

Reflections

Public Rhetoric, Civic Writing and Service Learning

Volume 13, Issue 2, Spring 2014

Editor: Cristina Kirklighter, Texas A&M University - Corpus Christi

Associate Editor: Willma Harvey, Texas A&M University - Corpus Christi

Assistant Editor: Jessica Pauszek, Syracuse University

Book Review Editor: Tobi Jacobi, Colorado State University

Editorial Board: Hannah Ashley, West Chester University
Nora Bacon, University of Nebraska-Omaha
Adam Banks, University of Kentucky
Melody Bowdon, University of Central Florida
Jan Cohen-Cruz, Imagining America/Syracuse University
Ellen Cushman, Michigan State University
Linda Flower, Carnegie Mellon University
Eli Goldblatt, Temple University
H. Brooke Hessler, Oklahoma City University
David Jolliffe, University of Arkansas
Linda Adler-Kassner, University of California, Santa Barbara
Joyce Magnotto Neff, Old Dominion University
Kristina Montero, Syracuse University
Patricia O'Connor, Georgetown University
Nick Pollard, Sheffield Hallam University
Luisa Connal Rodriguez, South Mountain Community College
Barbara Roswell, Goucher College
Lori Shorr, Office of the Mayor, Philadelphia
Amy Rupiper Taggart, North Dakota State University
Adrian Wurr, University of North Carolina at Greensboro

Copyright © 2014 New City Community Press

No part of this book may be reproduced or transmitted in any form, by any means electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system, without written permission from the publisher.

Member CELJ
Council of Editors of Learned Journals
<http://reflectionsjournal.net>

ISSN: 1541-2075

Cover Photograph by *Richmond Times-Dispatch*

Design by Elizabeth Parks, <http://www.elizabethparks.com>

Reflections, a peer reviewed journal, provides a forum for scholarship on public rhetoric, civic writing, service learning, and community literacy. Originally founded as a venue for teachers, researchers, students, and community partners to share research and discuss the theoretical, political and ethical implications of community-based writing and writing instruction, Reflections publishes a lively collection of scholarship on public rhetoric and civic writing, occasional essays and stories both from and about community writing and literacy projects, interviews with leading workers in the field, and reviews of current scholarship touching on these issues and topics.

We welcome materials that emerge from research; showcase community-based and/or student writing; investigate and represent literacy practices in diverse community settings; discuss theoretical, political and ethical implications of community-based rhetorical practices; or explore connections among public rhetoric, civic engagement, service learning, and current scholarship in composition studies and related fields.

Submissions: Electronic submissions are preferred. Manuscripts (10–25 double-spaced pages) should conform to current MLA or APA guidelines for format and documentation and should include an abstract (about 100 words). Attach the manuscript as a Word or Word-compatible file to an email message addressed to Cristina Kirklighter at Texas A&M University – Corpus Christi (Cristina.Kirklighter@tamucc.edu). Your email message will serve as a cover letter and should include your name(s) and contact information, the title of the manuscript, and a brief biographical statement. Your name or other identifying information should not appear in the manuscript itself or in accompanying materials.

All submissions deemed appropriate for Reflections are sent to external reviewers for blind review. You should receive prompt acknowledgement of receipt followed, within six to eight weeks, by a report on its status. Contributors interested in submitting a book review (about 1000 words) or recommending a book for review are encouraged to contact Tobi Jacobi at Colorado State University (Tobi.Jacobi@Colostate.edu).

Articles published in Reflections are indexed in ERIC and in the MLA Bibliography.

Contents

Reflections: Public Rhetoric, Civic Writing and Service Learning

Volume 13, Issue 2, Spring 2014

- 1 Editor's Introduction
Cristina Kirklighter, Texas A&M University – Corpus Christi
- 8 “Where is the Finish Line in the Race Race?” *An Interview with Dr. Edward Peebles*
Candace Epps-Robertson, Michigan State University
- 28 Plowing Fertile Ground in Farmville:
Acknowledging a Rhetoric of Conversation
Heather Lettner-Rust, Longwood University
- 47 Recognizing One Another in Public:
Reconsidering the Role and Resources of an Enclave
Veronica Oliver, Arizona State University
- 71 Helping to Build Better Networks:
Service-Learning Partnerships as Distributed Knowledge Work
Guiseppe Getto, East Carolina University
Kendall Leon, Portland State University
Jessica Getto-Rivait, Northcare Health Services
- 96 Review: *Democracies to Come: Rhetorical Action, Neoliberalism, and Communities of Resistance*
Moira Ozias, University of Oklahoma

- 101** Review: *PHD to Ph.D.: How Education Saved My Life*
Mariana Grohowski, Bowling Green State University
- 106** Review: *Gravyland: Writing Beyond the Curriculum in the City of Brotherly Love.*
Kelly Langan, West Chester University of Pennsylvania