



# A TEACHING SUBJECT

*Composition Since 1966*

*Joseph Harris*

PRENTICE HALL STUDIES IN WRITING AND CULTURE

# Teaching Subject Composition Since 1966

**Großbritannien Royal Commission on  
Historical Manuscripts**

## **Teaching Subject Composition Since 1966:**

**A Teaching Subject** Joseph Harris, 2012-01-01 In this classic text Joseph Harris traces the evolution of college writing instruction since the Dartmouth Seminar of 1966. A Teaching Subject offers a brilliant interpretive history of the first decades during which writing studies came to be imagined as a discipline separable from its partners in English studies. Postscripts to each chapter in this new edition bring the history of composition up to the present. Reviewing the development of the field through five key ideas, Harris unfolds a set of issues and tensions that continue to shape the teaching of writing today. Ultimately, he builds a case, now deeply influential in its own right, that composition defines itself through its interest and investment in the literacy work that students and teachers do together. Unique among English studies fields, composition is what Harris contends is a teaching subject. *Guide to College Writing Assessment* Peggy O'Neill, Cindy Moore, Brian Huot, 2009-04-15 While most English professionals feel comfortable with language and literacy theories, assessment theories seem more alien. English professionals often don't have a clear understanding of the key concepts in educational measurement such as validity and reliability, nor do they understand the statistical formulas associated with psychometrics. But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results. A Guide to College Writing Assessment is designed as an introduction and source book for WPAs, department chairs, teachers, and administrators. Always cognizant of the critical components of particular teaching contexts, O'Neill, Moore, and Huot have written sophisticated but accessible chapters on the history, theory, application, and background of writing assessment, and they offer a dozen appendices of practical samples and models for a range of common assessment needs. Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms, A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms: placement evaluation, exit examination, programmatic assessment, and faculty evaluation. Most of all, the argument of this book is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices. **The SAGE Handbook of Rhetorical Studies** Andrea A. Lunsford, Kirt H. Wilson, Rosa A. Eberly, 2009 The SAGE Handbook of Rhetorical Studies surveys the latest advances in rhetorical scholarship, synthesizing theories and practices across major areas of study in the field and pointing the way for future studies. Edited by Andrea A. Lunsford and Associate Editors Kirt H. Wilson and Rosa A. Eberly, the Handbook aims to introduce a new generation of students to rhetorical study and provide a deeply informed and ready resource for scholars currently working in the field. **Techne, from Neoclassicism to Postmodernism** Kelly Pender, 2011-05-21 *Techne from Neoclassicism to Postmodernism* offers a deconstructive reading of the debates that have surrounded the term *techne* in rhetoric and

composition explaining how we can affirm its value as a theory and pedagogy of writing without denying the legitimacy of the postmodern critiques that have been leveled against it

**Tenured Bosses and Disposable Teachers**, Tenured Bosses and Disposable Teachers Writing Instruction in the Managed University exposes the poor working conditions of contingent composition faculty and explores practical alternatives to the unfair labor practices that are all too common on campuses today Editors Marc Bousquet Tony Scott and Leo Parascondola bring together diverse perspectives from pragmatism to historical materialism to provide a perceptive and engaging examination of the nature extent and economics of the managed labor problem in composition instruction a field in which as much as ninety three percent of all classes are taught by graduate students adjuncts and other disposable teachers These instructors enjoy few benefits meager wages little or no participation in departmental governance and none of the rewards and protections that encourage innovation and research And it is from this disenfranchised position that literacy workers are expected to provide some of the core instruction in nearly everyone s higher education experience Twenty six contributors explore a range of real world solutions to managerial domination of the composition workplace from traditional academic unionism to ensemble movement activism and the pragmatic rhetoric accommodations and resistances practiced by teachers in their daily lives Contributors are Leann Bertoncini Marc Bousquet Christopher Carter Christopher Ferry David Downing Amanda Godley Robin Truth Goodman Bill Hendricks Walter Jacobsohn Ruth Kiefson Paul Lauter Donald Lazere Eric Marshall Randy Martin Richard Ohmann Leo Parascondola Steve Parks Gary Rhoades Eileen Schell Tony Scott William Thelin Jennifer Seibel Trainor Donna Strickland William Vaughn Ray Watkins and Katherine Wills

**College Writing and Beyond** Anne Beaufort, 2008-02-06 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

### **National Education: Systems, Institutions and Statistics of Public Instruction in Different Countries ... V.2**

Henry Barnard, 1872 *Course of Study and Manual of Methods for the District Schools of Michigan* Michigan. Department

of Public Instruction,1897      The Educational Year-book ,1873      *Learning to Rival* Linda Flower,Elenore Long,Lorraine Higgins,2000-04 The authors of this book set out on an expedition of sorts to study rival hypothesis thinking or rivaling an important literate practice in which people explore open questions through an analysis of multiple perspectives and evidence

*On Teacher Neutrality* Daniel P. Richards,2020-11-06 *On Teacher Neutrality* explores the consequences of ideological arguments about teacher neutrality in the context of higher education It is the first edited collection to focus exclusively on this contentious concept emphasizing the practical possibilities and impossibilities of neutrality in the teaching of writing the deployment of neutrality as a political motif in the public discourse shaping policy in higher education and the performativity of individual instructors in a variety of institutional contexts The collection provides clarity on the contours around defining neutrality depth in understanding how neutrality operates differently in various institutional settings and nuance in the levels and degrees of neutrality or what is meant by it in the teaching of writing Higher education itself and its stakeholders are continually exploring the role of teachers in the classroom and the extent to which it is possible or ethical to engage in neutrality Amplifying voices from teachers in underrepresented positions and institutions in discussions of teacher ideology *On Teacher Neutrality* shapes the discourse around these topics both within the writing classroom and throughout higher education The book offers a rich array of practices pedagogies and theories that will help ground instructors and posits a way forward toward better dialogue and connections with the various stakeholders of higher education in the United States Contributors Tristan Abbott Kelly Blewett Meaghan Brewer Christopher Michael Brown Chad Chisholm Jessica Clements Jason C Evans Heather Fester Romeo Garc a Yndalecio Isaac Hinojosa Mara Holt Erika Johnson Tawny LeBouef Tullia Lauren F Lichty Adam Pacton Daniel P Richards Patricia Roberts Miller Karen Rosenberg Allison L Rowland Robert Samuels David P Stubblefield Jennifer Thomas John Trimbur      **A Short Course in Literature, English and American** John Seely Hart,1873      Michigan School Moderator ,1889      **Journal of Education** ,1881      **Publishers' Weekly** ,1896      The Publishers Weekly ,1895      The Normal Music Course in the Schoolroom Frederic Allison Lyman,1896      **Report** GroÃŸbritannien Royal Commission on Historical Manuscripts,1877      **Annual Report of the Ontario School of Agriculture and Experimental Farm** Ontario Agricultural College,Ontario. Agricultural College and Experimental Farm, Guelph,1883      **Reports** Great Britain. Royal Commission on Historical Manuscripts,1877

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