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Front Matter

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TEACHER-SCHOLAR

The Journal of the State Comprehensive University

Volume 7 - Spring 2016

Jason Kaufman
on
Organizational Culture among
Master's Colleges and
Universities



Daniel Reardon
on
Blended and Asynchronous
Course Effectiveness in
First-Year Composition



Michael J. Zeig
on
Pragmatism
or
Prestige?



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Published annually (both online and in hard copy) and fully peer-reviewed, *Teacher-Scholar* welcomes reflective essays that explore the satisfactions and/or frustrations of working at a State Comprehensive University (SCUs), studies of specific topics related to SCUs based on quantitative and/or qualitative research, and essays that focus on application. For further guidelines, please consult our website.

Submissions in the form of electronic attachments (in Microsoft Word) should be sent to Eric Leuschner at edleuschner@fhsu.edu and conform to the most recent edition of the APA style manual. Submissions should not exceed 10,000 words (including notes and works cited).

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Books for Review

Teacher-Scholar welcomes proposals for reviews for these and other recent books, especially those related specifically to state comprehensive universities. Contact the editor for review guidelines and assignments.

Bilgrami, Akeel, and Jonathan R. Cole, eds. *Who's Afraid of Academic Freedom*. New York: Columbia University Press, 2014.

Bruce, Shanti, and Ben Rafoth, eds. *Tutoring Second Language Writers*. Logan: Utah State University Press, 2016.

Bruni, Frank. *Where You Go Is Not Who You'll Be: An Antidote to the College Admissions Mania*. New York: Grand Central Publishing, 2015.

Chambliss, Daniel F., and Christopher G. Takacs. *How College Works*. Cambridge, MA: Harvard UP, 2014.

Craig, Ryan. *College Disrupted: The Great Unbundling of Higher Education*. New York: Palgrave, 2015.

Di Leo, Jeffrey R. *Corporate Humanities in Higher Education: Moving Beyond the Neoliberal Academy*. New York: Palgrave, 2013.

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Giroux, Henry A. *America's Education Deficit and the War on Youth*. New York: Monthly Review Press, 2013.

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Ruffman, Daniel, and Abigail G. Scheg, eds. *Applied Pedagogies: Strategies for Online Writing Instruction*. Logan: Utah State University Press, 2016.

St. John, Edward P., et al. *Left Behind: Urban High Schools and the Failure of Market Reform*. Baltimore: Johns Hopkins University Press, 2015.