

Practice in Context

SITUATING THE WORK OF
WRITING TEACHERS

EDITED BY CINDY MOORE
AND PEGGY O'NEILL

Practice In Context Situating The Work Of Writing Teachers

Paul Lee Thomas



Practice In Context Situating The Work Of Writing Teachers:

Practice in Context National Council of Teachers of English, 2002 Designed for a broad audience in education this book offers a realistic look at the wide range of teaching contexts and how writing teachers adapt their pedagogy to their particular circumstances Specific topics highlighted by individual essays include basic writing service learning online writing revision research writing proofreading and editing portfolios and assessment rubrics Following the Foreword Kathleen B Yancey and the Introduction Cindy Moore and Peggy O Neill essays in the book are 1 Teaching and Literacy in Basic Writing Courses Suellynn Duffey 2 Reexperiencing the Ordinary Mapping Technology s Impact on Everyday Life Catherine G Latterell 3 Writing about Growing Up behind the Iron Curtain Pavel Zemliansky 4 Autobiography in Advanced Composition Katie Hupp Stahlnecker 5 Writing beyond the Academy Using Service Learning for Professional Preparation Hildy Miller 6 Managing Diverse Disciplines in a Junior Level WID Course Mark Schaub 7 Letting Students Take Charge A Nonfiction Writing Workshop Stephen Wilhoit 8 Models for Voices Narrative Essay Assignment Tonya M Stremlau 9 Writing with in Identities A Synthesis Assignment Heather E Bruce 10 Conflict Context Conversation Rethinking Argument in the Classroom Margaret M Strain 11 Liberal Arts in a Cultural Studies Composition Course Mary M Mulder 12 Writing to Save the World Margrethe Ahlschwede 13 Alternative Forms of Research Writing Eve Gerken 14 Rhetoric in Action Ethnographic View David Seitz 15 Creating an Online Newspaper Dan Melzer 16 Being Honest about Writing and Individual Freedom Or Children There Ain t No Rules P L Thomas 17 Conflicting Voices in the Classroom Developing Critical Consciousness Annette Harris Powell 18 The Focused Reading Response Margaret A McLaughlin 19 Locating Students in Academic Dialogue The Research Journal Janis E Haswell 20 Moving beyond This Is Good in Peer Response Peggy M Woods 21 Critical Reading and Response Experimenting with Anonymity in Draft Workshops J Paul Johnson 22 Steal This Assignment Radical Revision Wendy Bishop 23 Getting Textual Teaching Students to Proofread and Edit Brian Huot 24 Reading the Writing Process on the Web Janice McIntire Strasburg 25 Taking Out the Guesswork Using Checklists in the Composition Classroom Lee Nickoson Massey 26 Awakening the Writer s Identity through Conferences Kate Freeland 27 Building Relationships through Written Dialogue Carl Gerriets and Jennifer Lowe 28 A Comprehensive Plan to Respond to Student Writing Jeff Sommers 29 Why Use Portfolios One Teacher s Response Steven P Smith and 30 Criteria for Measuring Authentic Intellectual Achievement in Writing Kendra Sisserson Carmen K Manning Annie Knepler David A Jolliffe NKA

Handbook of Research on Writing and Composing in the Age of MOOCs Monske, Elizabeth A., Blair, Kristine L., 2016-11-29 The development of online learning environments has enhanced the availability of educational opportunities for students By implementing effective curriculum strategies this ensures proper quality and instruction in online settings The Handbook of Research on Writing and Composing in the Age of MOOCs is a critical reference source that overviews the current state of larger scale online courses and the latest competencies for teaching writing online Featuring comprehensive coverage across a range of perspectives on teaching in

virtual classrooms such as MOOC delivery models digital participation and user centered instructional design this book is ideal for educators professionals practitioners academics and researchers interested in the latest material on writing and composition strategies for online classrooms

Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement Isabel Baca, 2012-11-20 Service learning and Writing Paving the Way for Literacy(ies) through Community Engagement discusses service learning as a teaching and learning method and its integration with writing The various authors from different disciplines and institutions present service learning as a means of having students practice writing in real world settings and they show how relationship building and partnerships between higher education and diverse communities produce benefits for all involved the students faculty administrators and the communities themselves This volume demonstrates how writing instruction and or writing practice can complement community engagement and outreach at local national and international contexts Through different cross cultural contexts and academic disciplines the various authors explore reflection assessment internalization diversity and multiple literacies and their importance when integrating service learning in higher education and community literacy

Handbook of Writing Research Charles A. MacArthur, Steve Graham, Jill Fitzgerald, 2008-01-14 Presents a collection of essays discussing the theories and models of writing research

Toward a Composition Made Whole Jody L. Shipka, 2011-04-30 To many academics composition still represents typewritten texts on 8 5 x 11 pages that follow rote argumentative guidelines In *Toward a Composition Made Whole* Jody Shipka views composition as an act of communication that can be expressed through any number of media and as a path to meaning making Her study offers an in depth examination of multimodality via the processes values structures and semiotic practices people employ every day to compose and communicate their thoughts Shipka counters current associations that equate multimodality only with computer digitized or screen mediated texts which are often self limiting She stretches the boundaries of composition to include a hybridization of aural visual and written forms Shipka analyzes the work of current scholars in multimodality and combines this with recent writing theory to create her own teaching framework Among her methods Shipka employs process oriented reflection and a statement of goals and choices to prepare students to compose using various media in ways that spur their rhetorical and material awareness They are encouraged to produce unusual text forms while also learning to understand the composition process as a whole Shipka presents several case studies of students working in multimodal composition and explains the strategies tools and spaces they employ She then offers methods to critically assess multimodal writing projects *Toward a Composition Made Whole* challenges theorists and compositionists to further investigate communication practices and broaden the scope of writing to include all composing methods While Shipka views writing as crucial to discourse she challenges us to always consider the various purposes that writing serves

Reading, Writing, and Thinking Paul L. Thomas, Joe Kincheloe, 2006-01-01 In a world gone mad with standardized curricula and the degradation of the profession of teaching P L Thomas and Joe Kincheloe

attempt to bring sanity back to the discussion of the teaching of some of the basic features of the educational process In *Reading Writing and Thinking The Postformal Basics* the authors take on the rational irrationality of current imperial pedagogical practices providing readers with provocative insights into the bizarre assumptions surrounding the contemporary teaching of reading writing and thinking The authors are obsessed with producing an accessible book for multiple audiences parents teachers scholars of education that moves beyond critique to a new domain of the social and educational imagination Readers of Thomas and Kincheloe's book embark on a mind trip beginning with what is and moving to the realm of what could be In this context they introduce readers to a critical theory of thinking postformalism that moves the social and educational conversation to a new terrain of individual and social consciousness Tired of the same educational policies and solutions in the teaching of reading writing and thinking the authors become socio psychic explorers who move readers past the boundaries of contemporary pedagogical perception

Numbers Games Paul Lee Thomas, 2004 American schools are often the victims of numbers games because its education is in the hands of politicians the populace and pundits How Americans view numbers science and research profoundly impacts the ability of politicians to manipulate our schools from pre K through graduate education Even in classrooms teachers are routinely implementing flawed assessment strategies based on misguided assumptions about numbers and commonly held statistical truths American educators need to step out from under the restrictive mandates of politicians and their growing mania for measuring students they need to leave the numbers games behind and take control of their profession

Classroom Writing Assessment and Feedback in L2 School Contexts Icy Lee, 2017-03-28 While assessment and feedback tend to be treated separately in the L2 writing literature this book brings together these two essential topics and examines how effective classroom assessment and feedback can provide a solid foundation for the successful teaching and learning of writing Drawing upon current educational and L2 writing theories and research the book is the first to address writing assessment and feedback in L2 primary and secondary classrooms providing a comprehensive up to date review of key issues such as assessment for learning assessment as learning teacher feedback peer feedback portfolio assessment and technology enhanced classroom writing assessment and feedback The book concludes with a chapter on classroom assessment literacy for L2 writing teachers outlines its critical components and underscores the importance of teachers undertaking continuing professional development to enhance their classroom assessment literacy Written in an accessible style the book provides a practical and valuable resource for L2 writing teachers to promote student writing and for teacher educators to deliver effective classroom writing assessment and feedback training Though the target audience is school teachers L2 writing instructors in any context will benefit from the thorough and useful treatment of classroom assessment and feedback in the book

First Time Up Brock Dethier, 2008-09-30 First time up an insider's friendly question from 1960s counter culture perfectly captures the spirit of this book A short supportive practical guide for the first time college composition instructor the book is upbeat wise but

friendly casual but knowledgeable like the voice that may have introduced you to certain other firsts With an experiential focus rather than a theoretical one *First Time Up* will be a strong addition to the newcomer's professional library and a great candidate for the TA practicum reading list Dethier author of *The Composition Instructor's Survival Guide* and *From Dylan to Donne* directly addresses the common headaches nightmares and epiphanies of composition teaching especially the ones that face the new teacher And since legions of new college composition teachers are either graduate instructors TAs or adjuncts without a formal background in composition studies he assumes these folks as his primary audience Dethier's voice is casual but it conveys concern humor experience and reassurance to the first timer He addresses all major areas that graduate instructors or new adjuncts in a writing program are sure to face from career anxiety to thoughts on grading and keeping good classroom records Dethier's own eclecticism is well represented here but he reviews with considerable deftness the value of contemporary scholarship to first time writing instructors many of whom will be impatient with high theory Throughout the work he affirms a humane confident approach to teaching along with a true affection for college students and for teachers just learning to deal with them *Beyond the Frontier, Volume II* Jill Dahlman, Tammy Winner, 2018-11-08 This collection of essays is a compilation of the latest research in first year composition including pedagogy praxis debate and assessment Originally begun as a collection of panel presentations from the Rocky Mountain Modern Language Association annual conference it has since evolved to include innovative pedagogy regardless of presentation status The book is divided into presentation panels in order to present the reader with innovative pedagogy and thought provoking conversations concerning the first year classroom assessment and pedagogy It will benefit anyone who studies or engages with first year composition including graduate students instructors and administration *"K for the Way"* Todd Craig, 2023-09-15 *K for the Way* explores writing rhetoric and literacy from the perspective of the Hip Hop DJ Todd Craig a DJ himself establishes and investigates the function of DJ rhetoric and literacy illuminating the DJ as a fruitful example for re envisioning approaches to writing research and analysis in contemporary educational settings Because it is widely recognized that the DJ was the catalyst for the creation of Hip Hop culture this book begins a new conversation in which Hip Hop DJs introduce ideas about poetics and language formation through the modes practices and techniques they engage in on a daily basis Using material from a larger qualitative research study that illustrates the Hip Hop DJ as a twenty first century new media reader writer and literary critic Craig blends interviews from prominent and influential DJs in the Hip Hop community with narrative and interdisciplinary scholarship from writing studies Hip Hop studies African American studies urban education and ethnomusicology The voices of DJs sit front and center presenting a revolutionary conversation about writing and communication in the twenty first century Weaving Craig's life experiences with important discussions of racial literacies *K for the Way* is a layered and utterly singular exploration of culture identity and literacy in America **Before the Classroom** Mary Lou Odom, 2004 *Field Of Dreams* Peggy O'Neill, 2003-04-01 One of the first collections to focus on

independent writing programs *A Field of Dreams* offers a complex picture of the experience of the stand alone Included here are narratives of individual programs from a wide range of institutions exploring such issues as what institutional issues led to their independence how independence solved or created administrative problems how it changed the culture of the writing program and faculty sense of purpose success or failure Further chapters build larger ideas about the advantages and disadvantages of stand alone status covering labor issues promotion tenure issues institutional politics and others A retrospective on the famous controversy at Minnesota is included along with a look at the long established independent programs at Harvard and Syracuse Finally the book considers disciplinary questions raised by the growth of stand alone programs Authors here respond with critique and reflection to ideas raised by other chapters do current independent models inadvertently diminish the influence of rhetoric and composition scholarship Do they tend to ignore the outward movement of literacy toward technology Can they be structured to enhance interdisciplinary or writing across the curriculum efforts Can independent programs play a more influential role in the university than they do from the English department **WPA, Writing Program Administration** ,2007 **Designing Writing Assignments** Traci Gardner,2008 Effective student writing begins with well designed classroom assignments In *Designing Writing Assignments* veteran educator Traci Gardner offers practical ways for teachers to develop assignments that will allow students to express their creativity and grow as writers and thinkers while still addressing the many demands of resource stretched classrooms *A Guide to Professional Development for Graduate Students in English* Cindy Moore,Hildy Miller,2006 In this guide the first of its kind Cindy Moore and Hildy Miller provide detailed information about how to develop credentials for both academic and nonacademic careers in teaching scholarship administration service and editing Written in response to nationwide calls for more comprehensive and deliberate mentoring of future English faculty and for greater support of students who wish to pursue English oriented jobs outside of the academy this guide the first of its kind is at once practical and eye opening Providing detailed information about how to develop credentials for both academic and nonacademic careers in teaching scholarship administration service and editing the guide offers an indepth look at the field s many possibilities On another level the book addresses the rigors and stresses of graduate school by candidly discussing faculty expectations student responsibilities and a variety of survival strategies Whether you are already enrolled in a graduate program or have just begun to consider program options this resource can help you identify long term career goals as well as the skills and abilities needed to meet those goals

Putting Writing Research into Practice Gary A. Troia,Rebecca K. Shankland,Anne Heintz,2010-04-29 What are the most effective methods for teaching writing across grade levels and student populations What kind of training do teachers need to put research validated methods into practice This unique volume combines the latest writing research with clear cut recommendations for designing high quality professional development efforts Prominent authorities describe ways to help teachers succeed by using peer coaching cross disciplinary collaboration lesson study and other professional development

models All aspects of instruction and assessment are addressed including high stakes writing assessments applications of technology motivational issues writing in different genres and subject areas and teaching struggling writers Teaching in Progress Josephine Koster Tarvers, Cindy Moore, 2008 **Handbook of Professional Development in Education** Linda E. Martin, Sherry Kragler, Diana J. Quatroche, Kathryn L. Bauserman, 2015-10-13 This comprehensive handbook synthesizes the best current knowledge on teacher professional development PD and addresses practical issues in implementation Leading authorities describe innovative practices that are being used in schools emphasizing the value of PD that is instructive reflective active collaborative and substantive Strategies for creating measuring and sustaining successful programs are presented The book explores the relationship of PD to adult learning theory school leadership district and state policy the growth of professional learning communities and the Common Core State Standards Each chapter concludes with thought provoking discussion questions The appendix provides eight illuminating case studies of PD initiatives in diverse schools

Writing for Engagement Mary P. Sheridan, Megan J. Bardolph, Megan Faver Hartline, Drew Holladay, 2018-05-07 Engagement is trendy Although paired most often with community diverse invocations of engagement have gained cache capturing longstanding shifts toward new practices of knowledge making that both reflect and facilitate multiple ways of being an academic Engagement functions as a gloss for these shifts addressing more expansive understandings of where how and with whom we research teach and partner This book examines these shifts locating them within socio economic trends within and beyond the higher educational landscape with particular focus on how they have been enacted within the diverse subfields of writing studies In so doing this book provides concrete models for enacting these new responsive practices thereby encouraging scholars to examine how they can facilitate writing for social action through taking positions building relationships and crossing boundaries

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