

BOOK REVIEW

A Student's Guide to Academic and Professional Writing in Education

Authors: Katie O. Arosteguy, Allison Bright, Brenda J. Rinard, and Mya Poe

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This book review is presented by Thomas L. Hansen, Ph.D. Dr. Hansen is an education consultant and teaches courses as an adjunct in education and writing. He is a former State Supervisor for Foreign Languages for Illinois K-12 schools.

Katie O. Arosteguy, Allison Bright, and Brenda J. Rinard, faculty members in the University Writing Program at the University of California-Davis, wrote *A Student's Guide to Academic and Professional Writing in Education*. The authors teach a writing in education course. When first assigned to teach this course, the authors realized there was no textbook available that covered the material in a way that spoke to the nuances of academic and professional writing in the field of education. The three authors decided not to cobble together materials for all the disparate types of writing and assignments. Instead, they designed this text that has resulted in a targeted curriculum purposely focused on guiding education majors at all academic and professional continuum points- from the first significant writing projects to the professional writing they will complete as classroom teachers.

It is my custom not to give away all of the information or strategies found in the text, as I feel the reader should be involved in creating unique and individual meaning. In this review, I do provide chapter titles, overall categories, and direct comments.

The text comprises ten chapters; the first four are titled: *The Educational Landscape: How and Why Educators Write, Style Issues in Writing in Education, Writing a Reading Purpose, and Writing with Scholarly Sources: Annotated Bibliographies and Research Papers*. The fifth chapter, *Writing with Qualitative Data: Field Logs, Observation Write-Ups, Profiles, and Case Studies*, is my favorite. Each of the chapters explores, in clearly articulated language, the essential pieces of contemporary education career trajectories. The authors include both case studies and action research, two current and important elements in educational research and conversations.

The next three chapters are foundational for novice educators due to the clear connection to concepts inherently taught in successful educator preparation programs: *Writing Lesson Plans, Writing Teaching Philosophies, and Writing Critical Reflections*. Beginning with initial education coursework, teacher candidates must start thinking about classroom application of the theories, strategies, and methodologies under study. There is no downtime while they take their courses in higher education. Unlike many other majors, education forces students to garner and articulate perceptions of ideas, strategies, procedures, routines, and relationship building early in their careers, long before they even get to the gate.

The next chapter is a timely one, indeed: *Writing Proposals for Educational Policy Change*. At a time when everything about education at all levels is being questioned (and many powerful non-educators attempt to devalue schooling in an effort to serve personal agendas); it is very important that teachers are able to articulate their views, the needs of students, the benefits and challenges of schools in their communities, and many other topics, issues, and arguments. The book's final chapter deals with the educator's need to master APA style in the research documentation process. This book contains pertinent information for novice education majors to use at any point on their career path, from college entrance through graduation. Veteran teachers could also use the book in professional development settings as a refresher and reminder of appropriate style.

The authors regret that the book does not contain a chapter on quantitative research. I would suggest that the lack of such a chapter may have been because education majors generally take a course on quantitative methods. However, the authors believe this to be a mistake because professors will need to include quantitative research information, possibly realigning this content from other courses for the proposed writing course to provide a comprehensive preparation.

Despite the lack of a quantitative research chapter, I still recommend this text and consider the book an overall good guide for education majors. Helping teacher candidates with the vast variety of writing formats and requirements is important work. The authors have done a very good job of covering almost all the bases.