

A Guide To Composition Pedagogies

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Public Pedagogy in Composition Studies
Stories from First-year Composition
Syllabus of a Course in Pedagogy
Embracing Educational Psychology, Methods of Teaching, School Economy, and History of Education
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Humane Composition Pedagogy
Expanding Composition Pedagogies
Journal of Pedagogy
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Teaching/writing in the Late Age of Print
Building and Sustaining Learning Communities
Centrum Lectures on Pedagogy:
Theoretical and Practical
Remixing Composition
Literacy, Sexuality, Pedagogy
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Greene Tamara Luque Black Ashley Evans Albert Leonard Henry Barnard Mary Kennedy
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this is a bibliographic guide written for newcomers to the field the book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration

reflecting the rich complexity of contemporary college composition pedagogy this unique collection presents twelve original essays on several of the most important approaches to the teaching of writing each essay is written by an experienced teacher scholar and describes one of the major pedagogies employed today process expressive rhetorical collaborative feminist critical cultural studies community service and basic writing writing centers writing across the curriculum and technology and the teaching of writing are also discussed the essays are composed of personal statements on pedagogical applications and bibliographical guides that aid students and new teachers in further study and research contributors include christopher

burnham william a covino ann george diana george eric h hobson rebecca moore howard susan c jarratt laura julier susan mcleod charles moran deborah mutnick lad tobin and john trimbur an invaluable tool for graduate students and new teachers a guide to composition pedagogies provides an exceptional introduction to composition studies and the extensive range of pedagogical approaches used today

resource added for the communication 108011 courses

demonstrates how theories of public pedagogy can help composition specialists relocate teaching and learning within local public contexts beyond the classroom or campus where true learning and transformation take place through the dissonances between people and places

stories from first year composition pedagogies that foster student agency and writing identity counters perceptions of first year composition fyc as a service course that prepares students for college writing the collection identifies a new fyc service one that accommodates the realities of writing both within and outside of the academy the collection also offers insights into effective fyc pedagogies and opportunities for readers to consider and think about their own teaching and their identities as fyc instructors reflect before reading prompts and questions and after reading activities including questions for discussion and reflection writing activities that ask readers to apply ideas shared in chapters to their own fyc courses suggestions for further reading and multimedia components accessible to readers through links within the collection itself and as resources available on the book s website invite readers to interact with chapters and to develop deeper and more enriched understandings of their fyc teaching and an accompanying sense of agency so that they not only can teach fyc effectively but also advocate for its value and relevance

basic writing in america published three decades after mina shaughnessy s errors and expectations presents the kind of educational stories envisioned by the city university of new york s patricia laurence each of these stories has its own unique setting conflict and outcome yet together they give a powerful and dramatic portrait of basic writing in four year colleges and universities across the country in the introduction the editors argue that basic writing programs involved a new concept of writing remediation receiving impetus from the american civil rights movement these programs defined postsecondary education not in terms of an investment for society but as an individual right indeed a major purpose of basic writing was to facilitate the integration of underrepresented groups into america s colleges and universities the chapters describe the often hostile responses to basic writing and its students the low status of basic writing programs within english departments and universities clashes within the basic writing field itself pedagogical developments in composition as applied to basic writing and the professionalization of basic writing faculty they also show as years pass the raising of college admission standards the elimination or downsizing of basic

writing programs and the channeling of less qualified students to two year colleges but in a number of institutions there are also innovations and successes including the emergence of a new type of basic writing program one that is more integrated with the college or university and that offers learning support to a wider range of students

humane composition pedagogy hcp provides a pedagogical framework for reconciling the current disconnect between neoliberal higher education policies sometimes called the business model of higher education and the demand for kinder and more human centered instruction humane education is a pedagogical model with origins in secondary education that considers emotional wellbeing civic engagement and intrinsic motivation as central to learning the authors suggest that humane pedagogies can and should be adapted to higher education contexts as a means of synthesizing literatures on the pedagogies of inclusion and care from noteworthy scholars including jamil zaki lisa blankenship asao b inoue ruchika tulshyan and more without feeding a crisis narrative or calling for a complete systemic overhaul hcp offers both an alternative to and an act of resistance against dehumanizing forces in today s colleges and universities in exploring its three tenets empathy wellbeing and belonging the authors call for improved collaboration among key stakeholders faculty students and administrators to center the human experience in how we approach college instruction thereby allowing universities to better fulfill their educational missions

the last 25 years have witnessed extraordinary growth in the academic specialization variously described as composition studies or rhetoric and composition what was noticeable about the field in its infancy was a preoccupation with practice a lack of emphasis on theory and an exclusive reliance on the writing process as its disciplinary status has grown the field has become far more theoretical composition studies has expanded its focus reconceptualized the writing process and embraced a wide range of critical perspectives the result of this change is that terms such as poststructuralism social construction gender and genre which were largely unknown in 1965 now dominate discussion this reference book is a guide to the multiplicity of theories that have emerged to form the disciplinary foundation of composition studies the volume consists of 66 entries each of which is written by an expert contributor and focuses on a particular theory or group of theories while the entries show how various individuals have contributed to theoretical movements very few concentrate on the work of a single theorist each entry first provides a critical summary of a particular theory or group of theories including key elements basic concepts and claims and information about seminal or particularly influential works it then reviews the theory s critical reception in composition studies and discusses its significance in the field the bibliography at the end of each entry lists primary texts and major scholarship related to the theory and provides additional suggestions for further reading the volume closes with a selected bibliography of important works

although several anthologies have collected articles on issues confronting composition studies no other text looks at student writing as does teaching writing in the late age of print no other volume has asked compositionists to use student writing to reflect on their teaching practices no other volume has provided the rich breadth of response that reflects the current state of composition in the united states and no other volume has defined its primary task as portraying the diversity of the field through teaching practices as represented in student writing most important of all no other volume has provided all course materials and supplemental documentation online as an integral part of such a project there is a keyword reference table that allows readers to read chapters based on key terms in the field like collaboration each chapter begins with an abstract for easy reference the companion website for this book includes a searchable database of all the chapter abstracts assignments excerpts from all contributions extended course materials that help contextualize the printed chapters and an online forum for teachers and researchers to meet and discuss their research interests

learning communities are small groups of students who come together with faculty and student affairs professionals to engage in common learning experiences in building and sustaining learning communities the authors along with many of their colleagues describe the rationale for learning communities particularly in a large university the process for setting them up and reflections on these unique environments after reading this book administrators and faculty members will know precisely why they are worth considering and how to successfully create them part i of the book demonstrates the theoretical benefits of learning communities and then discusses various issues involved in the planning and implementation of the communities including building learning community relationships within the university and among participants strategies for collaboration developing a learning community curriculum course structure within learning communities assessing learning communities institutional challenges part ii details the experiences of faculty and students involved in syracuse university s learning communities including arts citizenship education interprofessional leadership management multicultural online learning and wellness this book is a fascinating and practical guide for all readers interested in building and sustaining learning communities

in remixing composition jason palmeri challenges the notion that composition has historically been focused on words alone looking closely at how past compositionists responded to new media palmeri shows a substantial history of teachers engaging analog technologies in the teaching of composition long before the rise of personal computers or the graphical web

despite its centrality to much of contemporary personal and public discourse sexuality remains infrequently discussed in most composition courses and in our discipline at large moreover its complicated relationship to discourse to the very languages we use to describe

and define our worlds is woefully understudied in our discipline discourse about sexuality and the discourse of sexuality surround us circulating in the news media on the in conversations and in the very languages we use to articulate our interactions with others and our understanding of ourselves it forms a core set of complex discourses through which we approach make sense of and construct a variety of meanings politics and identities in literacy sexuality pedagogy jonathan alexander argues for the development of students sexual literacy such a literacy is not just concerned with developing fluency with sexuality as a hot topic but with understanding the intimate interconnectedness of sexuality and literacy in western culture using the work of scholars in queer theory sexuality studies and the new literacy studies alexander unpacks what he sees as a crucial if often overlooked dimension of literacy the fundamental ways in which sexuality has become a key component of contemporary literate practice of the stories we tell about ourselves our communities and our political investments alexander then demonstrates through a series of composition exercises and writing assignments how we might develop students understanding of sexual literacy examining discourses of gender heterosexuality and marriage allows students and instructors a critical opportunity to see how the languages we use to describe ourselves and our communities are saturated with ideologies of sexuality understanding how sexuality is constructed and deployed as a way to make meaning in our culture gives us a critical tool both to understand some of the fundamental ways in which we know ourselves and to challenge some of the norms that govern our lives in the process we become more fluent with the stories that we tell about ourselves and discover how normative notions of sexuality enable and constrain narrations of identity culture and politics such develops not only our understanding of sexuality but of literacy as we explore how sexuality is a vital if vexing part of the story of who we are

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