

ROGERIAN PERSPECTIVES:

Collaborative Rhetoric for Oral
and Written Communication

Nathaniel Telch, Editor



Rogerian Perspectives Collaborative Rhetoric For Oral And Written Communication Writing Research S

Camilla Rothe



Rogesian Perspectives Collaborative Rhetoric For Oral And Written Communication Writing Research S:

Rogesian Perspectives Nathaniel Teich, 1992 Advancing the application of Carl Rogers ideas this book presents new theoretical and practical views of Rogerian influences on rhetorical theory the teaching of writing and pragmatic discourse Practically the contributors focus on the dynamics of Rogerian communication in real world contexts extending Rogers person centered principles into classroom interactions peer response groups and other collaborations Theoretically discussions situate Rogerian principles within the contexts of persuasive and dialogical rhetoric and of psychoanalytic and philosophical intersubjectivity Also included are transcripts of an interview with Rogers and a forum discussion epitomizing Rogerian principles in action

Language and Image in the Reading-Writing Classroom Kristie S. Fleckenstein, Linda T. Calendrillo, Demetrice A. Worley, 2002-02 Explores role of imagery in lang thought culture specifically the importance of imagery in meaning the connections between imagery lang Offers teachers specific research theory based strategies for integrating imagery into the teaching of

Genre in the Classroom Ann M. Johns, 2001-11-01 For the first time the major theoretical and pedagogical approaches to genre and related issues of social construction are presented in a single volume providing an overview of the state of the art for practitioners in applied linguistics ESL EFL pedagogies rhetoric and composition studies around the world Unlike volumes that present one theoretical stance this book attempts to give equal time to all theoretical and pedagogical camps Included are chapters by authors from the Sydney School the New Rhetoric and English for Specific Purposes as well as contributions from other practitioners who pose questions that cross theoretical lines Genre in the Classroom includes all of the major theoretical views of genre that influence pedagogical practice takes an international approach drawing from all parts of the world in which genre theory has been applied in the classroom Australia Canada Hong Kong the Middle East the United States features contributors who are all both theorists and classroom practitioners lending credibility and authenticity to the arguments combines theory and practice in every chapter showing how particular theoretical views influence classroom practice grounds pedagogical practices in their own regional and theoretical histories openly discusses problems and questions that genre theory raises and presents some of the solutions suggested and offers a concluding chapter that argues for two macro genres and with responses to this argument by noted genre theorists from three theoretical camps

Encyclopedia of Rhetoric and Composition Theresa Enos, 2013-10-08 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company

Living Rhetoric and Composition Duane H. Roen, Stuart C. Brown, Theresa Jarnagi Enos, 1998-11 Approximately 20 short personal narratives that trace the history of the composition and rhetoric field describe its current state and relate the journeys of the contributing authors through the discipline

Notes on the Heart Susan H. McLeod, 1997 It has long been recognized that affect that is the noncognitive aspect of mental activity plays a large role in writing and in learning to write According to Susan H McLeod however the model that has been most used for empirical research on the writing process is based on cognitive psychology

and does not take into account affective phenomena Nor does the social constructionist view of the writing process acknowledge the affective realm except in a very general way To understand the complete picture McLeod insists we need to explore how cognitive affective and social elements interact as people write In this book McLeod follows a group of students through a semester of writing assignments tracking the students progress and examining the affective elements relevant to their writing To facilitate future discussion of these phenomena McLeod also provides suggested definitions for terms in the affective domain In a very real sense this book is the result of a collaboration of three Susans Susan McLeod who researched and wrote the book Sue Hallett an instructor in Washington State University's composition program whose classes McLeod observed and who helped provide much of the data and Susan Parker a graduate student who observed Hallett's class and who ran a tutorial connected to that class To provide a narrative structure McLeod and her two collaborators have constructed a simulated semester conflating the year and a half of the study into one semester and creating a class that is a composite drawn from seven classrooms over three semesters Although philosophers have had much to say about the affective domain *Notes on the Heart* is based for the most part on research from the social sciences Discussions of pedagogy while meant to have practical value are suggestive rather than prescriptive The goal is to help teachers see their practice in new way Teachers will be particularly interested in McLeod's discussion of teacher affect effect This section examines both the issue of the Pygmalion effect students becoming better because the teacher believes they are and perhaps the more common opposite the golem effect students becoming less capable because their teachers view them that way **ESL**

Worksheets LB Handbook Henry Ramsey Fowler, Fowler, Aaron, Jane E. Aaron, 1997-08 The most trusted and authoritative name in handbooks The Little Brown Compact Handbook with Exercises is an easy to use reference that will answer any question you may have in grammar writing or research It also includes exercises so you can practice skills This edition offers the latest information on writing with computers writing online analyzing visuals and researching effectively on the Internet With clear explanations a wealth of examples and quick reference checklists and boxes The Little Brown Compact Handbook will makes it easy to find what you need and use the information you find Will answer any question a writer has about grammar the writing process or research The writing process critical thinking argumentative writing style grammar mechanics usage the research process how to document sources Anyone who wants a reliable writing reference book

Bridging the Gap Between College and High School Writing in an Online Assessment Community Merilee Griffin, 2009 **Subject Guide to Books in Print**, 1997 Distance Working Kari Kay Kruempel, 2004 *American Book Publishing Record*, 1992 **Ethos** James S. Baumlín, Tita French Baumlín, 1994 Features 16 original essays by prominent rhetoricians critical theorists and composition specialists many of which offer alternative histories as well as reinterpretations of classic texts thus expanding the canon and locating and analyzing competing cultural traditions of ethos and ethical argument Lacks an index Annotation copyright by Book News Inc Portland OR Evaluating Writing Charles

Raymond Cooper, Lee Odell, 1999 Intended to guide writing teachers through the complexities of evaluation the essays in this collection represent a variety of approaches to evaluation The essays display however some common beliefs about what is fundamentally important to writing teachers work specifically the need to distinguish between grading and evaluation to develop the ability to describe students writing to connect teaching and evaluation and to continually reexamine assumptions and practices that guide evaluation Following an introduction by the editors the 17 essays and their authors are as follows

- 1 Assessing Thinking Glimpsing a Mind at Work Lee Odell
- 2 What We Know about Genres and How It Can Help Us Assign and Evaluate Writing Charles R Cooper
- 3 Audience Considerations for Evaluating Writing Phyllis Mentzell Ryder Elizabeth Vander Lei and Duane H Roen
- 4 Coaching Writing Development Syntax Revisited Options Explored William Strong
- 5 Cohesion and Coherence Martha Kolln
- 6 Assessing Portfolios Sandra Murphy
- 7 How to Read a Science Portfolio Denise Stavis Levine
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- 11 Evaluating the Writing of Culturally and Linguistically Diverse Students The Case of the African American Vernacular English Speaker Arnetha F Ball
- 12 Latino ESL Students and the Development of Writing Abilities Guadalupe Valdes and Patricia Anloff Sanders
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- 14 Reflective Reading Developing Thoughtful Ways To Respond to Students Writing Chris M Anson
- 15 Creating a Climate for Portfolios Sandra Murphy and Mary Ann Smith
- 16 Integrating Reading and Writing in Large Scale Assessment Fran Claggett and
- 17 Let Them Experiment Accommodating Diverse Discourse Practices in Large Scale Writing Assessment Roxanne Mountford

NKA CCCC Bibliography of Composition and Rhetoric 1992 Gail E. Hawisher, Cynthia L. Selfe, 1994-04 The CCCC Bibliography of Composition and Rhetoric published for the Conference on College Composition and Communication offers teachers and researchers an annual classified listing of scholarship on written English and its teaching at the college level The 1992 volume lists and annotates 1 656 articles books dissertations and papers that with few exceptions were published during the 1992 calendar year A group of 149 contributing bibliographers prepared the citations and annotations for the entries appearing in this volume The CCCC Bibliography includes an index of authors and editors a subject index and entries cross referenced according to subject matter Considerably more comprehensive than other bibliographies in composition studies the CCCC Bibliography of Composition and Rhetoric draws upon a large group of experts in the field to aid teachers and researchers in sorting through a vast body of interdisciplinary material making their work easier and more effective Further the range of texts represented in the CCCC Bibliography has been expanded to include a greater number of entries dealing with feminism critical theory technology and cultural studies as they relate to composition and rhetoric Each document is cited and annotated only once under one of the five major sections of the CCCC Bibliography Each entry however receives an entry number so that cross references to other sections are possible This

feature is especially useful because much scholarship in composition and rhetoric is interdisciplinary in nature Cross references appear as a listing of entry numbers preceded by See also found at the ends of subsections Entries appear under five major categories bibliographies and checklists theory and research teacher education administration and social roles curriculum and testing measurement and evaluation Although the CCCC Bibliography excludes master s theses textbooks computer software and book reviews from its coverage it furnishes citations to review essays articles appearing in some 228 journals scholarly monographs and essay collections dissertations abstracted in Dissertation Abstracts International and selected documents and conference materials available through ERIC Whitaker's Books in Print ,1998 *Forthcoming Books* Rose Arny,1992 **Books in Print** ,1977 Resources in Education ,1984 **Current Index to Journals in Education** ,1981 **The SAGE Handbook of Rhetorical Studies** Andrea A. Lunsford,Kirt H. Wilson,Rosa A. Eberly,2008-10-29 The SAGE Handbook of Rhetorical Studies surveys the latest advances in rhetorical scholarship synthesizing theories and practices across major areas of study in the field and pointing the way for future studies Edited by Andrea A Lunsford and Associate Editors Kirt H Wilson and Rosa A Eberly the Handbook aims to introduce a new generation of students to rhetorical study and provide a deeply informed and ready resource for scholars currently working in the field Key Features Brings together scholars from across the disciplines of Speech Communication English and Writing Studies While rhetoric is by definition interdisciplinary self identified scholars in the field are most often institutionally separated from one another This Handbook bridges this divide by providing a refreshing range of transdisciplinary views on the nature status definition and scope of rhetoric today Offers a thorough going overview of rhetorical studies today Organized in four sections Historical Studies in Rhetoric Rhetoric Across the Disciplines Rhetoric and Pedagogy and Rhetoric and Public Discourse the volume provides a single resource for engaging rhetorical studies Underscores the importance of rhetoric to education across a wide range of disciplines as well as to effective participation in public arenas Thus the volume connects rhetoric s long teaching tradition to an activist agenda for informed civic engagement Addresses methodological and theoretical difficulties and offers means of negotiating them Provides one of the first introductions to rhetorical studies across cultures and to the related debates concerning comparative and contrastive rhetorics

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