

*Routledge Studies in Contemporary Philosophy*

# **PHILOSOPHICAL PERSPECTIVES ON MEMORY AND IMAGINATION**

Edited by  
Anja Berninger and Ingrid Vendrell Ferran



# Reclaiming The Imagination Philosophical Perspectives For Writers And Teachers Of Writing

**Lucretia B. Yaghjian**



## **Reclaiming The Imagination Philosophical Perspectives For Writers And Teachers Of Writing:**

Reclaiming the Imagination Ann E. Berthoff, 1984 The fifty one selections in this book do not directly address the teaching of writing Instead they consider how we make sense of the world how we learn and know **Writing Theology Well 2nd Edition** Lucretia B. Yaghjian, 2015-09-24 A working guide for students conducting theological writing and research on theology and biblical studies courses this book integrates the disciplines of writing rhetoric and theology to provide a standard text for the teaching and mentoring of writing across the theological curriculum As a theological rhetoric it also encourages excellence in theological writing in the public domain by helping to equip students for their wider vocations as writers preachers and communicators in a variety of ministerial and professional contexts This 2nd Edition includes new chapters on Writing Theology in a New Language which explores the linguistic and cultural challenges of writing theology well in a non native language and Writing and Learning Theology in an Electronic Age addressed to distance learning students learning to write theology well from online courses and dealing with the technologies necessary to do so Writing for Scholarly Publication Christine Pears Casanave, Stephanie Vandrick, 2003-10-17 This collection of first person essays by established authors provides a wealth of support and insights for new and experienced academic writers in language education and multicultural studies Although writing for publication is becoming increasingly important as these fields become both more professional and more competitive few scholars talk candidly about their experiences negotiating a piece of writing into print These essays will help researchers practitioners and graduate students expand their understanding of what it means professionally and personally to write for publication Carefully crafted focused and provocative the chapters in this volume document authors experiences with a range of practical political and personal issues in writing for publication Many portray the hardship and struggle that are not obvious in a finished piece of writing Readers are encouraged to resonate with the events and issues portrayed and to connect the narratives to their own lives Practical information such as contact information for journal and book publishers manuscript guidelines and useful books are included in appendices Although organized thematically the essays in Writing for Scholarly Publication Behind the Scenes in Language Education overlap in many ways as each author considers multiple issues In the Introduction the editors discuss key aspects of writing for scholarly publication such as writing as situated practice issues faced by newcomers the construction of personal identity through writing writing and transparency facets of the interactive nature of scholarly writing and intertwined political issues Part I focuses on issues and concerns faced by Newcomers In Part II Negotiating and Interacting the essays closely examine the interactions among authors editors manuscript reviewers and collaborators these interactions tend to be the least often discussed and these essays therefore offer readers fascinating insights into the sensitive social political and personal relationships among the many players in the scholarly writing game Identity Construction is addressed in Part III where authors share their experiences with and reflections on the ways that professional writing helps them construct their

identities as writers and scholars The essays in Part IV From the Periphery help redefine what the notion of periphery might mean from a concept with a negative connotation of outsider to a positive connotation of active and unconventional participant

The Writer's Book of Memory Janine Rider, 2013-11-05 Memory has long been ignored by rhetoricians because the written word has made memorization virtually obsolete Recently however as part of a revival of interest in classical rhetoric scholars have begun to realize that memory offers vast possibilities for today's writers Synthesizing research from rhetoric psychology philosophy and literary and composition studies this volume brings together many historical and contemporary theories of memory Yet its focus is clear memory is a generator of knowledge and a creative force which deserves attention at the beginning of and throughout the writing process This volume emphasizes the importance of recognizing memory's powers in an age in which mass media influence us all and electronic communication changes the way we think and write It also addresses the importance of the individual memory and voice in an age which promotes conformity Written in a strong lively personal manner the book covers a great deal of scholarly material It is never overbearing and the extensive bibliography offers rich vistas for further study

Writing Theology Well Lucretia B. Yaghjian, 2006-11-24 In its creative integration of the disciplines of writing rhetoric and theology Writing Theology Well provides a standard text for theological educators engaged in the teaching and mentoring of writing across the theological curriculum As a theological rhetoric it will also encourage excellence in theological writing in the public domain by helping to equip students for their wider vocations as writers preachers and communicators in a variety of ministerial and professional contexts

Toward a Grammar of Passages Richard M. Coe, Conference on College Composition and Communication (U.S.), 1988 Richard M Coe has developed such a grammar one which uses a simple graphic instrument to analyze the meaningful relationships between sentences in a passage and to clarify the function of structure in discourse Working in the tradition of Christensen's generative rhetoric Coe presents a two dimensional graphic matrix that effectively analyzes the logical relations between statements by mapping coordinate subordinate and superordinate relationships Coe demonstrates the power of his discourse matrix by applying it to a variety of significant problems such as how to demonstrate discourse differences between cultures especially between Chinese and English how to explain precisely what is bad about the structure of passages that do not work and how best to teach structure This new view of the structure of passages helps to articulate crucial questions about the relations between form and function language thought and culture cognitive and social processes

How to Write to Learn Science Bob Tierney, John Dorroh, 2004 Make science an exhilarating process of discovery Through a wealth of creative write to learn strategies this book offers inspiring techniques to coax out the reluctant scientists in your classroom This book is full of classroom tested pragmatic approaches from high school science teachers who used the ideas to make teaching and learning more creative endeavors

**Handbook of Arts-Based Research** Patricia Leavy, 2025-01-29 The first methods handbook devoted solely to arts based research ABR is now in a

thoroughly updated second edition featuring a new section on global perspectives plus new chapters on critical approaches and documentary film The volume explores the synergies between contemporary artistic and research practices and addresses issues in designing implementing evaluating and publishing ABR studies Chapters are written by leading practitioners of each ABR genre including those based in literature such as narrative inquiry fiction and poetry performance music dance ethnodrama visual arts drawing painting collage installation art comics and audiovisual and multimethod approaches Team approaches ethics social justice concerns and public scholarship are discussed as are innovative ways that ABR is used within creative arts therapies psychology education sociology health sciences and other disciplines The companion website includes selected figures from the book in full color additional online only figures and links to online videos of performance pieces New to This Edition Updated throughout with current research theory and ABR examples Chapters on critical approaches to ABR and on documentary film Chapters on ABR projects in Taiwan Japan and the United Kingdom

Intertexts Marguerite Helmers, 2003-01-30 Addresses the question What place does reading have in the college writing classroom Brings together compositionists engaged in teaching writing criticism and technology to re think the separation of reading and writing and to re theorize reading

**Imagination in Teaching and Learning** Kieran Egan, 2014-04-21 It is widely believed that a child's imagination ought to be stimulated and developed in education Yet few teachers understand what imagination is or how it lends itself to practical methods and techniques that can be used easily in classroom instruction In this book Kieran Egan winner of the prestigious Grawemeyer Award for his work on imagination takes up where his Teaching as Story Telling left off offering practical help for teachers who want to engage stimulate and develop the imaginative and learning processes of children between the ages of eight to fifteen This book is not about unusually imaginative students and teachers Rather it is about the typical student's imaginative life and how it can be stimulated in learning how the average teacher can plan to achieve this aim and how the curriculum can be structured to help achieve this aim Slim and determinedly practical this book contains a wealth of concrete examples of curriculum design and teaching techniques structured to appeal specifically to children in their middle school years

**Running, Thinking, Writing** Jackie Hoermann-Elliott, 2021-06-12 For the creative fulfillment of writers who identify as runners walkers or movers Running Thinking Writing Embodied Cognition in Composition unveils the varied understandings of the relationship between writing activity and physical activity Jackie Hoermann Elliott provides an interdisciplinary overview of relevant research from the fields of composition studies cognitive science neuroscience and sports psychology before proposing a new theoretical framework for explaining what happens to writers when they are moved to develop their writing while their bodies are in motion She shares illuminating accounts from runner writers working in the industries of journalism academia and youth literature She also provides pedagogical insights from working with student writers on embodied writing assignments as well as introductory activities for instructors to try in their own classrooms With a running metaphor guiding

the chapters in this book readers will be challenged to view writing as embodied cognition and to realize the benefits of embodiment for all writers

**Encyclopedia of Rhetoric and Composition** Theresa Enos, 2011-04-06 This reference guide surveys the field covering rhetoric's principles, concepts, applications, practical tools, and major thinkers. Drawing on the scholarship and expertise of 288 contributors, the Encyclopedia presents a long-needed overview of rhetoric and its role in contemporary education and communications, discusses rhetoric's contributions to various fields, surveys the applications of this versatile discipline to the teaching of English and language arts, and illustrates its usefulness in all kinds of discourse, argument, and exchange of ideas

**National Healing** Claude Hurlbert, 2013-02-01 In *National Healing*, author Claude Hurlbert persuasively relates nationalism to institutional racism and contends that these are both symptoms of a national ill health afflicting American higher education and found even in the field of writing studies. Teachers and scholars even in progressive fields like composition are unwittingly at odds with their own most liberatory purposes, he says, and he advocates consciously broadening our understanding of rhetoric and writing instruction to include rhetorical traditions of non-Western cultures. Threading a personal narrative of his own experiences as a student, professor, and citizen through a wide-ranging discussion of theory, pedagogy, and philosophy in the writing classroom, Hurlbert weaves a vision that moves beyond simple polemic and simplistic multiculturalism. *National Healing* offers a compelling new aesthetic, epistemological, and rhetorical configuration

**Where Writing Begins: A Postmodern Reconstruction (Rhetorical Philosophy and Theory)** Michael Carter, 2003

**Rhetoric Across Borders** Anne Teresa Demo, 2015-07-15 *Rhetoric Across Borders* features a select representation of 27 essays and excerpts from the In Conversation panels at the Rhetoric Society of America's 2014 conference on Border Rhetorics

**A Companion to Linguistic Anthropology** Alessandro Duranti, 2008-04-15 *A Companion to Linguistic Anthropology* provides a series of in-depth explorations of key concepts and approaches by some of the scholars whose work constitutes the theoretical and methodological foundations of the contemporary study of language as culture. Provides a definitive overview of the field of linguistic anthropology, comprised of original contributions by leading scholars in the field. Summarizes past and contemporary research across the field and is intended to spur students and scholars to pursue new paths in the coming decades. Includes a comprehensive bibliography of over 2000 entries designed as a resource for anyone seeking a guide to the literature of linguistic anthropology

**The Educational Legacy of Romanticism** John Willinsky, 2006-01-01 This international collection of essays by leading authorities in literature and education presents the first comprehensive view of the impact of Romanticism on education over the course of the last two centuries. Romanticism's reconception of self, nature, writing, and the imagination forms a chapter of intellectual history that has led to a number of innovative programs in the schools. The book returns to the educational thinking of key figures from the time: Rousseau, Wordsworth, Mary Shelley, and Coleridge, before charting their influence on such historical and contemporary developments as Montessori schools, art education, free schools, and current writing programs. The contributors tend to

challenge common assumptions concerning Romanticism and do not shy away from its darker side their work encompasses both theoretical considerations of Romantic and post modern conceptions of the self and practical concerns with Romanticism's potential for the school curriculum The Educational Legacy of Romanticism represents a multi disciplinary inquiry into the continuing influence which cultural endeavours can have on the social practices of society **Negotiating a Meta-Pedagogy** Toni Glover, Emily Golson, 2009-03-26 A vital new resource for rhetoric and composition teachers and writing program administrators has arrived In the twenty years I have been training teachers and tutors of writing there have been few collections that specifically address the training of teachers of composition While excellent such collections are often not updated to reflect the most current research in rhetoric and composition especially those theoretical and pedagogical influences that Negotiating a Meta Pedagogy includes It is not surprising then that training composition teachers is often dependent upon cobbled together course packs and anecdotal pedagogy The field needs this book and each contribution the editors have chosen significantly helps ratchet up the pedagogy of pedagogy and now rhetoric long considered a meta discipline by those of us in the field has an official meta pedagogy resource to call its own Cynthia Haynes Clemson University Gender and the Journal Associate Professor of English and Director of Core Writing Cinthia Gannett, Cinthia Gannett, 1992-01-01 This book explores the gendered historical and social contexts and discursive traditions that have characterized journals and diaries in academic discourse The tension between the term journal which has a variety of positive public and scholarly connotations and the term diary which is currently understood as a feminized trivial and confessional kind of writing inappropriate for school is a critical part of the problem This book uses the developing and shifting notions of diary and journal to explore several critical questions about the larger relations between gender language canonicity and academic discourse Motives For Metaphor James E. Seitz, 2010-06-15 Despite urgent calls for reform composition literature and creative writing remain territorial competitive fields This book imagines ways in which the three English camps can reconnect Seitz contends that the study of metaphor can advance curriculum reform precisely because of its unusual institutional position By pronouncing equivalence in the very face of difference metaphor performs an irrational discursive act that takes us to the nexus of textual social and ideological questions that have stirred such contentious debate in recent years over the function of English studies itself As perhaps the most radical yet also quotidian means by which language negotiates difference metaphor can help us to think about the politics of identification and the curricular movements such a politics has inspired

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