Fowles and Hunter Breland for providing me with references. I thank Linda Baldwin for her help in preparing the bibliography for the volume. Finally, I thank Pamela Takayoshi who read several early drafts of much of this text and without whom I might still be struggling to tame my words.