LEE ANN CARROLL

Rehearsing New Roles

How College Students Develop as Writers



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Rehearsing New Roles How College Students Develop As Writers:

Rehearsing New Roles Lee Ann Carroll, 2002-10-25 In Rehearsing New Roles How College Students Develop as Writers Lee Ann Carroll argues for a developmental perspective to counter the fantasy held by many college faculty that students should or could be taught to write once so that ever after they can write effectively on any topic any place any time Carroll demonstrates in this volume why a one or two semester first year course in writing cannot meet all the needs of even more experienced writers She then shows how students complex literacy skills develop slowly often idiosyncratically over the course of their college years as they choose or are coerced to take on new roles as writers As evidence Carroll offers a longitudinal study of a group of students and the literacy environment they experienced in a midsize independent university Her study follows the experiences that altered their conception of writing in college and fostered their growing capacities as writers Carroll's analysis of the data collected supports a limited but still useful role for first year composition demonstrates how students do learn to write differently across the curriculum in ways that may or may not be recognized by faculty and evaluates the teaching and learning practices that promote or constrain students development **Higher Education** Anne Ruggles Gere, 2019-01-02 For undergraduates following any course of study it is essential to develop the ability to write effectively Yet the processes by which students become more capable and ready to meet the challenges of writing for employers the wider public and their own purposes remain largely invisible Developing Writers in Higher Education shows how learning to write for various purposes in multiple disciplines leads college students to new levels of competence This volume draws on an in depth study of the writing and experiences of 169 University of Michigan undergraduates using statistical analysis of 322 surveys qualitative analysis of 131 interviews use of corpus linguistics on 94 electronic portfolios and 2 406 pieces of student writing and case studies of individual students to trace the multiple paths taken by student writers Topics include student writers interaction with feedback perceptions of genre the role of disciplinary writing generality and certainty in student writing students concepts of voice and style students understanding of multimodal and digital writing high school s influence on college writers and writing development after college The digital edition offers samples of student writing electronic portfolios produced by student writers transcripts of interviews with students and explanations of some of the analysis conducted by the contributors This is an important book for researchers and graduate students in multiple fields Those in writing studies get an overview of other longitudinal studies as well as key questions currently circulating For linguists it demonstrates how corpus linguistics can inform writing studies Scholars in higher education will gain a new perspective on college student development The book also adds to current understandings of sociocultural theories of literacy and offers prospective teachers insights into how students learn to write Finally for high school teachers this volume will answer questions about college writing Companion Website Click here to access the Developing Writers project and its findings at the interactive companion website Project Data Access the data from the

project through this tutorial A Socially Just Classroom: Transdisciplinary Approaches to Teaching Writing Across the Humanities Kristin Coffey, Vuslat Katsanis, 2022-08-16 This edited collection provides a range of transdisciplinary approaches to the teaching of writing across the Humanities through the lens of inclusion and equity in higher education In three parts From Disciplinary Practice to Transdisciplinary Application The Collective We Transparent Pedagogy in Praxis Power in Presence From Chalkboard to Pavement the chapters focus on teaching triumphs and challenges specific learning objectives and best practices theories and their applications and concrete examples of campus action within specific institutional or socio historical contexts In whole the book represents what a socially just classroom looks like from first year university writing classes to advanced graduate studies and the impact of learning beyond the university Building on the scholarship of equity in higher education the book forefronts transdisciplinary pedagogies with chapters representing language and literature creative writing cultural and ethnic studies women and gender studies and media studies While we understand social justice as a multifaceted and ever expanding effort we affirm the essential role of classroom instructors as the foundational actors in cultivating and sustaining inclusion and equity We also acknowledge the current challenges of teaching brought on by the COVID 19 pandemic which intensifies previously existing issues surrounding housing employment healthcare and the legal residency status of many students By fostering a conversation around writing pedagogy in a comparative and transdisciplinary context we encourage educators to translate the resources available in their fields in a collective effort to close the equity gaps At the same time we intend for this book to provide a context where younger faculty and diverse students can redefine the college classroom while empowering each other within their chosen institutions

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

Rhetorical Strategies and Genre Conventions in Literary Studies Laura

Wilder, 2012-05-31 Laura Wilder fills a gap in the scholarship on writing in the disciplines and writing across the curriculum with this thorough study of the intersections between scholarly literary criticism and undergraduate writing in introductory literature courses Rhetorical Strategies and Genre Conventions in Literary Studies is the first examination of rhetorical

practice in the research and teaching of literary study and a detailed assessment of the ethics and efficacy of explicit instruction in the rhetorical strategies and genre conventions of the discipline Using rhetorical analysis ethnographic observation and individual interviews Wilder demonstrates how rhetorical conventions play a central although largely tacit role in the teaching of literature and the evaluation of student writing Wilder follows a group of literature majors and details their experiences Some students received experimental explicit instruction in the special topoi while others received more traditional implicit instruction Arguing explicit instruction in disciplinary conventions has the potential to help underprepared students Wilder explores how this kind of instruction may be incorporated into literature courses without being overly reductive Taking into consideration student perspectives Wilder makes a bold case for expanding the focus of research in writing in the disciplines and writing across the curriculum in order to grasp the full complexity of disciplinary **Agents of Integration** Rebecca S. Nowacek, 2011-11-02 The question of how students transfer knowledge is discourse an important one as it addresses the larger issue of the educational experience In Agents of Integration Understanding Transfer as a Rhetorical Act Rebecca S Nowacek explores through a series of case studies the issue of transfer by asking what in an educational setting engages students to become agents of integration individuals actively working to perceive as well as to convey effectively to others the connections they make While many studies of transfer are longitudinal with data collected over several years Nowacek's is synchronous a rich cross section of the writing and classroom discussions produced by a team taught learning community three professors and eighteen students enrolled in a one semester general education interdisciplinary humanities seminar that consisted of three linked courses in history literature and religious studies With extensive field notes carefully selected student and teacher self reports in the form of interviews and focus groups and thorough examinations of recorded classroom discussions student papers with professor comments and student notebooks Nowacek presents a nuanced and engaging analysis that outlines how transfer is not simply a cognitive act but a rhetorical one that involves both seeing connections and presenting them to the instructors who are institutionally positioned to recognize and value them Considering the challenges facing instructors teaching for transfer and the transfer of writing related knowledge Nowacek develops and outlines a new theoretical framework and methodological model of transfer and illustrates the practical implications through case studies and other classroom examples She proposes transfer is best understood as an act of recontextualization and she builds on this premise throughout the book by drawing from previous work in cognitive psychology activity theory and rhetorical genre theory as well as her own analyses of student work This focused examination complements existing longitudinal studies and will help readers better understand not only the opportunities and challenges confronting students as they work to become agents of integration but also the challenges facing instructors as they seek to support that student work

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

Teaching/Writing in Thirdspaces Rhonda C. Grego, Nancy S. Thompson, 2008 Rhonda C Grego and Nancy S Thompson argue that because the studio is physically and institutionally outside but alongside both students other coursework and the hierarchy of the institution it represents a thirdspace a unique position in which to effect institutional change Teaching Writing in Thirdspaces provides an alternative approach to traditional basic writing courses that can be adopted in educational institutions of all types and at all levels BOOK JACKET A Taste for Language James Ray Watkins, 2009-11-02 This is a book about the American Dream as it has become embodied in the university in general and in the English department in particular writes James Ray Watkins at the start of A Taste for Language Literacy Class and English Studies In it Watkins argues that contemporary economic and political challenges require a clear understanding of the identity of English studies making elementary questions about literacy language literature education and class once again imperative A personal history of university level English studies in the twentieth century A Taste for Language combines biography autobiography and critical analysis to explore the central role of freshman English and literary studies in the creation and maintenance of the middle class It tells a multi generational story of the author and his father intertwined with close reading of texts and historical analysis The story moves from depression era Mississippi where the author's father was born to a contemporary English department where the author now teaches Watkins looks at not only textbooks scholars and the academy but also at families and other social institutions A rich combination of biography autobiography and critical analysis A Taste for Language questions what purpose an education in English language and literature serves in the lives of the educated in a class based society and whether English studies has become wholly irrelevant in the twenty first century

Rural Literacies Kim Donehower, Charlotte Hogg, Eileen E Schell, 2007-06-19 Rural Literacies identifies the problems

inherent in trying to understand rural literacy addresses the lack of substantive research on literacy in rural areas and reviews traditional misrepresentations of rural literacy This innovative volume frames debates over literacy in relation to larger social political and economic forces such as the impact of the No Child Left Behind Act on rural schools and the effects of out migration globalization and the loss of small family farms on rural communities Drawing upon traditional literacy and composition research and employing theory from education and sociology the text engages compositionists in broader conversations regarding rural literacies The authors share strategies that will help compositionists participate in pedagogies that are rooted in a richer understanding of rural literacies and work toward sustainability for all communities in a globalized age

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