



PREPARING COLLEGE TEACHERS OF WRITING

HISTORIES, THEORIES, PROGRAMS, PRACTICES

BETTY P. PYTLIK & SARAH LIGGETT

Preparing College Teachers Of Writing Histories Theories Programs Practices

Mary Jo Reiff, Anis Bawarshi



Preparing College Teachers Of Writing Histories Theories Programs Practices:

Preparing College Teachers of Writing Betty Parsons Pytlik, Sarah Liggett, 2002 Preparing College Teachers of Writing Histories Theories Programs Practices offers essential advice to writing program administrators teachers of methods courses and practica and mentors of new writing faculty as well as graduate students studying for professions in writing program administration This extensive collection discusses the contexts structures development practices and evaluation of teaching assistant TA preparation programs in writing pedagogy It features essays by thirty five prominent experts in college composition and three former graduate students who participated in TA preparation programs These contributors from twenty nine different institutions represent decades of experience as well as significant geographic and demographic diversity Focusing on what new college teachers need to learn about teaching writing and what types of programs best facilitate this learning Preparing College Teachers of Writing answers these vital questions What are the historical contexts for current TA preparation programs What theories inform TA preparation programs How are successful TA programs structured and What teaching practices have proven effective in preparing TAs for college writing classrooms The selections cover a wide range of TA preparation structures including summer orientations and theory and methods courses Several essays address the most recent topics in the field mentoring reflective practices evaluation of teaching strategies and student writing and job preparation The essays are optimistic and emphasize proven practices when contributors discuss program failures they do so to provide contexts for their programs changes and subsequent successes Ideal for courses in teaching college composition Preparing College Teachers of Writing provides a uniquely comprehensive treatment of this complex topic

Writing Program Administration Susan H. McLeod, 2007-03-16 This reference guide provides a comprehensive review of the literature on all the issues responsibilities and opportunities that writing program administrators need to understand manage and enact including budgets personnel curriculum assessment teacher training and supervision and more Writing Program Administration also provides the first comprehensive history of writing program administration in U S higher education Writing Program Administration includes a helpful glossary of terms and an annotated bibliography for further reading

Ecologies of Writing Programs Mary Jo Reiff, Anis Bawarshi, 2015-04-15 Ecologies of Writing Programs Profiles of Writing Programs in Context features profiles of exemplary and innovative writing programs across varied institutions Situated within an ecological framework the book explores the dynamic inter relationships as well as the complex rhetorical and material conditions that writing programs inhabit conditions and relationships that are constantly in flux as writing program administrators negotiate constraint and innovation

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 *Stories of Mentoring* Michelle F. Eble, 2008-10-01

Describes mentoring of teachers and scholars in the field of composition and rhetoric **Assessing the Teaching of Writing** Amy E. Dayton, 2015-03-15 Although fraught with politics and other perils teacher evaluation can contribute in important positive ways to faculty development at both the individual and the departmental levels Yet the logistics of creating a valid assessment are complicated Inconsistent methods rater bias and overreliance on student evaluation forms have proven problematic The essays in *Assessing the Teaching of Writing* demonstrate constructive ways of evaluating teacher performance taking into consideration the immense number of variables involved Contributors to the volume examine a range of fundamental issues including the political context of declining state funds in education growing public critique of the professoriate and demands for accountability resulting from federal policy initiatives like No Child Left Behind the increasing sophistication of assessment methods and technologies and the continuing interest in the scholarship of teaching The first section addresses concerns and advances in assessment methodologies and the second takes a closer look at unique individual sites and models of assessment Chapters collectively argue for viewing teacher assessment as a rhetorical practice Fostering new ways of thinking about teacher evaluation *Assessing the Teaching of Writing* will be of great interest not only to writing program administrators but also to those concerned with faculty development and teacher assessment outside the writing program *Handbook of Research on Writing* Charles Bazerman, 2009-03-04 The *Handbook of Research on Writing* ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it How do people write How do they learn to write and develop as writers Under what conditions and for what purposes do people write What resources and technologies do we use to write How did our current forms and practices of writing emerge within social history What impacts has writing had on society and the individual What does it mean to be and to learn to be an active

participant in contemporary systems of meaning This cornerstone volume advances the field by aggregating the broad ranging interdisciplinary multidimensional strands of writing research and bringing them together into a common intellectual space Endeavoring to synthesize what has been learned about writing in all nations in recent decades it reflects a wide scope of international research activity with attention to writing at all levels of schooling and in all life situations Chapter authors all eminent researchers come from disciplines as diverse as anthropology archeology typography communication studies linguistics journalism sociology rhetoric composition law medicine education history and literacy studies The Handbook's 37 chapters are organized in five sections The History of Writing Writing in Society Writing in Schooling Writing and the Individual Writing as Text This volume in summing up what is known about writing deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers It will be interesting and useful to scholars and researchers of writing to anyone who teaches writing in any context at any level and to all those who are just curious about writing

Mentorship/Methodology Leigh Gruwell, Charles Lesh, 2024-04-22 Mentorship Methodology brings together emerging and established scholars to consider the relationship between mentoring practices and research methodologies in writing studies and related fields Each essay in this edited collection produces a new intellectual space from which to theorize the dynamics of combining mentoring and research in institutions and communities of higher education The contributors consider how methodology informs mentorship how mentorship activates methodology and how to locate the future of the field in these moments of intersection Mentorship through the research and relationships it nourishes creates the future of writing studies or conversely reproduces the past At the juncture where this happens the contributors inquire Where have current arrangements of mentorship methodology taken writing studies Where do these points of intersection exist in performance and practice in theory in research What images of the field do they produce How can scholars better articulate and write about these moments or spaces in which mentorship and methodology collide in productive disciplinary work By making the slash more visible Mentorship Methodology provides significant opportunities to support and cultivate diverse ways of knowing and being in rhetoric and composition both locally and globally The volume will appeal to students and scholars of rhetoric composition and technical and professional communication as well as readers interested in conversations about mentorship and methodology

Scholarly Publication in a Changing Academic Landscape: Models for Success Lynée Lewis Gaillet, Letizia Guglielmo, 2014-06-23 More publication by contingent faculty Guglielmo and Gaillet contend enriches and deepens both the scholarly conversation and individual faculty's work as teacher scholars They provide a guide for scholars off the tenure track addressing the publication process step by step and showing its compatibility with teaching focused scholarship

Composition, Rhetoric, and Disciplinarity Rita Malenczyk, Susan Miller-Cochran, Elizabeth Wardle, Kathleen Yancey, 2018-04-02 Edited by four nationally recognized leaders of composition scholarship Composition Rhetoric and Disciplinarity asks a fundamental question can Composition and

Rhetoric as a discipline continue its historical commitment to pedagogy without sacrificing equal attention to other areas such as research and theory In response contributors to the volume address disagreements about what it means to be called a discipline rather than a profession or a field elucidate tensions over the defined breadth of Composition and Rhetoric and consider the roles of research and responsibility as Composition and Rhetoric shifts from field to discipline Outlining a field with a complex and unusual formation story Composition Rhetoric and Disciplinarity employs several lenses for understanding disciplinarity theory history labor and pedagogy and for teasing out the implications of disciplinarity for students faculty institutions and Composition and Rhetoric itself Collectively the chapters speak to the intellectual and embodied history leading to this point to questions about how disciplinarity is and might be understood especially with regard to Composition and Rhetoric to the curricular conceptual labor and other sites of tension inherent in thinking about Composition and Rhetoric as a discipline and to the implications of Composition and Rhetoric s disciplinarity for the future Contributors Linda Adler Kassner Elizabeth H Boquet Christiane Donahue Whitney Douglas Doug Downs Heidi Estrem Kristine Hansen Doug Hesse Sandra Jamieson Neal Lerner Jennifer Helene Maher Barry Maid Jaime Armin Mej a Carolyn R Miller Kelly Myers Gwendolynne Reid Liane Robertson Rochelle Rodrigo Dawn Shepherd Kara Taczak The Writing Program Administrator's Resource Stuart C. Brown, Theresa Jarnagi Enos, 2005-04-11 The role of the writing program administrator is one of diverse activities and challenges and preparation for the position has traditionally come through performing the job itself As a result uninitiated WPAs often find themselves struggling to manage the various requirements and demands of the position and even experienced WPAs often encounter situations on which they need advice The Writing Program Administrator s Resource has been developed to address the needs of all WPAs regardless of background or experience It provides practical applicable tools to effectively address the differing and sometimes competing roles in which WPAs find themselves Readers will find an invaluable collection of articles in this volume addressing fundamental practices and issues encountered by WPAs in their workplace settings and focusing on the hows and whys of writing program administration With formal preparation and training only now beginning to catch up to the very real needs of the WPA this volume offers guidance and support from authoritative and experienced sources educators who have established the definitions and standards of the position who have run into obstacles and surmounted them and who have not just survived but thrived in their roles as WPAs Editors Stuart C Brown and Theresa Enos contribute their own experience and bring together the voices of their colleagues to delineate the intellectual scope and practices of writing program administration as an emerging discipline Established and esteemed leaders in the field offer insights advice and plans of action for the myriad scenarios encountered in the position encouraging WPAs and helping them to realize that they often know more than they think they do This resource is required reading for the new WPA and an essential reference for all who serve in the WPA role As a guidebook for WPAs it is destined to become a fixture on the desk of every educator involved with or interested in

administrating writing programs writing centers and writing across the curriculum efforts Rhetorical Strategies for Professional Development Elizabeth J. Keller, 2018-09-24 This book extends current research and scholarship around mentoring and learning theory illustrating how mentoring creates enacts and sustains multidisciplinary learning in a variety of school work and community contexts In so doing it examines the relationship between teaching and mentoring acknowledges the rhetorical invention of mentoring and recognizes the intersection of gender identity as a cultural and identity signifier or marker and mentoring It uses mentoring as a way to reimagine value added approaches to research and teaching practices in rhetoric and composition Professionalizing Multimodal Composition Santosh Khadka, Shyam B. Pandey, 2023-06-15 Multimodal composition is becoming increasingly popular in university classrooms as faculty students and institutions come to recognize that old and new technologies have enabled and even demanded the use of more than one composing mode for communicating solving problems and keeping up with the latest discourse Professionalizing Multimodal Composition embraces and enacts multimodal composition in various writing courses and programs by exploring institutional programmatic and individual faculty initiatives for capacity building and human resource development across institutions Academic leaders scholars and faculty who have successfully designed and launched academic programs or faculty development initiatives discuss the theoretical and logistical questions considered in their design the outcomes they achieved and how others can emulate them This exchange of knowledge insight experiences and lessons learned among community members is critical for enabling or inspiring other programs departments and institutions to conceive design and launch academic programs or faculty development initiatives for their own faculty The larger goal of professionalizing is to work with teaching faculty to increase their interactional expertise with multimodal composition and this collection offers a set of models for how faculty can do that at their own institutions and in their own programs **Graduate Students at Work** Tessa Brown, 2023-02-28 Graduate Students at Work highlights the expertise and experiences of graduate students to demonstrate what graduate study entails what it makes possible and what it constrains in the context of corporatizing higher education This collection of full length research articles and short personal essays illustrates graduate students experiences organizing tactics and strategies for staying in or moving out of the academy Speaking from personal experience as well as reporting research findings the contributors of Graduate Students at Work illustrate the significant expertise that graduate students are asked to enact in their time intensive jobs as teachers researchers and administrators even as they are kept in poverty wages for the decade or so it takes to move through a master s and doctoral program into the promised land of a tenure track job While these students are the leaders of the academic labor movement they have yet to receive as much attention as adjunct instructors and other laborers in the university system Though they experience harassment discrimination and exploitation graduate students rarely have access to labor protections because they are often misclassified as students not employees a key rhetorical strategy universities use to fight graduate student organizing These

essays and articles also draw insightful connections between the labor conditions of graduate student workers and other workers navigating poverty wages labor migration limited benefits and harassment and discrimination around lines of race gender ability and citizenship the most important connection perhaps being the possibility for organization and unionization to fight for better working conditions for all

Center Will Hold Michael Pemberton, 2003-12-01 In *The Center Will Hold* Pemberton and Kinkead have compiled a major volume of essays on the signal issues of scholarship that have established the writing center field and that the field must successfully address in the coming decade The new century opens with new institutional demographic and financial challenges and writing centers in order to hold and extend their contribution to research teaching and service must continuously engage those challenges Appropriately the editors offer the work of Muriel Harris as a key pivot point in the emergence of writing centers as sites of pedagogy and research The volume develops themes that Harris first brought to the field and contributors here offer explicit recognition of the role that Harris has played in the development of writing center theory and practice But they also use her work as a springboard from which to provide reflective descriptive and predictive looks at the field

Beyond the Frontier Jill Dahlman, Piper Selden, 2015-10-05 *Beyond the Frontier* Innovations in First Year Composition is a compilation of the latest research in first year composition presented at and inspired by the Rocky Mountain Modern Language Association's *Beyond the Frontier* panels The book is divided similarly into panels with the editors having collected a sampling of the composition practices that will stand the test of time The purpose of the book is to present the reader with innovative methods and techniques for incorporation into the first year composition classroom or simply to provide food for thought passing the torch as it were so that new research can be conducted and new findings disseminated The division of the book mimics the panels one would typically find on a particular day during the Rocky Mountain Modern Language Association Conference providing the reader with a taste of what it's like to be in the room with first year composition scholars

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

Working with Faculty Writers Anne Ellen Geller, Michele Eodice, 2013-06-15 The imperative to write and to publish is a relatively new development in the history of academia yet it is now a significant factor in the culture of higher education *Working with Faculty Writers* takes a broad view of faculty writing support advocating its value for tenure track professors adjuncts senior scholars and graduate students The authors in the volume imagine productive campus writing support for faculty and future faculty that allows for new insights about their own disciplinary writing and writing processes as well as the development of fresh ideas about student writing Contributors from a variety of institution types and perspectives consider who faculty writers are and who they may be in the future reveal the range of

locations and models of support for faculty writers explore the ways these might be delivered and assessed and consider the theoretical philosophical political and pedagogical approaches to faculty writing support as well as its relationship to student writing support With the pressure on faculty to be productive researchers and writers greater than ever this is a must read volume for administrators faculty and others involved in developing and assessing models of faculty writing support

Writing Program Architecture Bryna Siegel Finer, Jamie White-Farnham, 2017-11-01 Writing Program Architecture offers an unprecedented abundance of information concerning the significant material logistical and rhetorical features of writing programs Presenting the realities of thirty diverse and award winning programs contributors to the volume describe reporting lines funding sources jurisdictions curricula and other critical programmatic matters and provide insight into their program histories politics and philosophies Each chapter opens with a program snapshot that includes summary demographic and historical information and then addresses the profile of the WPA program conception population served funding assessment technology curriculum and more The architecture of the book itself makes comparison across programs and contexts easy not only among the programs described in each chapter but also between the program in any given chapter and the reader's own program An online web companion to the book includes access to the primary documents that have been of major importance to the development or sustainability of the program described in a Primary Document section of each chapter The metaphor of architecture allows us to imagine the constituent parts of a writing program as its foundation beams posts scaffolding the institutional structures that alongside its people anchor a program to the ground and keep it standing The most extensive resource on program structure available to the field Writing Program Architecture illuminates structural choices made by leaders of exemplary programs around the United States and provides an authoritative source of standard practice that a WPA might use to articulate programmatic choices to higher administration Contributors Susan Naomi Bernstein Remica Bingham Risher Brent Chappelow Malkiel Chosed Angela Clark Oates Patrick Clauss Emily W Cosgrove Thomas Deans Bridget Draxler Leigh Ann Dunning Greg A Giberson Maggie Griffin Taylor Paula Harrington Sandra Jamieson Marshall Kitchens Michael Knievel Amy Lannin Christopher LeCluyse Sarah Liggett Deborah Marrott Mark McBeth Tim McCormack John McCormick Heather McGrew Heather McKay Heidi A McKee Julianne Newmark Lori Ostergaard Joannah Portman Daley Jacqueline Preston James P Purdy Ben Rafoth Dara Regaignon Nedra Reynolds Shirley Rose Bonnie Selting Stacey Sheriff Steve Simpson Patricia Sullivan Kathleen Tonry Sanford Tweedie Meg Van Baalen Wood Shevaun Watson Christy I Wenger Lisa Wilkinson Candace Zepeda **Writing at the State U** Emily

Isaacs, 2018-02-21 Writing at the State U presents a comprehensive empirical examination of writing programs at 106 universities Rather than using open survey calls and self reporting Emily Isaacs uses statistical analysis to show the extent to which established principles of writing instruction and administration have been implemented at state comprehensive universities the ways in which writing at those institutions has differed from writing at other institutions over time and how

state institutions have responded to major scholarly debates concerning first year composition and writing program administration Isaacs s findings are surprising state university writing programs give lip service to important principles of writing research but many still emphasize grammar instruction and a skills based approach classes continue to be outsized faculty development is optional and orientation toward basic writing is generally remedial As such she considers where a closer match between writing research and writing instruction might help to expose and remedy these difficulties and identifies strategies and areas where faculty or writing program administrators are empowered to enact change Unique in its wide scope and methodology Writing at the State U sheds much needed light on the true state of the writing discipline at state universities and demonstrates the advantages of more frequent and rigorous quantitative studies of the field

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