

Second Language Writing In The Composition Classroom A Critical Sourcebook

Class in the Composition Classroom Young Adult Literature in the Composition Classroom Emotional Value in the Composition Classroom Reading in the Composition Classroom Genre, Practice, and the Composition Classroom Reading in the Writing Room Second-Language Writing in the Composition Classroom A History of the American Civil Rights Movement Through Newspaper Coverage Power and Identity in the Creative Writing Classroom Personal Writing in the Composition Classroom Technologically-enhanced Presence in the Online Composition Classroom Reflection In The Writing Classroom Strategies for Teaching the Composition Process Writing and Reading Differently The Composition Instructor's Survival Guide The Writing Instructor Toward a Retention-focused Composition Pedagogy A Composition of Consciousness Teaching Freshman Composition Rewriting Resistance to Social Justice Pedagogies Genesee M. Carter Tamara Girardi Ryan Crawford Joan Carson Meghan E. Bacino McKenzie M. Monday Paul Kei Matsuda Charlotte Kent Anna Leahy Lane Phoenix West Lynne M. Smelser Kathleen Yancey Carl Koch George Douglas Atkins Brock Dethier Mark J. Isbell Patricia H. Perry Gary Tate Wilton S. Wright

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class in the composition classroom considers what college writing instructors should know

about their working class students their backgrounds experiences identities learning styles and skills in order to support them in the classroom across campus and beyond in this volume contributors explore the nuanced and complex meaning of working class and the particular values these college writers bring to the classroom the real college experiences of veterans rural midwesterners and trade unionists show that what it means to be working class is not obvious or easily definable resisting outdated characterizations of these students as underprepared and dispensing with a one size fits all pedagogical approach contributors address how region and education impact students explore working class pedagogy and the ways in which it can reify social class in teaching settings and give voice to students lived experiences as community colleges and universities seek more effective ways to serve working class students and as educators parents and politicians continue to emphasize the value of higher education for students of all financial and social backgrounds conversations must take place among writing instructors and administrators about how best to serve and support working class college writers class in the composition classroom will help writing instructors inside and outside the classroom prepare all their students for personal academic and professional communication contributors aaron barlow cori brewster patrick corbett harry denny cassandra dulin miriam eisenstein ebsworth mike edwards rebecca fraser brett griffiths anna knutson liberty kohn nancy mack holly middleton robert mundy missy nieveen phegley jacqueline preston james e romesburg edie marie roper aubrey schiavone christie toth gail g verdi

young adult literature holds an exceptional place in modern american popular culture accessible to readers of all levels it captures a diverse audience and tends to adapt to the big screen in an exciting way with its wide readership yal sparks interesting discussions inside and outside of the classroom this collection of new essays examines how yal has impacted college composition courses primarily focusing on the first year contributors discuss popular ya stories their educational potential and possibilities for classroom discussion and exercise

using the concept of plasticity or the brain s ability to change through growth and reorganization as a theoretical framework this book argues that encouraging an exploration of the self better establishes emotional value in the composition classroom this book explores recent evidence from studies in modern neuroscience to provide biological correlations between current and developing theory and pedagogy in composition studies starting with the concept of self each subsequent chapter builds a neurobiological understanding of how emotional value intrinsic motivation creativity and happiness are constructed and felt this material exploration shows how these factors can maintain motivation improve long term memory encourage creative risk and initiate complex considerations of being recognizing the shift in composition studies to posthuman and new materialist methodologies this modern neuroscience is presented as a useful parallel to

rather than being at odds with these and other current methodologies theories and pedagogies outlining the need for a more student focused guided discovery framework for the composition classroom this interdisciplinary resource will be of interest to scholars and students in the field of composition studies communication studies education psychology and philosophy

in a time of departmental shifting it is imperative that our english departments consider how we shape the curriculum of our composition classes to positively affect the abilities of our students to critically read think and write in the creation and implementation of strategies that engage out students and make them more excited to write we can send college students out into the world who will be more confident in their writing abilities in spaces that encourage class themes implementation of literary approaches may be able to affect student engagement with text by ensuring they develop an understanding while reading and create meaning as they respond using rosenblatt s theory of transaction and carillo s strategies of classroom transfer may help our instructors consider the relationships our students have with texts and it may help students understand the reactions they have to what they read and how they respond to it literary approaches in these classroom spaces could provide framework for students to understand the class themes more deeply as they prepare to read and respond in turn what follows contains an examination of literary approaches and themes presented to an eng 200 class at the university of dayton and a conversation about further research that could be done using literary approaches

second language writing addresses key issues for instructors working with multilingual writers in first year composition framed with insightful introductory material this sourcebook provides both theoretical context and practical resources for designing courses negotiating differences among students and responding to and assessing second language writing this edition includes the 2009 update of the cccc position statement on second language writing and writers

writing for college and beyond life lessons from the college composition classroom introduces the practical ways that the basic skills taught in the freshman composition course apply to the work place and in life the composition class is a pre requisite and general education course for most colleges and universities in the united states and reaches students in every area of study as people wonder about the value of a liberal arts education and question whether colleges and universities are truly preparing students for the workforce writing for college and beyond challenges those arguments by pointing out exactly how classroom policies and writing assignments apply beyond school walls professors lecturers and graduate students teaching freshman composition courses will find this book helpful also administrators who service the freshman composition population such as writing center directors will also find writing for college and beyond life lessons from the

college composition classroom a wonderful aid

this book remaps theories and practices for teaching creative writing at university and college level it critiques well established approaches for teaching creative writing in all genres builds a comprehensive and adaptable pedagogy based on issues of authority power and identity and shapes creative writing pedagogy for the 21st century

since its origin as a separate discipline in the early 1960s composition has been on shaky ground within the academic community its methods and results are constantly called into question especially the use of personal writing as a legitimate form of academic writing the purpose of this thesis is to show that the composition classroom plays an integral role in the academic maturation of the college student and argues that the personal essay is a vital and effective mode of writing with which to help students discover and hone their own voices of authority thereby fostering in them a mastery of skills in academic exploration inquiry and dialogic communication both oral and written the author uses as evidence the realization and growth of her own voice as a writer and teacher of writing through the genre of personal essay writing

yancey explores reflection as a promising body of practice and inquiry in the writing classroom yancey develops a line of research based on concepts of philosopher donald schon and others involving the role of deliberative reflection in classroom contexts developing the concepts of reflection in action constructive reflection and reflection in presentation she offers a structure for discussing how reflection operates as students compose individual pieces of writing as they progress through successive writings and as they deliberately review a compiled body of their work a portfolio for example throughout the book she explores how reflection can enhance student learning along with teacher response to and evaluation of student writing reflection in the writing classroom will be a valuable addition to the personal library of faculty currently teaching in or administering a writing program it is also a natural for graduate students who teach writing courses for the ta training program or for the english education program

resource book of strategies for the composition classroom

this work is written specifically for those who teach english composition it addresses some of the dilemmas faced by composition teachers such as how can we respect ourselves and what we do in the face of scorn and how can we reduce the time stress and responsibility from our jobs

the premise of this book is that teachers of writing will never make any significant strides in the teaching and learning of writing until pervasive inhibiting and misinformed views about writing are transformed in the consciousness of people from the home and classroom to the

office and boardroom Dr Perry delves into the nature of consciousness the epistemologies of predominant teaching approaches and some heretofore undervalued phenomenological foundations and similarities between the pedagogies and praxes of Paulo Freire and Peter Elbow as a way to begin to address the continuing writing crisis Dr Perry proposes a teaching approach a composition of consciousness that targets and transforms inhibiting views about writing and promotes the creation of productive writing knowledge

Resistance to feminist queer and antiracist pedagogies can take many forms in the composition class silence during class discussion tepid bland writing that fails to engage with course content refusal to engage with feminist and queer ideas open and direct challenges to professors authority rewriting resistance to social justice pedagogies argues that composition studies has not adequately addressed the complex and deeply local contexts and causes of resistance therefore the author argues that resistance research must first understand the origins and purpose for a student's resistance interrogating the language used to name and describe students who resist composition instructors must then give students the tools to uncover and investigate their reasons for resistance themselves challenging students to continually interrogate their resistances this book utilizes feminist composition pedagogies masculinity studies and queer pedagogies to engage student resistance in the writing classroom

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Introduction

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