
A TEACHING SUBJECT

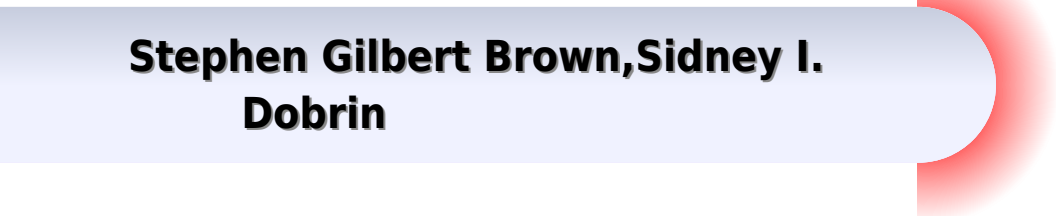
Composition Since 1966
NEW EDITION



Joseph Harris

Teaching Subject Composition Since 1966

**Stephen Gilbert Brown, Sidney I.
Dobrin**



Teaching Subject Composition Since 1966:

A Teaching Subject Joseph Harris, 2012-01-01 In this classic text Joseph Harris traces the evolution of college writing instruction since the Dartmouth Seminar of 1966 A Teaching Subject offers a brilliant interpretive history of the first decades during which writing studies came to be imagined as a discipline separable from its partners in English studies Postscripts to each chapter in this new edition bring the history of composition up to the present Reviewing the development of the field through five key ideas Harris unfolds a set of issues and tensions that continue to shape the teaching of writing today Ultimately he builds a case now deeply influential in its own right that composition defines itself through its interest and investment in the literacy work that students and teachers do together Unique among English studies fields composition is Harris contends a teaching subject *Composition and Rhetoric in Contentious Times* Rachel McCabe, Jennifer Juszkievicz, 2023-11-01 Composition and Rhetoric in Contentious Times poses critical questions of representation accessibility social justice affect and labor to better understand the entwined future of composition and rhetoric This collection of essays offers innovative approaches for socially attuned learning and best practices to support administrators and instructors In doing so these essays guide educators in empowering students to write effectively and prepare for their role as global citizens Editors Rachel McCabe and Jennifer Juszkievicz consider how educators can respond to multiple current crises relating to composition and rhetoric with generosity and cautious optimism in the process they address the current concerns about the longevity of the humanities By engaging with social constructivist critical race socioeconomic and activist pedagogies each chapter provides an answer to the question How can our courses help students become stronger writers while contending with current social environmental and ethical questions posed by the world around them The contributors consider this question from numerous perspectives recognizing the important ways that power and privilege affect our varying means of addressing this question Relying on both theory and practice Composition and Rhetoric in Contentious Times engages the future of composition and rhetoric as a discipline shaped by recent and current global events This text appeals to early career writing program administrators writing center directors and professional specialists as well as Advanced Placement high school instructors graduate students and faculty teaching graduate level pedagogy courses

Guide to College Writing Assessment Peggy O'Neill, Cindy Moore, Brian Huot, 2009-04-15 While most English professionals feel comfortable with language and literacy theories assessment theories seem more alien English professionals often don't have a clear understanding of the key concepts in educational measurement such as validity and reliability nor do they understand the statistical formulas associated with psychometrics But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results A Guide to College Writing Assessment is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular

teaching contexts O'Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms placement evaluation exit examination programmatic assessment and faculty evaluation Most of all the argument of this book is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices *The Activist WPA* Linda Adler-Kassner, 2008-04-10 One wonders if there is any academic field that doesn't suffer from the way it is portrayed by the media by politicians by pundits and other publics How well scholars in a discipline articulate their own definition can influence not only issues of image but the very success of the discipline in serving students and its other constituencies The Activist WPA is an effort to address this range of issues for the field of English composition in the age of the Spellings Commission and the No Child Left Behind Act Drawing on recent developments in framing theory and the resurgent traditions of progressive organizers Linda Adler-Kassner calls upon composition teachers and administrators to develop strategic programs of collective action that do justice to composition's best principles Adler-Kassner argues that the story of college composition can be changed only when writing scholars bring the wonders down to articulate a theory framework that is pragmatic and intelligible to those outside the field and then create messages that reference that framework In *The Activist WPA* she makes a case for developing a more integrated vision of outreach English education and writing program administration 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 *College Writing and Beyond* Anne Beaufort, 2008-02-06 Composition research consistently demonstrates that the social context of writing determines the majority of conventions any writer must observe Still most universities organize the required first year composition course as if there were an intuitive set of general writing skills usable across academic and work world settings In *College Writing and Beyond* A New Framework for University Writing Instruction Anne Beaufort reports on a longitudinal study comparing one student's experience in FYC in history in engineering and in his post college writing Her data illuminate the struggle of college

students to transfer what they learn about general writing from one context to another Her findings suggest ultimately not that we must abolish FYC but that we must go beyond even genre theory in reconceiving it Accordingly Beaufort would argue that the FYC course should abandon its hope to teach a sort of general academic discourse and instead should systematically teach strategies of responding to contextual elements that impinge on the writing situation Her data urge attention to issues of learning transfer and to developmentally sound linkages in writing instruction within and across disciplines Beaufort advocates special attention to discourse community theory for its power to help students perceive and understand the context of writing

Learning to Rival Linda Flower, Elenore Long, Lorraine Higgins, 2000-04 The authors of this book set out on an expedition of sorts to study rival hypothesis thinking or rivaling an important literate practice in which people explore open questions through an analysis of multiple perspectives and evidence

Talking Back Norbert Elliot, Alice S. Horning, 2020-05-01 In *Talking Back* a veritable Who's Who of writing studies scholars deliberate on intellectual traditions current practices and important directions for the future In response junior and mid career scholars reflect on each chapter with thoughtful and measured moves forward into the contemporary environment of research teaching and service Each of the prestigious chapter authors in the volume has three common traits a sense of responsibility for advancing the profession a passion for programs of research dedicated to advancing opportunities for others and a reflective sense of their work accompanied by humility for their contributions As a documentary *Talking Back* is the first history of writing studies in autobiography Contributors Jo Allen Ann N Amicucci Akua Duku Anokye Paige Davis Arrington Doug Baldwin John C Brereton Judy Buchanan Hugh Burns Leasa Burton Ellen C Carillo William Condon Dylan B Dryer Michelle F Eble Jennifer Enoch Joan Feinberg Patricia Friedrich Cinthia Gannett Eli Goldblatt Shenika Hankerson Janis Haswell Richard Haswell Eric Heltzel Douglas Hesse Bruce Horner Alice S Horning Asao B Inoue Ruth Ray Karpen Suzanne Lane Min Zhan Lu Donald McQuade Elisabeth L Miller Rebecca Williams Mlynarczyk Sean Molloy Les Perelman Louise Wetherbee Phelps Stacey Pigg Sherry Rankins Robertson Jessica Restaino J Michael Rifenburg Eliana Schonberg Geneva Smitherman Richard Sterling Katherine E Tirabassi Devon Tomasulo Martha A Townsend Mike Truong Victor Villanueva Edward M White Anne Elrod Whitney Kathleen Blake Yancey

Teachers on the Edge John Boe, David Masiel, Eric Schroeder, Lisa Sperber, 2017-02-17 For over 25 years the journal *Writing on the Edge* has published interviews with influential writers teachers and scholars Now *Teachers on the Edge* The WOE Interviews 1989-2017 collects the voices of 39 significant figures in writing studies forming an accessible survey of the modern history of rhetoric and composition In a conversational style *Teachers on the Edge* encourages a remarkable group of teachers and scholars to tell the stories of their influences and interests tracing the progress of their contributions This engaging volume is invaluable to graduate students writing teachers and scholars of writing studies

Rhetoric, Uncertainty, and the University as Text Andrew Stubbs, 2007

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