

THE **OUTCOMES** BOOK

Debate and Consensus
after the VPR& Outcomes Statement

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The Outcomes Debate And Consensus After The Wpa Outcomes Statement Paperback

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The WPA Outcomes Statement—A Decade Later Nicholas N. Behm, Gregory R. Glau, 2014-09-12 The WPA Outcomes Statement A Decade Later examines the ways that the Council of Writing Program Administrators Outcomes Statement for First Year Composition has informed curricula generated programmatic institutional and disciplinary change and affected a disciplinary understanding of best practices in first year composition **Outcomes Book** Susanmarie

Harrington, 2005-02-28 The WPA Outcomes Statement is important because it represents a working consensus among composition scholars about what college students should learn and do in a composition program But as a single page document the statement cannot convey the kind of reflective process that a writing program must undertake to address the learning outcomes described The Outcomes Book relates the fuller process by exploring the matrix of concerns that surrounded the developing Statement itself and by presenting the experience of many who have since employed it in their own settings **Reformers, Teachers, Writers** Neal Lerner, 2019-07-03 In Reformers Teachers Writers Neal Lerner

explores the distinction between curriculum and pedagogy in writing studies and the ways in which failing to attend to that distinction results in the failure of educational reform Lerner's mixed methods approach quantitative qualitative textual historical narrative and theoretical reflects the importance and effects of curriculum in a wide variety of settings whether in writing centers writing classrooms or students out of school lives as well as the many methodological approaches available to understand curriculum in writing studies The richness of this approach allows for multiple considerations of the distinction and relationship between pedagogy and curriculum Chapters are grouped into three parts disciplinary inquiries experiential inquiries and empirical inquiries exploring the presence and effect of curriculum and its relationship to pedagogy in multiple sites both historical and contemporary and for multiple stakeholders Reformers Teachers Writers calls out writing studies inattention to curriculum which hampers efforts to enact meaningful reform and to have an impact on larger conversations about education and writing The book will be invaluable to scholars teachers and administrators interested in rhetoric and composition writing studies and education **ePortfolio Performance Support Systems** Katherine V. Wills, Rich

Rice, 2013-07-16 ePortfolio Performance Support Systems Constructing Presenting and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios **Genre** Anis S. Bawarshi, Mary Jo Reiff, 2010-03-08 GENRE AN INTRODUCTION TO HISTORY THEORY RESEARCH AND PEDAGOGY provides a critical overview of the rich body of scholarship that has informed a genre turn in Rhetoric and Composition including a range of interdisciplinary perspectives from rhetorical theory applied linguistics sociology philosophy cognitive psychology and literary theory *Writing at the State U* Emily Isaacs, 2018-02-21 Writing at the State U presents a comprehensive empirical examination of writing programs at 106 universities Rather than using open survey calls and self reporting Emily Isaacs uses statistical analysis to show the extent to which established principles of writing instruction and

administration have been implemented at state comprehensive universities the ways in which writing at those institutions has differed from writing at other institutions over time and how state institutions have responded to major scholarly debates concerning first year composition and writing program administration Isaacs's findings are surprising state university writing programs give lip service to important principles of writing research but many still emphasize grammar instruction and a skills based approach classes continue to be outsized faculty development is optional and orientation toward basic writing is generally remedial As such she considers where a closer match between writing research and writing instruction might help to expose and remedy these difficulties and identifies strategies and areas where faculty or writing program administrators are empowered to enact change Unique in its wide scope and methodology *Writing at the State U* sheds much needed light on the true state of the writing discipline at state universities and demonstrates the advantages of more frequent and rigorous quantitative studies of the field

Electronic Portfolios 2.0 Darren Cambridge, Kathleen Blake Yancey, Barbara Cambridge, 2023-07-03 Higher education institutions of all kinds across the United States and around the world have rapidly expanded the use of electronic portfolios in a broad range of applications including general education the major personal planning freshman learning communities advising assessing and career planning Widespread use creates an urgent need to evaluate the implementation and impact of eportfolios Using qualitative and quantitative methods the contributors to this book all of whom have been engaged with the Inter National Coalition for Electronic Portfolio Research have undertaken research on how eportfolios influence learning and the learning environment for students faculty members and institutions This book features emergent results of studies from 20 institutions that have examined effects on student reflection integrative learning establishing identity organizational learning and designs for learning supported by technology It also describes how institutions have responded to multiple challenges in eportfolio development from engaging faculty to going to scale These studies exemplify how eportfolios can spark disciplinary identity increase retention address accountability improve writing and contribute to accreditation The chapters demonstrate the applications of eportfolios at community colleges small private colleges comprehensive universities research universities and a state system

Building Writing Center Assessments That Matter Ellen Schendel, William J. Macauley, 2012-10-16 No less than other divisions of the college or university contemporary writing centers find themselves within a galaxy of competing questions and demands that relate to assessment questions and demands that usually embed priorities from outside the purview of the writing center itself Writing centers are used to certain kinds of assessment both quantitative and qualitative but are often unprepared to address larger institutional or societal issues In *Building Writing Center Assessments that Matter* Schendel and Macauley start from the kinds of assessment strengths already in place in writing centers and they build a framework that can help writing centers satisfy local needs and put them in useful dialogue with the larger needs of their institutions while staying rooted in writing assessment theory The authors begin from the position that tutoring writers is already an assessment

activity and that good assessment practice rooted in the work of Adler Kassner O Neill Moore and Huot already reflects the values of writing center theory and practice They offer examples of assessments developed in local contexts and of how assessment data built within those contexts can powerfully inform decisions and shape the futures of local writing centers With additional contributions by Neal Lerner Brian Huot and Nicole Caswell and with a strong commitment to honoring on site local needs the volume does not advocate a one size fits all answer But like the modeling often used in a writing consultation examples here illustrate how important assessment principles have been applied in a range of local contexts Ultimately Building Writing Assessments that Matter describes a theory stance toward assessment for writing centers that honors the uniqueness of the writing center context and examples of assessment in action that are concrete manageable portable and adaptable

Sharing Our Intellectual Traces Tracy Bridgeford, Karla Saari Kitalong, Bill Williamson, 2016-11-03

Administrators of academic professional and technical communication PTSC programs have long relied upon lore stories of what works to understand and communicate about the work of program administration Stories are interesting telling engaging and necessary But a discipline focused primarily on stories especially the ephemeral stories narrated at conferences and deliberated at department meetings usually suffice primarily to solve immediate problems and address day to day concerns and activities This edited collection captures some of those stories and layers them with theoretical perspectives and reflection to enhance their usefulness to the PTSC program administration community at large Like the ephemeral stories PTSC program administrators are accustomed to the stories told in this volume are set within specific institutional contexts that reflect specific institutional challenges They emphasize the intellectual traces the debts the authors owe to those who have informed and transformed their administrative work In so doing this collection creates another conversation albeit a robust diverse and theoretically informed one around which program leaders might define or redefine their roles and re envision their administrative work as the rich complex intellectual engagement that we find it to be This volume asks authors to move beyond a notion of administration as an activity based solely in institutional details and processes In so doing they emphasize theory as they share their reflections on core administrative processes and significant moments in the histories of their associated programs thereby affording opportunities for critical examination in conjunction with practical advice

Writing Program Administration at Small Liberal Arts Colleges Jill M. Gladstein, Dara Rossman Regaignon, 2012-03-19

WRITING PROGRAM ADMINISTRATION AT SMALL LIBERAL ARTS COLLEGES presents an empirical study of the writing programs at one hundred small private liberal arts colleges Jill M Gladstein and Dara Rossman Regaignon provide detailed information about a type of writing program not often highlighted in the scholarly record and offer a model for such national multi institutional research

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