

Searching Writing

KEN MACROBIE



Searching Writing A Contextbook Hayden Writing Series

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Searching Writing A Contextbook Hayden Writing Series:

Searching Writing Ken Macrorie, 1980-01-01 *Teaching Writing* Cynthia L. Caywood, Gillian R. Overing, 1987-01-01

This anthology explores the relationship between feminism and writing theory. The chapters cover the major issues: basic pedagogical theory and philosophical approaches to the teaching of writing studies; problems encountered by female writers and writing instructors; and useful how-to essays on classroom technique. The authors also address important provocative questions about power in the classroom: its use, abuse, and distribution. The book is based on the concept of equity, which the editors define. Equity does not mean to us the abolition of differences among individuals, nor does it imply a blanket imposition of an Orwellian homogeneity. It does not mean stifling some voices so that others may be heard; it does not demand the compromising of academic standards in the name of egalitarianism. Equity, as we understand it, creates new standards which accommodate and nurture differences. Equity fosters the individual voice in the classroom, investing students with confidence in their own authority. Equity unleashes the creative potential of heterogeneity. This definition of equity is at the heart of this anthology and our attempts as teachers to model our pedagogy on this principle provided the impetus for assembling it from the Introduction.

Writing from the Margins Carolyn Ericksen Hill, 1990 **Writing at the Edge**

Jeff Park, 2005. In *Writing at the Edge*, Jeff Park invites the reader to see personal writing as the metaphorical space where individuals negotiate meaning with others and the world. Drawing upon writing process theory, curriculum theory, narrative theory, and many years of practice, this book explores writing in relation to the self but dares to include the multiplicities and contradictions of social and cultural constructions of gender, power, and politics. Park uses the metaphor of the riparian zone to reconsider the value of writing as a site of negotiation of self, culture, and society. This book is the best of curriculum theory and narrative inquiry as well as a stunning invitation to those working in language arts, writing, and teacher education to reconsider personal writing as a place of great diversity, beauty, and paradox.

Monographic Series Library of Congress, 1981 *Subject Catalog*, 1980 Library of Congress, 1980 *Rural Voices* Robert Brooke, 2003. Featuring lively essays from rural elementary and secondary teachers, this volume describes the theory and practice of place-conscious education, using one's local place to build real, lasting connections to learning. The teachers describe the development and implementation of rich classroom writing programs that link learners with their rural communities and can serve as models for both public engagement and pedagogy. The outgrowth of research led by the National Writing Project and funded in part by the Annenberg Rural Challenge, this book applies place-conscious ideas to rural and regional contexts rather than to urban communities in crisis. Shows how to integrate place-conscious teaching into student-centered workshop teaching. Describes a community writing project that attempted to save a school in the face of economic worries. Details a Rural Institute program that guides teachers in implementing place-conscious education in their setting. Includes an introduction by Robert Brooke and an afterword by Marian Matthews that position the work in relation to national trends in rural education.

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

National Union Catalog , Includes entries for maps and atlases Subject Catalog Library of Congress, 1980-10

The Making of Knowledge in Composition Stephen M. North, 1987 In a style that combines scholarly care with remarkable readability North examines the development of the field of composition in a way it has not been examined before Rather than focusing on what people claim to know about teaching writing he concerns himself primarily with how they claim to know it Eight groups of knowledge makers are treated in separate chapters Practitioners Historians Philosophers Critics Experimentalists Clinicians Formalists and Ethnographers Each of these chapters orients the reader by tracing the mode s first uses in the field and listing its best known and most important adherents then goes on to explain how the mode of inquiry works illustrating key points with painstaking analysis of well known studies In his final three chapters North turns from these individual modes to consider the field as a whole How have these different ways of making knowledge come together What is Composition now and what is it likely to become

A Guidebook for Teaching Composition Gene Stanford, Marie N. Smith, 1982 This package contains the following components 0205739415 Technical Communication Strategies for Today 0205680097 MyTechCommLab with Pearson eText

American Book Publishing Record , 1981

Library of Congress Catalogs Library of Congress, 1981

Twentieth-Century Rhetorics and Rhetoricians Michael G. Moran, Michelle Ballif, 2000-08-30 Rhetoric and rhetorical theory have been gaining in prominence throughout the 20th century As leaders in all fields give careful attention to issues in communication rhetoric becomes increasingly central to a range of disciplines Many of these leaders have shaped rhetorical theory through their work in other fields and rhetoric becomes more and more difficult to define and delimit This reference is a guide to major trends and

developments in rhetoric and rhetorical theory during the last 100 years Included are alphabetically arranged entries for major and minor rhetoricians such as Mikhail Bakhtin Roland Barthes Wayne Booth Paul de Man Jacques Derrida Peter Elbow and Linda Flower Each entry is written by an expert contributor and includes a brief biography an analysis of the figure s rhetorical theory and a current bibliography of primary and secondary sources The figures included represent a range of rhetorical schools An extensive introduction discusses these schools and the volume concludes with extensive bibliographical material **WPA, Writing Program Administration** ,1983 *A Guide to Curriculum Development in Language Arts* ,1986 Focuses on integrating the teaching of language arts through varying functions of language communication modes and audiences Page vii *Assessing English* Brian Johnston,1987 **When Writing Teachers Teach Literature** Art Young,Toby Fulwiler,1995 In Art Young and Toby Fulwiler s collection of essays twenty three teachers of writing describe their experiences teaching literature revealing some remarkable ideas and results Where to Begin Jane Kearns,1997 Kearns shares classroom observations ideas from educators who have influenced her greatly and most of all the trials and errors of discovering the true meaning of writing process

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