



From *Teaching the Universe of Discourse*

“The interrelation of life
and literature is both more
precise and more organic
than is commonly expressed
in the truism
that one can learn one
through the other.”

-James Moffett

Teaching The Universe Of Discourse

Theresa Enos



Teaching The Universe Of Discourse:

Teaching the Universe of Discourse James Moffett,1983 Teaching the Universe of Discourse James Moffett,1968

Encyclopedia of Language and Education David Corson,1997 Made up of eight volumes the Encyclopedia of Language and Education is the first attempt at providing an overview of the subject **A Theory of Contemporary Rhetoric** Richard Andrews,2013-08-22 A Theory of Contemporary Rhetoric describes explains and argues the overarching theory of contemporary rhetoric This current view of rhetoric brings together themes in the communication arts including political literary criticism bi and multi lingualism multimodality framing as an artistic and sociological device for composition and interpretation literacy in the digital age and the division between fiction and non fiction in language literature studies Chapters explore the implications of rhetoric for particular aspects of the field Discussions throughout the book provide illustrations that ground the material in practice As an overarching theory in the communication arts rhetoric is elegant as a theoretical solution and simple as a practical one It asks such questions as who is speaking writing composing to whom why what is being conveyed and how is it being conveyed Acknowledging the dirth of recent works addressing the theory of rhetoric this book aims to fill the existing theoretical gap and at the same time move the field of language literature studies forward into new territory It provides the keynote theoretical guide for a generation of teachers teacher educators and researchers in the fields of English as a subject English as a second foreign or additional language and language study in general Testing, Teaching, and Learning Ralph Winfred Tyler,1979 **Testing, Teaching, and Learning** ,1979 *The Teaching of Thinking* R. S. Nickerson,D. N. Perkins,E. E. Smith,2014-01-09 First published in 1985 This book was created due to involvement of the authors to develop a course to enhance thinking skills A main aim of which was to determine what is known about the teaching of thinking from current research literature and from the results of efforts to develop cognitive enhancement programs The primary focus is on intentional purposeful goal oriented thinking thinking if you will for the express purpose of realizing some specific objective *Teaching Writing* Cynthia L. Caywood,Gillian R. Overing,1987-01-01 This anthology explores the relationship between feminism and writing theory The chapters cover the major issues basic pedagogical theory and philosophical approaches to the teaching of writing studies of problems encountered by female writers and writing instructors and useful how to essays on classroom technique The authors also address important provocative questions about power in the classroom its use abuse and distribution The book is based on the concept of equity which the editors define Equity does not mean to us the abolition of differences among individuals nor does it imply a blanket imposition of an Orwellian homogeneity It does not mean stifling some voices so that others may be heard it does not demand the compromising of academic standards in the name of egalitarianism Equity as we understand it creates new standards which accommodate and nurture differences Equity fosters the individual voice in the classroom investing students with confidence in their own authority Equity unleashes the creative potential of heterogeneity this definition of equity is at the

heart of this anthology and our attempts as teachers to model our pedagogy on this principle provided the impetus for assembling it from the Introduction

100 Teaching Ideas that Transfer and Transform Learning Frank T. Lyman Jr., 2022-02-09 Expand your teaching repertoire with this unique collection of instructional ideas Author Frank T Lyman Jr esteemed educator and creator of the Think Pair Share model offers ways to help students think critically encounter puzzling phenomena and seek explanations think before responding listen to responses from others create their own questions visualize a scene employ problem solving strategies and more Appropriate for teachers of all grades and subjects the ideas address the pursuit of true learning wanting to learn how to learn and enabling to learn and can easily be adapted and applied to a wide variety of contexts The book s format allows you to pick and choose activities for your own professional development journey and make them your own so you can expand your teaching toolbox and bring more students to deeper levels of learning

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

Literacy Instruction for Adolescents Karen D. Wood, William E. Blanton, 2009-03-12 Thorough and accessible this professional resource and text shows how the latest research in adolescent literacy can be translated into effective practice in middle and high school classrooms Leading authorities discuss findings on the adolescent learner addressing such essential topics as comprehension content area literacy differentiated instruction gender differences in literacy learning and English language learners With a focus on evidence based methods coverage ranges from techniques for building digital literacy and comprehension skills to strategies for flexible grouping and writing instruction Ideal for courses in adolescent literacy each chapter includes guiding questions discussion questions and classroom examples

Resources in Education , 2000

Class in the Composition Classroom Genesee M. Carter, William H. Thelin, 2017-12-01 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 **On Literacy and Its Teaching** Gail E. Hawisher, Anna O. Soter, 1990-07-05 This book recognizes and embraces the complexities of modern English teaching It presents English teachers and teacher educators with a critical view of current professional issues and concerns in the belief that these groups need and want to participate in curricular and professional reform movements that affect them and their students The book examines such issues as the interconnectedness of the study of language literature and composition curricular problems in language instruction in teacher education the relationship between our traditional notions of literature study and our emerging view of literacy in the contemporary information age and the ways in which current theory and research can be translated into innovative designs for the teaching of written composition On Literacy and Its Teaching is a powerful response to the current challenge for innovation and change in English teacher education With its broad scope it provides a balanced overview and timely analysis of the field of English Education 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 Composing Social Identity in Written Language Donald L. Rubin, 2013-09-13 This volume constitutes a unique contribution to the literature on literacy and culture in several respects It links together aspects of social variation that have not often been thus juxtaposed ethnicity nationality gender and participant role relations The unifying theme of this collection of papers is that all of these factors are

aspects of writers identities identities which are simultaneously expressed and constructed in text The topic of social identity and writing can be approached from a variety of scholarly avenues including humanistic critical and historical perspectives The papers in the present volume make reference to and contribute to such humanistic perspectives however this book lies squarely within the tradition of social science It draws primarily upon the disciplines of linguistics discourse analysis anthropology social and cognitive psychology and education studies The constituent topics of social identity style and writing themselves lie at the intersections of several related fields of scholarship Writing remains of peak interest to educators from many fields and is still a hot topic The instructional ramifications of the particular issues addressed in this volume are of vital concern to educational systems adjusting to the realities of our multicultural society This publication therefore should attract a substantial and diverse readership of scholars educators and policymakers affiliated with many fields including applied linguistics composition and rhetoric communication studies dialect studies discourse analysis English composition English language arts education ethnic studies language behavior literacy sociolinguistics stylistics women s studies and writing research and instruction *Teaching in Progress* Josephine Koster Tarvers, Cindy Moore, 2008

The Handbook of Advanced Proficiency in Second Language Acquisition Paul A. Malovrh, Alessandro G. Benati, 2020-10-13 A comprehensive current review of the research and approaches to advanced proficiency in second language acquisition The Handbook of Advanced Proficiency in Second Language Acquisition offers an overview of the most recent and scientific based research concerning higher proficiency in second language acquisition SLA With contributions from an international team of experts in the field the Handbook presents several theoretical approaches to SLA and offers an examination of advanced proficiency from the viewpoint of various contexts and dimensions of second language performance The authors also review linguistic phenomena among advanced learners through the lens of phonology and grammar development Comprehensive in scope this book provides an overview of advanced proficiency grounded in socially relevant domains of second language acquisition including discourse reading genre based writing and pragmatic competence The authoritative volume brings together the theoretical accounts of advanced language use combined with solid empirical research Includes contributions from an international collection of noted scholars in the field of second language acquisition Offers a variety of theoretical approaches to SLA Contains information on the most recent empirical research that contributes to an understanding of SLA Describes performance phenomena according to multiple approaches to SLA Written for scholars students and linguists The Handbook of Advanced Proficiency in Second Language Acquisition is a comprehensive text that offers the most recent developments in the study of advanced proficiency in the acquisition of a second language *Research in Education*, 1969-12 *Teaching Selves* Jane Danielewicz, 2001-07-19 Through the experiences of six students who wish to become high school teachers this book explores the process of what it means to be a teacher and proposes ten principles for identity development

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