I just want to say once more, *thank you*for this piece. We love what it's doing on at least three levels. There's an important role in the book for pieces like yours that talk about how instructors can incorporate WAW approaches in programs more pointed in other directions; and it is all the more valuable to hear this from voices occupying more marginal than authoritative positions in their programs, like TAs. And then, I think our pedagogical world cries out for ways of integrating WAW in the *more* meaningful scenes of today's writing -- electronic and multimodal -- rather than just in the *least* meaningful traditional, essayistic scenes. What an amazing approach to this your pedagogy is! And this chapter is a wonderful description of it.

So we feel like it's a really strong contribution to the book, which will be making its way to the publisher for peer review next week!

Cheers --

Doug

--

Dr. Doug Downs

Editor, [*Young Scholars in Writing*](http://arc.lib.montana.edu/ojs/index.php/Young-Scholars-In-Writing/index)  
Associate Professor - Rhetoric & Composition

Director of Composition  
Department of English, Montana State University  
[406-994-5193](tel:406-994-5193)  
Wilson 2-272  
PO Box 172300  
Bozeman, MT 59717-2300