

The Politics of **R**emediation

Institutional
and
Student Needs
in Higher
Education

Mary Soliday

Politics Of Remediation Institutional And Student Needs In Higher Education

**Roger Beard, Debra Myhill, Jeni
Riley, Martin Nystrand**



Politics Of Remediation Institutional And Student Needs In Higher Education:

Politics Of Remediation Mary Soliday, 2002-09-01 While some students need more writing instruction than others The Politics of Remediation reveals how that need also pertains to the institutions themselves Mary Soliday argues that universities may need remedial English to alleviate their own crises in admissions standards enrollment mission and curriculum and English departments may use remedial programs to mediate their crises in enrollment electives and relationships to the liberal arts and professional schools Following a brief history of remedial English and the political uses of remediation at CCNY before during and after the open admissions policy Soliday questions the ways in which students need for remedial writing instruction has become widely associated with the need to acculturate minorities to the university In disentangling identity politics from remediation she challenges a powerful assumption of post structuralist work that a politics of language use is equivalent to the politics of access to institutions

Handbook of College Reading and Study Strategy Research Rona F. Flippo, Thomas W. Bean, 2018-06-12 The most comprehensive and up to date source available for college reading and study strategy practitioners and administrators the Third Edition of the Handbook of College Reading and Study Strategy Research reflects and responds to changing demographics as well as politics and policy concerns in the field since the publication of the previous edition In this thorough and systematic examination of theory research and practice the Handbook offers information to help college reading teachers to make better instructional decisions justification for programmatic implementations for administrators and a complete compendium of both theory and practice to better prepare graduate students to understand the parameters and issues of this field The Handbook is an essential resource for professionals researchers and students as they continue to study research learn and share more about college reading and study strategies Addressing current and emerging theories of knowledge subjects and trends impacting the field the Third Edition features new topics such as disciplinary literacy social media and gaming theory

Handbook of College Reading and Study Strategy Research , The State of Developmental Education T. Parker, M. Barrett, Leticia Tomas Bustillos, 2014-12-17 The State of Developmental Education is the first book to provide a thorough comparative picture of how developmental education is carried out at higher education institutions and investigate how different state level policies and priorities change the availability types and quality of developmental education available

An Alternate Pragmatism for Going Public Jim Webber, 2018-03-15 An Alternate Pragmatism for Going Public interrogates composition s most prominent responses to contemporary K 16 education reform By going public teachers scholars and administrators rightfully reassert their expertise against corporate political standards and assessments like the Common Core Complete College America and the Collegiate Learning Assessment However author Jim Webber shows that composition s professional imperative for self defense only partly fulfils the broader aims of going public which include fostering public participation that can assess and potentially affirm the public good of professional judgment Drawing on the pragmatic democratic tradition Webber envisions

an alternate rhetoric of professionalism one that not only reasserts compositionists expertise but also expands opportunities for publics to authorize this expertise While this public inquiry and engagement may not safeguard professional standing against neoliberal reform it reorients composition toward an equally important goal enabling publics to gauge the adequacy of the educational standardization so often advocated by contemporary reform An Alternate Pragmatism for Going Public shows how public engagement can serve composition s efforts related to going public

Education as Civic Engagement Gary A. Olson, Lynn Worsham, 2012-08-16 Education as Civic Engagement Toward a More Democratic Society is a collection of ten essays examining education mostly higher education as civic engagement These essays are the finest works of scholarship on education published over the last decade in JAC an award winning journal of rhetoric politics and culture Collectively the works in this volume analyze in a substantive and rigorous manner a number of key issues in the politics of education

Antiracist Writing Assessment Ecologies Asao B. Inoue, 2015-11-08 In Antiracist Writing Assessment Ecologies Asao B Inoue theorizes classroom writing assessment as a complex system that is more than its interconnected elements To explain how and why antiracist work in the writing classroom is vital to literacy learning Inoue incorporates ideas about the white racial habitus that informs dominant discourses in the academy and other contexts

Transformations Holly Hassel, Kristi Cole, 2021-12-01 As teaching practices adapt to changing technologies budgetary constraints new student populations and changing employment practices writing programs remain full of people dedicated to helping students improve their writing This edited volume offers strategies for implementing large and small scale changes in writing programs by focusing on transformations the institutional programmatic curricular and labor practices that work together to shape our teaching and learning experiences of writing and rhetoric in higher education The collection includes chapters from multiple award winning writing programs including the recipients of the Two Year College Association s Outstanding Programs in English Award and the Conference on College Composition and Communication s Writing Program Certificate of Excellence These authors offer perspectives that demonstrate the deep work of transformation in writing programs and practices writ large confirm the ways in which writing programs are connected to and situated within larger institutional and disciplinary contexts and outline successful methods for navigating these contexts in order to transform the work In using the prism of transformation as the organizing principle for the collection Transformations offers a range of strategies for adapting writing programs so that they meet the needs of students and teachers in service of creating equitable ethical literacy instruction in a range of postsecondary contexts Contributors Leah Anderst Cynthia Baer Ruth Benander Mwangi Alex Chege Jaclyn Fiscus Cannaday Joanne Giordano Rachel Hall Buck Sarah Henderson Lee Allison Hutchinson Lynne Lewis Gaillet Jennifer Maloy Neil Meyer Susan Miller Cochran Ruth Osorio Lori Ostergaard Shyam Pandey Cassie Phillips Brenda Refaei Heather Robinson Shelley Rodrigo Julia Romberger Tiffany Rousculp Megan Schoen Paulette Stevenson

Before Shaughnessy Kelly Ritter, 2009-08-06 In Before Shaughnessy Basic Writing at Yale and Harvard 1920 1960 Kelly Ritter uses

materials from the archives at Harvard and Yale and contemporary theories of writing instruction to reconsider the definition of basic writing and basic writers within a socio historical context Ritter challenges the association of basic writing with only poorly funded institutions and poorly prepared students Using Yale and Harvard as two sample case studies Ritter shows that basic writing courses were alive and well even in the Ivy League in the early twentieth century She argues not only that basic writers exist across institutional types and diverse student populations but that the prevalence of these writers has existed far more historically than we generally acknowledge Uncovering this forgotten history of basic writing at elite institutions Ritter contends that the politics and problems of the identification and the definition of basic writers and basic writing began long before the work of Mina Shaughnessy in *Errors and Expectations* and the rise of open admissions Indeed she illustrates how the problems and politics have been with us since the advent of English A at Harvard and the heightened consumer based policies that resulted in the new admissions criteria of the early twentieth century American university In order to recognize this long standing reality of basic writing we must now reconsider whether the nearly standardized nationalized definition of basic is any longer a beneficial one for the positive growth and democratic development of our first year writing programs and students

21st Century Education: A Reference Handbook Thomas L Good, 2008-10-01 21st Century Education A Reference Handbook offers 100 chapters written by leading experts in the field that highlight the most important topics issues questions and debates facing educators today This comprehensive and authoritative two volume work provides undergraduate education majors with insight into the rich array of issues inherent in education issues informing debates that involve all Americans Key Features Provides undergraduate majors with an authoritative reference source ideal for their classroom research needs preparation for GREs and research into directions to take in pursuing a graduate degree or career Offers more detailed information than encyclopedia entries but not as much jargon detail or density as journal articles or research handbook chapters Explores educational policy and reform teacher education and certification educational administration curriculum and instruction Offers a reader friendly common format Theory Methods Applications Comparison Future Directions Summary References and Further Readings 21st Century Education A Reference Handbook is designed to prepare teachers professors and administrators for their future careers informing the debates and preparing them to address the questions and meet the challenges of education today

Reclaiming the Public University Judith Summerfield, Crystal Benedicks, 2007 To reclaim the public university is to focus our energies on teaching all our students well educating them for a new increasingly complicated age To deliver on this promise we must interrogate the general education we provide for our students for that is the vast unrecognized ground we stand on It is what students and faculty do most in common If we can get educating our students right generally and liberally then we will have laid a claim to what the public university needs to be

The SAGE Handbook of Writing Development Roger Beard, Debra Myhill, Jeni Riley, Martin Nystrand, 2009-07-09 Writing development is currently the focus of substantial international debate because it is the aspect

of literacy education that has been least responsive to central government and state reforms Teaching approaches in writing have been slower to change than those in teaching reading and pupil attainment in writing has increased at a much more modest rate than pupil attainment in reading This handbook critically examines research and theoretical issues that impact on writing development from the early years through to adulthood It provides those researching or teaching literacy with one of the most academically authoritative and comprehensive works in the field With expert contributors from across the world the book represents a detailed and valuable overview of a complex area of study

Interests and Opportunities Steve Lamos, 2011-09-30 In the late 1960s colleges and universities became deeply embroiled in issues of racial equality To combat this hundreds of new programs were introduced to address the needs of high risk minority and low income students In the years since university policies have flip flopped between calls to address minority needs and arguments to maintain Standard English Today anti affirmative action and anti access sentiments have put many of these high risk programs at risk In **Interests and Opportunities** Steve Lamos chronicles debates over high risk writing programs on the national level and locally at the University of Illinois at Urbana Champaign Using critical race theorist Derrick Bell s concept of interest convergence Lamos shows that these programs were promoted or derailed according to how and when they fit the interests of underrepresented minorities and mainstream whites administrators and academics He relates struggles over curriculum pedagogy and budget and views their impact on policy changes and course offerings Lamos finds that during periods of convergence disciplinary and institutional changes do occur albeit to suit mainstream standards In divergent times changes are thwarted or undone often using the same standards To Lamos understanding the past dynamics of convergence and divergence is key to formulating new strategies of local action and story changing that can preserve and expand race consciousness and high risk writing instruction even in adverse political climates

Vernacular Insurrections Carmen Kynard, 2013-04-02 Winner of the 2015 James M Britton Award presented by Conference on English Education a constituent organization within the National Council of Teachers of English Carmen Kynard locates literacy in the twenty first century at the onset of new thematic and disciplinary imperatives brought into effect by Black Freedom Movements Kynard argues that we must begin to see how a series of vernacular insurrections protests and new ideologies developed in relation to the work of Black Freedom Movements have shaped our imaginations practices and research of how literacy works in our lives and schools Utilizing many styles and registers the book borrows from educational history critical race theory first year writing studies Africana studies African American cultural theory cultural materialism narrative inquiry and basic writing scholarship Connections between social justice language rights and new literacies are uncovered from the vantage point of a multiracial multiethnic Civil Rights Movement

Composition in the Age of Austerity Nancy Welch, Tony Scott, 2016-04-01 In the face of the gradual saturation of US public education by the logics of neoliberalism educators often find themselves at a loss to respond let alone resist Through state defunding and many other reforms fueled by austerity politics a majority of

educators are becoming casual labor in US universities while those who hang onto secure employment are pressed to act as self supporting entrepreneurs or do more with less Focusing on the discipline of writing studies this collection addresses the sense of crisis that many educators experience in this age of austerity The chapters in this book chronicle how neoliberal political economy shapes writing assessments curricula teacher agency program administration and funding distribution Contributors also focus on how neoliberal political economy dictates the direction of scholarship because the economic and political agenda shaping the terms of work the methods of delivery and the ways of valuing and assessing writing also shape the primary concerns and directions of scholarship Composition in the Age of Austerity offers critical accounts of how the restructuring of higher education is shaping the daily realities of composition programs The book documents the effects and implications of the current restructuring examines how cherished rhetorical ideals actually leave the field unprepared to respond effectively to defunding and corporatizing trends and establishes points of departure for collective response The Activist WPA Linda Adler-Kassner,2008-04-10 One wonders if there is any academic field that doesn't suffer from the way it is portrayed by the media by politicians by pundits and other publics How well scholars in a discipline articulate their own definition can influence not only issues of image but the very success of the discipline in serving students and its other constituencies The Activist WPA is an effort to address this range of issues for the field of English composition in the age of the Spellings Commission and the No Child Left Behind Act Drawing on recent developments in framing theory and the resurgent traditions of progressive organizers Linda Adler Kassner calls upon composition teachers and administrators to develop strategic programs of collective action that do justice to composition's best principles Adler Kassner argues that the story of college composition can be changed only when writing scholars bring the wonders down to articulate a theory framework that is pragmatic and intelligible to those outside the field and then create messages that reference that framework In The Activist WPA she makes a case for developing a more integrated vision of outreach English education and writing program administration Desegregation State Annie S. Mendenhall,2022-04-15 The only book length study of the ways that postsecondary desegregation litigation and policy affected writing instruction and assessment in US colleges Desegregation State provides a history of federal enforcement of higher education desegregation and its impact on writing programs from 1970 to 1988 Focusing on the University System of Georgia and two of its public colleges in Savannah one a historically segregated white college and the other a historically Black college Annie S Mendenhall shows how desegregation enforcement promoted and shaped writing programs by presenting literacy remediation and testing as critical to desegregation efforts in southern and border states Formerly segregated state university systems crafted desegregation plans that gave them more control over policies for admissions remediation and retention These plans created literacy requirements admissions and graduation tests remedial classes and even writing centers and writing across the curriculum programs that reshaped the landscape of college writing instruction and denied the demands of Black students civil rights

activists and historically Black colleges and universities for major changes to university systems This history details the profound influence of desegregation and resistance to desegregation on the ways that writing is taught and assessed in colleges today Desegregation State provides WPAs and writing teachers with a disciplinary history for understanding racism in writing assessment and writing programs Mendenhall brings emerging scholarship on the racialization of institutions into the field showing why writing studies must pay more attention to how writing programs have institutionalized racist literacy ideologies through arguments about student placement individualized writing instruction and writing assessment

Linguistic Minority Students Go to College Yasuko Kanno,Linda Harklau,2012-04-23 Bringing together emerging scholarship on the growing number of college bound first generation linguistic minority immigrants in the K 12 pipeline this ground breaking volume showcases new research on these students preparation for access to and persistence in college

Basic Writing George Otte,Rebecca Williams Mlynarczyk,2010-03-15 Framed by historic developments from the Open Admissions movement of the 1960s and 1970s to the attacks on remediation that intensified in the 1990s and beyond Basic Writing traces the arc of these large social and cultural forces as they have shaped and reshaped the field

Cross-Language Relations in Composition Bruce Horner,Min-Zhan Lu,Paul Kei Matsuda,2010-05-09 Cross Language Relations in Composition brings together the foremost scholars in the fields of composition second language writing education and literacy studies to address the limitations of the tacit English only policy prevalent in composition pedagogy and research and to suggest changes for the benefit of writing students and instructors throughout the United States Recognizing the growing linguistic diversity of students and faculty the ongoing changes in the English language as a result of globalization and the increasingly blurred categories of native foreign and second language English speakers editors Bruce Horner Min Zhan Lu and Paul Kei Matsuda have compiled a groundbreaking anthology of essays that contest the dominance of English monolingualism in the study and teaching of composition and encourage the pursuit of approaches that embrace multilingualism and cross language writing as the norm for teaching and research The nine chapters comprising part 1 of the collection focus on the origins of the English only bias dominating U S composition classes and present alternative methods of teaching and research that challenge this monolingualism In part 2 nine composition teachers and scholars representing a variety of theoretical institutional and professional perspectives propose new compelling and concrete ways to understand and teach composition to students of a global plural English a language evolving in a multilingual world Drawing on recent theoretical work on genre complexity performance and identity as well as postcolonialism Cross Language Relations in Composition offers a radically new approach to composition teaching and research one that will prove invaluable to all who teach writing in today s multilingual college classroom

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