Practice Practice Context

SITUATING THE WORK OF WRITING TEACHERS

AND PEGGY O'NEILE

Practice In Context Situating The Work Of Writing Teachers

Hildy Miller, Lillian Bridwell-Bowles

Practice In Context Situating The Work Of Writing Teachers:

Practice in Context National Council of Teachers of English, 2002 Designed for a broad audience in education this book offers a realistic look at the wide range of teaching contexts and how writing teachers adapt their pedagogy to their particular circumstances Specific topics highlighted by individual essays include basic writing service learning online writing revision research writing proofreading and editing portfolios and assessment rubrics Following the Foreword Kathleen B Yancey and the Introduction Cindy Moore and Peggy O Neill essays in the book are 1 Teaching and Literacy in Basic Writing Courses Suellynn Duffey 2 Reexperiencing the Ordinary Mapping Technology s Impact on Everyday Life Catherine G Latterell 3 Writing about Growing Up behind the Iron Curtain Pavel Zemliansky 4 Autobiography in Advanced Composition Katie Hupp Stahlnecker 5 Writing beyond the Academy Using Service Learning for Professional Preparation Hildy Miller 6 Managing Diverse Disciplines in a Junior Level WID Course Mark Schaub 7 Letting Students Take Charge A Nonfiction Writing Workshop Stephen Wilhoit 8 Models for Voices Narrative Essay Assignment Tonya M Stremlau 9 Writing with in Identities A Synthesis Assignment Heather E Bruce 10 Conflict Context Conversation Rethinking Argument in the Classroom Margaret M Strain 11 Liberal Arts in a Cultural Studies Composition Course Mary M Mulder 12 Writing to Save the World Margrethe Ahlschwede 13 Alternative Forms of Research Writing Eve Gerken 14 Rhetoric in Action Ethnographic View David Seitz 15 Creating an Online Newspaper Dan Melzer 16 Being Honest about Writing and Individual Freedom Or Children There Ain t No Rules P L Thomas 17 Conflicting Voices in the Classroom Developing Critical Consciousness Annette Harris Powell 18 The Focused Reading Response Margaret A McLaughlin 19 Locating Students in Academic Dialogue The Research Journal Janis E Haswell 20 Moving beyond This Is Good in Peer Response Peggy M Woods 21 Critical Reading and Response Experimenting with Anonymity in Draft Workshops J Paul Johnson 22 Steal This Assignment Radical Revision Wendy Bishop 23 Getting Textual Teaching Students to Proofread and Edit Brian Huot 24 Reading the Writing Process on the Web Janice McIntire Strasburg 25 Taking Out the Guesswork Using Checklists in the Composition Classroom Lee Nickoson Massey 26 Awakening the Writer's Identity through Conferences Kate Freeland 27 Building Relationships through Written Dialogue Carl Gerriets and Jennifer Lowe 28 A Comprehensive Plan to Respond to Student Writing Jeff Sommers 29 Why Use Portfolios One Teacher's Response Steven P Smith and 30 Criteria for Measuring Authentic Intellectual Achievement in Writing Kendra Sisserson Carmen K Manning Annie Knepler David A Jolliffe NKA Toward a Composition Made Whole Jody L. Shipka, 2011-04-30 To many academics composition still represents typewritten texts on 8 5 x 11 pages that follow rote argumentative guidelines In Toward a Composition Made Whole Jody Shipka views composition as an act of communication that can be expressed through any number of media and as a path to meaning making Her study offers an in depth examination of multimodality via the processes values structures and semiotic practices people employ every day to compose and communicate their thoughts Shipka counters current associations that equate multimodality only with computer digitized or screen mediated texts which are often self limiting She stretches the boundaries of composition to include a hybridization of aural visual and written forms Shipka analyzes the work of current scholars in multimodality and combines this with recent writing theory to create her own teaching framework Among her methods Shipka employs process oriented reflection and a statement of goals and choices to prepare students to compose using various media in ways that spur their rhetorical and material awareness. They are encouraged to produce unusual text forms while also learning to understand the composition process as a whole Shipka presents several case studies of students working in multimodal composition and explains the strategies tools and spaces they employ She then offers methods to critically assess multimodal writing projects Toward a Composition Made Whole challenges theorists and compositionists to further investigate communication practices and broaden the scope of writing to include all composing methods While Shipka views writing as crucial to discourse she challenges us to always consider the various purposes that writing serves Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement Isabel Baca, 2012-11-20 Service learning and Writing Paving the Way for Literacy ies through Community Engagement discusses service learning as a teaching and learning method and its integration with writing The various authors from different disciplines and institutions present service learning as a means of having students practice writing in real world settings and they show how relationship building and partnerships between higher education and diverse communities produce benefits for all involved the students faculty administrators and the communities themselves This volume demonstrates how writing instruction and or writing practice can complement community engagement and outreach at local national and international contexts Through different cross cultural contexts and academic disciplines the various authors explore reflection assessment internalization diversity and multiple literacies and their importance when integrating service learning in higher education and community literacy Research Charles A. MacArthur, Steve Graham, Jill Fitzgerald, 2008-01-14 Presents a collection of essays discussing the theories and models of writing research **Before the Classroom** Mary Lou Odom, 2004 **Designing Writing** Assignments Traci Gardner, 2008 Effective student writing begins with well designed classroom assignments In Designing Writing Assignments veteran educator Traci Gardner offers practical ways for teachers to develop assignments that will allow students to express their creativity and grow as writers and thinkers while still addressing the many demands of resource stretched classrooms A Guide to Professional Development for Graduate Students in English Cindy Moore, Hildy Miller, 2006 In this guide the first of its kind Cindy Moore and Hildy Miller provide detailed information about how to develop credentials for both academic and nonacademic careers in teaching scholarship administration service and editing Written in response to nationwide calls for more comprehensive and deliberate mentoring of future English faculty and for greater support of students who wish to pursue English oriented jobs outside of the academy this guide the first of its kind is at once practical and eye opening Providing detailed information about how to develop credentials for both academic and

nonacademic careers in teaching scholarship administration service and editing the guide offers an indepth look at the field s many possibilities On another level the book addresses the rigors and stresses of graduate school by candidly discussing faculty expectations student responsibilities and a variety of survival strategies Whether you are already enrolled in a graduate program or have just begun to consider program options this resource can help you identify long term career goals as well as the skills and abilities needed to meet those goals

WPA, Writing Program Administration ,2007

Teaching in Progress Josephine Koster Tarvers, Cindy Moore, 2008 Research Writing Revisited Pavel

Zemliansky, Wendy Bishop, 2004 The time has come to brush the dust off research writing pedagogy and reimagine it into the twenty first century classroom with fresh approaches that breathe life into both the papers themselves and the instruction that supports them Feeling Our Way Wendy Bishop, Deborah Coxwell Teague, 2004-03 This provocative and sometimes humorous collection of essays written by college writing teachers for college writing teachers explores seldom discussed issues to help TAs develop confidence in overcoming classroom challenges Teachers both seasoned and new to the profession create a dialogue by sharing their rich and varied experiences and responses to classroom and department situations Each Part presents 4 to 7 short essays by Adjuncts and TAs focusing on their experiences and lessons learned At the end of each Part more experienced teachers respond to the ideas generated in the preceding essays and add their own advice concerns and solutions Part 1 Approaching the Classroomcenters on entering a new writing program and succeeding as a foreign born writing teacher Part 2 Inside Outfocuses on gaining confidence as a teacher and managing sexual politics and power struggles in the classroom Part 3 Beyond the Classroomhelps readers question the teaching profession and offers advice on surviving department politics An Appendix provides a useful listing of composition texts that offer further helpful advice

Discord And Direction Sharon James Mcgee, Carolyn Handa, 2005-08-30 The collection further argues that postmodernism offers a useful lens through which to understand the work of WPAs and to examine the discordant cultural and institutional issues that shape their work Each chapter tackles a problem local to its author's writing program or experience as a WPA and each responds to existing discord in creative ways that move toward rebuilding and redirection Jacket Who Can Afford Critical Consciousness? David Seitz, 2004 Through ethnographic research with students this book contends that many composition teachers training in critical theory may lead them to misread implicit social meanings in working class minority and immigrant students writing and thinking The author examines how the local perspectives and discursive strategies of students from these backgrounds often complicate the translation of these theories to practice The author offers concrete assignments and curriculum design as well as reflections on the process of the teaching approaches and discussion of student's writing projects

First Time Up Brock Dethier, 2005 First time up an insider's friendly question from 1960s counter culture perfectly captures the spirit of this book A short supportive practical guide for the first time college composition instructor the book is upbeat wise but friendly casual but knowledgeable like the voice that may have introduced

you to certain other firsts With an experiential focus rather than a theoretical one First Time Up will be a strong addition to the newcomer's professional library and a great candidate for the TA practicum reading list Dethier author of The Composition Instructor's Survival Guide and From Dylan to Donne directly addresses the common headaches nightmares and epiphanies of composition teaching especially the ones that face the new teacher And since legions of new college composition teachers are either graduate instructors TAs or adjuncts without a formal background in composition studies he assumes these folks as his primary audience Dethier's voice is casual but it conveys concern humor experience and reassurance to the first timer He addresses all major areas that graduate instructors or new adjuncts in a writing program are sure to face from career anxiety to thoughts on grading and keeping good classroom records Dethier's own eclecticism is well represented here but he reviews with considerable deftness the value of contemporary scholarship to first time writing instructors many of whom will be impatient with high theory Throughout the work he affirms a humane confident approach to teaching along with a true affection for college students and for teachers just learning to deal with them Rhetorical Women Hildy Miller, Lillian Bridwell-Bowles, 2005 Just as women in Greek myth are cast in roles ranging from the helpless and innocent to the manipulative and powerful so women throughout the history of rhetoric have represented themselves as fulfilling roles that range from dependents or enablers of male authority to autonomous agents acting on their own These essays examine the tactics women have employed in self representation and the feminist rhetorics that result Contributors examine both past and present practices highlighting correspondences between them and the ways those practices have varied succeeded or failed Essays in part 1 consider how women historically have found ways to speak and write while negotiating the limitations of their positions as women as well as their spiritual class and ethnic roles Essays in part 2 study the formal genres strategies and techniques female rhetoricians have used and the essays of part 3 consider the contemporary challenges faced by women rhetors in a pluralistic world and the strategies and genres they have inherited and transformed representations by criss crossing time and selecting particular issues and or figures to focus on Rhetorical Women is unique in that it juxtaposes several concerns in order to spotlight the strategies of the women American Book Publishing Record, 2003 **Literacies Across Educational Contexts** Brian V. rhetors it considers Street, 2005 International scholars and practitioners apply the principles of the New Literacy Studies which views literacy as a social practice to diverse educational contexts Sixteen case studies explore what it means for students of all ages to learn and teachers to teach across diverse contexts Provided by the publisher place like home a teacher education perspective on literacies across educational contexts Jennifer Rowsell and Dorothy Rajaratnam Deconstructing academic practices through self reflexive pedagogies Penny Jane Burke and Monika Hermerschmidt Subject Guide to Books in Print ,1991

Expression and Artifact in Utterance Wendy Jane Wayman, 1996

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