

**A Teacher's
Introduction to**

Deconstruction

Sharon Crowley

Teachers Introduction To Deconstruction

Sidney I. Dobrin



Teachers Introduction To Deconstruction:

A Teacher's Introduction to Deconstruction Sharon Crowley, 1989 This monograph is designed to help English teachers see what it is that the literary theory of deconstruction has to offer them as they pursue their work The monograph focuses on the implications of deconstruction for the English classroom in American schools It includes a discussion of Jacques Derrida's philosophy of reading and writing a review of some American critics reactions to deconstruction and responses made by English teachers to the theory and an examination of a deconstructive reading of writing pedagogy as it underscores the appropriateness of much of the lore connected with process pedagogy The monograph also contains an appendix on How to Read Derrida three pages of endnotes a brief glossary of deconstructionist terminology a 70 item list of references an 11 item list of Derrida works not cited in the text a 38 item bibliography of works on Derrida and deconstruction and a 9 item list of exemplary readings on deconstruction RAE

A Teacher's Introduction to Philosophical Hermeneutics Timothy W. Crusius, 1991

Reclaiming English Language Arts Methods Courses Jory Brass, Allen Webb, 2014-09-04 Reclaiming English Language Arts Methods Courses showcases innovative work in teacher education that fosters teachers capacities as reflective practitioners and public intellectuals extends traditional boundaries of methods courses on teaching the English language arts literacy children's and young adult literature and embodies democratic and critical politics that go beyond the reductive economic aims and traditional classroom practices sanctioned by educational policies and corporate educational reforms Featuring leading and emerging scholars in English language arts teacher education each chapter provides rich and concrete examples of elementary and secondary methods courses rooted in contemporary research and theory on line resources and honest appraisals of the possibilities tensions and limits of doing teacher education differently in a top down time of standards based education high stakes testing teacher assessment and neoliberal education reforms This book offers important resources and support for teacher educators and graduate students to explore alternative visions for aligning university methods courses with current trends in English and cultural studies critical sociocultural literacy new literacies and web 2.0 tools and teaching the English language arts in multiethnic multilingual and underserved urban communities

In Search of Authority - Third Edition Stephen Bonnycastle, 2007-04-26 In Search of Authority is the most engaging introduction to literary theory available today This is the third edition of a book that has been widely used to introduce undergraduates to the field of literary theory Its distinctive quality is the way in which it makes complex literary theories such as structuralism deconstruction and post modernism accessible to students by relating these theories to students own enjoyment in reading literature Each theory is illustrated by several applications of the theory to well known literary works Based on a reader response approach to literature In Search of Authority begins with an up to date account of the status of literary theory in the 21st century including a response to recent debates about the post theory question It concludes with a discussion of how an understanding of literary theory can lead to the empowerment of the individual reader and of how the

authority of the professor can be gradually transferred to the student This third edition has been revised and updated throughout Each chapter ends with several questions to help students check their understanding of the key ideas in the chapter

Dialectical Rhetoric Bruce McComiskey, 2015-06-26 In *Dialectical Rhetoric* Bruce McComiskey argues that the historical conflict between rhetoric and dialectic can be overcome in ways useful to both composition theory and the composition classroom Historically dialectic has taken two forms in relation to rhetoric First it has been the logical development of linear propositions leading to necessary conclusions a one dimensional form that was the counterpart of rhetorics in which philosophical metaphysical and scientific truths were conveyed with as little cognitive interference from language as possible Second dialectic has been the topical development of opposed arguments on controversial issues and the judgment of their relative strengths and weaknesses usually in political and legal contexts a two dimensional form that was the counterpart of rhetorics in which verbal battles over competing probabilities in public institutions revealed distinct winners and losers The discipline of writing studies is on the brink of developing a new relationship between dialectic and rhetoric one in which dialectics and rhetorics mediate and negotiate different arguments and orientations that are engaged in any rhetorical situation This new relationship consists of a three dimensional hybrid art called dialectical rhetoric whose method is based on five topoi deconstruction dialogue identification critique and juxtaposition Three dimensional dialectical rhetorics function effectively in a wide variety of discursive contexts including digital environments since they can invoke contrasts in stagnant contexts and promote associations in chaotic contexts *Dialectical Rhetoric* focuses more attention on three dimensional rhetorics from the rhetoric and composition community

Theorizing Composition Mary Kennedy, 1998-06-25 The last 25 years have witnessed extraordinary growth in the academic specialization variously described as composition studies or rhetoric and composition What was noticeable about the field in its infancy was a preoccupation with practice a lack of emphasis on theory and an exclusive reliance on the writing process As its disciplinary status has grown the field has become far more theoretical Composition studies has expanded its focus reconceptualized the writing process and embraced a wide range of critical perspectives The result of this change is that terms such as poststructuralism social construction gender and genre which were largely unknown in 1965 now dominate discussion This reference book is a guide to the multiplicity of theories that have emerged to form the disciplinary foundation of composition studies The volume consists of 66 entries each of which is written by an expert contributor and focuses on a particular theory or group of theories While the entries show how various individuals have contributed to theoretical movements very few concentrate on the work of a single theorist Each entry first provides a critical summary of a particular theory or group of theories including key elements basic concepts and claims and information about seminal or particularly influential works It then reviews the theory's critical reception in composition studies and discusses its significance in the field The bibliography at the end of each entry lists primary texts and major scholarship related to the theory and provides additional suggestions

for further reading The volume closes with a selected bibliography of important works Encyclopedia of Rhetoric and Composition Theresa Enos, 2013-10-08 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company

K-12 Classroom Research in Language Teaching and Learning Kate Mastruserio Reynolds, Khanh-Duc Kuttig, 2024-07-31 This edited volume presents narratives on a range of methods for research on second language teaching and learning appropriate to the elementary middle and high schools K 12 Teacher researchers in different worldwide contexts narrate their processes to explain and demonstrate practitioner research in context contributors describe their research from exploring the rationale for the project to designing the study analyzing the data and disseminating it As such the book illustrates how K 12 practitioners design gather analyze interpret and strategically employ data to make data driven evidence based and analysis informed instructional assessment and programmatic decisions This volume empowers teacher researchers and allows them to envision research projects in their own classrooms Offering new insights into the researchers thinking processes challenges and solutions and advocating teacher research for understanding learning the teaching of language and the development of SLA this text will appeal to educators and researchers involved in language education second language acquisition TESOL ESL EFL ELT and applied linguistics Constructing Knowledges Sidney I. Dobrin, 1997-03-13 In this thought provoking and gracefully written new book Sidney Dobrin examines current debates over the relative value of theoretical and practical knowledges both in the academy in general and in the discipline of rhetoric and composition He explores arguments about whether theorizing is an appropriate mode of scholarly inquiry for a field that is primarily informed by practical knowledge whether theory building in general speaks to local concerns and whether the production of theory in composition leads to scholarship that is more obfuscating than illuminating Ultimately Dobrin argues that theoretical investigation should be an indispensable form of knowledge making in composition and that theory and practice must necessarily inform one another

The Prostitute and the Prophet Yvonne Sherwood, 2004-12-30 The only consensus that has been reached on Hosea 1 3 is that it is a notoriously problematic text Sherwood unpicks this rather vague statement by examining the particular complexities of the text and frictions between the text and reader that conspire to produce such a disorientating effect Four dimensions of the problem are considered the conflict between text and reader over the improper relationship between Hosea and Gomer the bizarre prophetic sign language that conscripts people into a cosmic charade the text s propensity to subvert its central theses and the emergent tensions between the feminist reader and the text Aiming to bring together literary criticism and biblical scholarship this book provides lucid introductions to ideological criticism semiotics deconstruction and feminist criticism and looks at the implications of these approaches not only for the book of Hosea but for biblical studies in general

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