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# *Taking Stock*



The Writing Process  
Movement in the '90s

*Edited by*  
Lad Tobin &  
Thomas Newkirk

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# Taking Stock The Writing Process Movement In The 90s

**Adam Koehler**



## **Taking Stock The Writing Process Movement In The 90s:**

*Taking Stock* Lad Tobin, Thomas Newkirk, 1994 *Taking Stock* reassesses the ways that the writing process has been taught institutionalized researched and theorized

**Teaching Public Health Writing** Jennifer Beard, 2022 Everyone working in or teaching public health has their origin story Ask your colleagues how they ended up where they are and you will rarely hear the same story twice Of course there are variations on some key themes

**Dramatizing Writing** Virginia Skinner-Linnenberg, 2020-07-24 Although speech departments have owned delivery for the last 100 years those who teach writing especially English departments can gain a great deal by reinstating delivery into their conceptions of and theories about writing Thus in the author's vision of dramatizing writing in the composition classroom delivery can have an impact on all the composing steps from invention to final draft The goals of this text are to redefine delivery for writing to reunite it with other parts of the classical rhetorical canon and to practically apply it in contemporary writing instruction This text is divided into three main sections The first provides a survey of the history of delivery in rhetorical theory A continuum is set up from a totally physical conception of delivery to a noetic one which incorporates more intellectual processes The argument is that the tension heightened by discord over its definition eventually led to the splitting of delivery from the rhetorical canon A separate discussion of the women's challenge to delivery is also included The next section contains a survey of facets of delivery that exist in current theory combined with the author's own theory of delivery It provides insight into the state of delivery in contemporary writing instruction The author argues that since the split of delivery from the rhetorical canon has caused a modern bias against delivery in writing theory many strategies that could aid in the teaching of writing have either been overlooked or undertheorized Therefore she borrows from current theoretical areas within and outside of writing in order to construct her own theory of delivery The last section provides practical applications of delivery in writing instruction Again borrowing from many sources inside and outside of composition she describes the techniques teachers may use to incorporate delivery in a writing classroom Through the use of delivery more strategies may be developed to aid in the teaching of writing Special features include the incorporation of some practices that had been in use in the composition classroom for many years but did not have any consciously theoretical grounding the discussion of women rhetoricians theories on delivery the combination of many contemporary theoretical areas including theatrical feminist rhetorical and pedagogical to form the author's redefined theory of delivery and the presentation of practical applications of this new theory of delivery for teachers to utilize in their own classrooms

*EBOOK: Developing Writers: Teaching and Learning in the Digital Age* Richard Andrews, Anna Smith, 2011-07-16 This book takes a fresh look at what it means to learn and develop as a writer in response to concerns on both sides of the Atlantic and elsewhere in the world about standards in writing In this book the authors seek answers to some perennial questions Why does performance in writing tend to lag behind that in reading Are the productive skills of speaking and writing more difficult because they require the learner to

make something new What does it mean to develop as a writer This book provides the foundation for developing the teaching of writing It does so by Reviewing and comparing models of writing pedagogy from the last fifty years Discussing the notion of development in depth Developing a new theory and model for writing in the multimodal and digital age Its basic premise is that writing needs to be re conceived as one crucial component of communication among other modes Andrews and Smith argue that although existing theories have provided insights into the teaching and learning of writing we need to bring such theories up to date in the digital and multimodal age Developing Writers is designed for teachers academics researchers curriculum designers parents and others who are interested in writing development It will also be intended for anyone who is interested in developing their own writing and who wishes to understand the principles on which such development is based Continue the conversation at [www.developingwriters.org](http://www.developingwriters.org)

### **Interdisciplinary Education in the Age of Assessment**

David M. Moss, Terry A. Osborn, Douglas Kaufman, 2010-08-27 Interdisciplinary Education in the Age of Assessment addresses a prevalent need in educational scholarship today Many current standards enforced curricula follow strict subject specific guidelines By contrast this book examines assessment models specific to interdisciplinary education positioning itself as a seminal volume in the field and a valuable resource to educators across the disciplines looking to broaden their curriculum

Contemporary Composition Studies Edith Babin, Kimberly Harrison, 1999-12-30 Composition studies is a rapidly growing and constantly changing field At present however graduate students new to the field and writing teachers who want to make new connections between theory and practice have little choice of current reference works that define key terms in composition studies and provide information about the scholars and researchers who have shaped and are shaping the discipline This book supplies this information in an easily accessible format and places both scholars and terms in the context of the field s development Included are alphabetically arranged entries for 108 individuals who have developed the field and 128 terms central to the discipline The first part of the book provides entries for leaders in composition studies Each entry identifies the areas in which the scholar has contributed most influentially to the field and provides both a chronological overview of the person s contributions and a bibliography of representative works The second part includes entries for terms that are problematic both for newcomers and for those already familiar with the discipline The entries for the terms show how the disciplinary context has shaped the ways in which they have been used The entries also indicate how established thinkers in composition studies and other disciplines have explained or defined the terms provide examples of the terms in context and list scholars often associated with them An appendix includes entries for scholars from other disciplines who have contributed to the field

### Composition, Creative Writing Studies, and the Digital Humanities Adam

Koehler, 2017-01-26 In an era of blurred generic boundaries multimedia storytelling and open source culture creative writing scholars stand poised to consider the role that technology and the creative writer s playful engagement with technology has occupied in the evolution of its theory and practice Composition Creative Writing Studies and the Digital Humanities is the

first book to bring these three fields together to open up new opportunities and directions for creative writing studies Placing the rise of Creative Writing Studies alongside the rise of the digital humanities in Composition Rhetoric Adam Koehler shows that the use of new media and its attendant re evaluation of fundamental assumptions in the field stands to guide Creative Writing Studies into a new era Covering current developments in composition and the digital humanities this book re examines established assumptions about process genre authority authorship and pedagogical practice in the creative writing classroom

**Experimental Writing in Composition** Patricia Suzanne Sullivan, 2012-12-15 From the outset experimental writing has been viewed as a means to afford a more creative space for students to express individuality underrepresented social realities and criticisms of dominant socio political discourses and their institutions Yet the recent trend toward multimedia texts has left many composition instructors with little basis from which to assess these new forms and to formulate pedagogies In this original study Patricia Suzanne Sullivan provides a critical history of experimental writing theory and its aesthetic foundations and demonstrates their application to current multimodal writing Sullivan unpacks the work of major scholars in composition and rhetoric and their theories on aesthetics particularly avant gardism She also relates the dialectics that shape these aesthetics and sheds new light on both the positive and negative aspects of experimental writing and its attempts to redefine the writing disciplines Additionally she shows how current debates over the value of multimedia texts echo earlier arguments that pitted experimental writing against traditional models Sullivan further articulates the ways that multimedia is and isn't changing composition pedagogies and provides insights into resolving these tensions

Emancipatory Movements in Composition Andrea Greenbaum, 2012-02-01 Emancipatory Movements in Composition provides an overview of the four major disciplines that have for the last ten years influenced and guided the direction of composition studies Drawing on contemporary social and rhetorical theory this is the first cultural studies text deeply informed by classical rhetoric feminism and postcolonial studies Readable and engaging it merges theory and pedagogy providing a rubric for understanding critical pedagogy neosophistic rhetoric service learning and ethnographic research This self reflexive and critical book examines the ethical dimensions of partaking in liberatory learning practices in the contemporary composition classroom

**I-writing** Karen Surman Paley, 2001 In this ethnographic study of the teaching of writing Karen Surman Paley reveals the social significance of first person writing and the limitations of a popular taxonomy of composition studies Paley looks critically at the way social constructionists have created an Other in the field of composition studies and named it expressivist Paley demonstrates the complexity of approaches to teaching writing through an ethnographic study of two composition faculty at Boston College a program that some would say is expressivist She prompts her colleagues to consider how family experiences shape the way students feel about and treat people of races religions genders and sexual preferences other than their own Finally she suggests to the field of composition that practitioners spend less time shoring up taxonomies of the field and more time sharing pedagogies

*Vernacular Eloquence*

Peter Elbow, 2012-01-02 A writing guide for the twenty first century Vernacular Eloquence explores how the variety of ways the spoken word can enhance the written word drawing on examples from blogs email and other recent trends

**Microhistories of Composition** Bruce McComiskey, 2016-04-01 Writing studies has been dominated throughout its history by grand narratives of the discipline but in this volume Bruce McComiskey begins to explore microhistory as a way to understand enrich and complicate how the field relates to its past Microhistory investigates the dialectical interaction of social history and cultural history enabling historians to examine uncommon sites objects and agents of historical significance overlooked by social history and restricted to local effects by cultural history This approach to historical scholarship is ideally suited for exploring the complexities of a discipline like composition Through an introduction and eleven chapters McComiskey and his contributors including major figures in the historical research of writing studies such as Louise Wetherbee Phelps Kelly Ritter and Neal Lerner develop focused narratives of particular significant moments or themes in disciplinary history They introduce microhistorical methodologies and illustrate their application and value for composition historians contributing to the complexity and adding momentum to the emerging trend within writing studies toward a richer reading of the field's past and future Scholars and historians of both composition and rhetoric will appreciate the fresh perspectives on institutional and disciplinary histories and larger issues of rhetorical agency and engagement enacted in writing classrooms that are found in Microhistories of Composition Other contributors include Cheryl E Ball Suzanne Bordelon Jacob Craig Matt Davis Douglas Eyman Brian Gogan David Gold Christine Martorana Bruce McComiskey Josh Mehler Annie S Mendenhall Kendra Mitchell Antony N Ricks David Stock Kathleen Blake Yancey Bret Zawilski and James T Zebroski *Women/Writing/Teaching* Jan Zlotnik Schmidt, 1998-01-01 This book presents autobiographical visions of women writing teachers their complex lives as writers as instructors as feminists as professionals in the academy The authors explore their complex identities as teachers the particular configurations of their pasts gender class ethnic backgrounds personalities and cultures that have shaped their personae as instructors of writing The contributors explore the intersections of their past and present experiences that influence and guide their development as writers and as instructors of writing The book discusses how women can emerge from silence gain authority and power as professionals and balance the private and public aspects of their lives In addition it addresses how women constitute themselves as literacy teachers and what models of feminist pedagogy emerge Women Writing Teaching is notable for the range depth and richness of the chapters the dynamic interplay of voices approaches issues and concerns the multiethnic focus and the high quality of the writings It will prompt readers to explore their own life stories and to comprehend more fully women's complex lives as teaching professionals **Assessment in the Second Language Writing Classroom** Deborah Crusan, 2010-07

Assessment in the Second Language Writing Classroom is a teacher and prospective teacher friendly book uncomplicated by the language of statistics The book is for those who teach and assess second language writing in several different contexts

the IEP the developmental writing classroom and the sheltered composition classroom In addition teachers who experience a mixed population or teach cross cultural composition will find the book a valuable resource Other books have thoroughly covered the theoretical aspects of writing assessment but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment Further no book to date has included an in depth examination of the machine scoring of writing and its effects on second language writers Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so Her highly accessible thought provoking presentation of the conceptual and practical dimensions of writing assessment both for the classroom and on a larger scale promises to engage readers who have previously found the technical detail of other works on assessment off putting as well as those who have had no previous exposure to the study of assessment at all

**Concepts in Composition** Irene L. Clark,2019-05-13 Concepts in Composition is designed to foster reflection on how theory impacts practice allowing prospective teachers to assume the dual role of both teacher and student as they enter the discipline of Writing Studies and become familiar with some of its critical conversations Now in its third edition the volume offers up to date scholarship and a deeper focus on diversity both in the classroom and in relation to Writing Studies and literacy more broadly This text continues to offer a wealth of practical assignments classroom activities and readings in each chapter It is the ideal resource for the undergraduate or graduate student looking to pursue a career in writing instruction

First Semester Jessica Restaino,2012-02-01 Jessica Restaino offers a snapshot of the first semester experiences of graduate student writing teachers as they navigate predetermined course syllabi and materials the pressures of grading the influences of foundational scholarship and their own classroom authority With rich qualitative data gathered from course observations interviews and correspondence Restaino traces four graduate students first experiences as teachers at a large public university Yet the circumstances and situations she relates will ring familiar at widely varying institutions First Semester Graduate Students Teaching Writing and the Challenge of Middle Ground presents a fresh and challenging theoretical approach to understanding and improving the preparation of graduate students for the writing classroom Restaino uses a three part theoretical construct labor action and work as defined in Hannah Arendt s work of political philosophy The Human Condition as a lens for reading graduate students struggles to balance their new responsibilities as teachers with their concurrent roles as students Arendt s concepts serve as access points for analysis raising important questions about graduate student writing teachers first classrooms and uncovering opportunities for improved support and preparation by university writing programs

*Introduction to Scholarship in Modern Languages and Literatures* David G. Nicholls,2015-01-01 The third edition of the MLA s widely used Introduction to Scholarship in Modern Languages and Literatures features sixteen new essays by leading scholars Designed to highlight relations among languages and forms of discourse the volume is organized into three sections Understanding Language provides an overview of the field of linguistics with special attention to language acquisition and

the social life of languages *Forming Texts* offers tools for understanding how speakers and writers shape language it examines scholarship in the distinct but interrelated fields of rhetoric composition and poetics *Reading Literature and Culture* continues the work of the first two sections by introducing major areas of critical study The nine essays in this section cover textual and historical scholarship interpretation comparative cultural and translation studies and the interdisciplinary topics of gender sexuality race and migrations among others As in previous volumes an epilogue examines the role of the scholar in contemporary society Each essay discusses the significance underlying assumptions and limits of an important field of inquiry traces the historical development of its subject introduces key terms outlines modes of research now being pursued postulates future developments and provides a list of suggestions for further reading This book will interest any member of the academic community seeking a review of recent scholarship while it provides an indispensable resource for undergraduate and graduate students of modern languages and literatures **Play/Write** Douglas

Eyman, Andréa D. Davis, 2016-04-06 lay *Write Digital Rhetoric Writing Games* is an edited collection of essays that examines the relationship between games and writing examining how writing functions both within games and the networks of activity that surround games and gameplay The collection is organized based on the primary location and function of the game writing relationship examining writing about games games as objects of critique and sites of rhetorical action ancillary and instructional writing that takes place around games the writing that takes place within the game using games as persuasive forms of communication writing through games and writing that goes into the production of games While not every chapter focuses exclusively on pedagogy the collection includes many selections that consider the possibilities of using computer games in writing instruction However it also provides a bridge between academic views of games as contexts for writing and industry approaches to the writing process in game design as well as an examination of a variety of game related genres that could be used in composition courses *Writing at the Edge* Jeff Park, 2005 In *Writing at the Edge* Jeff Park invites the

reader to see personal writing as the metaphorical space where individuals negotiate meaning with others and the world Drawing upon writing process theory curriculum theory narrative theory and many years of practice this book explores writing in relation to the self but dares to include the multiplicities and contradictions of social and cultural constructions of gender power and politics Park uses the metaphor of the riparian zone to reconsider the value of writing as a site of negotiation of self culture and society This book is the best of curriculum theory and narrative inquiry as well as a stunning invitation to those working in language arts writing and teacher education to reconsider personal writing as a place of great diversity beauty and paradox **Composition In The University** Sharon Crowley, 1998-05-15 *Composition in the*

*University* examines the required introductory course in composition within American colleges and universities According to Sharon Crowley the required composition course has never been conceived in the way that other introductory courses have been as an introduction to the principles and practices of a field of study Rather it has been constructed throughout much of



its history as a site from which larger educational and ideological agendas could be advanced and such agendas have not always served the interests of students or teachers even though they are usually touted as programs of study that students need. If there is a master narrative of the history of composition it is told in the institutional attitude that has governed administration, design, and staffing of the course from its beginnings: the attitude that the universal requirement is in place in order to construct docile academic subjects. Crowley argues that due to its association with literary studies in English departments, composition instruction has been inappropriately influenced by humanist pedagogy and that modern humanism is not a satisfactory rationale for the study of writing. She examines historical attempts to reconfigure the required course in nonhumanist terms such as the advent of communications studies during the 1940s. Crowley devotes two essays to this phenomenon, concentrating on the furor caused by the adoption of a communications program at the University of Iowa. *Composition in the University* concludes with a pair of essays that argue against maintenance of the universal requirement. In the last of these, Crowley envisions possible nonhumanist rationales that could be developed for vertical curricula in writing instruction were the universal requirement not in place. Crowley presents her findings in a series of essays because she feels the history of the required composition course cannot easily be understood as a coherent narrative since understandings of the purpose of the required course have altered rapidly from decade to decade, sometimes in shockingly sudden and erratic fashion. The essays in this book are informed by Crowley's long career of teaching composition, administering a composition program, and training teachers of the required introductory course. The book also draws on experience she gained while working with committees formed by the Conference on College Composition and Communication toward implementation of the Wyoming Resolution, an attempt to better the working conditions of post-secondary teachers of writing.

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