

THE WPA OUTCOMES STATEMENT

A Decade Later

Edited by Nicholas N. Behm, Gregory R. Glau,
Deborah H. Holdstein, Duane Roen, and
Edward M. White



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The WPA Outcomes Statement—A Decade Later Nicholas N. Behm, Gregory R. Glau, 2014-09-12 The WPA Outcomes Statement A Decade Later examines the ways that the Council of Writing Program Administrators Outcomes Statement for First Year Composition has informed curricula generated programmatic institutional and disciplinary change and affected a disciplinary understanding of best practices in first year composition *The WPA Outcomes Statement—A Decade Later* Nicholas N. Behm, Gregory R. Glau, 2014-09-12 The WPA Outcomes Statement A Decade Later examines the ways that the Council of Writing Program Administrators Outcomes Statement for First Year Composition has informed curricula generated programmatic institutional and disciplinary change and affected a disciplinary understanding of best practices in first year composition Making Progress Logan Bearden, 2022-04-01 Making Progress is an empirical investigation into the strategies and processes first year composition programs can use to center multimodal work in their curricula Logan Bearden makes a unique contribution to the field presenting a series of flexible strategies evolving considerations and best practices that can be taken up adapted and implemented by programs and directors that want to achieve what Bearden brands multimodal curricular transformation or MCT at their own institutions MCT can be achieved at the intersection of program documents and practices Bearden details ten composition programs that have undergone MCT offering interview data from the directors who oversaw and or participated within the processes He analyzes a corpus of outcomes statements to discover ways we can make space for multimodality and gives instructors and programs a broader understanding of the programmatic values for which they should strive if they wish to make space for multimodal composition in curricula Making Progress also presents how other program documents like syllabi and program websites can bring those outcomes to life and make multimodal composing a meaningful part of first year composition curricula First year composition programs that do not help their students learn to compose multimodal texts are limiting their rhetorical possibilities The strategies in Making Progress will assist writing program directors and faculty who are interested in using multimodality to align programs with current trends in disciplinary scholarship and deal with resistance to curricular revision to ultimately help students become more effective communicators in a digital global age *Outcomes Book* Susanmarie Harrington, 2005-02-28 The WPA Outcomes Statement is important because it represents a working consensus among composition scholars about what college students should learn and do in a composition program But as a single page document the statement cannot convey the kind of reflective process that a writing program must undertake to address the learning outcomes described The Outcomes Book relates the fuller process by exploring the matrix of concerns that surrounded the developing Statement itself and by presenting the experience of many who have since employed it in their own settings WPA, Writing Program Administration, 2007 **Integrating Literature and Writing Instruction** Judith H. Anderson, Christine R. Farris, 2007-01-01 Judith H Anderson and Christine R Farris colleagues at Indiana University and prominent scholars in

literary studies and composition respectively aim here to bridge the perceived division between the two disciplines In a spirit of curricular collaboration Integrating Literature and Writing Instruction presents an array of courses mainly for non English majors that use literature in teaching first year college students how to read write and think critically Contributors teach at a range of institutions from Research I and large state universities to small selective colleges and use different classroom approaches some highly participatory and others combining lectures with small group work Divided into three groups representing humanities core courses courses that focus on literature and courses that focus on cultural issues in relation to literature the essays explore the use of a variety of literary texts from Shakespeare s sonnets to historical novels to detective fiction Contributors offer imaginative assignments and innovative pedagogical techniques that can be adapted profitably in multiple courses and institutional contexts The concluding section narrates the collaborative development of a course on language metaphor and textuality which the editors offer as a successful model of what literature and writing instruction can accomplish together

The Writing Program Administrator as Theorist Shirley K. Rose, Irwin Weiser, 2002 The work of Writing Program Administration however overturns that perception for it demands that theory be integrated within everyday decision making Academic Literacy in the English Classroom Carolyn R. Boiarsky, 2003 What do high school English teachers need to teach to get their students ready for college And how do college instructors help underprepared students succeed once they re there These are two pertinent questions for which Carolyn Boiarsky and the contributors to this volume have some answers Boiarsky put together this book to pre empt the problems teachers face in class particularly with first generation college students and others from working class and immigrant families First she discusses the content and socialization issues involved in academic literacy and exactly what that phrase means Then she and other educators describe activities and strategies that teachers can use to help students acquire the skills they need to read and write at the college level These strategies involve information transfer and learning to learn the craft and the art of writing academic prose from developing a felt sense of writing to achieving flow promoting active readership encouraging exploration of texts through note taking notecard making and mapping engaging with literature reading as transaction the process of constructing meaning learning the language and rhetorical conventions of the academy with particular attention to vernacular dialect speakers and English language learners What the academy demands is the ability to read often technical jargon laden textbooks to write research papers using appropriate field specific language and conventions and to discuss topics in the form appropriate to that field The strategies offered in this book will help teachers prepare students to accomplish these tasks whether American born native speakers ESL students or children of the working middle or professional class

Multiple Genres, Multiple Voices Cheryl L. Johnson, Jayne Moneysmith, 2005 Explores the many perspectives of an argument by using multiple genres written from different points of view **The Concise Guide to Teaching Composition** Derek Soles, 2007 This concise guide for teaching college composition was written especially for writing teachers who are

graduate teaching assistants or those whose academic preparation is in a discipline other than rhetoric and composition. Completely research based and generously documented, this practical guide boils down the most important composition theory and pedagogy into 17 brief practical chapters that will edify those who are new to the discipline and serve as a refresher to those who are more experienced.

College Credit for Writing in High School Kristine Hansen, Christine Farris, 2010 Edited by Kristine Hansen and Christine R Farris this collection explores various options that students have for taking care of the first year college writing requirement including AP tests concurrent enrollment dual credit courses the International Baccalaureate diploma and early college high schools. The first year college writing requirement is a time honored tradition in almost every college and university in the United States. Many high school students seek to fulfill this requirement before entering college through a variety of programs such as Advanced Placement tests concurrent enrollment programs the International Baccalaureate diploma and early college high schools. The growth of these programs raises a number of questions including Is this kind of outsourcing of instruction to noncollege providers of educational services something to be resisted or embraced? What are the possible benefits and detriments to students their parents their teachers and the educational institutions? What standards should be met with respect to student readiness teacher preparation curricular content pedagogical strategies and learning outcomes? How can we create a seamless K 14 educational system that effectively teaches writing to students in the transition from adolescence to adulthood? Contributors to this volume including high school teachers professors at community colleges and universities and administrators at both the secondary and postsecondary levels explore the complexity of these issues offer best practices and pitfalls of such a system establish benchmarks for success and lay out possible outcomes for a new educational landscape.

Market Matters Locke Carter, 2005 Much of the theory underlying technical communication rhetoric composition and college English in general comes from a decidedly socialist Marxist perspective, one that espouses strong anti Capitalist anti competitive statements. While members of the academy have learned much about cultural artifacts and practices from these methodologies and critiques, they are also disenfranchised from the larger world view: free market competitive and capitalistic. This volume, a collection of 11 scholarly essays, begins to fill this gap by asserting a theoretical and practical stance based on free market mechanisms and behaviors. Through a variety of approaches from broad argument to specific examples of market behaviors from historical criticism to case studies, this collection makes the case that despite fears expressed by numerous critics of capitalism, technical communication and rhetoric and composition retain all their force, rationale and value when expressed in free market terms. Specifically, the collection argues that writing disciplines have market value and that Marxist approaches to the fields are not capable of promoting this value. It follows then that participants in these fields need to begin viewing themselves as market players instead of reactionaries. A second general argument is that markets are inherently rhetorical, meaning that they create information, are subject to socially constructed trends, persuade and communicate values and ideas.

In other words the market is a natural and logical domain for rhetorical study and participation Finally a third argument is that certain activities distance education foremost among them create value for these academic fields If we see our fields as having market value we do not need to view distance education as a threat to writing disciplines but rather an opportunity for growth and development Locke Carter the editor and lead essayist holds not only a PhD in Rhetoric from the University of Texas at Austin but also an MBA from the University of Texas at Austin

The Longman Sourcebook for Writing Program Administrators Irene Ward, William James Carpenter, 2008 The Longman Sourcebook for Writing Program Administrators serves as a reference work and handbook for those charged with administering writing programs at colleges and universities Both English Department Chairpersons and Directors of Writing Programs will find this an essential resource The book is also intended for graduate level courses in writing program administration serving as an introduction to the theory issues and practical problems of writing program administration

Information Literacy Collaborations that Work Trudi E. Jacobson, Thomas P. Mackey, 2007 The goal of this book is that the contents will spark an idea that would be ideal for your setting Ultimately the varied and distinctive approaches to information literacy illustrated in this book may lead to a dialogue among faculty librarians and administrators about the transformative impact of collaboration on student learning

A Teaching Subject Joseph Harris, 2012 Reviewing the last 50 years of the development of writing studies as a discipline through five key ideas Harris unfolds a set of issues and tensions that continue to shape the teaching of writing today Provided by publisher

What is "college-level" Writing? Patrick Sullivan, Howard B. Tinberg, 2006 Just what defines college level writing is a question that has confounded eluded and divided teachers of English at almost every level of our profession for many years This book seeks to engage this essential question with care patience and pragmatism Special features include perspectives from high school teachers student contributors the administrative perspective and interactive discussion between contributors From publisher's description

Reference & User Services Quarterly, 2003

Current Index to Journals in Education, 2002

Negotiating Religious Faith in the Composition Classroom Elizabeth Vander Lei, Bonnie Lenore Kyburz, 2005 Resource added for the Communication 108011 courses

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