

SITUATED STORIES

ADVANCING
DIVERSITY
IN COMPOSITIONAL
RESEARCH

EDITED BY

EMILY DECKER
KATHLEEN GEISLER



Situated Stories Valuing Diversity In Composition Research

Sebastian Brünink



Situated Stories Valuing Diversity In Composition Research:

Situated Stories Emily Decker, Kathleen Mary Geissler, 1998 *Situated Stories* calls attention to the diverse students in today's classrooms and to the pedagogical consequences of acknowledging this diversity

Situated Stories Emily Decker, Kathleen Mary Geissler, 1998 *Situated Stories* calls attention to the diverse students in today's classrooms and to the pedagogical consequences of acknowledging this diversity

Exploring the Dynamics of Second Language Writing Barbara Kroll, 2003-04-14 A collection of 13 original articles this book is intended to provide a series of discussions about multiple aspects of second language writing presenting chapters that collectively address a range of issues that are important to new teachers at the post secondary level The chapters provide scholarly visions insight and interpretation oriented toward explaining the field of teaching academic writing to non native speakers The book is designed to provide foundational content knowledge in this area each chapter authored by recognized experts in the field Throughout the chapters presentation and review of scholarship is presented primarily in the interest of understanding how such knowledge directly or potentially impart teaching making this a pedagogically relevant book In addition to helping train new teachers the book will serve as an updated reference book for practicing teachers and scholars to consult

Ethnography Unbound Stephen Gilbert Brown, Sidney I. Dobrin, 2012-02-01 These provocative new essays redefine the goals methods and assumptions of qualitative and ethnographic research in composition studies making evident not only the crucial importance of ethnographic research but also its resilience As *Ethnography Unbound* makes evident critical ethnographers are retheorizing their methodologies in ways that both redefine ethnographic practices and values and at the same time have begun to liberate ethnographic practices from the often disabling stronghold of postmodern critique Showing how ethnography works through dialogic processes and moves toward political ends this collection opens the doors to rethinking ethnographic research in composition studies

African American Literacies Unleashed Arnetha F. Ball, Ted Lardner, 2005-12-13 This pioneering study of African American students in the composition classroom lays the groundwork for reversing the cycle of underachievement that plagues linguistically diverse students *African American Literacies Unleashed* Vernacular English and the Composition Classroom approaches the issue of African American Vernacular English AAVE in terms of teacher knowledge and prevailing attitudes and it attempts to change current pedagogical approaches with a highly readable combination of traditional academic discourse and personal narratives Realizing that composition is a particular form of social practice that validates some students and excludes others Arnetha Ball and Ted Lardner acknowledge that many African American students come to writing and composition classrooms with talents that are not appreciated To empower and inform practitioners administrators teacher educators and researchers Ball and Lardner provide knowledge and strategies that will help unleash the potential of African American students and help them imagine new possibilities for their successes as writers *African American Literacies Unleashed* asserts that necessary changes in

theory and practice can be addressed by refocusing attention from teachers knowledge deficits to the processes through which teachers engage information relevant to culturally informed pedagogy Providing strategies for unlearning racism in the classroom and changing the status quo this volume stresses the development and maintenance of a real sense of teaching efficacy teachers beliefs in their abilities to connect with and work effectively with all students and reflective optimism teachers informed expectations that all students have the potential to succeed

Rhetoric and Composition As Intellectual Work Gary A. Olson, 2002 In response to those who insist that rhetoric and composition should remain only a service discipline editor Gary A Olson s *Rhetoric and Composition as Intellectual Work* demonstrates that it already is an intellectual discipline that for at least a quarter of a century the field has developed an impressive tradition of intellectual work in a remarkable assortment of subject areas *Rhetoric and Composition as Intellectual Work* suggests the diversity of intellectual projects that have and will continue to make rhetoric and composition more than a service to the university more than a field devoted solely to improving writing pedagogy and more than a preliminary to literary studies This collection of nineteen essays by some of the most distinguished scholars in the discipline illustrates that rhetoric and composition has much to contribute to the intellectual milieu of the contemporary university as the field continues to push its disciplinary borders and discover new sites of investigation Publisher s description

Changing the Way We Teach Sally Barr Ebest, 2005 *Changing the Way We Teach Writing and Resistance in the Training of Teaching Assistants* draws on eighteen case studies to illustrate the critical role writing plays in overcoming graduate student resistance to instruction facilitating change and developing professional identity Sally Barr Ebest argues that teaching assistants in English must be actively engaged in the theory and practice underlying composition pedagogy in order to better understand how to alter the way they teach and why such change is necessary In illustrating the potential for change when the paradigm shift in composition is applied to graduate education Ebest considers recent discussions of composition pedagogy post secondary teaching theories cognitive social cognitive and educational psychology and issues of gender voice and writing Stemming from research conducted over a five year period this volume explores how a cross section of teaching assistants responded to pedagogy as students and how their acceptance of pedagogy affected their performance as instructors Investigating reasons behind manifestations of resistance and necessary elements for overcoming it Ebest finds that engagement in composition strategies reflective writing journaling drafting and active learning and restoration of feelings of self efficacy are the primary factors that facilitate change Concerned with gender as it relates to personal construct *Changing the Way We Teach* traces the influence of familial expectations and the effects of literacy experiences on students and draws correlations between feminist and composition pedagogy Ebest asserts that the phenomena contributing to the development of a strong unified voice in women self knowledge empathy positive role models and mentors should be essential elements of a constructivist graduate curriculum To understand composition pedagogy and to convince students of its values Ebest holds that educators must

embrace it themselves and trace the effects through active research By providing graduate students with pedagogical sites for research and reflection faculty enable them to express their anger or fear study its sources and quite often write their way to a new understanding

Identity Papers Bronwyn T Williams, 2006-09-30 How do definitions of literacy in the academy and the pedagogies that reinforce such definitions influence and shape our identities as teachers scholars and students The contributors gathered here reflect on those moments when the dominant cultural and institutional definitions of our identities conflict with our other identities shaped by class race gender sexual orientation location or other cultural factors These writers explore the struggle identify the sources of conflict and discuss how they respond personally to such tensions in their scholarship teaching and administration They also illustrate how writing helps them and their students compose alternative identities that may allow the connection of professional identities with internal desires and senses of self They emphasize how identity comes into play in education and literacy and how institutional and cultural power is reinforced in the pedagogies and values of the writing classroom and writing profession

Lend Me Your Ear Brenda Jo Brueggemann, 1999 Brueggemann's assault upon this long standing rhetorical conceit is both erudite and personal she writes both as a scholar and as a hard of hearing woman In this broadly based study she presents a profound analysis and understanding of rhetorical tradition's descendent disciplines that continue to limit deaf people such as audiology and speech language pathology

LGBT Student Negotiations of Academic Literacies Brian Charles Lewis, 2004 *Embodied Rhetorics* James C. Wilson, Cynthia Lewiecki-Wilson, 2001 Presenting thirteen essays editors James C Wilson and Cynthia Lewiecki Wilson unite the fields of disability studies and rhetoric to examine connections between disability education language and cultural practices Bringing together theoretical and analytical perspectives from rhetorical studies and disability studies these essays extend both the field of rhetoric and the newer field of disability studies The contributors span a range of academic fields including English education history and sociology Several contributors are themselves disabled or have disabled family members While some essays included in this volume analyze the ways that representations of disability construct identity and attitudes toward the disabled other essays use disability as a critical modality to rethink economic theory educational practices and everyday interactions Among the disabilities discussed within these contexts are various physical disabilities mental illness learning disabilities deafness blindness and diseases such as multiple sclerosis and AIDS

Cross-talk in Comp Theory Victor Villanueva, 2003 Berthoff Narrowing the Mind and Page Remedial Writers and Cognitive Reductionism Mike Rose Cognition Convention and Certainty What We Need to Know about Writing Patricia Bizzell Under Section Four Talking about Writing in Society are these essays Collaborative Learning and the Conversation of Mankind Kenneth A Bruffee Reality Consensus and Reform in the Rhetoric of Composition Teaching Greg Myers Consensus and Difference in Collaborative Learning John Trimbur Contact Zones and English Studies Patricia Bizzell Professing Multiculturalism The Politics of Style in the Contact Zone Min Zhan Lu Under Section Five Talking about Selves and Schools

On Voice Voices and Other Voices are these essays Democracy Pedagogy and the Personal Essay Joel Haefner Beyond the Personal Theorizing a Politics of Location in Composition Research Gesa E Kirsch and Joy S *English Journal* ,2001

Re-mapping Narrative Gian S. Pagnucci,Nicholas Mauriello,2008 This volume is an exploration of the future of narrative discourse The authors have identified six potential paths drawing patterns of narrative and visual pedagogy and possibility The volume begins with Tales of the Digital Self By telling stories we define ourselves This struggle to understand who and what we are is even more amplified on the Web where identity is almost liquid The authors in the second section picture how stories will be told in the future In Pixels of Heroes and Heroines we reconnect the future of narrative discourse to its literary roots Although it is important to consider the forms narratives will take in the future it is equally important to consider how these stories will be taught This is the issue authors take up in Stories from Wired Desktops Chapters move into the realm of the political in Views of Techno Identity and Virtual Spaces The volume concludes with the chapters in Critical Reflections on Project UNLOC Cumulated Index to the Books ,1999 *Under Construction* Christine Farris,Chris M. Anson,1998 Few composition scholars two decades ago would have imagined the rate at which their field is now developing expanding beyond its boundaries creating new alliances and locating new sites for research and generation of knowledge In their introduction to this volume Farris and Anson argue that faced with a welter of competing models compositionists too quickly dichotomize and dismiss The contributors to Under Construction therefore address themselves to the need for commerce among competing visions of the field They represent diverse settings and distinct points

"Re-membering" the Body Renee Marie Moreno,1998 **American Book Publishing Record** ,1998 **Conceptual Analyses of Curriculum Inquiry Methodologies** Watson, Sandy White,Austin, Stacie,Bell, Jeremy,2021-12-03 The field of curriculum inquiry has grown rapidly over the last four decades resulting in many new forms of curriculum inquiry to be used as tools to answer unique curriculum related research questions There are few texts available that include concise descriptions and elements of curriculum inquiry methodologies and directed at enabling researchers to wisely choose a form of curriculum inquiry most appropriate for their study Conceptual Analyses of Curriculum Inquiry Methodologies presents chapters that are each devoted to a particular form of inquiry with a conceptual analysis of the methodology its purpose s its utilization structure and organization all written by scholars with firsthand experience with the form of inquiry These experts also take the liberty of citing examples of published studies that have utilized the methodology share the types of relevant data collection instruments and forms of data produced and also share research questions that can be answered via their form of inquiry Covering topics such as quantitative methods of inquiry glocalization and educational criticism this is an essential text for curriculum designers doctoral students doctoral researchers university faculty professors researchers and academicians **Learning on Location** Ashley J. Holmes,2023-11-02 This book offers an innovative framework and set of pedagogical pathways for deepening college student learning through critical engagement with place Though the what and

how of teaching and learning rightly take center stage in research of best practices this book argues that the where of education deserves increased attention Drawing from interviews and case studies with college and university educators in the United States and Canada Learning on Location highlights pedagogies in action and identifies programmatic models for embedding location based learning within specific courses majors curricula and campus wide initiatives Chapters provide a mix of theoretical framing and practical application with three key practices grounding the text writing on location walking on location and engaging the civic on location This resource is an invaluable guide for higher education faculty leaders and practitioners seeking to enhance student experience through attention to location support identity conscious student success and use reflection and praxis to move toward more inclusive and equitable learning experiences Supplemental resources including example assignments discussion questions for reading groups and more are available at www.centerforengagedlearning.org books learning on location

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