

Changing Classroom Practices: Resources for Literary and Cultural Studies (Refiguring English Studies)

Downing, David B.

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Changing Classroom Practices Resources For Literary And Cultural Studies Refiguring English Studies

Jed Rasula



Changing Classroom Practices Resources For Literary And Cultural Studies Refiguring English Studies:

Changing Classroom Practices David B. Downing, 1994-01-01 **Resources in Education**, 1994 Questions of English Jeanne Gerlach, Annette Patterson, Robin Peel, 2002-11-01 The impact and content of English as a subject on the curriculum is once more the subject of lively debate Questions of English sets out to map the development of English as a subject and how it has come to encompass the diversity of ideas that currently characterise it Drawing on a combination of historical analysis and recent research findings Robin Peel Annette Patterson and Jeanne Gerlach bring together and compare important new insights on curriculum development and teaching practice from England Australia and the United States They also discuss the development of teacher training highlighting the variety of ways in which teachers build their own beliefs and knowledge about English

Refiguring the Ph.D. in English Studies Stephen M. North, Barbara Chepaitis, 2000 This wide ranging analysis of doctoral education in English Studies challenges readers to reconsider their assumptions about how English Ph D programs came to be what purposes they serve and what they might become what they ought to become in the 21st century Section I traces the first century of English doctoral education in the American university from its German origins to the crisis of disciplinary and professional identity that precipitated the 1987 Conference on Graduate Study and the Future of Doctoral Studies in English Section II examines one programmatic response to that crisis the State University of New York at Albany s Writing Teaching and Criticism with a particular emphasis on the program s determination to reintegrate the field s increasingly disparate specializations Section III turns back to the broader professional and disciplinary scene to consider the implications of such a fusion based curriculum to consider why this curricular model represents the best available option for both doctoral education and the entire enterprise of English Studies Chapters in the book are 1 Establishing the Tradition 1876 1950 2 *Lehrfreiheit Lernfreiheit* and the Magisterial Curriculum 3 Expansion Contraction and the Surp Rise of Heterogeneity 1950 1990 4 The Crisis of Identity in English Studies and the Demise of the Magisterial Curriculum 5 Albany s Ph D in English Studies Writing Teaching and Criticism 6 Writing to Get Situated Learning to Stage a Reading 7 Charting Courses 1 Extended Work in a Preferred Mode 8 Charting Courses 2 Re Combinatory Writings 9 Writing beyond Coursework The Qualifying Examination and the Dissertation and 10 The Fusion Based Curriculum for an English Studies in Transition Contains 120 references RS

Composing Critical Pedagogies Amy Lee, 2000 Resource added for the Communication 108011 courses **The Relevance of English** Robert Yagelski, Scott A. Leonard, 2002 An effort to contribute to the story of English teaching in the United States at the dawn of the new millennium this book presents 17 essays that tell diverse and complex stories of the value and difficulty of teaching English The voices in this volume represent an eclectic rather than a comprehensive group of teachers and scholars some familiar some perhaps less so who draw from their experiences in secondary and postsecondary English classrooms to examine the question of the relevance of their work to the lives of their students After an introduction The Ir relevance of English at the Turn of the

Millennium Robert P Yagelski essays in Section I Contexts American Culture and the Study of English are 1 The Academic Language Gap Gerald Graff 2 When the Multicultural Leaves the Race Some Common Terms Reconsidered Victor Villanueva 3 It's Not an Economy Stupid The Education as Product Metaphor as Viewed from the English Classroom Scott A Leonard 4 Literacy Gender and Adolescence School Sponsored English as Identity Maintenance Margaret J Finders 5 On the Business of English Studies Stephen M North and Exchange Economies Politics and English Studies Finders North Leonard and Villanueva Essays in Section II Changes English Classrooms in an Evolving World are 6 The High School English Teacher A Relevant Member in a Good Tribe Donald L Tinney 7 Promoting a Relevant Classroom Literacy Personal Growth and Communal Action in a Middle Grades Curricular Development Project Sarah Robbins with Mary Miesiaszek and Beth Davis 8 Women in Mind The Culture of First Year English and the Nontraditional Returning Woman Student Patricia Shelley Fox 9 Community College English Diverse Backgrounds Diverse Needs Kathleen R Cheney 10 The Relevance of Paulo Freire on Liberatory Dialogue and Writing in the Classroom Christina Kirklighter 11 Surviving Intact African American Women Negotiating Scholarly Identities through Graduate School Writing Juanita Rodgers Comfort and Exchange Literacy Classrooms and Students Lives Fox Tinney Kirklighter Cheney Robbins Comfort Essays in Section III Futures English Studies for the New Millennium are 12 The Future of English Studies Made Personal or The Subversive Act of Teaching Well Valerie Hardin Drye 13 Cybrarians and Scholars in the New English Classroom Ted Nellen 14 The Past and Future of Two Year College English Studies Mark Reynolds 15 Enacting Cultures The Practice of Comparative Cultural Study Paula Mathieu and James J Sosnoski 16 Critical Technological Literacy and English Studies Teaching Learning and Action Richard J Selfe and Cynthia L Selfe 17 The Plural Commons Meeting the Future of English Studies Kathleen Blake Yancey and Exchange Language Technology and the Future of English Studies Drye Reynolds Mathieu Sosnoski R Selfe and Yancey Contains an afterword by Richard M Ohmann RS English Studies Bruce McComiskey, 2006 Well known scholars in the field explore the important qualities and functions of English studies constituent disciplines Ellen Barton on linguistics and discourse analysis Janice Lauer on rhetoric and composition Katharine Haake on creative writing Richard Taylor on literature and literary criticism Amy Elias on critical theory and cultural studies and Robert Yagelski on English education and the productive differences and similarities among them that define English studies continuing importance Faculty and students in both undergraduate and graduate courses will find the volume an invaluable overview of an increasingly fragmented field as will department administrators who are responsible for evaluating the contributions of diverse faculty members but whose academic training may be specific to one discipline Each chapter of English Studies is an argument for the value the right to equal status of each individual discipline among all English studies disciplines yet the book is also an argument for disciplinary integration **Composition And/or Literature** Linda S. Bergmann, Edith M. Baker, 2006 Deranging English/education John A. Staunton, 2008 *Composition and Sustainability* Derek Owens, 2001 Owens works out his

theories for higher education English departments professors and teachers His main impetus is that English studies departments should focus on sustainability meeting today's needs without jeopardizing the interests of future generations in order to teach students the central role of language composition and literature to their lives

Professing and Pedagogy Shari J. Stenberg, 2005 **Persons in Process** Anne Herrington, Marcia Smith Curtis, 2000 Drawing on psychological sociolinguistic and discourse theories this book shows how students use writing not only as a vehicle for participating in the academic world but also as a means of fashioning their own private and public identities It presents case studies of four students during their years at a large public university The case studies are based on extensive interviews with each student analyses of their writing for composition and other courses classroom observations and interviews with their teachers It provides insight into the ways that students academic and personal uses of writing inflect each other as well as ways that in responding to students writing teachers can help as well as hinder these interrelated developmental processes Chapters in the book are 1 Shaping the Study 2 Claiming the Essay for Himself Nam 3 Composing a Self He Can Live With Lawrence Steven 4 Understanding Personal Academic Connections Rachel 5 A Bilingual and Social Struggle Francois and 6 Persons in Process and Possibilities for Teaching Appendixes contain interviewing descriptions and other details of the study and syllabi of basic and college writing courses 1989 90 Contains 97 references RS

Works and Days, 1996 **Toward Deprivatized Pedagogy** Becky Nugent, Diana Calhoun Bell, 2006 This book discusses deprivatized pedagogy a tool for shaping classroom practice It is a way to interior gate classroom practices which are traditionally in inexplicably privatized In short it is a strategy for bumping against and breaking down barriers of ritualized practices in the classroom The authors hope to provide a space to raise questions evoke critiques and embark on the path to self reflexivity in the practice of teaching and learning

Statement, 1994 **Critical Literacy and the Aesthetic** Ray Misson, Wendy Morgan, 2006 Ray Misson and Wendy Morgan address the role of aesthetics in an age of postmodern criticism showing how critical literacy and the aesthetic are reconcilable in literary theory and practice Why does critical literacy often feel uncomfortable with aesthetic texts like poetry In this provocative book Ray Misson and Wendy Morgan proponents of critical literacy in their home country of Australia develop an understanding of the aesthetic in current poststructuralist terms and the role that the aesthetic might play in a critical literacy classroom Throughout the book their belief remains strong that poststructuralism provides the best framework we have for understanding texts and their relationship to human society and identity To demonstrate how the conjunction of critical literacy and the aesthetic can transform English classrooms the authors draw examples from various genres media and countries including poetry by Donne Shakespeare Robert Lowell and Les Murray To Kill a Mockingbird an episode of Friends and even one chapter using only the example of Huckleberry Finn The authors reconfigure critical literacy so that it can give proper consideration to the aesthetic which involves paying attention to such things as individual identity human emotion creativity and the value and productivity of texts Acknowledging these things

within critical literacy is vital As Misson and Morgan emphasize it is one of the greatest pleasures and responsibilities of being an English teacher that we work critically and creatively with the aesthetic and its rich sense of human possibility

Letters for the Living Michael Blitz, C. Mark Hurlbert, 1998 This book takes up issues of violence in the lives of college students and looks for possibilities of teaching composition as an act of peace making Through a variety of writings the book illustrates students experiences on the city streets of New York and in the small mining and steel towns of western Pennsylvania One section of the book reports on a project that linked one author educator s Hurlbert research writing class and the other author educator s Blitz freshman composition II class In the semester long project the classes researched and wrote about their own neighborhoods and the neighborhoods of their interstate partners The book states that these two groups of students taught each other about the places in which they live and the ways in which they live there and in many cases what each learned about the other was shocking It also shares with the reader letters in which the two author educators reflect upon their work as teachers in an effort to understand the personal and cultural implications of what students write and say Contains 101 references NKA

The American Poetry Wax Museum Jed Rasula, 1996 Drawing upon literary criticism cultural studies and social history this book examines the canonizing assumptions and compulsions that have fabricated an image of American poetry since World War II foremost of which is the enshrinement of the self expressive subject The tone of the book oscillates between documentary and polemic in an attempt to preserve the tensions that underlie the field of American poetry and which are typically subdued by anthologists and glossed over by commentators The first chapter offers a theoretical scaffolding intended to contextualize following chapters and to invite other poets and critics to consider what it means to assemble and police a national canon of poetry Subsequent chapters examine scholarship on contemporary American poetry the cultural politics of publication and reviewing which excludes women people of color and gays and lesbians from many poetry anthologies and poetry in the academy and the role of the poetry workshop Ten appendixes list American poetry anthologies most anthologized poets number of anthology appearances poets by birthdate first anthology appearances anthologies in translation prizes and awards results of a search of the MLA bibliography on CD ROM critical discussions of American poets and interviews collections of poets essays RS

Radical Departures Chris W. Gallagher, 2002 This book addresses some big questions the current political climate with its calls for standardized testing and accountability the uneasy relationships between faculty in English and English education departments and the lack of cooperation between postsecondary compositionists and P 12 language arts teachers These issues are covered in the book as the ways are traced in which progressive politics of one kind or another have played an integral role in how writing has been taught and studied in United States secondary and postsecondary schools The three chapters in Part I explore competing versions of progressivism in composition and rhetoric s past and present the pedagogical and administrative progressivism of composition s early years during the Progressive Era of the early 20th century the recent conservative restoration and

contemporary critical pedagogy Building on these discussions of progressivism the three chapters in Part II work to reframe and reclaim Deweyan pedagogical progressivism for composition and rhetoric s future showing how this strand of progressive thinking might help the field develop new pedagogy centered understandings and practices of disciplinarity curriculum and outreach Woven in with the main chapters are intraludes narrative accounts of the author educator s work as a writing teacher scholar and public school advocate These narratives illustrate and connect the issues highlighted in each chapter grounding them in the reality of everyday contexts Each chapter includes notes contains an extensive list of works cited NKA

Undergraduate Research in English Studies Laurie Grobman, Joyce A. Kinkead, 2010 Editors Laurie Grobman and Joyce Kinkead offer a groundbreaking collection of essays that aims to mobilize the profession of English studies to further participate in undergraduate research which in the past had been reserved for scientific fields Why shouldn t undergraduates in English studies have the same opportunities as those in the sciences to benefit from undertaking real research that can inform and have an impact on practitioners in the discipline They should and can according to editors Laurie Grobman and Joyce Kinkead who have produced this collection to showcase the first steps being made to integrate undergraduate research into English studies and even more important to point the way toward greater involvement Undergraduate Research in English Studies is a groundbreaking collection that aims to mobilize the profession of English studies to further participate in undergraduate research an educational movement and comprehensive curricular innovation that is the pedagogy for the twenty first century according to the Joint Statement of Principles composed by the Council on Undergraduate Research and the National Conferences on Undergraduate Research Students engaged in genuine research gain an insider s understanding of field specific debates develop relevant skills and insights for future careers and graduate study and contribute their voices to creating knowledge through the research process Some contributors discuss the importance of mentoring how to conduct research responsibly and avenues for disseminating research and scholarship locally regionally nationally or internationally Others provide case studies of undergraduate research in literature and in composition and rhetoric The volume combines theory and practice and lays the groundwork for further practice and inquiry sending forth a call to broaden undergraduate research possibilities in all areas of English

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Introduction

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