

SITUATED STORIES

ADVANCING
DIVERSITY
IN COMPOSITIONAL
RESEARCH

EDITED BY

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Situated Stories Valuing Diversity In Composition Research

Barbara Kroll



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 **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 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 vision, 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 is 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 impacts 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 *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 *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 *LGBT Student Negotiations of Academic Literacies* Brian Charles Lewis,2004 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

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