

Contemporary Writing Curriculum: Rehearsing, Composing and Valuing

Huff, Roland

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Contemporary Writing Curriculum

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The Contemporary Writing Curriculum Roland Huff, 1987 **The Contemporary Writing Curriculum** Roland Huff, Charles R. Kline, 1987 *Landmark Essays on Writing Program Administration* Kelly Ritter, MELISSA IANETTA, 2024-11-01 Leading with the provocative observation that writing programs administration lacks an established set of texts that provides a baseline of shared knowledge in which to root our ongoing conversations and with which to welcome newcomers *Landmark Essays on Writing Program Administration* focuses on WPA identity to propose one such grouping of texts This *Landmark* volume is the cornerstone resource for new Writing Program Administrators and graduate students seeking an ever important overview of the literature on Writing Program Administration Drawing broadly across scholarship in writing programs and writing centers Ritter and Ianetta work to historicize theorize and problematize the ever shifting answers offered to the question Who or what is a WPA **The Writing Program Administrator's Resource** Stuart C. Brown, Theresa Jarnagi Enos, 2005-04-11 The role of the writing program administrator is one of diverse activities and challenges and preparation for the position has traditionally come through performing the job itself As a result uninitiated WPAs often find themselves struggling to manage the various requirements and demands of the position and even experienced WPAs often encounter situations on which they need advice The *Writing Program Administrator's Resource* has been developed to address the needs of all WPAs regardless of background or experience It provides practical applicable tools to effectively address the differing and sometimes competing roles in which WPAs find themselves Readers will find an invaluable collection of articles in this volume addressing fundamental practices and issues encountered by WPAs in their workplace settings and focusing on the hows and whys of writing program administration With formal preparation and training only now beginning to catch up to the very real needs of the WPA this volume offers guidance and support from authoritative and experienced sources educators who have established the definitions and standards of the position who have run into obstacles and surmounted them and who have not just survived but thrived in their roles as WPAs Editors Stuart C. Brown and Theresa Enos contribute their own experience and bring together the voices of their colleagues to delineate the intellectual scope and practices of writing program administration as an emerging discipline Established and esteemed leaders in the field offer insights advice and plans of action for the myriad scenarios encountered in the position encouraging WPAs and helping them to realize that they often know more than they think they do This resource is required reading for the new WPA and an essential reference for all who serve in the WPA role As a guidebook for WPAs it is destined to become a fixture on the desk of every educator involved with or interested in administrating writing programs writing centers and writing across the curriculum efforts **Writing Centers and Writing Across the Curriculum Programs** Robert W. Barnett, Jacob S. Blumner, 1999-02-28 Writing Centers have traditionally been viewed as marginalized facilities within their institutions At the same time faculty in all disciplines have come to stress the importance of good writing and institutions

have created Writing Across the Curriculum WAC Programs to address this concern Often the interests of Writing Centers conflict with those of WAC programs and the theoretical foundations of the two may not necessarily be the same Nonetheless Writing Centers whether voluntarily or involuntarily have become more involved with efforts to promote Writing Across the Curriculum and have formed fruitful partnerships with WAC Programs While journal articles have begun to discuss these partnerships this book offers an extended treatment of the topic By examining the relationships between Writing Centers and WAC programs this volume challenges the view that Writing Centers are marginalized and demonstrates how they are aggressively moving toward the curricular center of education Each chapter examines the evolving theoretical practical and institutional relationships between Writing Centers and Writing Across the Curriculum programs By drawing from institutionally specific experiences expert contributors present a variety of approaches for establishing and developing effective Writing Center WAC partnerships Included are perspectives from established and emerging theorists from all levels including high schools community colleges small four year colleges and universities and major research institutions The contributors accurately portray the true diversity of Writing Center WAC partnerships and assess the compatibility of these partnerships with larger institutional missions The volume touches on such topics as the use of computers in writing instruction the use of student writing tutors and the problems inherent in discipline specific language By deepening our knowledge of the merging of Writing Centers and WAC Programs this book sets the foundation for more advanced future research

A Rhetoric for Writing Program Administrators 2e Rita Malenczyk, 2016-09-01 *A Rhetoric for Writing Program Administrators* 2nd Edition presents the major issues and questions in the field of writing program administration The collection provides aspiring new and seasoned WPAs with the theoretical lenses terminologies historical contexts and research they need to understand the nature history and complexities of their intellectual and administrative work

Reconceiving Writing, Rethinking Writing Instruction Joseph Petraglia, 2013-11-05 To a degree unknown in practically any other discipline the pedagogical space afforded composition is the institutional engine that makes possible all other theoretical and research efforts in the field of rhetoric and writing But composition has recently come under attack from many within the field as fundamentally misguided Some of these critics have been labelled New Abolitionists for their insistence that compulsory first year writing should be abandoned Not limiting itself to first year writing courses this book extends and modifies calls for abolition by taking a closer look at current theoretical and empirical understandings of what contributors call general writing skills instruction GWSI the curriculum which an overwhelming majority of writing instructors is paid to teach that practically every composition textbook is written to support and the instruction for which English departments are given resources to deliver The vulnerability of GWSI is hardly a secret among writing professionals and its intellectual fragility has been felt for years and manifested in several ways in persistently low status of composition as a study both within and outside of English departments in professional journal articles and conference presentations that are

growing both in theoretical sophistication and irrelevance to the composition classroom and in the rhetoric and writing field's ever increasing attention to nontraditional sites of writing behavior But to date there has been relatively little concerted discussion within the writing field that focuses specifically on the fundamentally awkward relationship of writing theory and writing instruction This volume is the first to explicitly focus on the gap in the theory and practice that has emerged as a result of the field's growing professionalization The essays anthologized offer critiques of GWSI in light of the discipline's growing understanding of the contexts for writing and their rhetorical nature Writing from a wide range of cognitivist critical theoretical historical linguistic and philosophical perspectives contributors call into serious question basic tenets of contemporary writing instruction and provide a forum for articulating a sort of zeitgeist that seems to permeate many writing conferences but which has until recently not found a voice or a name

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

Come to Class Carol Jago, 2008-03 Teaching students to write well is hard Team teaching with a master writing teacher can make it easier and more productive Come to Class offers you that opportunity In Come to Class Carol Jago shares the writing lessons and classroom survival skills she honed over 32 years of teaching Each lesson describes Carol's teaching moves and language and includes suggestions on pacing the lesson setting students up for success organizing flexible groups and troubleshooting common classroom management problems Organized around five fundamental types of writing expository writing persuasive writing writing about literature narrative writing and reflective writing Come to Class will help you personalize your writing curriculum while at the same time it will support you as you prepare your students for district assessments

College of Literature, Science, and the Arts University of Michigan. College of Literature, Science, and the Arts, 1923 **General Catalogue**, 1917 **Catalogue** Duke University, Duke University. Trinity college, 1929 Includes Announcements for 1929-30 **General Register** University of Michigan, 1929 Announcements for the following year included in some vols **Bulletin** Northwestern University (Evanston, Ill.), 1929 *A Short History of Writing Instruction* James Jerome Murphy, 2012 A Short

History of Writing Instruction preserves the legacy of writing instruction from antiquity to contemporary times with a unique focus on the material educational and institutional context of the Western rhetorical tradition *Instructor's Manual for Rosen and Behrens the Allyn & Bacon Handbook Fourth Edition* Leonard J. Rosen, 2000 Writing Through Early Modern History Level 2 Manuscript Models Kimberly Garcia, 2015-07-01 A complete open and go homeschool writing curriculum for students in grades 3 to 5 that is based on the teaching methods of Ms Charlotte Mason Children acquire basic skills in public speaking with oral narrations They learn to write complex sentences by copying passages from living books And they also learn to spell and punctuate via studied dictation Along with writing instruction children using this volume learn about early modern history through interesting historical narratives excerpts from primary source documents poetry from or about early modern times and fun cultural tales from around the world This new writing series Write from History is an elementary grade writing curriculum that combines writing history and handwriting practice all in one workbook A writing curriculum that works and saves teachers time by streamlining the educational process This curriculum comes in an open and go format to ensure ease of use for both the student and the teacher Available for ancient history medieval history early modern and modern history **Greenville College Record** ,1929 Circular of Information University of Southern California, 1922 **Announcement** University of Michigan. Summer Session, 1925

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