

Why I make my students publish research they do in my classes.

I believe writing for publication to a real audience to whom one's writing might be genuinely useful, provocative, enjoyable, poignant (etc.) helps student writers (and their teachers) escape the deadly *writing-for-the-teacher* syndrome. Writers are most highly motivated and they do their best work when they know their creations will have a real audience.

It also seems to me perverse, if not criminal, to ask people to spend dozens of hours conducting intensive research on important topics only to waste that work by denying hundreds or thousands of needful readers the benefit of it.

So I typically direct my students to undertake several research projects of different kinds, to choose the one about which they are the most impassioned, and to take it through an extensive writing process that yields a *to-be-published* text. We make our books available in hard copy through Illinois State University's *Rapid Print East Side* facility (Old Union Room 116; phone 309-438-3911). And now, for the first time as of December 2002, we also make them available on the worldwide web.

Usually, the last class's book is required reading for the next class.

Since I, Bob Broad, did not do the research and writing presented in these sourcebooks, I do not "own" them. Therefore I have no great desire to "house" them on my web site:

<http://iilt.ilstu.edu/rlbroad/teaching/teaching.htm>

However, until I find a way to make them available through ISU's Milner Library the Illinois Association of Teachers of English (IATE) web site, or some other conduit, I'll keep them here on my web site where I can maintain them myself.

Should anyone have comments, questions, or suggestions regarding my students' research publications and sourcebooks, I encourage them to contact me:

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Thank you for your interest in these student-authored publications. Now please read them!