

# KRATHWOHL & BLOOM'S AFFECTIVE TAXONOMY

## DOES THE STUDENT ACT CONSISTENTLY WITH THE NEW VALUE?

Concerned with  
**PATTERNS OF ADJUSTMENT**  
Act, Discriminate, Display, Influence, Internalize, Listen, Modify, Perform, Practice, Propose, Quality, Question, Revise, Serve, Solve, Use, Verify

## DOES THE STUDENT SHOW INVOLVEMENT & COMMITMENT?

Concerned with  
**ATTITUDES & APPRECIATION**  
Accept, Complete, Defend, Describe, Devote, Differentiate, Explain, Follow, Form, Initiate, Invite, Join, Justify, Propose, Puruse, Read, Report, Seek, Select, Share, Study, Work

## IS THE STUDENT AWARE OF OR RESPONDING TO THE ENVIRONMENT?

Concerned with  
**SIMPLE AWARENESS & SELECTIVE ATTENTION**  
Accept, Ask, Attend, Choose, Describe, Develop, Follow, Give, Hold, Identify, Locate, Name, Point to, Recognize, Select, Sit Erect, Reply, Use

## CHARACTERIZATION BY VALUE

## ORGANIZATION

## VALUING

## RESPONDING

## RECEIVING

## WHAT IS THE AFFECTIVE DOMAIN?

Includes behaviors indicating attitudes, awareness, attention, concern, interest, and responsibility. Often assessed by ability to listen and respond in the environment and by attitudes and values appropriate for the field of study

## HAS THE STUDENT COMBINED AND CONCEPTUALIZED A NEW VALUE GIVING IT PRIORITY?

Concerned with the development of a  
**PHILOSOPHY OF LIFE**  
Adhere, Alter, Arrange, Codify, Combine, Compare, Defend, Discriminate, Display, Explain, Generalize, Identify, Integrate, Modify, Order, Organize, Prepare, Relate, Systemize, Weigh

## CAN THE STUDENT SHOW A NEW BEHAVIOR DUE TO AN EXPERIENCE?

Concerned with  
**INTEREST, SEEKING, & ENJOYMENT**  
Answer, Assist, Complete, Comply, Conform, Cooperate, Discuss, Examine, Greet, Help, Label, Obey, Perform, Practice, Present, Read, Recite, Report, Respond, Select, Tell, Write

# Presence Of Mind Writing And The Domain Beyond The Cognitive

**John V. Knapp**



## **Presence Of Mind Writing And The Domain Beyond The Cognitive:**

*Presence of Mind* Alice Glarden Brand, Richard Layton Graves, 1994 *Presence of Mind* explores the mind at work calling attention to the vast area of learning beyond the cognitive domain The book invites teachers to become alert to the areas of the mind beyond the cognitive domain become more familiar and comfortable with those areas appreciate them as vital forces in writing and help students use them to advantage Even though the kind of learning described in *Presence of Mind* has been neglected and misunderstood it has great potential primarily in bringing wholeness and balance to the curriculum Respected educators including Peter Elbow Donald Murray and many more express ideas that are new innovative and capable of transforming present conceptions of education *Non-discursive Rhetoric* Joddy Murray, 2009-01-14

Technological advances have the potential to create new languages unlike printed or spoken words The increased textual complexity generated by sophisticated graphics photos hypermedia film typography and other modes of expression requires a theory of language and symbolization that accommodates emotion ambiguity simultaneity and layers of dynamic meaning In *Non discursive Rhetoric* Joddy Murray uses concepts from philosophy rhetorical theory and recent advances in neuroscience to develop a model of composing that connects contemporary writing practices technology and image functions within the mind The theory and classroom practices presented here provide tools for writing teachers to help students compose various hybridized multimodal texts Murray highlights the significance for student composition of the relationships among emotions images and argumentation and demonstrates the importance of considering the rhetorical dimensions of design choices in multimodal composition Critical Expressivism Tara Roeder, Roseanne Gatto, 2015-04-15

*Critical Expressivism* is an ambitious attempt to re appropriate intellectual territory that has more often been charted by its detractors than by its proponents Indeed as Peter Elbow observes in his contribution to this volume As far as I can tell the term expressivist was coined and used only by people who wanted a word for people they disapproved of and wanted to discredit The editors and contributors to this collection invite readers to join them in a new conversation one informed by a belief that the term expressivism continues to have a vitally important function in our field **Everyone Can Write** Peter Elbow, 2000-01-27

*Everyone Can Write* Peter Elbow, 2000-01-27 With *Writing without Teachers* OUP 1975 and *Writing with Power* OUP 1995 Peter Elbow revolutionized the teaching of writing His process method and its now commonplace free writing techniques liberated generations of students and teachers from the emphasis on formal principles of grammar that had dominated composition pedagogy This new collection of essays brings together the best of Elbow's writing since the publication of *Embracing Contraries* in 1987 The volume includes sections on voice the experience of writing teaching and evaluation Implicit throughout is Elbow's commitment to humanizing the profession and his continued emphasis on the importance of binary thinking and nonadversarial argument The result is a compendium of a master teacher's thought on the relation between good pedagogy and good writing it is sure to be of interest to all professional teachers of writing and will be a valuable book for use in composition courses at all levels

**Writers Without Borders** Lynn Z. Bloom, 2008-07-02 In *Writers Without Borders* Writing and Teaching Writing in Troubled Times Lynn Z Bloom presents groundbreaking research on the nature of essays and on the political philosophical ethical and pragmatic considerations that influence how we read write and teach them in times troubled by terrorism transgressive students and uses and abuses of the Internet *Writers Without Borders* reinforces Bloom's reputation for presenting innovative and sophisticated research with a writer's art and a teacher's heart Each of the eleven essays addresses in its own way the essay itself as one way to live and learn with others *Contemplative Approaches to Sustainability in Higher Education* Marie Eaton, Holly J. Hughes, Jean MacGregor, 2016-10-14 How do we foster in college students the cognitive complexity ethical development and personal resolve that are required for living in this sustainability century Tackling these complex and highly interdependent problems requires nuanced interdisciplinary understandings collective endeavors systemic solutions and profound cultural shifts Contributors in this book present both a rationale as well as a theoretical framework for incorporating reflective and contemplative pedagogies to help students pause deepen their awareness think more carefully and work with complexity in sustainability focused courses Also offering a variety of relevant timely resources for faculty to use in their classrooms *Contemplative Approaches to Sustainability in Higher Education* serves as a key asset to the efforts of educators to enhance students capacities for long term engagement and resilience in a future where sustainability is vital *Vernacular Eloquence* Peter Elbow, 2012-01-02 Since the publication of his groundbreaking books *Writing Without Teachers* and *Writing with Power* Peter Elbow has revolutionized how people think about writing Now in *Vernacular Eloquence* he makes a vital new contribution to both practice and theory The core idea is simple we can enlist virtues from the language activity most people find easiest speaking for the language activity most people find hardest writing Speech with its spontaneity naturalness of expression and fluidity of thought has many overlooked linguistic and rhetorical merits Through several easy to employ techniques writers can marshal this wisdom of the tongue to produce stronger clearer more natural writing This simple idea it turns out has deep repercussions Our culture of literacy Elbow argues functions as though it were a plot against the spoken voice the human body vernacular language and those without privilege making it harder than necessary to write with comfort or power Giving speech a central role in writing overturns many empty preconceptions It causes readers to think critically about the relationship between speech writing and our notion of literacy Developing the political implications behind Elbow's previous books *Vernacular Eloquence* makes a compelling case that strengthening writing and democratizing it go hand in hand *Embodied Literacies* Kristie S. Fleckenstein, 2003 *Embodied Literacies* Imageword and a Poetics of Teaching is a response to calls to enlarge the purview of literacy to include imagery in its many modalities and various facets Kristie S Fleckenstein asserts that all meaning linguistic or otherwise is a result of the transaction between image and word She implements the concept of imageword a mutually constitutive fusion of image and word to reassess language arts education and promote a double vision of reading and

writing Utilizing an accessible fourfold structure she then applies the concept to the classroom reconfiguring what teachers do when they teach how they teach what they teach with and how they teach ethically Fleckenstein does not discount the importance of text in the quest for literacy Instead she places the language arts classroom and teacher at the juncture of image and word to examine the ways imagery enables and disables the teaching of and the act of reading and writing Learning results from the double play of language and image she argues Helping teachers and students dissolve the boundaries between text and image the volume outlines how to see reading and writing as something more than words and language and to disestablish our definitions of literacy as wholly linguistic Embodied Literacies Imageword and a Poetics of Teaching comes at a critical time in our cultural history Echoing the opinion that postmodernity is a product of imagery rather than textuality Fleckenstein argues that we must evolve new literacies when we live in a culture saturated by images on computer screens televisions even billboards Decisively and clearly she demonstrates the importance of incorporating imagery which is inextricably linked to our psychological social and textual lives into our epistemologies and literacy teaching

Composition Studies in the New Millennium Lynn Z. Bloom,Donald A. Daiker,Edward Michael White,2003

**Theorizing Composition** Mary Kennedy,1998-06-25 The last 25 years have witnessed extraordinary growth in the academic specialization variously described as composition studies or rhetoric and composition What was noticeable about the field in its infancy was a preoccupation with practice a lack of emphasis on theory and an exclusive reliance on the writing process As its disciplinary status has grown the field has become far more theoretical Composition studies has expanded its focus reconceptualized the writing process and embraced a wide range of critical perspectives The result of this change is that terms such as poststructuralism social construction gender and genre which were largely unknown in 1965 now dominate discussion This reference book is a guide to the multiplicity of theories that have emerged to form the disciplinary foundation of composition studies The volume consists of 66 entries each of which is written by an expert contributor and focuses on a particular theory or group of theories While the entries show how various individuals have contributed to theoretical movements very few concentrate on the work of a single theorist Each entry first provides a critical summary of a particular theory or group of theories including key elements basic concepts and claims and information about seminal or particularly influential works It then reviews the theory's critical reception in composition studies and discusses its significance in the field The bibliography at the end of each entry lists primary texts and major scholarship related to the theory and provides additional suggestions for further reading The volume closes with a selected bibliography of important works

**FieldWorking** Bonnie Stone Sunstein,Elizabeth Chiseri-Strater,2011-09-02 FieldWorking is a fun and practical guide to research and writing This acclaimed text incorporates examples by professional writers such as Peter Elbow Joan Didion Oliver Sacks and Jamaica Kincaid as well as student research projects on communities as diverse a truck stop sports bar homeless shelter and horse sales barn to help students identify and define their own subcultures and communities In

unique activities and comprehensive instruction FieldWorking presents an ethnographic approach that empowers students to observe listen interpret analyze and write about the people and artifacts around them while learning the essentials of college writing and research FieldWorking is suitable for courses in English anthropology cultural studies journalism or in any discipline where research is required A Communion of Friendship Beth Daniell,2003-04-03 A moving account that reveals the healing power of literacy Learning from Scant Beginnings John V. Knapp,2008 Using the teaching of John Milton as a case study this book describes how a university English professor teaches an undergraduate course over a semester Employing a situated learning model the author describes the details of literary learning and student development

**International Who's Who in Poetry 2005** Europa Publications,2004-08-02 The 13th edition of the International Who's Who in Poetry is a unique and comprehensive guide to the leading lights and freshest talent in poetry today Containing biographies of more than 4 000 contemporary poets world wide this essential reference work provides truly international coverage In addition to the well known poets talented up and coming writers are also profiled Contents Each entry provides full career history and publication details An international appendices section lists prizes and past prize winners organizations magazines and publishers A summary of poetic forms and rhyme schemes The career profile section is supplemented by lists of Poets Laureate Oxford University professors of poetry poet winners of the Nobel Prize for Literature winners of the Pulitzer Prize for American Poetry and of the King's Queen's Gold medal and other poetry prizes After Plato John Duffy,Lois Agnew,2020-07-01 After Plato redefines the relationships of rhetoric for scholars teachers and students of rhetoric and writing in the twenty first century Featuring essays by some of the most accomplished scholars in the field the book explores the diversity of ethical perspectives animating contemporary writing studies including feminist postmodern transnational non Western and virtue ethics and examines the place of ethics in writing classrooms writing centers writing across the curriculum programs prison education classes and other settings When truth is subverted reason is mocked racism is promoted and nationalism takes center stage teachers and scholars of writing are challenged to articulate the place of rhetorical ethics in the writing classroom and throughout the field more broadly After Plato demonstrates the integral place of ethics in writing studies and provides a roadmap for future conversations about ethical rhetoric that will play an essential role in the vitality of the field Contributors Fred Antczak Patrick W Berry Vicki Tolar Burton Rasha Diab William Duffy Norbert Elliot Gesa E Kirsch Don J Kraemer Paula Mathieu Robert J Mislevy Michael A Pemberton James E Porter Jacqueline Jones Royster Xiaoye You Bo Wang *The Ethics of Working Class Autobiography* Elizabeth Bidinger,2006-07-19 The ethical dimension of autobiography is emerging as an important area of study Scholars now recognize that an autobiography must be read with an element of caution since it represents not so much the literal truth as the author's perception of people and events a perspective sometimes unflattering to those portrayed Focusing on the ethics of autobiography this volume analyzes the works of four writers who spent much of their youth in working class circumstances

yet became highly educated intellectual professionals It examines the ways in which each author confronts his or her past and how the authors represent their working class family members Texts discussed are *Growing Up* by Russell Baker 1982 *Brothers and Keepers* by John Edgar Wideman 1984 *A Woman in Amber* by Agate Nesaule 1995 and *Clear Springs* by Bobbie Ann Mason 1999 Each work recounts the author's struggle with a particular societal element such as gender race class division or region While Baker's memoir provides an example of positive balanced characterizations of working class relatives the texts by Wideman Nesaule and Mason illustrate the ethical pitfalls in portraying less powerful family members in one's life story An overview of trends in working class autobiography and a brief survey regarding the critical reception of each work are included

Rhetor Response Peter H. Khost, 2018-09-10 Bridging the disciplinary divide between writing and literature *Rhetor Response* introduces the concept and pedagogical applications of literary affordances the ways in which readers use and integrate literature into their own writing or lives Unconcerned with authorial intent interpretive meaning or critical reception affordance signifies a shift in focus from what literary texts mean and do to what one can do with them This book presents both opportunities and challenges to writing studies a field whose burgeoning disciplinary independence ironically relies on a sizable underclass of specialists in literature rather than writing Incorporating elements of rhetorical theory literary criticism pedagogical methodology political critique and psychological and philosophical memoir Peter H Khost complicates and revives the relevance of literature from belles lettres to fanfiction by turning from interpretation to affordance in order to identify readers applications of literary textual features to unrelated lived situations *Rhetor Response* theorizes and exemplifies literary affordance as a constructive step toward professional reconciliation as well as an entry into greater textual power and pleasure for students and readers It is a one of a kind resource for college writing program administrators faculty and scholars in English and writing studies and graduate and advanced undergraduate students across both disciplines

*Facing the Sky* Roy F. Fox, 2015-12-10 Through extensive interviews correspondence and close analysis of their public and personal writing Roy F Fox details why and how writing helped people make sense out of their physical and emotional upheavals trauma caused by the loss of loved ones and terminal illness exploring such issues as their motivation fluency awareness of audience rhetorical decision making focused collaborations and uses of secondary source material

*Person-Centred Therapy* Campbell Purton, 2017-03-14 Since its beginnings in the 1950s the person centred approach to therapy has developed in many ways In this important new text Campbell Purton introduces the focusing approach of Eugene Gendlin The book discussed Gendlin's theoretical innovations and their implications for clinical practice It throws light on the relationship between the various schools of therapy and on the relationship between therapy and such areas as ethics and spirituality It will be essential reading for students and practitioners of person centred therapy

**Between Speaking and Silence** Mary M. Reda, 2009-01-28 Why are students silent Using written reflections and interviews Mary M Reda examines students perceptions of speaking and being silent in a first year composition classroom

and explores how their teachers classroom relationships and their own sense of identity shape their decisions to speak or be silent By challenging many firmly held beliefs about those quiet students in the back of the classroom *Between Speaking and Silence* offers the new vision that silence is not necessarily problematic



## **Presence Of Mind Writing And The Domain Beyond The Cognitive** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Presence Of Mind Writing And The Domain Beyond The Cognitive**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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## **Presence Of Mind Writing And The Domain Beyond The Cognitive Introduction**

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