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## Student Veterans in the College Composition Classroom

This document first identifies multiple assets student veterans often bring to writing classrooms and then acknowledges some of the special considerations that writing instructors and WPAs should take into account when working with student veterans. After presenting these generalizations, the document offers classroom instructors and WPAs some more detailed answers to the question, “What do I need to know about working with student veterans?” A list of references and further reading, organized roughly by field of study—from composition and writing studies to disability studies and student services—is provided at the end of the document. This organizational structure is meant to present a deliberate move away from deficit-model thinking about military veterans—that veterans are damaged or unprepared or otherwise problematic—to representing military servicemembers as considerable assets and sources of strength, vision, and leadership for our universities, colleges, and our society at large.

Read the full statement, [\*Student Veterans in the College Composition Classroom: Realizing Their Strengths and Assessing Their Needs\*](#) (March 2015)

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