

TALKING SKETCHING MOVING

*Multiple Literacies in the
Teaching of Writing*



PATRICIA A. DUNN

FOREWORD BY STEPHEN M. NORTH

Talking Sketching Moving

Laura Dumin



Talking Sketching Moving:

Talking, Sketching, Moving Patricia A. Dunn, 2022 **Talking, Sketching, Moving** Patricia A. Dunn, 2001 Patricia Dunn makes the case for a writing pedagogy that draws upon multiple literacies and then gives numerous detailed examples of how that theory can be translated into classroom practice **Drawing Conclusions** Patricia A. Dunn, 2021 Drawing Conclusions explores the use of juxtaposed visual representations JVRs to help preservice teachers grapple with abstract concepts theories or complex controversies in education Acting as both a learning tool and an intellectual spark JVRs are two simple contrasted sketches that students produce on a divided sheet of paper In these drawings students attempt to visually represent contrasting ideas that the class is struggling to understand such as code meshing versus code switching descriptive versus prescriptive grammar peer response versus peer editing JVRs are powerful tools for the teacher education classroom because they employ active learning and scaffold pedagogical strategies act as a low stakes but important formative assessment tool help students grapple with complex literary and critical theories and aid in reorganizing and revising a long writing project Book Features Offers a method for pushing students to higher order thinking in just a few minutes helping them analyze critical concepts in English education writing studies linguistics literacy English Language Arts and related fields Outlines how to use JVRs to encourage students to think in a wider dimension to use different parts of their brain and to awaken different neurons Provides multiple examples of JVRs to help instructors adapt this intellectually stimulating heuristic to their own classrooms **Navigating Argument: A Guidebook to Academic Writing** Sheila Morton, 2014-06-08 Written for Tusculum College students this guidebook will help you to navigate the often confusing and tangled paths of academic writing From your freshman composition sequence through your senior seminar course you should plan to use the strategies taught in this book to complete a variety of writing assignments including rhetorical analyses standard arguments research papers annotated bibliographies and proposals Each chapter will walk you through the steps necessary to navigate these different writing types Additionally you will be introduced to the writing process including methods of prewriting drafting revising and editing This process will help you in any kind of writing you undertake

Designing and Implementing Multimodal Curricula and Programs J. C. Lee, Santosh Khadka, 2018-01-19 This volume presents a comprehensive overview of multimodal approaches to curriculum and programmatic implementation across a diverse range of teaching environments and across geographic and cultural boundaries Featuring contributions from scholars within and across both disciplines the book examines the ways in which new technologies link to expanding definitions of literacy and building on this how multimodal approaches might most effectively address the unique opportunities and challenges instructors face in contemporary classrooms and professional development programs Chapters draw on case studies from both existing scholarship and findings from the authors own experiences in practice including examples from writing rhetoric and composition courses open online learning courses and interdisciplinary faculty training

programs The final section of the book showcases how the conversation might be further extended to address increasingly multilingual classrooms by exploring how multimodality has been implemented in transnational settings Engaging with key questions at the intersection of programmatic and curricular development and multimodal studies this book is a fundamental resource for graduate students and scholars in multimodality rhetoric studies language education applied linguistics and communication studies

Talking, Drawing, Writing Martha Horn, Mary Giacobbe, 2023-10-10 In the early grades talking and drawing can provide children with a natural pathway to writing yet these components are often overlooked In *Talking Drawing Writing Lessons for Our Youngest Writers* authors Martha Horn and Mary Ellen Giacobbe invite readers to join them in classrooms where they listen watch and talk with children then use what they learn to create lessons designed to meet children where they are and lead them into the world of writing The authors make a case for a broader definition of writing advocating for formal storytelling sessions in which children tell about what they know and for focused sketching sessions so that budding writers learn how to observe more carefully The book's lessons are organized by topic and include oral storytelling drawing writing words assessment introducing booklets and moving writers forward Based on the authors work in urban kindergarten and first grade classes the essence and structure of many of the lessons lend themselves to adaptation through fifth grade The lessons follow a consistent format What's going on in the classroom What do children need to learn next Materials needed to teach the lesson Language used in each lesson Reasons behind why certain books are chosen and suggestions for additional children's books The authors show the thinking behind their teaching decisions and provide a way to look at and assess children's writing giving us much more than a book of lessons they present a vision of what beginning writing can look and sound like Perhaps most powerfully they give us examples of the language they use with children that reveal a genuine respect for and trust in children as learners

Toward Critical Multimodality Katarina Silvestri, Nichole Barrett, Tiffany M. Nyachae, 2023-06-01 This edited volume seeks to answer the question What does it mean to be a critical multimodal scholar in educational spaces *Toward Critical Multimodality* highlights how choices made throughout multimodal design and research processes are critically oriented and inextricably linked to power We show how social semiotics and multimodality inform engagement with criticality in educational spaces through questioning dominant narratives e.g. white cis-heteropatriarchal ableist classist perspectives exploring relationships between selves and space problematizing and reimagining educational practices and dreaming of educational futures that are just anti-oppressive and with room for all to thrive while learning These chapters demonstrate how studying multiple modalities in interaction e.g. image writing color spatial layout gaze proxemics gestures can reveal how power operates provide students with opportunities to explore themselves and their identities with respect to power and provide a vehicle for scholars to disrupt and transform oppressive educational practices Furthermore multiple chapters show alternative ways to display construct and share knowledge as transformative pedagogical practice in learning environments We reframe social semiotics and multimodality as an integral

part of decentering dominant ideas of power and what counts as purposeful meaning making by highlighting how criticality and multimodality integrate theoretically and methodologically

Keywords in Writing Studies Paul Heilker, John Vandenberg, 2015-02-15 *Keywords in Writing Studies* is an exploration of the principal ideas and ideals of an emerging academic field as they are constituted by its specialized vocabulary. A sequel to the 1996 work *Keywords in Composition Studies*, this new volume traces the evolution of the field's lexicon, taking into account the wide variety of theoretical, educational, professional, and institutional developments that have redefined it over the past two decades. Contributors address the development, transformation, and interconnections among thirty-six of the most critical terms that make up writing studies. Looking beyond basic definitions or explanations, they explore the multiple layers of meaning within the terms that writing scholars currently use, exchange, and question. Each term featured is a part of the general disciplinary parlance, and each is a highly contested focal point of significant debates about matters of power, identity, and values. Each essay begins with the assumption that its central term is important precisely because its meaning is open and multiplex. *Keywords in Writing Studies* reveals how the key concepts in the field are used and even challenged rather than advocating particular usages and the particular vision of the field that they imply. The volume will be of great interest to both graduate students and established scholars.

Writing, Redefined Shawna Coppola, 2023-10-10 What does it mean to write or to be a writer? In Shawna Coppola's book *Writing Redefined: Broadening Our Ideas of What It Means to Compose*, she challenges the reader to expand beyond standard alphabetic writing and consider alternative forms of composition when assigning writing to students. This book empowers teachers to change what counts as writing in schools and classrooms, opening the door to students who may not consider themselves to be writers but should and can. Inside you'll find alternative, engaging writing assignments that are visual, aural, or multimodal that will involve all students, specifically those who prefer to compose using a wider array of forms and modes. For whom? Standard English is not the norm. Who have been identified as dyslexic. Whose cultural traditions lean heavily towards more aural forms of composition. Who are considered struggling writers. By finding ways to accommodate all styles of writers, students are free to unleash their creativity and share their story with others. While there is no question composition in written form is important and worth of study, broadening our definition of writing expands an enormous range of possibilities for composing for all students.

Rhetorical Touch Shannon Walters, 2014-10-20 *Rhetorical Touch* argues for an understanding of touch as a rhetorical art by approaching the sense of touch through the kinds of bodies and minds that rhetorical history and theory have tended to exclude. In resistance to a rhetorical tradition focused on shaping able bodies and neurotypical minds, Shannon Walters explores how people with various disabilities, psychological, cognitive, and physical, employ touch to establish themselves as communicators and to connect with disabled and nondisabled audiences. In doing so, she argues for a theory of rhetoric that understands and values touch as rhetorical. Essential to her argument is a redefinition of key concepts and terms: the rhetorical situation, rhetorical identification, and the appeals of ethos.

character pathos emotion and logos logic or message By connecting Empedoclean and sophistic theories to Aristotelian rhetoric and Burkean approaches Walters's methods mobilize a wide range of key figures in rhetorical history and theory in response to the context of disability Using Empedocles' tactile approach to logos Walters shows how the iterative writing processes of people with psychological disabilities shape crucial spaces for identification based on touch in online and real life spaces Mobilizing the touch based properties of the rhetorical practice of mētis Walters demonstrates how rhetors with autism approach the crafting of ethos in generative and embodied ways Rereading the rhetorical practice of kairos in relation to the proximity between bodies Walters demonstrates how writers with physical disabilities move beyond approaches of pathos based on pity and inspiration The volume also includes a classroom based exploration of the discourses and assumptions regarding bodies in relation to haptic or touch based technologies Because the sense of touch is the most persistent of the senses Walters argues that in contexts of disability and in situations in which people with and without disabilities interact touch can be a particularly vital instrument for creating meaning connection and partial identification She contends that a rhetoric thus reshaped stretches contemporary rhetoric and composition studies to respond to the contributions of disabled rhetors and transforms the traditional rhetorical appeals and canons Ultimately Walters argues a rhetoric of touch allows for a richer understanding of the communication processes of a wide range of rhetors who use embodied strategies

[Mad at School](#) Margaret Price, 2011-02-17 Explores the contested boundaries between disability illness and mental illness in higher education

A Guide to Composition Pedagogies Gary Tate, Amy Rupiper-Taggart, Kurt Schick, Brooke Hessler, 2014-02 This is a bibliographic guide written for newcomers to the field The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration

Writing Changes: Alphabetic Text and Multimodal Composition Pegeen Reichert Powell, 2020-04-01 Writing Changes moves beyond restrictive thinking about composition to examine writing as a material and social practice rich with contradictions It analyzes the assumed dichotomy between writing and multimodal composition which incorporates sounds images and gestures as well as the truism that all texts are multimodal Organized in four sections the essays explore alphabetic text and multimodal composition in writing studies specific pedagogies that place writing in productive conversation with multimodal forms current representations of writing and multimodality in textbooks of instructors attitudes toward social media and of writing programs ideas about writing studies as a discipline in the light of new communication practices Bookending the essays are an introduction that frames the collection and establishes key terms and concepts and an epilogue that both sums up and complicates the ideas in the essays

First-Year Composition Deborah Coxwell-Teague, Ronald F. Lunsford, 2014-05-01 First Year Composition From Theory to Practice's combination of theory and practice provides readers an opportunity to hear twelve of the leading theorists in composition studies answer in their own voices the key question of what it is they hope to accomplish in a first year composition course In addition these

chapters and the accompanying syllabi provide rich insights into the classroom practices of these theorists Historical Studies of Writing Program Administration Barbara L'Eplattenier, Lisa Mastrangelo, 2004 *Historical Studies of Writing Program Administration: Individuals, Communities, and the Formation of a Discipline* collects essays that shine new light on the early history of writing program administration. Broad in scope, the book illuminates the development of the profession in the narratives of the individuals who helped form the discipline prior to the emergence of the Council of Writing Program Administrators in 1976, including those narratives of Gertrude Buck and Laura J. Wylie. Edwin Hopkins, Regina Crandall, Rose Colby, George Jardine, Clara Stevens, Stith Thompson, and George Wykoff. Drawing from deep archival work, these narratives offer rare glimpses into writing program administration and the development of composition as a college requirement. In addition to eleven chapters from contributors, *Historical Studies of Writing Program Administration* includes a preface by Edward M. White, a concluding essay by Jeanne Gunner, interviews with Erika Lindemann and Kenneth Bruffee, and a detailed introduction by the editors, Barbara L. Eplattenier and Lisa Mastrangelo.

Contingent Faculty Publishing in Community: Case Studies for Successful Collaborations L. Guglielmo, L. Gaillet, 2014-12-23 Contributors argue that the key to innovative teaching and scholarship lies in institutional support for the contingent labor force and they encourage contingent faculty to organize self-mentoring groups, create venues for learning, disseminating their experiences and findings, and connect scholarship to service and teaching in novel ways.

Pedagogy: Using Television Shows, Games, and Other Media in the Classroom Laura Dumin, 2024-07-30 This book takes a dive into moving beyond the essay as the only method for teaching and learning content. Authors range from instructors in K-12 to instructors in higher education and look at concepts as varied as using VR technologies to provide immersive experiences to students, to use an app to help supplement teaching. Instructors in a variety of fields, both in and out of the writing classroom, may find project and assignment ideas to argue in their own classrooms. Instructors looking to provide a transformative learning experience in a new way will find lots of options here.

From Disability to Diversity Lynne C. Shea, Linda Hecker, Adam R. Lalor, 2019-02-25 Colleges and universities are seeing increasing numbers of students with a range of disabilities enrolling in postsecondary education. Many of these disabilities are invisible, and despite their potential for negative impact on students' academic and social adjustment, some students will choose not to identify as having a disability or request support. Approaching disability from the perspective of difference, the authors of this new volume offer guidance on creating more inclusive learning environments on campus so that all students, whether or not they have a recognized disability, have the opportunity to succeed. Strategies for supporting students with specific learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, or who display learning and behavioral characteristics associated with these profiles are described. A valuable resource for instructors, advisors, academic support personnel, and others who work directly with college students.

Revisionary Rhetoric, Feminist Pedagogy, and Multigenre Texts Julie Jung, 2005 In this precise and provocative treatise, Julie Jung

augments the understanding and teaching of revision by arguing that the process should entail changing attitudes rather than simply changing texts *Revisionary Rhetoric Feminist Pedagogy and Multigenre Texts* proposes and demonstrates alternative ways of reading writing and teaching that hear silences in such a way as to generate personal pedagogical and professional revisions As both a challenge to prevailing revision pedagogies and an elaboration of contemporary feminist rhetorics the volume encourages students and instructors to examine their identities as scholars of rhetoric and composition and to question how and why revision is taught Jung analyzes feminist texts to identify a revisionary rhetoric that is at its core most concerned with creating a space in which to engage productively with issues of difference This synthesis of feminist theory and revision studies yields a pedagogically useful definition of feminist rhetoric through which Jung examines the insights afforded by multigenre texts in various related contexts the academic essay the discipline of rhetoric and composition studies feminist composition and the subfields of English studies including rhetoric and composition literature and creative writing Jung illustrates how multigenre texts demand innovative methods of inquiry because they do not fit the conventions of any single genre Because genre is inextricably tied to the construction of social identity she explains multigenre texts also offer a means for understanding and revising disciplinary identity Boldly making a case for the revisionary power of multigenre texts Jung retheorizes revision as a process of disrupting textual clarity so that differences can be identified contended with and perhaps understood *Revisionary Rhetoric Feminist Pedagogy and Multigenre Texts* makes great strides towards defining feminist rhetoric and ascertaining how revision can be theorized not just practiced Jung also provides a multigenre epilogue that explores the usefulness of reconceiving revision as a progression towards wholeness rather than perfection

Sounding Composition Stephanie Ceraso, 2018-08-17 In *Sounding Composition* Steph Ceraso reimagines listening education to account for twenty first century sonic practices and experiences Sonic technologies such as audio editing platforms and music software allow students to control sound in ways that were not always possible for the average listener While digital technologies have presented new opportunities for teaching listening in relation to composing they also have resulted in a limited understanding of how sound works in the world at large Ceraso offers an expansive approach to sonic pedagogy through the concept of multimodal listening a practice that involves developing an awareness of how sound shapes and is shaped by different contexts material objects and bodily multisensory experiences Through a mix of case studies and pedagogical materials she demonstrates how multimodal listening enables students to become more savvy consumers and producers of sound in relation to composing digital media and in their everyday lives

Unveiling the Magic of Words: A Review of "**Talking Sketching Moving**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Talking Sketching Moving**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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