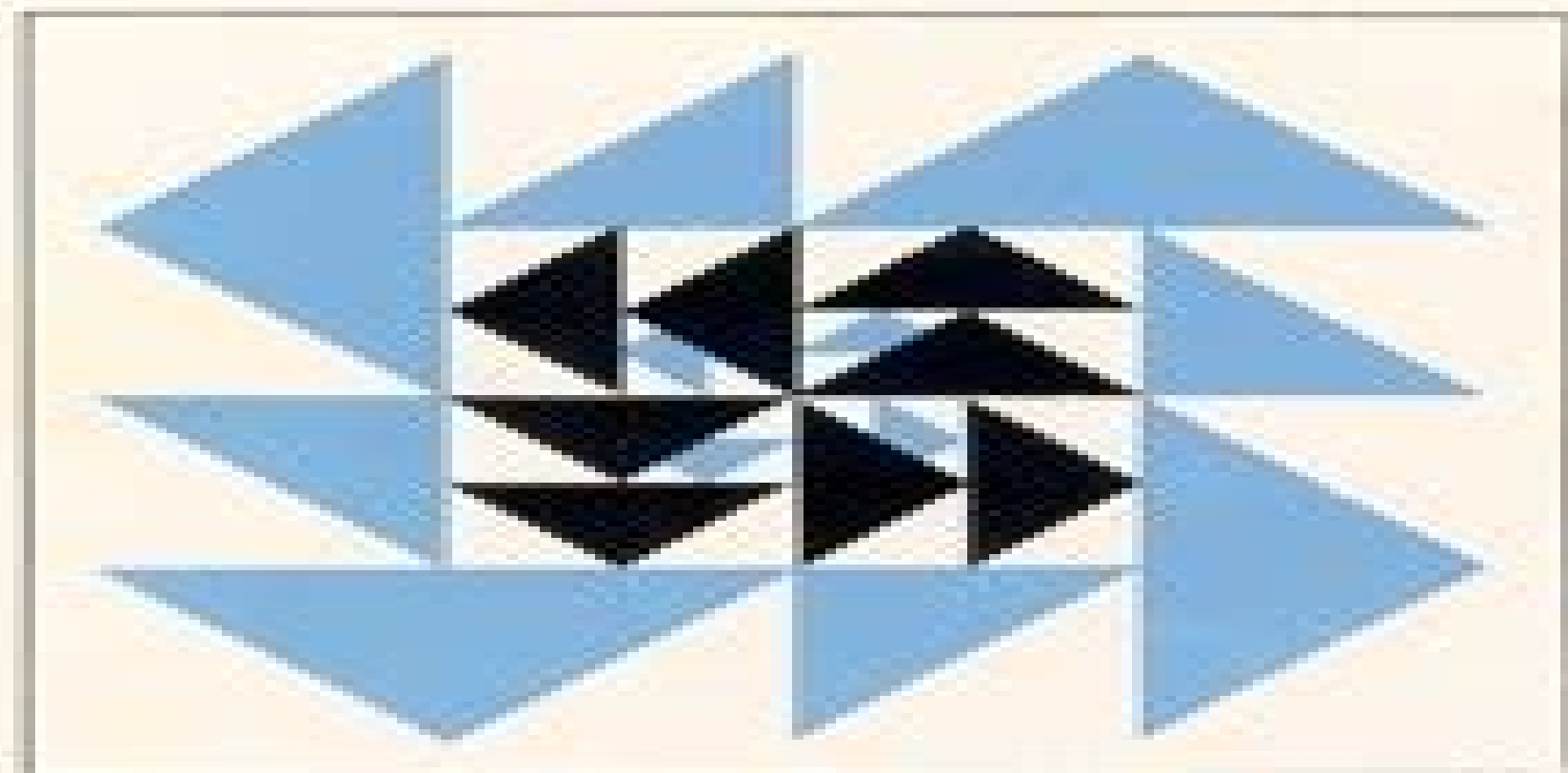


Strengthening Programs for Writing Across the Curriculum

Susan H. McLeod, Editor



Strengthening Programs For Writing Across The Curriculum

Mary Kennedy



Strengthening Programs For Writing Across The Curriculum:

Strengthening Programs for Writing Across the Curriculum Susan H. McLeod, 1988 *Strengthening Programs for Writing Across the Curriculum* Susan H. McLeod, 1988

Landmark Essays on Writing Across the Curriculum Charles Bazerman, David Russell, 2020-11-25 Rhetoric as a general teaching while preaching locality of action and guidelines for handling that locality has tended from the beginning to serve as a universality It has offered a generalized techne with only limited categories appropriate for all discursive situations at least for those that were not excluded from the realm of rhetoric Nonetheless from its beginnings rhetoric limited its interests to certain activity fields such as law government religion and most important the educators of leaders in these activity fields This collection presents landmarks showing where the Writing Across the Curriculum WAC and Writing in the Disciplines WID movements have gone They have opened up a number of prospects that were impossible to see when rhetoric and composition confined their gaze to relatively few discursive activities This suggests that the rhetorical landscape is becoming more complex and interesting as well as more responsive to life in the complex differentiated societies that have emerged in the last few centuries This volume will reveal to scholars and researchers a range of possibilities for the study of disciplinary discourse and its teaching and suggest to them new prospects for the future and for the better

Introducing Writing Across the Curriculum into China Dan Wu, 2012-09-19 Dr Wu Dan s Introducing Writing Across the Curriculum into China is an important and provocative research study that is broadly international in scope Of particular significance for education in China this book provides a historical analysis of writing instruction in China and an original application of activity theory used to analyze problems and possibilities for Writing Across the Curriculum WAC in higher education Through an examination of important aspects of WAC as it has developed in the United States Dr Wu Dan brings together various perspectives in support of developing and sustaining WAC programs in China and by analogy throughout the world Her work opens new avenues for research in writing and for the teaching of courses throughout the curriculum using a writing in the disciplines approach A major contribution to international WAC scholarship Introducing Writing Across the Curriculum into China will be invaluable to English faculty and to all readers interested in educational innovations in China

Reference Guide to Writing Across the Curriculum Charles Bazerman, Joseph Little, 2005-07-04 This reference guide traces the writing across the curriculum movement from its origins in British secondary education through its flourishing in American higher education and extension to American primary and secondary education

Integrating Writing Strategies in EFL/ESL University Contexts Jennifer Lynn Craig, 2012 Clearly explaining writing across the curriculum WAC pedagogy for English language teachers in university settings this book offers an accessible guide to integrating writing and speaking tasks across the curriculum and in disciplinary courses Teachers will find this book useful because its direct practical advice can be easily incorporated in their classrooms to help their students develop advanced disciplinary English skills in writing oral presentation and graphical presentation Enhancing

its usefulness and relevance each chapter includes coverage of the use of technology for teaching and learning ways in which teachers can effectively and efficiently assess writing and speaking and vignettes or examples to illustrate writing strategies or assignments in different contexts Pulling together the key features of writing across the curriculum in one volume this book is an efficient resource for busy EFL ESL teachers worldwide

Writing Across Distances and Disciplines Joyce Magnotto Neff, Carl Whithaus, 2009-03-04 Writing Across Distances and Disciplines addresses questions that cross borders between onsite hybrid and distributed learning environments between higher education and the workplace and between distance education and composition pedagogy This groundbreaking volume raises critical issues clarifies key terms reviews history and theory analyzes current research reconsiders pedagogy explores specific applications of WAC and WID in distributed environments and considers what business and education might teach one another about writing and learning Exploring the intersection of writing across the curriculum composition studies and distance learning it provides an in depth look at issues of importance to students faculty and administrators regarding the technological future of writing and learning in higher education

Creative Writing Pedagogies for the Twenty-First Century Alexandria Peary, Tom C Hunley, 2015-05-22 The creative writing workshop has long been entrenched as the primary pedagogy of creative writing classes This book offers twelve different approaches to the teaching of creative writing to supplement or replace traditional workshop pedagogy Contributors are from both creative writing and composition studies a discipline rich with a wide range of established pedagogies

The Harcourt Brace Guide to Writing Across the Curriculum Christopher J. Thaiss, 1998

Theorizing Composition Mary Kennedy, 1998-06-25 The last 25 years have witnessed extraordinary growth in the academic specialization variously described as composition studies or rhetoric and composition What was noticeable about the field in its infancy was a preoccupation with practice a lack of emphasis on theory and an exclusive reliance on the writing process As its disciplinary status has grown the field has become far more theoretical Composition studies has expanded its focus reconceptualized the writing process and embraced a wide range of critical perspectives The result of this change is that terms such as poststructuralism social construction gender and genre which were largely unknown in 1965 now dominate discussion This reference book is a guide to the multiplicity of theories that have emerged to form the disciplinary foundation of composition studies The volume consists of 66 entries each of which is written by an expert contributor and focuses on a particular theory or group of theories While the entries show how various individuals have contributed to theoretical movements very few concentrate on the work of a single theorist Each entry first provides a critical summary of a particular theory or group of theories including key elements basic concepts and claims and information about seminal or particularly influential works It then reviews the theory's critical reception in composition studies and discusses its significance in the field The bibliography at the end of each entry lists primary texts and major scholarship related to the theory and provides additional suggestions for further reading The volume closes with a selected bibliography of important

works *Traditions of Writing Research* Charles Bazerman, Robert Krut, Karen Lunsford, Susan McLeod, Suzie Null, Paul Rogers, Amanda Stansell, 2009-10-16 *Traditions of Writing Research* reflects the different styles of work offered at the Writing Research Across Borders conference Organized by Charles Bazerman one of the pre eminent scholars in writing studies the conference facilitated an unprecedented gathering of writing researchers Representing the best of the works presented this collection focuses solely on writing research in its lifespan scope bringing together writing researchers interested in early childhood through adult writing practices It brings together differing research traditions and offers a broad international scope with contributor presenters including top international researchers in the field The volume s opening section presents writing research agendas from different regions and research groups The next section addresses the national political and historical contexts that shape educational institutions and the writing initiatives developed there The following sections represent a wide range of research approaches for investigating writing processes and practices in primary secondary and higher education The volume ends with theoretical and methodological reflections This exemplary collection like the conference that it grew out of will bring new perspectives to the rich dialogue of contemporary research on writing and advance understanding of this complex and important human activity Student Writing in the Quantitative Disciplines Patrick Bahls, 2012-03-06 Designing interesting problems and writing assignments is one of the chief tasks of all teachers but it can be especially challenging to translate and apply learning theory good teaching techniques and writing assignments into STEM and other quantitative disciplines *Student Writing in the Quantitative Disciplines* offers instructors in math based disciplines meaningful approaches to making their coursework richer and more relevant for their students as well as satisfying institutional imperatives for writing curricula This important resource provides instructors with the hands on skills needed to guide their students in writing well in quantitative courses at all levels of the college curriculum and to promote students general cognitive and intellectual growth Comprehensive in scope the book includes Ideas for using writing as a means of learning mathematical concepts Illustrative examples of effective writing activities and assignments in a number of different genres Assessment criteria and effective strategies for responding to students writing Examples of ways to help students engage in peer review revision and resubmission of their written work Those of us who spend our lives urging faculty in all disciplines to integrate more writing into their courses have wished for the day when someone like Patrick Bahls would step forward with a book like this one Chris M Anson University Distinguished Professor and director Campus Writing and Speaking Program North Carolina State University Written by a mathematician this readable theoretically sound book describes practical strategies for teachers in the quantitative sciences to assign and respond to students writing It also describes numerous approaches to writing that engage students in disciplinary learning collaborative discovery and effective communication Art Young Campbell Professor of English emeritus Clemson University Loaded with practical advice this timely important and engaging book will be an invaluable resource for instructors wishing to bring the benefits of writing to

learn to the quantitative disciplines As a mathematician thoroughly grounded in writing across the curriculum scholarship Bahls brings humor classroom experience and pedagogical savvy to a mission he clearly loves improving the quality of student learning in math and science John C Bean professor Seattle University and author *Engaging Ideas The Writing Program Administrator's Resource* Stuart C. Brown, Theresa Jarnagi Enos, 2005-04-11 This handbook offers wisdom and guidance from experienced college writing program administrators It is intended for WPAs at all levels of experience

Writing-Across-the-Curriculum and the Academic Library Jean Sheridan, 1995-12-11 Writing Across the Curriculum is a popular and effective means of teaching writing to undergraduates and preparing them to write in specific academic disciplines It assumes that the ultimate responsibility for teaching this writing resides with faculty in the disciplines This professional reference provides practical information to librarians who wish to know more about Writing Across the Curriculum and to instructors in writing intensive courses who wish to know more about using library resources The first part of the book defines Writing Across the Curriculum and places the movement within the larger context of composition theory In the second part the research process and process writing are described and compared and specific assignments are suggested Included is a chapter presenting a model for a writing intensive course taught by a librarian The third part advises instructors on how to use the library effectively in teaching and advises librarians on how to reform library instruction The fourth part contains case studies of effective collaborations between librarians instructors and writing programs

Transformations Holly Hassel, Kristi Cole, 2021-12-01 As teaching practices adapt to changing technologies budgetary constraints new student populations and changing employment practices writing programs remain full of people dedicated to helping students improve their writing This edited volume offers strategies for implementing large and small scale changes in writing programs by focusing on transformations the institutional programmatic curricular and labor practices that work together to shape our teaching and learning experiences of writing and rhetoric in higher education The collection includes chapters from multiple award winning writing programs including the recipients of the Two Year College Association's Outstanding Programs in English Award and the Conference on College Composition and Communication's Writing Program Certificate of Excellence These authors offer perspectives that demonstrate the deep work of transformation in writing programs and practices writ large confirm the ways in which writing programs are connected to and situated within larger institutional and disciplinary contexts and outline successful methods for navigating these contexts in order to transform the work In using the prism of transformation as the organizing principle for the collection Transformations offers a range of strategies for adapting writing programs so that they meet the needs of students and teachers in service of creating equitable ethical literacy instruction in a range of postsecondary contexts Contributors Leah Anderst Cynthia Baer Ruth Benander Mwangi Alex Chege Jaclyn Fiscus Cannaday Joanne Giordano Rachel Hall Buck Sarah Henderson Lee Allison Hutchinson Lynne Lewis Gaillet Jennifer Maloy Neil Meyer Susan Miller Cochran Ruth Osorio Lori Ostergaard Shyam Pandey

Cassie Phillips Brenda Refaei Heather Robinson Shelley Rodrigo Julia Romberger Tiffany Rousculp Megan Schoen Paulette Stevenson Reclaiming Accountability Wendy Sharer, Tracy Ann Morse, Michelle F. Eble, William P. Banks, 2016-04-06 Reclaiming Accountability brings together a series of critical case studies of writing programs that have planned implemented and or assessed the impact of large scale accreditation supported initiatives The book reimagines accreditation as a way to leverage institutional or programmatic change Contributions to the volume are divided into three parts Part 1 considers how specialists in composition and rhetoric can work most productively with accrediting bodies to design assessments and initiatives that meet requirements while also helping those agencies to better understand how writing develops and how it can most effectively be assessed Parts 2 and 3 present case studies of how institutions have used ongoing accreditation and assessment imperatives to meet student learning needs through programmatic changes and faculty development They provide concrete examples of productive curricular part 2 and instructional part 3 changes that can follow from accreditation mandates while providing guidance for navigating challenges and pitfalls that WPAs may encounter within shifting and often volatile local regional and national contexts In addition to providing examples of how others in the profession might approach such work Reclaiming Accountability addresses assessment requirements beyond those in the writing program itself It will be of interest to department heads administrators writing program directors and those involved with writing teacher education among others Contributors Linda Adler Kassner William P Banks Remica Bingham Risher Melanie Burdick Polina Chemishanova Malkiel Chosed Kyle Christiansen Angela Crow Maggie Debelius Michelle F Eble Jonathan Elmore Lorna Gonzalez Angela Green Jim Henry Ryan Hoover Rebecca Ingalls Cynthia Miecznikowski Susan Miller Cochran Cindy Moore Tracy Ann Morse Joyce Magnotto Neff Karen Nulton Peggy O Neill Jessica Parker Mary Rist Rochelle Rodrigo Tulora Roeckers Shirley K Rose Iris M Saltiel Wendy Sharer Terri Van Sickle Jane Chapman Vigil David M Weed Composing a Community Susan H. McLeod, Margot Iris Soven, 2006-03-28 Composing a Community is not only a history of early WAC programs but also of how the people developing those programs were in touch with one another exchanging ideas and information forming first a network and then a community Composing a Community captures the stories of pioneers like Elaine Maimon Toby Fulwiler and others giving readers first hand accounts from those who were present at the creation of this new movement David Russell s introduction sets this emergent narrative into relief Susan H McLeod and Margot Iris Soven themselves pioneers in WAC history have assembled some of its most eloquent voices in this collection Charles Bazerman John C Bean Toby Fulwiler Anne Herrington Carol Holder Peshe C Kuriloff Linda Peterson David R Russell Christopher Thaiss Barbara E Walvoord and Sam Watson Their style is personal lively and informal as the authors succeed in putting their personal memories in the larger context of WAC studies **The Promise and Perils of Writing Program Administration** Theresa Enos, Shane Borrowman, 2008-01-26 Combining formal quantitative research with narrative based scholarship THE PROMISE AND PERILS OF WRITING PROGRAM ADMINISTRATION represents

multiple voices from faculty balancing between the demands of teaching writing and administering writing programs in professional ethical ways often under circumstances that can be defined at best as difficult In these pages junior faculty tell their stories of triumph and trauma while more firmly established composition scholars reflect upon the changing and challenging profession we all share

Untenured Faculty as Writing Program Administrators Debra Frank Dew,Alice Horning,2007-08-06 Contributors examine the politics of untenured writing program administrator appointments given the demands of writing program administration and reconciles the tension between WPA position statements and current institutional practice

John Dewey and the Challenge of Classroom Practice Stephen M. Fishman,Lucille Parkinson McCarthy,1998 The first systematic exploration of Deweyan pedagogy in an actual classroom since studies of Dewey s own Laboratory School at the turn of the century In Part I using accessible language Stephen Fishman discusses Dewey s educational theory in the context of Dewey s ideology and process philosophy In Part II Fishman joins composition specialist Lucille McCarthy to examine his own Introduction to Philosophy class In doing so the authors model a collaborative form of practitioner inquiry and bring to life such complex Deweyan concepts as student curriculum integration interest and effort and continuity and interaction

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