On Location

Theory and Practice in Classroom-Based Writing Tutoring

edited by
Candace Spigelman
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On Location Theory And Practice In Classroom Based Writing Tutoring

Barbara E. Walvoord

On Location Theory And Practice In Classroom Based Writing Tutoring:

   On Location Candace Spigelman,Laurie Grobman,2005-02-01 Classroom based writing tutoring is a distinct form of writing support a hybrid instructional method that engages multiple voices and texts within the college classroom Tutors work on location in the thick of writing instruction and writing activity On Location is the first volume to discuss this emerging practice in a methodical way The essays in this collection integrate theory and practice to highlight the alliances and connections on location tutoring offers while suggesting strategies for resolving its conflicts Contributors examine classroom based tutoring programs located in composition courses as well as in writing intensive courses across the disciplines   Theories and Methods of Writing Center Studies Jo Mackiewicz,Rebecca Babcock,2019-11-01 This collection helps students and researchers understand the foundations of writing center studies in order to make sound decisions about the types of methods and theoretical lenses that will help them formulate and answer their research questions In the collection accomplished writing center researchers discuss the theories and methods that have enabled their work providing readers with a useful and accessible guide to developing research projects that interest them and make a positive contribution It introduces an array of theories including genre theory second language acquisition theory transfer theory and disability theory and guides novice and experienced researchers through the finer points of methods such as ethnography corpus analysis and mixed methods research Ideal for courses on writing center studies and pedagogy it is essential reading for researchers and administrators in writing centers and writing across the curriculum or writing in the disciplines programs   Assessing and Improving Student Writing in College Barbara E. Walvoord,2014-07-07 Step by step guidance for shaping better writers while keeping faculty workloads manageable Effective communication is a critical skill for many academic disciplines and careers and so colleges and universities and their faculty members are rightfully committed to improving student writing across the curriculum Guiding and assessing student writing in classrooms general education and departments takes knowledge planning and persistence but it can be done effectively and efficiently Written in the concise accessible style Barbara Walvoord is known for Assessing and Improving Student Writing in College A Guide for Institutions General Education Departments and Classrooms offers administrators program chairs general education leaders and classroom instructors the guidance they need The book provides concrete suggestions for how to Articulate goals for student writing Measure student writing Improve student writing Document that improvement The book begins by addressing four basic concepts what we mean by writing what we mean by good writing how students learn to write and the purposes of assessment Next Walvoord explains the various approaches and methods for assessing writing urging a combination of them adapted to the institution s purposes and political context After this introduction successive chapters offer realistic practical advice to institution wide and general education leaders department members and classroom instructors Walvoord addresses issues such as how to engage faculty how to use rubrics how to aggregate assessment information at the department and

institutional levels and how to report assessment information to accreditors The chapter for classroom instructors offers practical suggestions how to add more writing to a course without substantially increasing the grading load how to construct writing assignments how to make grading and responding more effective and time efficient how to address grammar and punctuation and how to support students whose native language is not English The book also includes four helpful appendices a taxonomy of Writing Across the Curriculum WAC and Writing in the Disciplines WID programs sample outlines for faculty development workshops a student survey on teaching methods instructors can use to inform their choices in the classroom and a student self check cover sheet designed to help students take ownership of their own learning and responsibility for turning in complete correct assignments Practical step by step guidance for each point in the assessment and improvement process creates a cohesive institution wide system that keeps students faculty and administrators on the same page **Reclaiming Accountability** Wendy Sharer,Tracy Ann Morse,Michelle F. Eble,William P. Banks,2016-04-06 Reclaiming Accountability brings together a series of critical case studies of writing programs that have planned implemented and or assessed the impact of large scale accreditation supported initiatives The book reimagines accreditation as a way to leverage institutional or programmatic change Contributions to the volume are divided into three parts Part 1 considers how specialists in composition and rhetoric can work most productively with accrediting bodies to design assessments and initiatives that meet requirements while also helping those agencies to better understand how writing develops and how it can most effectively be assessed Parts 2 and 3 present case studies of how institutions have used ongoing accreditation and assessment imperatives to meet student learning needs through programmatic changes and faculty development They provide concrete examples of productive curricular part 2 and instructional part 3 changes that can follow from accreditation mandates while providing guidance for navigating challenges and pitfalls that WPAs may encounter within shifting and often volatile local regional and national contexts In addition to providing examples of how others in the profession might approach such work Reclaiming Accountability addresses assessment requirements beyond those in the writing program itself It will be of interest to department heads administrators writing program directors and those involved with writing teacher education among others Contributors Linda Adler Kassner William P Banks Remica Bingham Risher Melanie Burdick Polina Chemishanova Malkiel Choseed Kyle Christiansen Angela Crow Maggie Debelius Michelle F Eble Jonathan Elmore Lorna Gonzalez Angela Green Jim Henry Ryan Hoover Rebecca Ingalls Cynthia Miecznikowski Susan Miller Cochran Cindy Moore Tracy Ann Morse Joyce Magnotto Neff Karen Nulton Peggy O Neill Jessica Parker Mary Rist Rochelle Rodrigo Tulora Roeckers Shirley K Rose Iris M Saltiel Wendy Sharer Terri Van Sickle Jane Chapman Vigil David M Weed *Writing Program Administration at Small Liberal Arts Colleges* Jill M. Gladstein,Dara Rossman Regaignon,2012-03-19 WRITING PROGRAM ADMINISTRATION AT SMALL LIBERAL ARTS COLLEGES presents an empirical study of the writing programs at one hundred small private liberal arts colleges Jill M Gladstein and Dara Rossman

Regaignon provide detailed information about a type of writing program not often highlighted in the scholarly record and offer a model for such national multi institutional research **Writing Program Architecture** Bryna Siegel Finer,Jamie White-Farnham,2017-11-01 Writing Program Architecture offers an unprecedented abundance of information concerning the significant material logistical and rhetorical features of writing programs Presenting the realities of thirty diverse and award winning programs contributors to the volume describe reporting lines funding sources jurisdictions curricula and other critical programmatic matters and provide insight into their program histories politics and philosophies Each chapter opens with a program snapshot that includes summary demographic and historical information and then addresses the profile of the WPA program conception population served funding assessment technology curriculum and more The architecture of the book itself makes comparison across programs and contexts easy not only among the programs described in each chapter but also between the program in any given chapter and the reader s own program An online web companion to the book includes access to the primary documents that have been of major importance to the development or sustainability of the program described in a Primary Document section of each chapter The metaphor of architecture allows us to imagine the constituent parts of a writing program as its foundation beams posts scaffolding the institutional structures that alongside its people anchor a program to the ground and keep it standing The most extensive resource on program structure available to the field Writing Program Architecture illuminates structural choices made by leaders of exemplary programs around the United States and provides an authoritative source of standard practice that a WPA might use to articulate programmatic choices to higher administration Contributors Susan Naomi Bernstein Remica Bingham Risher Brent Chappelow Malkiel Choseed Angela Clark Oates Patrick Clauss Emily W Cosgrove Thomas Deans Bridget Draxler Leigh Ann Dunning Greg A Giberson Maggie Griffin Taylor Paula Harrington Sandra Jamieson Marshall Kitchens Michael Knievel Amy Lannin Christopher LeCluyse Sarah Liggett Deborah Marrott Mark McBeth Tim McCormack John McCormick Heather McGrew Heather McKay Heidi A McKee Julianne Newmark Lori Ostergaard Joannah Portman Daley Jacqueline Preston James P Purdy Ben Rafoth Dara Regaignon Nedra Reynolds Shirley Rose Bonnie Selting Stacey Sheriff Steve Simpson Patricia Sullivan Kathleen Tonry Sanford Tweedie Meg Van Baalen Wood Shevaun Watson Christy I Wenger Lisa Wilkinson Candace Zepeda *Journal of Teaching Writing* ,2004 *Writing Studio Pedagogy* Matthew Kim,Russell Carpenter,2017-02-22 Writing Studio Pedagogy WSP breaks from the tradition of teaching and responding to writing in traditional ways and moves the teaching and learning experience off the page and into engaging spaces in multiple ways which can enhance the composing process Through this collection scholars interested in rethinking approaches to teaching writing pedagogy and innovative learning will find new ways to challenge their own understandings of space place and collaboration WSP involves an attention to space and place in the development of rhetorical acts by focusing on the ways in which they enhance pedagogy This book takes a unique opportunity to return to pedagogy as the foremost priority in any learning space Educators might preference WSP for its

emphasis on student centeredness by creating productive interactions intersections and departures that arrive from prioritizing learning WSP acknowledges the centralized role of students and teachers as co facilitators in learning and writing These threads are intentionally broad based as the chapters contained in this book speak to the complexity of WSP across institutions **Creative Ways of Knowing in Engineering** Diana Bairaktarova,Michele Eodice,2016-12-29 This book offers a platform for engineering educators who are interested in implementing a creative ways of knowing approach to presenting engineering concepts The case studies in this book reveal how students learn through creative engagement that includes not only design and build activities but also creative presentations of learning such as composing songs writing poems and short stories painting and drawing as well as designing animations and comics Any engineering educator will find common ground with the authors who are all experienced engineering and liberal arts professors who have taken the step to include creative activities and outlets for students learning engineering **The Naylor Report on Undergraduate Research in Writing Studies** Dominic DelliCarpini,Jenn Fishman,2020-04-03 The Naylor Report on Undergraduate Research in Writing Studies combines scholarly research with practical advice for practitioners of undergraduate research in writing studies including student researchers mentors and program administrators Building upon the 1998 Boyer Commission Report Reinventing Undergraduate Education this book provides insight into the growth of undergraduate research over the last twenty years Contributors demonstrate how undergraduate research serves students and their mentors as well as sponsoring programs departments and institutions The Naylor Report also illustrates how making research central to undergraduate education helps advance the discipline Organized in two parts Part I focuses on defining characteristics of undergraduate research in writing studies mentoring research methods contribution to knowledge and circulation Part II focuses on critical issues to consider such as access curriculum and institutional support **Beyond Dichotomy** Steven J. Corbett,2015-03-15 This book offers multi method case studies of course based tutoring and one to one tutorials in developmental first year writing courses at two universities The author makes an argument for more peer to peer learning situations for developmental writers and more detailed studies of what goes on in these peer centered environments Peer-Assisted Learning in Academic Libraries Erin Rinto,John Watts,Rosan Mitola,2017-07-05 Written specifically for academic librarians and library administrators this book identifies the myriad benefits of peer assisted learning exploring how the implementation of peer assisted learning benefits information literacy instruction cocurricular outreach and reference services In this era of accountability and stretched budgets in higher education librarians need to make instructional programming both highly effective and sustainable Peer assisted learning is a methodology that has long been accepted in teaching but is relatively new as applied to academic library instruction outreach and reference This book brings together the most innovative applications of peer assisted learning in these contexts explaining specific ways to apply peer assisted learning in a variety of academic library settings for maximum benefit This guidebook begins with an extensive

literature review of the theoretical underpinnings of peer assisted learning and the various benefits these programs can provide academic librarians and peer mentors The bulk of the book s content is organized into three sections that address the subjects of information literacy instruction cocurricular outreach and reference services separately Each section showcases real world examples of peer assisted learning at a variety of academic institutions Through these case studies readers can fully understand the development implementation and assessment of a peer assisted learning program and librarians and administrators will see the practical benefits of enriching the experiences of student employees Practitioners will receive inspiration and guidance through chapters that discuss training activities identify lessons learned and explain the implications for further research   Service Learning and Literary Studies in English Laurie Grobman,Roberta Rosenberg,2015-02-01 Service learning can help students develop a sense of civic responsibility and commitment often while addressing pressing community needs One goal of literary studies is to understand the ethical dimensions of the world and thus service learning by broadening the environments students consider is well suited to the literature classroom Whether through a public literacy project that demonstrates the relevance of literary study or community based research that brings literary theory to life student collaboration with community partners brings social awareness to the study of literary texts and helps students and teachers engage literature in new ways In their introduction the volume editors trace the history of service learning in the United States including the debate about literature s role and outline the best practices of the pedagogy The essays that follow cover American English and world literature creative nonfiction and memoir literature based writing and cross disciplinary studies Contributors describe a wide variety of service learning projects including a course on the Harlem Renaissance in which students lead a community writing workshop an English capstone seminar in which seniors design programs for public libraries and a creative nonfiction course in which first year students work with elderly community members to craft life narratives The volume closes with a list of resources for practitioners and researchers in the field   **Handbook of Research on Diversity and Social Justice in Higher Education** Keengwe, Jared,2020-05-22 There is growing pressure on teachers and faculty to understand and adopt best practices to work with diverse races cultures and languages in modern classrooms Establishing sound pedagogy is also critical given that racial cultural and linguistic integration has the potential to increase academic success for all learners To that end there is also a need for educators to prepare graduates who will better meet the needs of culturally diverse learners and help their learners to become successful global citizens The Handbook of Research on Diversity and Social Justice in Higher Education is a cutting edge research book that examines cross cultural perspectives challenges and opportunities pertaining to advancing diversity and social justice in higher education Furthermore the book explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross cultural knowledge through appropriate diversity education models as well as effective social justice practices Highlighting a range of topics such as cultural taxation intercultural engagement and teacher preparation this book

is essential for teachers faculty academicians researchers administrators policymakers and students *Ecologies of Writing Programs* Mary Jo Reiff,Anis Bawarshi,2015-04-15 Ecologies of Writing Programs Profiles of Writing Programs in Context features profiles of exemplary and innovative writing programs across varied institutions Situated within an ecological framework the book explores the dynamic inter relationships as well as the complex rhetorical and material conditions that writing programs inhabit conditions and relationships that are constantly in flux as writing program administrators negotiate constraint and innovation **Teaching, Learning and the Net Generation: Concepts and Tools for Reaching Digital Learners** Ferris, Sharmila Pixy,2011-11-30 Although a growing body of research demonstrates the need for education to adapt to the needs of the Net Generation research also shows that traditional teaching methods continue to dominate the classroom To stay effective higher education must adapt to the needs of this unique generation of digital natives who grew up with computer technologies and social media Teaching Learning and the Net Generation Concepts and Tools for Reaching Digital Learners provides pedagogical resources for understanding digital learners and effectively teaching and learning with today s generation of digital natives This book creates a much needed resource that moves beyond traditional disciplinary and geographical boundaries bridges theories and practice and addresses emerging issues in technology and pedagogy Pedagogies of Public Memory Jane Greer,Laurie Grobman,2015-06-12 Pedagogies of Public Memory explores opportunities for writing and rhetorical education at museums archives and memorials Readers will follow students working and writing at well known sites of international interest e g the Flight 93 National Memorial in Shanksville Pennsylvania and the U S Holocaust Memorial Museum at local sites e g vernacular memorials in and around Muncie Indiana and the Central Pennsylvania African American Museum in Reading Pennsylvania and in digital spaces e g Florida State University s Postcard Archive and The Women s Archive Project at the University of Nebraska Omaha From composing and delivering museum tours to designing online memorials that challenge traditional practices of public grief to producing and publishing a magazine containing the photographs and stories of individuals who lived through historic moments in the Freedom Struggle to expanding and creating new public archives the pedagogical projects described in this volume create richly textured learning opportunities for students at all levels from first year writers to graduate students The students and faculty whose work is represented in this volume undertake to reposition the past in the present and to imagine possible new futures for themselves and their communities By exploring the production of public memory this volume raises important new questions about the intersection of rhetoric and remembrance **Writing Majors** Greg Giberson,Jim Nugent,Lori Ostergaard,2015-02-01 The writing major is among the most exciting scenes in the evolving American university Writing Majors is a collection of firsthand descriptions of the origins growth and transformations of eighteen different programs The chapters provide useful administrative insight benchmark information and even inspiration for new curricular configurations from a range of institutions A practical sourcebook for those who are building revising or administering their own writing

majors this volume also serves as a historical archive of a particular instance of growth and transformation in American higher education Revealing bureaucratic practical and institutional matters as well as academic ideals and ideologies each profile includes sections providing a detailed program review and rationale an implementation narrative and reflection and prospection about the program Documenting eighteen stories of writing major programs in various stages of formation preservation and reform and exposing the contingencies of their local and material constitution Writing Majors speaks as much to the how to of building writing major programs as to the larger what why and how of institutional growth and change

Stories of Mentoring Michelle F. Eble,2008-10-01 Describes mentoring of teachers and scholars in the field of composition and rhetoric   **Redefining Roles** Megan Swihart Jewell,Joseph Cheatle,2021-07-12 Redefining Roles is the first book to recognize and provide sustained focus on the presence of professional faculty and graduate student consultants in writing centers A significant number of writing centers employ non peer consultants yet most major training manuals are geared toward undergraduate tutoring practices or administrators This collection systematically addresses this gap in the literature while initiating new conversations regarding writing center staffing Thirty two authors consultants and administrators from diverse centers from large public four year institutions to a private online for profit university provide both theoretical frameworks and practical applications in eighteen chapters Ten chapters focus on graduate consultants and address issues of authority training professional development and mentoring and eight focus on professional and faculty consultant training as well as specific issues of identity and authority By sharing these voices Redefining Roles broadens the very idea of writing centers while opening the door to more dialogue on the important role these practitioners play Redefining Roles is designed for writing center practitioners scholars and staff It is also a necessary addition to help campus administrators in the ongoing struggle to validate the intellectually complex work that such staff performs Contributors Fallon N Allison Vicki Behrens Cassie J Brownell Matt Burchanoski Megan Boeshart Burelle Danielle Clapham Steffani Dambruch Elise Dixon Elizabeth Festa Will Fitzsimmons Alex Frissell Alex Funt Genie Giaimo Amanda Gomez Lisa Lamson Miriam E Laufer Kristin Messuri Rebecca Nowacek Kimberly Fahle Peck Mark Pedretti Irina Ruppo Arundhati Sanyal Anna Scanlon Matthew Sharkey Smith Kelly A Shea Anne Shiell Anna Sicari Catherine Siemann Meagan Thompson Lisa Nicole Tyson Marcus Weakley Alex Wulff

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