

# *Reforming College Composition*

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Writing the Wrongs

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Edited by  
Ray Wallace, Alan Jackson,  
and Susan Lewis Wallace

# Reforming College Composition Writing The Wrongs

**June Edwards**



## **Reforming College Composition Writing The Wrongs:**

**Reforming College Composition** Ray Wallace, Alan Jackson, Susan Lewis Wallace, 2000 As colleges and universities have responded to the demand of businesses and industries for graduates who can write effectively Composition Studies has gained significance However while new theories and approaches to the teaching of writing have been proposed and implemented many composition courses do not satisfactorily educate their students This volume includes essays by writing specialists who are concerned with their own failure to improve their students writing skills These contributors examine why entering college students still write poorly and why our various attempts to improve such poor writing skills have largely failed They compare the promise of previously touted new methods paradigm shifts and curricular innovations with the reality of little change or improvement they describe what their students can and cannot do in the writing classroom even after 12 years of primary and secondary education and they address what they see as needed reforms in the whole idea of college composition especially for the first year college student

**Reforming College Composition** Ray Wallace, Alan Jackson, Susan Lewis Wallace, 2000-07-30 As colleges and universities have responded to the demand of businesses and industries for graduates who can write effectively Composition Studies has gained significance However while new theories and approaches to the teaching of writing have been proposed and implemented many composition courses do not satisfactorily educate their students This volume includes essays by writing specialists who are concerned with their own failure to improve their students writing skills These contributors examine why entering college students still write poorly and why our various attempts to improve such poor writing skills have largely failed They compare the promise of previously touted new methods paradigm shifts and curricular innovations with the reality of little change or improvement they describe what their students can and cannot do in the writing classroom even after 12 years of primary and secondary education and they address what they see as needed reforms in the whole idea of college composition especially for the first year college student

**The Writing Center Director's Resource Book** Christina Murphy, Byron Stay, 2012-11-12 The Writing Center Director's Resource Book has been developed to serve as a guide to writing center professionals in carrying out their various roles duties and responsibilities It is a resource for those whose jobs not only encompass a wide range of tasks but also require a broad knowledge of multiple issues The volume provides information on the most significant areas of writing center work that writing center professionals both new and seasoned are likely to encounter It is structured for use in diverse institutional settings providing both current knowledge as well as case studies of specific settings that represent the types of challenges and possible outcomes writing center professionals may experience This blend of theory with actual practice provides a multi dimensional view of writing center work In the end this book serves not only as a resource but also as a guide to future directions for the writing center which will continue to evolve in response to a myriad of new challenges that will lie ahead

**The Idea of a Writing Laboratory** Neal Lerner, 2009-07-09 The Idea of a Writing Laboratory is a book about

possibilities about teaching and learning to write in ways that can transform both teachers and students Author Neal Lerner explores higher education's rich history of writing instruction in classrooms writing centers and science laboratories By tracing the roots of writing and science educators recognition that the method of the lab hands on student activity is essential to learning Lerner offers the hope that the idea of a writing laboratory will be fully realized more than a century after both fields began the experiment Beginning in the late nineteenth century writing instructors and science teachers recognized that mass instruction was inadequate for a burgeoning non traditional student population and that experimental or laboratory methods could prove to be more effective Lerner traces the history of writing instruction via laboratory methods and examines its successes and failures through case studies of individual programs and larger reform initiatives Contrasting the University of Minnesota General College Writing Laboratory with the Dartmouth College Writing Clinic for example Lerner offers a cautionary tale of the fine line between experimenting with teaching students to write and curing the students of the disease of bad writing The history of writing within science education also wends its way through Lerner's engaging work presenting the pedagogical origins of laboratory methods to offer educators in science in addition to those in writing studies possibilities for long sought after reform The Idea of a Writing Laboratory compels readers and writers to don those white coats and safety glasses and discover what works and asserts that teaching writing as an experiment in what is possible as a way of offering meaning making opportunities for students no matter the subject matter is an endeavor worth the struggle

Exploring the Dynamics of Second Language Writing Barbara Kroll, 2003-04-14 A collection of 13 original articles this book is intended to provide a series of discussions about multiple aspects of second language writing presenting chapters that collectively address a range of issues that are important to new teachers at the post secondary level The chapters provide scholarly visions insight and interpretation oriented toward explaining the field of teaching academic writing to non native speakers The book is designed to provide foundational content knowledge in this area each chapter authored by recognized experts in the field Throughout the chapters presentation and review of scholarship is presented primarily in the interest of understanding how such knowledge directly or potentially impart teaching making this a pedagogically relevant book In addition to helping train new teachers the book will serve as an updated reference book for practicing teachers and scholars to consult

**Writing-Intensive** Wendy Strachan, 2008-04-01 In one of the few book length studies of a major post secondary writing across the curriculum initiative from concept to implementation Writing Intensive traces the process of preparation for new writing requirements across the undergraduate curriculum at Simon Fraser University a mid sized Canadian research university As faculty members across campus were selected to pilot writing intensive courses and as administrators and committees adjusted the process toward full implementation planners grounded their pedagogy in genre theory a new approach for many non composition faculty So doing the initiative aimed to establish a coherent yet rhetorically flexible framework through which students might improve their writing in all disciplines Wendy

Strachan documents this campus cultural transformation exploring successes and impasses with equal interest The study identifies factors to be considered to avoid isolating the teaching of writing in writing intensive courses to engender a university wide culture that naturalizes writing as a vital part of learning across all disciplines and to keep the teaching of writing organic and reflected upon in a scholarly manner across campus A valuable case history for scholars in writing studies WAC WID and curricular change studies     Virtual Peer Review Lee-Ann Kastman Breuch,2012-02-01 In a reassessment of peer review practices Lee Ann Kastman Breuch explores how computer technology changes our understanding of this activity She defines virtual peer review as the use of computer technology to exchange and respond to one another s writing in order to improve it Arguing that peer review goes through a remediation when conducted in virtual environments the author suggests that virtual peer review highlights a unique intersection of social theories of language and technological literacy     **Handbook of Research on Literacy and Digital Technology Integration in Teacher**

**Education** Keengwe, Jared,Onchwari, Grace,2019-11-15 With widespread testing and standards driven curriculum and accountability pressure in public schools teachers are expected to be highly skilled practitioners There is a pressing need for college faculty to prepare current and future teachers for the demands of modern classrooms and to address the academic readiness skills of their students to succeed in their programs The Handbook of Research on Literacy and Digital Technology Integration in Teacher Education is an essential academic publication that provides comprehensive research on the influence of standards driven education on educators and educator preparation as well as the applications of technology for the preparation of teachers Featuring a wide range of topics such as academic success professional development and teacher education this book is essential for academicians educators administrators educational software developers IT consultants researchers professionals students and curriculum designers     **Focus on Writing** Laurie McMillan,2018-10-30 This first year composition rhetoric reader uses a Writing about Writing WAW approach and a conversational style to help students engage in threshold concepts and transfer what they know about writing to new situations Each chapter asks a key question such as Why Write or What Is the Rhetorical Situation and Why Should I Care about It Preliminary answers to the chapter question are provided in accessible prose and these initial ideas are supplemented with a selection of three or four readings and a list of recommended online texts Prompts for informal and formal writing projects keep the focus on writing and help students apply writing studies scholarship to their own lives in meaningful ways A companion website includes recommended WAW resources assignment supports and links to additional readings sites broadviewpress com focusonwriting

**Landmark Essays in Contemporary Writing Center Studies** Neal Lerner,Paula Gillespie,2024-11-01 This volume collects essential writings in the field of writing center studies as it has blossomed and developed since the 1995 publication of Landmark Essays on Writing Centers These writings offer a new generation of writing center readers provocative ideas and research based praxis on the topics covered in the book s four parts Writing Center History Critical Perspectives on

Current Practices Writing Center Research and Writing Centers in New Spaces Its provocative chapters discuss issues including student agency collaboration social justice and marginalized populations community engagement and online writing instruction Landmark Essays in Contemporary Writing Center Studies provides an up to date introduction to new students and a useful reference for long time practitioners It is essential reading for undergraduate and graduate students in composition and education as well as writing center staff and directors

**Building Online Communities in Higher Education Institutions: Creating Collaborative Experience** Stevenson, Carolyn N.,2014-02-28 Members of today s online educational settings are often isolated which can prohibit the sharing of ideas and best practices among individuals working and learning as a collective group Promoting collaboration across various disciplines and departments fosters professional development activities as well as creates strong connections to the entire online community Building Online Communities in Higher Education Institutions Creating Collaborative Experience cultivates knowledge on topics pertaining to the improvement of communication and collaboration in online learning communities Advancing the current scope of research in this field this book is designed for use by faculty students researchers practitioners and college administrators interested in strengthening communication and collaboration in virtual settings

**Women in American Education, 1820-1955** June Edwards,2001-11-30 The lives and contributions of eight female educators who influenced modern American schools are described as well as the historical context in which the women lived and worked These women challenged the male establishment broke barriers and utilized techniques heralded today as radical reforms such as teacher facilitation student initiative active learning meaning construction and practical applications of knowledge They stressed open ended research creativity and the integration of subject matter and they promoted critical thinking peer cooperation and shared teacher student decision making The women s methods were radical in their own day and in many ways still are The female reformers described in this book opened the doors of education to the larger public often working with people excluded from traditional institutions including females the very young the mentally disabled immigrants of all ages homemakers and African American youth Without government subsidy most of these educators had to work with meager resources and constantly raise money for their schools and other projects by giving speeches writing books and articles soliciting wealthy donors and even organizing bazaars and bake sales With enormous confidence in the worth of their endeavors they persevered despite many hardships and gave their entire lives to creating new educational and career opportunities

*Participatory Composition* Sarah J. Arroyo,2013-07-25 Like Share Comment Subscribe Embed Upload Check in The commands of the modern online world relentlessly prompt participation and encourage collaboration connecting people in ways not possible even five years ago This connectedness no doubt influences college writing courses in both form and content creating possibilities for investigating new forms of writing and student participation In this innovative volume Sarah J Arroyo argues for a participatory composition inspired by the culture of online video sharing and framed by theorist

Gregory Ulmer's concept of electracity Electracity according to Ulmer is to digital media what literacy is to alphabetic writing Although electracity can be compared to digital literacy it is not something shut on and off with the power buttons on computers or mobile devices Rather electracity encompasses the cultural institutional pedagogical and ideological implications inherent in the transition from a culture of print literacy to a culture saturated with electronic media regardless of the presence of actual machines Arroyo explores the apparatus of electracity in many of its manifestations while focusing on the participatory practices found in online video culture particularly on YouTube Chapters are devoted to questions of subjectivity definition authorship and pedagogy Utilizing theory and incorporating practical examples from YouTube classrooms and other social sites Arroyo presents accessible and practical approaches for writing instruction Additionally she outlines the concept of participatory composition by highlighting how it manifests in online video culture offers student examples of engagement with the concept and advocates participatory approaches throughout the book Arroyo presents accessible and practical possibilities for teaching and learning that will benefit scholars of rhetoric and composition media studies and anyone interested in the cultural and instructional implications of the digital age *What is "college-level"*

*Writing?* Patrick Sullivan, Howard B. Tinberg, 2006 Just what defines college level writing is a question that has confounded eluded and divided teachers of English at almost every level of our profession for many years This book seeks to engage this essential question with care patience and pragmatism Special features include perspectives from high school teachers student contributors the administrative perspective and interactive discussion between contributors From publisher's description *The Graduate School Mess* Leonard Cassuto, 2015-09-14 American graduate education is in disarray Graduate study in the humanities takes too long and those who succeed face a dismal academic job market Leonard Cassuto gives practical advice about how faculty can teach and advise students so that they are prepared for the demands of the working worlds they will join inside and outside the academy Strategies and Resources for Teaching Writing with the Simon & Schuster Handbook for Writers, 2007 The Simon and Schuster Handbook Troyka, Hesse, 2004-07 **The Concise Guide to Teaching Composition** Derek Soles, 2007 This concise guide for teaching college composition was written especially for writing teachers who are graduate teaching assistants or those whose academic preparation is in a discipline other than rhetoric and composition Completely research based and generously documented this practical guide boils down the most important composition theory and pedagogy into 17 brief practical chapters that will edify those who are new to the discipline and serve as a refresher to those who are more experienced **Forthcoming Books** Rose Arny, 2000

**Composition in the Twenty-first Century** Lynn Z. Bloom, Donald A. Daiker, Edward Michael White, 1996 In search of that definition the contributors ask and answer a series of specific and salient questions What implications intellectual political and institutional will forces outside the classroom have on the quality and delivery of composition in the twenty first century How will faculty and administrators identify and address these issues What policies and practices ought we propose

for the century to come This book features sixteen position papers by distinguished scholars and researchers in composition and rhetoric most of the papers are followed by invited responses by other notable compositionists In all twenty five contributors approach composition from a wide variety of contemporary perspectives rhetorical historical social cultural political intellectual economic structural administrative and developmental



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