

LEE ANN CARROLL

# *Rehearsing New Roles*

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How College Students  
Develop as Writers



SWR  
Studies in Writing & Rhetoric

# Rehearsing New Roles How College Students Develop As Writers

**Dan Melzer**



## **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

**Developing Writers in 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      Drilled to Write J. Michael Rifenburg, 2022-10-14 *Drilled to Write* offers a rich account of US Army cadets navigating the unique demands of Army writing at a senior military college In this longitudinal case study J Michael Rifenburg follows one cadet Logan Blackwell for four years and traces how he conceptualizes Army writing and Army genres through immersion in military science classes tactical exercises in the Appalachian Mountains and specialized programs like Airborne School Drawing from research on rhetorical genre studies writing transfer and materiality *Drilled to Write* speaks to scholars in writing studies committed to capturing how students understand their own writing development Collectively these chapters articulate four ways Blackwell leveraged resources through ROTC to become a cadet writer at this military college Each chapter is dedicated to one year of his undergraduate experience with focus on curricular writing for his business management major and military science classes as well as his extracurricular writing like his Ballroom Dance Club bylaws and a three thousand word short story In *Drilled to Write* Rifenburg invites readers to see how cadets are positioned between civilian and military life a curiously liminal space where they develop as writers Using Army ROTC as an entry into genre theory and larger conversations about the role higher education plays in developing Army officers he shows how writing students develop genre awareness and flexibility while forging a personal identity      *Reaching All Writers* Joanne Baird Giordano, Holly Hassel, Jennifer Heinert, Cassandra Phillips, 2024-02-21 *Reaching All Writers* brings together decades of writing studies experience research and scholarship to help organize first year writing courses around inclusive teaching practices and foundational concepts that support disciplinary learning for all college writers including students who have been excluded from more selective higher education institutions Using threshold concepts and transfer as a foundation the authors provide an invaluable resource for multiple contexts instructors working off the tenure track and or at multiple institutions two year college programs without a writing program administrator and writing program graduate teaching assistant training courses Each chapter includes an overview of a threshold concept disciplinary background readings practical teaching strategies assignment and learning activity ideas assessment principles examples from student and instructor perspectives and questions for reflection and discussion *Reaching All Writers* describes effective teaching practices to help all college writing instructors regardless of their institutional contexts make changes that support equitable and inclusive learning opportunities with a focus on teaching students whose backgrounds and learning experiences are different from those with more educational or economic privilege Both new and experienced teachers adapting first year college writing courses will find the book's blend of practical strategies and disciplinary knowledge a useful companion for facilitating new classroom and program needs or designing new teaching assistant training courses      *Chasing Literacy* Daniel Keller, 2013-12-02 Arguing that composition should renew its interest in reading pedagogy and research *Chasing Literacy* offers writing instructors and literacy scholars a framework for understanding and responding to the challenges posed by the proliferation of interactive and multimodal communication technologies in the twenty first century Employing

case study research of student reading practices Keller explores reading writing connections in new media contexts He identifies a culture of acceleration a gathering of social educational economic and technological forces that reinforce the values of speed efficiency and change and challenges educators to balance new faster literacies with traditional slower literacies In addition Keller details four significant features of contemporary literacy that emerged from his research accumulation and curricular choices literacy perceptions speeds of rhetoric and speeds of reading Chasing Literacy outlines a new reading pedagogy that will help students gain versatile dexterous approaches to both reading and writing and makes a significant contribution to this emerging area of interest in composition theory and practice

**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 discourse

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

*Remixing Composition* Jason Palmeri, 2012-03-19 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

**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

**Everyday Genres** Mary Soliday, 2011-02-07 Mary Soliday calls on genre theory which proposes that writing cannot be separated from social situation to analyze the common assignments given to writing students in the college classroom and to investigate how new writers and expert readers respond to a variety of types of coursework in different fields This in depth study of writing pedagogy looks at many challenges facing both instructors and students in college composition classes and offers a thorough and refreshing exploration of writing experience ability and rhetorical situation

[The Managerial Unconscious in the History of Composition Studies](#) Donna Strickland, 2011-07-11 In this pointed appraisal of composition studies Donna Strickland

contends the rise of writing program administration is crucial to understanding the history of the field. Noting existing histories of composition studies that offer little to no exploration of administration, Strickland argues the field suffers from a managerial unconscious that ignores or denies the dependence of the teaching of writing on administrative structures. *The Managerial Unconscious in the History of Composition Studies* is the first book to address the history of composition studies as a profession rather than focusing on its pedagogical theories and systems. Strickland questions why writing and the teaching of writing have been the major areas of scholarly inquiry in the field when specialists often work primarily as writing program administrators, not teachers. Strickland traces the emergence of writing programs in the early twentieth century, the founding of two professional organizations by and for writing program administrators, and the managerial overtones of the social turn of the field during the 1990s. She illustrates how these managerial imperatives not only have provided much of the impetus for the growth of composition studies over the past three decades but also have contributed to the stratified workplaces and managed writing practices the field's pedagogical research often decries. *The Managerial Unconscious in the History of Composition Studies* makes the case that administrative work should not be separated from intellectual work, calling attention to the interplay between these two kinds of work in academia at large and to the pronounced hierarchies of contingent faculty and tenure track administrators endemic to college writing programs. The result is a reasoned plea for an alternative understanding of the very mission of the field itself.

*Agents of Integration* Rebecca S. Nowacek, 2011-11-02

The question of how students transfer knowledge is 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 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 Assignments across the Curriculum Dan Melzer, 2014-05-15 In Assignments across the Curriculum Dan Melzer analyzes the rhetorical features and genres of writing assignments through the writing to learn and writing in the disciplines perspectives Presenting the results of his study of 2 101 writing assignments from undergraduate courses in the natural sciences social sciences business and humanities in 100 postsecondary institutions in the United States Assignments across the Curriculum is unique in its cross institutional breadth and its focus on writing assignments The results provide a panoramic view of college writing in the United States Melzer s framework begins with the rhetorical situations of the assignments the purposes and audiences and broadens to include the assignments genres and discourse community contexts Among his conclusions is that courses connected to a writing across the curriculum WAC initiative ask students to write more often in a greater variety of genres and for a greater variety of purposes and audiences than non WAC courses do making a compelling case for the



influence of the WAC movement Melzer's work also reveals patterns in the rhetorical situations genres and discourse communities of college writing in the United States These larger patterns are of interest to WAC practitioners working with faculty across disciplines to writing center coordinators and tutors working with students who bring assignments from a variety of fields to composition program administrators to first year writing instructors interested in preparing students for college writing and to high school teachers attempting to bridge the gap between high school and college writing

**Writing Studies Research in Practice** Lee Nickoson, Mary P Sheridan, 2012-09-10 An essential reference for students and scholars exploring the methods and methodologies of writing research What does it mean to research writing today What are the practical and theoretical issues researchers face when approaching writing as they do What are the gains or limitations of applying particular methods and what might researchers be overlooking These questions and more are answered by the writing research field's leading scholars in Writing Studies Research in Practice Methods and Methodologies Editors Nickoson and Sheridan gather twenty chapters from leaders in writing research spanning topics from ethical considerations for researchers quantitative methods and activity analysis to interviewing and communitybased and Internet research While each chapter addresses a different subject the volume as a whole covers the range of methodologies technologies and approaches both old and new that writing researchers use and examines the ways in which contemporary writing research is understood practiced and represented An essential reference for experienced researchers and an invaluable tool to help novices understand research methods and methodologies Writing Studies Research in Practice includes established methods and knowledge while addressing the contemporary issues interests and concerns faced by writing researchers today

*Revision* Alice Horning, Anne Becker, 2006-05-22 Explores the wide range of scholarship on revision while bringing new light to bear on enduring questions in composition and rhetoric

**The Meaningful Writing Project** Michele Eodice, Anne Ellen Geller, Neal Lerner, 2017-03-01 In the face of the continuing discourse of crisis in US education The Meaningful Writing Project offers readers an affirming story of writing in higher education that shares students experiences in their own voices In presenting the results of a three year study consisting of surveys and interviews of university seniors and their faculty across three diverse institutions authors Michele Eodice Anne Ellen Geller and Neal Lerner consider students perceptions of their meaningful writing experiences the qualities of those experiences and instructors perspectives on assignment design and delivery This study confirms that meaningful assignments offer students opportunities to engage with instructors peers and texts and are relevant to past experiences and passions as well as to future aspirations and identities Meaningful writing occurs across majors in both required and elective courses and beyond students years at college Additionally the study makes clear that faculty across the curriculum devote significant care and attention to creating writing assignments that support student learning as they understand writing performance to be a developmental process connected to overall cognitive and social development student engagement with learning and success

in a wide variety of disciplines and professions The Meaningful Writing Project provides writing center directors WPAs other composition scholars and all faculty interested in teaching and learning with writing an unprecedented look into the writing projects students find meaningful Changing the Conversation about Higher Education Robert Thompson, 2013-03-04 American colleges and universities are laboring with sharply reduced resources and being asked pointed questions about their efficiency and effectiveness in educating students like never before For those administrators faculty and all readers who want to understand how colleges can get better at their most important work they will find invaluable guidance in Changing the Conversation about Higher Education Robert Thompson has brought together the work of more than twenty professionals across thirteen universities to present important research on the obscure issues of vision structure and cultural transformation as they pertain to administrators and faculty The result is a much needed discussion on how to improve faculty and curricular reform for student success Changing the Conversation about Higher Education addresses the contributions and findings from this research and is intended for academic administrators faculty and graduate students who are dedicated to improving undergraduate teaching and learning The research was directed at two core aims of a liberal education critical thinking and writing

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