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Teaching College Writing

Sally Barr Ebest

Teaching College Writing:

College Writing and Beyond Anne Beaufort, 2007-02-15 Composition research consistently demonstrates that the social context of writing determines the majority of conventions any writer must observe. Still most universities organize the required first year composition course as if there were an intuitive set of general writing skills usable across academic and work world settings. In *College Writing and Beyond: A New Framework for University Writing Instruction* Anne Beaufort reports on a longitudinal study comparing one student's experience in FYC in history in engineering and in his post college writing. Her data illuminate the struggle of college students to transfer what they learn about general writing from one context to another. Her findings suggest ultimately not that we must abolish FYC but that we must go beyond even genre theory in reconceiving it. Accordingly Beaufort would argue that the FYC course should abandon its hope to teach a sort of general academic discourse and instead should systematically teach strategies of responding to contextual elements that impinge on the writing situation. Her data urge attention to issues of learning transfer and to developmentally sound linkages in writing instruction within and across disciplines. Beaufort advocates special attention to discourse community theory for its power to help students perceive and understand the context of writing.

The College Writing Toolkit Martha C. Pennington, Pauline Burton, 2011 The Toolkit provides a collection of tried and tested methods and techniques for eliciting and working on students writing in a college or university environment. Contributors from all over the world reflect on best practices for teaching writing and for generating writing assignments that help college or university students to learn and to express themselves with confidence, clarity and originality and in a range of genres.

Teaching College Writing to Diverse Student Populations Dana Ferris, 2009-06-02 Statistical and anecdotal evidence documents that even states with relatively little ethnic or cultural diversity are beginning to notice and ask questions about long term resident immigrants in their classes. As shifts in student population become more widespread there is an even greater need for second language specialists, composition specialists, program administrators and developers in colleges and universities to understand and adapt to the needs of the changing student audience. This book is designed as an introduction to the topic of diverse second language student audiences in U.S. post secondary education. It is appropriate for those interested in working with students in academic settings especially those students who are transitioning from secondary to post secondary education. It provides a coherent synthesis and summary not only of the scope and nature of the changes but of their practical implications for program administration, course design and classroom instruction particularly for writing courses. For pre service teachers and those new to the field of working with L2 student writers it offers an accessible and focused look at the audience issues with many practical suggestions. For teacher educators and administrators it offers a resource that can inform their own decision making.

Something Old, Something New Wendy Bishop, 1990-03-05 How do college writing teachers learn new ways to teach? Most current composition research focuses almost exclusively on student writers ignoring the role the

teacher plays in classroom development Here is the first book to focus on college writing teachers and the ways in which they are affected by graduate rhetoric pedagogy courses Wendy Bishop observed teachers enrolled in a doctoral seminar titled Teaching Basic Writing and then conducted case studies of five of those teachers in their college writing classrooms to investigate how their teaching practices changed and how their previous professional and personal histories influenced their ability to make those changes

Writing Your Way Through College Sheryl I. Fontaine,Cherryl Smith,2008 Writing academic essays in college often seems mysterious to students who do not yet understand the process of developing an idea into a finished piece of reasoned prose Writing Your Way Through College demystifies that process and enables teachers to help students invent the university as they reinvent themselves as proficient writers and rhetorical problem solvers Writing Your Way Through College offers instructors a set of careful lessons that draw on current disciplinary knowledge in composition and rhetoric Sheryl Fontaine and Cherryl Smith provide a classroom centered text that guides students through progressively more complex evidence based writing Writing Your Way Through College offers students and teachers practical lessons on writing and learning a set of assignments that build incrementally a support system for new instructors accessible information about college writing a flexible approach to the classroom In a concise readable format Writing Your Way Through College offers insights into how individuals negotiate language communities so that students can better master the conventions and rhetorical characteristics of academic writing A creative and effective template for the teaching of writing Writing Your Way Through College belongs on every shelf and in every classroom

Developing Successful College Writing Programs Edward M. White,1989-01-30 This book tells how to develop and administer a comprehensive college writing program to improve student writing promote critical thinking and strengthen the overall collegiate curriculum

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 Teaching College Writing Maggy Smith,Scribner,1995

Themes, Theories, and Therapy Albert Raymond Kitzhaber,1963 **Two Approaches to Teaching College Writing**

Derek A. J. Soles,1988 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 *Everything You Need to Know About College Writing* Lynne Lerych,Allison DeBoer Criswell,2015-12-11 In their teaching community college instructors Lynne Lerych and Allison DeBoer Criswell have discovered that a unique combination of humor and coaching helps overwhelmed students successfully master the conventions of academic writing Now they have translated their

experience into an engaging text to reach even the most wary students Everything You Need to Know About College Writing is anchored by a sequenced hands on approach to teaching rhetorical skills that help students face their fears of writing This practical method starts by modeling each concept in action then asks students to discuss and explore the concept together and ends with an opportunity to practice The authors compelling tone and presence as illustrated characters throughout the book keep students returning to the text for more on the page instruction Filled with relevant student examples at every stage of the writing process illustrated student writers whose progress and thought process the text follows and engaging activities at when they're needed most the text offers a unique way of untangling the toughest writing tasks while helping students to learn from mistakes Plenty of grammar and mechanics coverage plus tips throughout help even the most reluctant writers stay on track A mini reader a brief section on writing across the curriculum and another on citation conventions appear at the end of the book to round out its robust support for all elements of a writing course in a small package

Reaching All Writers Joanne Baird Giordano, Holly Hassel, Jennifer Heinert, Cassandra Phillips, 2024-02-21

Reaching All Writers brings together decades of writing studies experience research and scholarship to help organize first year writing courses around inclusive teaching practices and foundational concepts that support disciplinary learning for all college writers including students who have been excluded from more selective higher education institutions Using threshold concepts and transfer as a foundation the authors provide an invaluable resource for multiple contexts instructors working off the tenure track and or at multiple institutions two year college programs without a writing program administrator and writing program graduate teaching assistant training courses Each chapter includes an overview of a threshold concept disciplinary background readings practical teaching strategies assignment and learning activity ideas assessment principles examples from student and instructor perspectives and questions for reflection and discussion Reaching All Writers describes effective teaching practices to help all college writing instructors regardless of their institutional contexts make changes that support equitable and inclusive learning opportunities with a focus on teaching students whose backgrounds and learning experiences are different from those with more educational or economic privilege Both new and experienced teachers adapting first year college writing courses will find the book's blend of practical strategies and disciplinary knowledge a useful companion for facilitating new classroom and program needs or designing new teaching assistant training courses

Lazy Virtues Robert E. Cummings, 2009 Winner of the MLA's Mina P. Shaughnessy Prize for an outstanding work in the fields of language culture literacy or literature with strong application to the teaching of English Focusing largely on the controversial website Wikipedia the author explores the challenges confronting teachers of college writing in the increasingly electronic and networked writing environments their students use every day Rather than praising or condemning that site for its role as an encyclopedia Cummings instead sees it as a site for online collaboration between writers and a way to garner audience for student writing Applying an understanding of Commons Based Peer Production theory as developed by Yochai

Benkler this text is arranged around the following propositions Commons Based Peer Production is a novel economic phenomenon which informs our current teaching model and describes a method for making sense of future electronic developments College writers are motivated to do their best work when they write for an authentic audience external to the class Writing for a networked knowledge community invites students to participate in making knowledge rather than only consuming it A plan for integrating networked writing for an external audience helps students understand the transition from high school to college writing Allowing students to review and self select points of entry into electronic discourse fosters laziness or a new work dynamic where writers seek to better understand their own creativity in terms of a project s demands Lazy Virtues offers networked writing assignments to foster development of student writers by exposing them to the demands of professional audiences asking them to identify and assess their own creative impulses in terms of a project s needs and removing the writing teacher from the role of sole audience **Successful College Writing** Kathleen T.

McWhorter,2017-10-12 With Kathleen T McWhorter s unique visual approach and more support for reading than any other text of its kind Successful College Writing moves first year composition students whatever their level of preparedness toward success in college writing The seventh edition includes even more help for students learning to read critically including a new Just in Time Guide to Reading and Responding and new How Writers Read boxes in almost every chapter Newly redesigned based on student input and in accordance with principles of accessible design Successful College Writing s supportive visual approach is evident in graphic organizers flowcharts and Guided Writing Assignments that provide hands on writing activities and practical step by step instruction for drafting and revising Instructors are supported by an Instructor s Annotated Edition that includes answers to all the activities PowerPoint slides outlining the instructional content an instructor s resource manual with a section on teaching courses that integrate developmental students into first year writing classrooms and an expanded Launchpad full of activities built to enhance the book s content online including reading comprehension quizzes diagnostic quizzes and much more **Assessing and Improving Student Writing in College**

Barbara E. Walvoord,2014-07-07 Step by step guidance for shaping better writers while keeping faculty workloads manageable Effective communication is a critical skill for many academic disciplines and careers and so colleges and universities and their faculty members are rightfully committed to improving student writing across the curriculum Guiding and assessing student writing in classrooms general education and departments takes knowledge planning and persistence but it can be done effectively and efficiently Written in the concise accessible style Barbara Walvoord is known for Assessing and Improving Student Writing in College A Guide for Institutions General Education Departments and Classrooms offers administrators program chairs general education leaders and classroom instructors the guidance they need The book provides concrete suggestions for how to Articulate goals for student writing Measure student writing Improve student writing Document that improvement The book begins by addressing four basic concepts what we mean by writing what we

mean by good writing how students learn to write and the purposes of assessment Next Walvoord explains the various approaches and methods for assessing writing urging a combination of them adapted to the institution's purposes and political context After this introduction successive chapters offer realistic practical advice to institution wide and general education leaders department members and classroom instructors Walvoord addresses issues such as how to engage faculty how to use rubrics how to aggregate assessment information at the department and institutional levels and how to report assessment information to accreditors The chapter for classroom instructors offers practical suggestions how to add more writing to a course without substantially increasing the grading load how to construct writing assignments how to make grading and responding more effective and time efficient how to address grammar and punctuation and how to support students whose native language is not English The book also includes four helpful appendices a taxonomy of Writing Across the Curriculum WAC and Writing in the Disciplines WID programs sample outlines for faculty development workshops a student survey on teaching methods instructors can use to inform their choices in the classroom and a student self check cover sheet designed to help students take ownership of their own learning and responsibility for turning in complete correct assignments Practical step by step guidance for each point in the assessment and improvement process creates a cohesive institution wide system that keeps students faculty and administrators on the same page

Teaching Writing in the Content Areas Stephen N. Tchudi, 1986 *Informed Choices* Tara Lockhart, Mark Roberge, 2015-02-27 Combining sound theory with rich hands on activities Informed Choices A Guide for Teachers of College Writing is built on the premise that teaching writing is not about mastering a single best practice but instead requires conscious reflection as well as responsiveness to inevitable tradeoffs and paradoxes Ideal for new TAs and experienced professors alike it helps teachers navigate complex choices about course design assessment even professional growth all within the context of trends in the field institutional expectations and their evolving pedagogical philosophies

College Writing Dorothy E. Zemach, 2003-06

College writing for learners of American English is a semi academic writing course that takes college students from paragraph structuring to essay writing through a process approach The areas covered include generating ideas organizing drafting reviewing and revising Back cover note

Teaching Writing in All Disciplines C. Williams Griffin, 1982

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