

PLURAL WORDS

-s

Add -s to most words to make them plural.



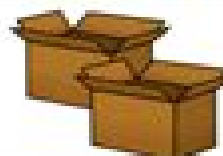
shark



sharks

-es

Add -es to words that end in -sh, -ch, -s, -z, or -x.



box



boxes

-ies

Change the y to i and add -es to words that end with a consonant and y.



berry



berries

-ves

For the words that end in -f, change the f to v and add -es.



wolf



wolves

irregular plurals

Irregular plural words do not follow plural rules.



goose



geese

The Plural I The Teaching Of Writing

Joseph Harris



The Plural I The Teaching Of Writing:

The Plural I William E. Coles, 1988 *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.

Lost Texts in Rhetoric and Composition Deborah H. Holdstein, 2023-05-03 A project of recovery and reanimation. *Lost Texts in Rhetoric and Composition* foregrounds a broad range of publications that deserve renewed attention. Contributors to this volume reclaim these lost texts to reenvision the rhetorical tradition itself. Authors discussed include not only twentieth-century American compositionists but also a linguist, a poet, a philosopher, a painter, a Renaissance rhetorician, and a nineteenth-century pioneer of comics. The collection also features some less-studied works by authors who remain well known. These texts will give rise to new conversations about current ideas in rhetoric and composition. This volume contains discussion of the following authors and titles: Judah Messer Leon, *The Book of the Honeycomb*; s Flow, Angel DeCora, Sterling Andrus, Leonard English, *Composition as a Social Problem*; Rodolphe T. pffer, William James, Kenneth Burke, Adrienne Rich, Ann E. Berthoff, John Mohawk, *Western Peoples*, *Natural Peoples*, William Vande Kopple, William Irmscher, *Beat Not the Poor Desk*, Walter J. Ong, Geneva Smitherman, Thomas Zebroski, Linda Brodkey, Craig S. Womack, Deborah Cameron, James Slevin, Marilyn Sternglass, and William E. Coles Jr.

The Work of Teaching Writing Joseph Harris, 2020-03-16 Film and literature can illuminate the experience of teaching and learning writing in ways that academic books and articles often miss. In particular, popular books and movies about teaching reveal the crucial importance of taking students seriously as writers and intellectuals. In this book, Joseph Harris explores how the work of teaching writing has been depicted in novels, films, and plays to reveal what teachers can learn from studying not just theories of discourse, rhetoric, and pedagogy but also accounts of the lived experience of teaching writing. Each chapter examines a fictional representation of writing classes as portrayed in *Dead Poets Society*, *Up the Down Staircase*, *Educating Rita*, *Push*, and more, and shifts the conversation from how these works portray teachers to how they dramatize the actual work of teaching. Harris

considers scenes of instruction from different stages of the writing process and depictions of students and teachers at work together to highlight the everyday aspects of teaching writing In the writing classroom the ideas of teachers come to life in the work of their students The Work of Teaching Writing shows what fiction film and drama can convey about the moment of exchange between teacher and student as they work together to create new insights into writing It will interest both high school and undergraduate English teachers as well as graduate students and scholars in composition and rhetoric literary studies and film studies

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

The SAGE Handbook of Rhetorical Studies Andrea A. Lunsford, Kirt H. Wilson, Rosa A. Eberly, 2008-10-29 The SAGE Handbook of Rhetorical Studies surveys the latest advances in rhetorical scholarship synthesizing theories and practices across major areas of study in the field and pointing the way for future studies Edited by Andrea A Lunsford and Associate Editors Kirt H Wilson and Rosa A Eberly the Handbook aims to introduce a new generation of students to rhetorical study and provide a deeply informed and ready resource for scholars currently working in the field

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

Terms of Work for Composition Bruce Horner, 2000-03-31 A cultural materialist critique of six

key terms used in composition studies to define its work Resources in Education ,1999-10 Report of the Board of Education of the State of Connecticut ; Submitted to the Governor, Together with the Report of the Secretary of the Board Connecticut. State Board of Education,1908

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