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Long Way Together A Personal View Of

John C. Brereton



Long Way Together A Personal View Of:

The Cambridge History of Literary Criticism: Volume 7, Modernism and the New Criticism George Alexander Kennedy, 1989 The history of the most hotly debated areas of literary theory including structuralism and deconstruction

Questions of English Jeanne Gerlach, Annette Patterson, Robin Peel, 2002-11-01 The impact and content of English as a subject on the curriculum is once more the subject of lively debate Questions of English sets out to map the development of English as a subject and how it has come to encompass the diversity of ideas that currently characterise it Drawing on a combination of historical analysis and recent research findings Robin Peel Annette Patterson and Jeanne Gerlach bring together and compare important new insights on curriculum development and teaching practice from England Australia and the United States They also discuss the development of teacher training highlighting the variety of ways in which teachers build their own beliefs and knowledge about English

A Century of Communication Studies Pat J. Gehrke, William M. Keith, 2014-12-05 This volume chronicles the development of communication studies as a discipline providing a history of the field and identifying opportunities for future growth Editors Pat J Gehrke and William M Keith have assembled an exceptional list of communication scholars who in the thirteen chapters contained in this book cover the breadth and depth of the field Organized around themes and concepts that have enduring historical significance and wide appeal across numerous subfields of communication A Century of Communication Studies bridges research and pedagogy addressing themes that connect classroom practice and publication Published in the 100th anniversary year of the National Communication Association this collection highlights the evolution of communication studies and will serve future generations of scholars as a window into not only our past but also the field s collective possibilities

English Language Arts Research and Teaching Russel K. Durst, George E. Newell, James D. Marshall, 2017-04-21 Taking as a starting point the most enduring insights to emerge from acclaimed researcher Arthur Applebee s scholarship this volume brings together leading experts to fully examine his work for its explanatory power and its potential to shape current and future research agendas Focused on the ways in which students learn schools teach and assessors evaluate the forms and uses of language needed to flourish and grow Applebee s work reconceptualized how educators view language development and use in relation to schooling Organized around three themes Considering Curriculum as Conversation Writing as a Tool for Learning Talking it Out Class Discussion and Literary Understanding the 14 fascinating chapters in this book extend and challenge Applebee s insights

Viva Nuestro Caucus Romeo García, Iris Ruiz, 2019-10-13 Viva Nuestro Caucus celebrates the history of the Latinx Caucus of the National Council of Teachers of English and of the College Composition and Communication Conference since its inception in 1968 as the Chicano Teachers of English The Caucus emerged because of a lack of representation and support and today maintains its vision and agenda of advocating for Latino peoples The impetus for Viva Nuestro Caucus began both from a lack of recognition amongst NCTE and CCCC and an acknowledgment that no written history exists of the Caucus Its editors provide

a partial history of the agendas activities and achievements of the Caucus from its formation to the present set against the backdrop of changing times It includes interviews with founding and current Caucus members an annotated Caucus archive and a working bibliography of publications by Caucus members

The Future of English Teaching Worldwide Andrew Goodwyn, Cal Durrant, Wayne Sawyer, Lisa Scherff, Don Zancanella, 2018-10-31 The seminal Dartmouth Conference 1966 remains a remarkably influential moment in the history of English teaching Bringing together leading voices in contemporary English education this book celebrates the Conference and its legacy drawing attention to what it has achieved and the questions it has raised Encompassing a multitude of reflections on the Dartmouth Conference *The Future of English Teaching Worldwide* provides fresh and revisionist readings of the meeting and its leading figures Chapters showcase innovative and exciting new insights for English scholars and address both theoretical and practical elements of teaching English in a variety of settings and countries Covering topics including the place of new media in English curricula the role of the canon poetry and grammar the text is divided into three accessible parts Historical perspectives Dartmouth today why it still matters Reflections but for the future This powerful collection will be of value to researchers postgraduate students literature scholars practitioners teacher educators trainee and in service teachers as well as other parties involved in the teaching and study of English

Reconceiving Writing, Rethinking Writing Instruction Joseph Petraglia, 2013-11-05 To a degree unknown in practically any other discipline the pedagogical space afforded composition is the institutional engine that makes possible all other theoretical and research efforts in the field of rhetoric and writing But composition has recently come under attack from many within the field as fundamentally misguided Some of these critics have been labelled New Abolitionists for their insistence that compulsory first year writing should be abandoned Not limiting itself to first year writing courses this book extends and modifies calls for abolition by taking a closer look at current theoretical and empirical understandings of what contributors call general writing skills instruction GWSI the curriculum which an overwhelming majority of writing instructors is paid to teach that practically every composition textbook is written to support and the instruction for which English departments are given resources to deliver The vulnerability of GWSI is hardly a secret among writing professionals and its intellectual fragility has been felt for years and manifested in several ways in persistently low status of composition as a study both within and outside of English departments in professional journal articles and conference presentations that are growing both in theoretical sophistication and irrelevance to the composition classroom and in the rhetoric and writing field s ever increasing attention to nontraditional sites of writing behavior But to date there has been relatively little concerted discussion within the writing field that focuses specifically on the fundamentally awkward relationship of writing theory and writing instruction This volume is the first to explicitly focus on the gap in the theory and practice that has emerged as a result of the field s growing professionalization The essays anthologized offer critiques of GWSI in light of the discipline s growing understanding of the contexts for writing and their rhetorical nature Writing from a wide range of cognitivist critical

theoretical historical linguistic and philosophical perspectives contributors call into serious question basic tenets of contemporary writing instruction and provide a forum for articulating a sort of zeitgeist that seems to permeate many writing conferences but which has until recently not found a voice or a name **Authoring A Discipline** Maureen Daly Goggin,2000-05 This volume examines the development of the rhetoric composition disciplines through a historical analysis of the journals that published scholarship in these areas For scholars researchers teachers and students of composition rhetoric Crossing Over Harold M. Foster,2013-09-05 Primary text for secondary English language arts methods courses Takes a meaning centered approach to integrated English language arts curriculum and instruction Includes teaching of film television and new technologies **Contemporary Composition Studies** Edith Babin,Kimberly Harrison,1999-12-30 Composition studies is a rapidly growing and constantly changing field At present however graduate students new to the field and writing teachers who want to make new connections between theory and practice have little choice of current reference works that define key terms in composition studies and provide information about the scholars and researchers who have shaped and are shaping the discipline This book supplies this information in an easily accessible format and places both scholars and terms in the context of the field s development Included are alphabetically arranged entries for 108 individuals who have developed the field and 128 terms central to the discipline The first part of the book provides entries for leaders in composition studies Each entry identifies the areas in which the scholar has contributed most influentially to the field and provides both a chronological overview of the person s contributions and a bibliography of representative works The second part includes entries for terms that are problematic both for newcomers and for those already familiar with the discipline The entries for the terms show how the disciplinary context has shaped the ways in which they have been used The entries also indicate how established thinkers in composition studies and other disciplines have explained or defined the terms provide examples of the terms in context and list scholars often associated with them An appendix includes entries for scholars from other disciplines who have contributed to the field **The Formation of School Subjects** Thomas S. Popkewitz,2018-10-03 Originally published in 1987 This volume focuses upon the emergence of the subject matter of the American school This provides entrance to looking at the interplay between social cultural economic and professional interests that give form to contemporary school practices The historical detail enables understanding of how school knowledge is shaped and fashioned by issues of structural continuity and social transformation This selection of chapters looks at how practices have been shaped by the struggles to define the American school curriculum in different subjects The authors bring out how particular social values are made into ideologies and examine the past to enable consideration of the possibilities for further development The Origins of Composition Studies in the American College, 1875-1925 John C. Brereton,1996-01-15 This volume describes the formative years of English composition courses in college through a study of the most prominent documents of the time magazine articles scholarly reports early textbooks teachers testimonies and some

of the actual student papers that provoked discussion Includes writings by leading scholars of the era such as Adams Sherman Hill Gertrude Buck William Edward Mead Lane Cooper William Lyon Phelps and Fred Newton Scott

Empowering Struggling Readers Leigh A. Hall, Leslie D. Burns, Elizabeth Carr Edwards, 2011-01-01 This book provides classroom tested methods for engaging struggling middle grade readers even those who appear to have given up and fostering their success The emphasis is on constructing respectful encouraging learning environments that incorporate students diverse literacies cultural interests and prior knowledge and skills into instruction Chapters outline effective innovative strategies for instruction and assessment in comprehension vocabulary text based discussion critical reading and other core areas Realistic classroom examples are included throughout including applications of nontraditional texts Other useful features include reflection questions at the end of each chapter Winner Literacy Research Association s Edward B Fry Book Award

Curriculum & Consequence Herbert M. Kliebard, Barry M. Franklin, 2000 In this landmark volume former students and colleagues of Herbert Kliebard explore issues he pioneered and extend the discussion to new intellectual terrain Published to honor Kliebard upon his retirement from the faculty of the University of Wisconsin Madison these essays address a number of key issues including the Dewey legacy the conflict between democracy and social control curriculum differentiation and liberal education Written by a distinguished group of curriculum theorists and educational historians the essays offer researchers substantive treatment of an array of key curricular issues and provide a conceptually rich text for courses in curriculum and educational history

Resources in Education , 1980-04

The National Council of Teachers of English and Cold War Education Policies Curtis Mason, 2020-02-01 The launching of Sputnik in 1957 sparked an education movement that stressed the importance of curricular rigor and standardization as a means to improve education and bolster national defense Within six months of Sputnik s launch Congress passed the National Defense Education Act NDEA that approved an unprecedented amount of federal funding toward the math science and foreign language disciplines The teaching of English was left out and through the leadership of the National Council of Teachers of English NCTE the discipline maneuvered public relations and political connections in its quest to acquire federal funds In doing so the NCTE mimicked strategies that galvanized funding for math science and foreign language disciplines by arguing the importance of the teaching of English for national security and advocating for a teaching model that aligned with Cold War Era pedagogical trends These tactics marked a major shift in how the NCTE advocated for the teaching of English In the early twentieth century the organization embraced student centered education practices connected to the ideas of progressive educators This perspective continued with the creation and expansion of life adjustment education during the 1930s and 40s During this era many NCTE authors recommended this movement that advocated connecting education to future adult experiences Following Sputnik NCTE leaders supported content centered reforms Instead of curriculum recommendations based in discovering and fostering relevant student experiences the NCTE s focus became adjusting student learning to predefined

skills it thought all students should possess This trend was supported by conceptions of Cold War education models including those advocated by their rival English organization the Modern Language Association MLA The MLA had successfully worked with federal actors in attaining funding for foreign language training institutes and the NCTE's collaboration with the MLA represented a shift in adopting ideas it was previously opposed to promoting Despite their efforts the NCTE was not a part of NDEA reauthorization in 1961 the federal government led by U S Commissioner of Education Sterling McMurrin funded teacher training institutes for the study of English through a program called Project English The 1960s continued with the NCTE representing stronger content centered ideas before shifting in less than a decade as indicated by the materials produced by the 1966 AngloAmerican Conference on English at Dartmouth Here NCTE leaders reassessed their beliefs after meeting with British educators who advocated student centered curriculum models and reintroduced benefits of experiential education These ideas would manifest into student centered curriculum models during the late 1960s and 1970s

Rhetoric and Reality James A. Berlin, 1987-02-26 Berlin here continues his unique history of American college composition begun in his *Writing Instruction in Nineteenth Century Colleges* 1984 turning now to the twentieth century In discussing the variety of rhetorics that have been used in writing classrooms Berlin introduces a taxonomy made up of three categories objective rhetorics subjective rhetorics and transactional rhetorics which are distinguished by the epistemology on which each is based He makes clear that these categories are not tied to a chronology but instead are to be found in the English department in one form or another during each decade of the century His historical treatment includes an examination of the formation of the English department the founding of the NCTE and its role in writing instruction the training of teachers of writing the effects of progressive education on writing instruction the General Education Movement the appearance of the CCCC the impact of Sputnik and today's literacy crisis

Uncovering the Mythology of Secondary English Language Arts Jeremy Breton Francis, 2007

It's a Long Way Down to the Top David H. Stroud, 2012-10-17 Enter into rest Where do you come to rest internally The heart of flesh pumps blood and the heart of the spirit resides in the mind True rest must first be in the mind and the heart for the whole person and the whole life to rest Activity and rest of the body soul and spirit are life In His image the Lord made our life in perfection of purpose intent and craftsmanship Where do you come to rest in His presence with the extra ingredient of your purpose intent and craftsmanship How do you enter activity in Him or in you Are you a citizen of heaven in yearning confident expectation or an earthling putting down roots as he thinks in his heart so is he Prov 23 7

Producing Good Citizens Amy J. Wan, 2014-03-30 Recent global security threats economic instability and political uncertainty have placed great scrutiny on the requirements for U S citizenship The stipulation of literacy has long been one of these criteria In *Producing Good Citizens* Amy J Wan examines the historic roots of this phenomenon looking specifically to the period just before World War I up until the Great Depression During this time the United States witnessed a similar anxiety over the influx of immigrants economic uncertainty and global political tensions Early on educators bore the brunt of

literacy training while also being charged with producing the right kind of citizens by imparting civic responsibility and a moral code for the workplace and society. Literacy quickly became the credential to gain legal economic and cultural status. In her study, Wan defines three distinct pedagogical spaces for literacy training during the 1910s and 1920s: Americanization and citizenship programs sponsored by the federal government, union sponsored programs, and first year university writing programs. Wan also demonstrates how each literacy program had its own motivation: the federal government desired productive citizens, unions needed educated members to fight for labor reform, and university educators looked to aid social mobility. Citing numerous literacy theorists, Wan analyzes the correlation of reading and writing skills to larger currents within American society. She shows how early literacy training coincided with the demand for laborers during the rise of mass manufacturing while also providing an avenue to economic opportunity for immigrants. This fostered a rhetorical link between citizenship, productivity, and patriotism. Wan supplements her analysis with an examination of citizen training books, labor newspapers, factory manuals, policy documents, public deliberations on citizenship and literacy, and other materials from the period to reveal the goal and rationale behind each program. Wan relates the enduring bond of literacy and citizenship to current times by demonstrating the use of literacy to mitigate economic inequality and its lasting value to a productivity based society. Today, as in the past, educators continue to serve as an integral part of the literacy training and citizen making process.

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