

Mainstreaming Basic Writers

Politics
and
Pedagogies
of Access

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Mainstreaming Basic Writers:

Mainstreaming Basic Writers Gerri McNenny, Sallyanne H. Fitzgerald, 2001 At a time when various political and administrative bodies are calling for the dissolution of basic writing instruction on four year college campuses the need for information concerning the options available to university decision makers has become more and more pressing A wide range of professional judgments surrounding this situation exists *Mainstreaming Basic Writers Politics and Pedagogies of Access* presents a range of positions taken in response to these recent challenges and offers alternative configurations for writing instruction that attempt to do justice to both students needs and administrative constraints Chapter authors include for the most part professionals entrusted with the role of advocating for a student population often described as underprepared in need of remediation and at risk Throughout the volume contributors discuss current institutional developments and describe curricular designs that instructors searching for innovative ways to meet the needs of their heterogenous student populations will find helpful as models of college writing program curricula and administration This book s focus is to give a fair representation of some of the more noted perspectives from nationally recognized scholars and administrators working in the field of basic writing This presentation of key positions on the issue of mainstreaming basic writers at the college level is an important resource for all writing program administrators composition and rhetoric students and scholars and university decision makers from provosts to deans to department chairs

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campuses the need for information concerning the options available to university decision makers has become more and more pressing A wide range of professional judgments surrounding this situation exits Mainstreaming Basic Writers Politics and Pedagogies of Access presents a range of positions taken in response to these recent challenges and offers alternative configurations for writing instruction that attempt to do justice to both students needs and administrative constraints Chapter authors include for the most part professionals entrusted with the role of advocating for a student population often described as underprepared in need of remediation and at risk Throughout the volume contributors discuss current institutional developments and describe curricular designs that instructors searching for innovative ways to meet the needs of their heterogenous student populations will find helpful as models of college writing program curricula and administration This book s focus is to give a fair representation of some of the more noted perspectives from nationally recognized scholars and administrators working in the field of basic writing This presentation of key positions on the issue of mainstreaming basic writers at the college level is an important resource for all writing program administrators composition and rhetoric students and scholars and university decision makers from provosts to deans to department chairs

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

Networked Process
Helen Foster,2007-08-01 Helen Foster problematizes one of the dominant metaphors in rhetoric and composition the notion of writing process and in turn offers an important and engaging new approach for the future of the discipline one that directly addresses the complexities challenges and opportunities for writing research in a postmodern world

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

Exploring Composition Studies
Kelly Ritter,Paul Kei Matsuda,2012-04-30 Kelly Ritter and Paul Kei Matsuda have created an essential introduction to the field of composition studies for graduate students and instructors new to the study of writing The book offers a careful exploration of this diverse field focusing specifically on scholarship of writing and composing Within this territory the authors draw the boundaries

broadly to include allied sites of research such as professional and technical writing writing across the curriculum programs writing centers and writing program administration Importantly they represent composition as a dynamic eclectic field influenced by factors both within the academy and without The editors and their sixteen seasoned contributors have created a comprehensive and thoughtful exploration of composition studies as it stands in the early twenty first century Given the rapid growth of this field and the evolution of it research and pedagogical agendas over even the last ten years this multi vocal introduction is long overdue A Rhetoric for Writing Program Administrators 2e Rita Malenczyk,2016-09-01 A Rhetoric for Writing Program Administrators 2nd Edition presents the major issues and questions in the field of writing program administration The collection provides aspiring new and seasoned WPAs with the theoretical lenses terminologies historical contexts and research they need to understand the nature history and complexities of their intellectual and administrative work Basic Writing in America Nicole Pepinster Greene,Patricia J. McAlexander,2008 Basic Writing in America published three decades after Mina Shaughnessy s Errors and Expectations presents the kind of educational stories envisioned by The City University of New York s Patricia Laurence Each of these stories has its own unique setting conflict and outcome Yet together they give a powerful and dramatic portrait of basic writing in four year colleges and universities across the country In the Introduction the editors argue that basic writing programs involved a new concept of writing remediation Receiving impetus from the American civil rights movement these programs defined postsecondary education not in terms of an investment for society but as an individual right Indeed a major purpose of basic writing was to facilitate the integration of underrepresented groups into America s colleges and universities The chapters describe the often hostile responses to basic writing and its students the low status of basic writing programs within English departments and universities clashes within the basic writing field itself pedagogical developments in composition as applied to basic writing and the professionalization of basic writing faculty They also show as years pass the raising of college admission standards the elimination or downsizing of basic writing programs and the channeling of less qualified students to two year colleges But in a number of institutions there are also innovations and successes including the emergence of a new type of basic writing program one that is more integrated with the college or university and that offers learning support to a wider range of students **Positioning Basic Writers** Kimberly Lynch,1999 *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.

Crossing Divides Bruce Horner, Elliot Tetreault, 2017-06-01 Translingualism perceives the boundaries between languages as unstable and permeable; this creates a complex challenge for writing pedagogy. Writers shift actively among rhetorical strategies from multiple languages, sometimes importing lexical or discursive tropes from one language into another to introduce an effect, solve a problem, or construct an identity. How to accommodate this reality while answering the charge to teach the conventions of one language can be a vexing problem for teachers. *Crossing Divides* offers diverse perspectives from leading scholars on the design and implementation of translingual writing pedagogies and programs. The volume is divided into four parts. Part 1 outlines methods of theorizing translinguality in writing and teaching. Part 2 offers three accounts of translingual approaches to the teaching of writing in private and public colleges and universities in China, Korea, and the United States. In Part 3, contributors from four US institutions describe the challenges and strategies involved in designing and implementing a writing curriculum with a translingual approach. Finally, in Part 4, three scholars respond to the case studies and arguments of the preceding chapters and suggest ways in which writing teachers, scholars, and program administrators can develop translingual approaches within their own pedagogical settings. Illustrated with concrete examples of teachers and program directors' efforts in a variety of settings, as well as nuanced responses to these initiatives from eminent scholars of language difference in writing, *Crossing Divides* offers groundbreaking insight into translingual writing theory, practice, and reflection.

Contributors: Sara Alvarez, Patricia Bizzell, Suresh Canagarajah, Dylan Dryer, Chris Gallagher, Juan Guerra, Asao B. Inoue, William Lalicker, Thomas Lavelle, Eunjeong Lee, Jerry Lee, Katie Malcolm, Kate Mangelsdorf, Paige Mitchell, Matt Noonan, Shakil Rabbi, Ann Shivers, McNair, Christine M. Tardy.

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 Guide to College Writing Assessment Peggy O'Neill, Cindy Moore, Brian Huot, 2009-04-15 While most English professionals feel comfortable with language and literacy theories assessment theories seem more alien English professionals often don't have a clear understanding of the key concepts in educational measurement such as validity and reliability nor do they understand the statistical formulas associated with psychometrics But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results A Guide to College Writing Assessment is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular teaching contexts O'Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms placement evaluation exit examination programmatic assessment and faculty evaluation Most of all the argument of this book is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices

The Best of the Independent Journals in Rhetoric and Composition 2012 Julia Voss, Beverly Moss, 2014-11-15 The Best of the Independent Rhetoric and Composition Journals 2012 represents the result of a nationwide conversation beginning with journal editors but expanding to teachers scholars and workers across the discipline of Rhetoric and Composition to select essays that showcase the innovative and transformative work now being published in the field's independent journals Representing both print and digital journals in the field the essays featured here explore issues ranging from classroom practice to writing in global and digital contexts from writing workshops to community activism Together the essays provide readers with a rich understanding of the present and future direction of the field In addition to the introduction by Julia Voss and Beverly Moss the anthology features work by the following authors and representing these journals Jamie White Farnham Community Literacy Journal Noah R Roderick Composition Forum Kate Pantelides and Mariaelena Bartesaghi Composition Studies Heidi A McKee Computers and Composition Rex Veeder Enculturation Matthew Pavesich Journal of Basic Writing Kelly S Bradbury The Journal of Teaching Writing Derek N Mueller Kairos Richard H Thames KB Journal Jeanne Marie Rose Pedagogy and Melvette Melvin Davis Reflections

The Framework for Success in Postsecondary Writing Nicholas N. Behm, Sherry Rankins-Robertson, 2017-03-03 Illustrates the widespread applications of the Framework for Success in Postsecondary Writing especially the eight habits of mind in helping students to be successful not only in postsecondary writing courses but

also in four arenas of life academic professional civic and personal

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

Retention, Persistence, and Writing

Programs Todd Ruecker,Dawn Shepherd,Heidi Estrem,Beth Brunk-Chavez,2017-04-01 From scholars working in a variety of institutional and geographic contexts and with a wide range of student populations Retention Persistence and Writing Programs offers perspectives on how writing programs can support or hinder students transitions to college The contributors present individual and program case studies student surveys a wealth of institutional retention data and critical policy analysis Rates of student retention in higher education are a widely acknowledged problem although approximately 66 percent of high school graduates begin college of those who attend public four year institutions only about 80 percent return the following year with 58 percent graduating within six years At public two year institutions only 60 percent of students return and fewer than a third graduate within three years Less commonly known is the crucial effect of writing courses on these statistics First year writing is a course that virtually all students have to take thus writing programs are well positioned to contribute to larger institutional conversations regarding retention and persistence and should offer themselves as much needed sites for advocacy research and curricular innovation Retention Persistence and Writing Programs is a timely resource for writing program administrators as well as for new writing teachers advisors administrators and state boards of education Contributors Matthew Bridgewater Cristine Busser Beth Buyserie Polina Chemishanova Michael Day Bruce Feinstein Patricia Freitag Ericsson Nathan Garrett Joanne Baird Giordano Tawanda Gipson Sarah E Harris Mark Hartlaub Holly Hassel Jennifer Heinert Ashley J Holmes Rita Malenczyk Christopher P Parker Cassandra Phillips Anna Plemons Pegeen Reichert Powell Marc Scott Robin Snead Sarah Elizabeth Snyder Sara Webb Sunderhaus Susan Wolff Murphy

Writing

Program Administration at Small Liberal Arts Colleges Jill M. Gladstein, Dara Rossman Regaignon, 2012-03-19 WRITING PROGRAM ADMINISTRATION AT SMALL LIBERAL ARTS COLLEGES presents an empirical study of the writing programs at one hundred small private liberal arts colleges Jill M Gladstein and Dara Rossman Regaignon provide detailed information about a type of writing program not often highlighted in the scholarly record and offer a model for such national multi institutional research

Assessing Writing to Support Learning Sandra Murphy, Peggy O'Neill, 2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education

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