# THRNS OF THOUGHT

Teaching Composition
as Reflexive Inquiry

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# Turns Of Thought Teaching Composition As Reflexive Inquiry

Shirley Wilson Logan, Wayne H. Slater

# **Turns Of Thought Teaching Composition As Reflexive Inquiry:**

Turns of Thought Donna J. Qualley, 1997 Donna Qualley differentiates among related forms of reflective thinking to offer a deeper understanding of the nature practice and value of reflexivity Universities, the Citizen Scholar and the **Future of Higher Education** J. Arvanitakis, D. Hornsby, 2016-06-01 The future of higher education is in question as universities struggle to remain relevant to the present and future needs of society The context in which learning occurs is rapidly changing and those engaged and interested in the place and position of university education need to figure out to adapt This book embodies a vision for higher education where graduate attributes and proficiencies are at the core of the academic project where degree programs move beyond disciplinary content and where students are encouraged to be Citizen Scholars Through a series of cross disciplinary and contextual cases the contributors to this book articulate how this vision can be achieved in our pedagogical environments future proofing higher education Mathematical Modelling Education in East and West Frederick Koon Shing Leung, Gloria Ann Stillman, Gabriele Kaiser, Ka Lok Wong, 2021-04-26 This book documents ongoing research and theorizing in the sub field of mathematics education devoted to the teaching and learning of mathematical modelling and applications Mathematical modelling provides a way of conceiving and resolving problems in people s everyday lives as well as sophisticated new problems for society at large Mathematical tradition in China that emphasizes algorithm and computation has now seen a renaissance in mathematical modelling and applications where China has made significant progress with its economy science and technology. In recent decades teaching and learning of mathematical modelling as well as contests in mathematical modelling have been flourishing at different levels of education in China Today teachers and researchers in China become keener to learn from their colleagues from Western countries and other parts of the world in research and teaching of mathematical modelling and applications. The book provides a dialogue and communication between colleagues from across the globe with new impetus and resources for mathematical modelling education and its research in both West and East with new ideas on modelling teaching and practices inside and outside classrooms All authors of this book are members of the International Community of Teachers of Mathematical Modelling and Applications ICTMA the peak research body into researching the teaching assessing and learning of mathematical modelling at all levels of education from the early years to tertiary education as well as in the workplace The book is of interest to researchers mathematics educators teacher educators education administrators policy writers curriculum developers professional developers in service teachers and pre service teachers including those interested in mathematical literacy

The SAGE Handbook of Organizational Wellbeing Tony Wall, Cary L Cooper, Paula Brough, 2021-04-14 The SAGE Handbook of Organizational Wellbeing is a comprehensive and cutting edge work providing the latest insights into a range of perspectives on organizational wellbeing as well as highlighting global wellbeing issues and exploring new contexts Topics covered include digital working and social media LGBTQIA identifications and work suicide at work refugee workers and

mental health A multi and inter disciplinary work this handbook embraces ideas and empirical work from a range of fields including psychology business and management economics and science This handbook draws together current knowledge whilst also outlining emerging issues and directions making this an invaluable resource for students and researchers spanning a wide array of disciplines Part 1 Theoretical Perspectives Part 2 International Issues and Contexts Part 3 Developing Organizational Wellbeing Part 4 Emerging Issues and Directions The Need for Theory Simon Biggs, Jon Hendricks, Ariela Lowenstein, 2020-11-25 The Need for Theory speaks to the burgeoning need for critical thinking in social gerontology The editors have brought together some of the foremost contributors to theoretical advances in the field This volume incorporates state of the art theorizing with a focus on selected topical areas facing gerontologists around the world Using their keen insights into substantive issues the contributors examine personal and structural changes affecting individuals over the life course Extolling the need for theory is not enough the contributors focus their insights on a panoply of substantive issues linking the personal with the political and with the structural parameters that shape the process of aging no matter where it occurs Traversing the Democratic Borders of the Essay Cristina Kirklighter, 2012-02-01 Scholarship on the personal essay has focused on Western European and U S varieties of the form In Traversing the Democratic Borders of the Essay Cristina Kirklighter extends these boundaries by reading the Latin American and Latino a essayists Paulo Freire Victor Villanueva and Ruth Behar alongside such canonical figures as Montaigne Bacon Emerson and Thoreau In this fascinating journey into the commonalities and differences among these essayists Kirklighter focuses on various elements of the personal essay self reflexivity accessibility spontaneity and a rhetoric of sincerity in order to argue for a more democratic form of writing in academia one that would democratize the academy and promote nation building By using these elements in their teachings and writings Kirklighter argues educators can play a significant role in helping others who experience academic alienation achieve a better sense of belonging as they slowly dismantle the walls of the ivory tower

Reimagining Process Kyle Jensen, 2015 Reimagining Process explores how process and attending concepts such as reflection care power and portfolios might play a more prominent role in emerging writing studies research Writing Against the Curriculum Randi Gray Kristensen, Ryan M. Claycomb, 2010-01-01 Writing against the Curriculum responds to the popularity of Writing Across the Curriculum WAC and similar programs in U S higher education Essays by administrators faculty and librarians teaching introductory and advanced writing classes argue that such classrooms make excellent spaces to question disciplinarity through the study of rhetoric critical thinking and curricular flexibility This intervention in composition and cultural studies discourses enables the activist enactment of cultural studies theory and addresses the theoretical implications of composition practices A New Writing Classroom Patrick Sullivan, 2014-07-15 In A New Writing Classroom Patrick Sullivan provides a new generation of teachers a means and a rationale to reconceive their approach to teaching writing calling into question the discipline s dependence on argument Including secondary writing

teachers within his purview Sullivan advocates a more diverse exploratory and flexible approach to writing activities in grades six through thirteen A New Writing Classroom encourages teachers to pay more attention to research in learning theory transfer of learning international models for nurturing excellence in the classroom and recent work in listening to teach students the sort of dialogic stance that leads to higher order thinking and more sophisticated communication The conventional argumentative essay is often a simplistic form of argument widely believed to be the most appropriate type of writing in English classes but other kinds of writing may be more valuable to students and offer more important kinds of cognitive challenges Focusing on listening and dispositions or habits of mind as central elements of this new composition pedagogy A New Writing Classroom draws not just on composition studies but also on cognitive psychology philosophy learning theory literature and history making an exciting and significant contribution to the field Modelling Education and Sense-making Gloria Ann Stillman, Gabriele Kaiser, Christine Erna Lampen, 2020-05-14 This volume documents on going research and theorising in the sub field of mathematics education devoted to the teaching and learning of mathematical modelling and applications Mathematical modelling provides a way of conceiving and resolving problems in people's everyday lives as well as sophisticated new problems for society at large Mathematical modelling and real world applications are considered as having potential for cultivating sense making in classroom settings This book focuses on the educational perspective researching the complexities encountered in effective teaching and learning of real world modelling and applications for sense making is only beginning All authors of this volume are members of the International Community of Teachers of Mathematical Modelling ICTMA the peak research body into researching the teaching and learning of mathematical modelling at all levels of education from the early years to tertiary education as well as in the workplace **Open Learning Cultures** Ulf-Daniel Ehlers, 2013-09-12 Today we are seeing a new form of blended learning not only is technology enhancing the learning environment but formal and informal learning are combining and there is self and peer assessment of results Open learning cultures are challenging the old and long practiced methods used by educators and transforming learning into a more student driven and independent activity which uses online tools such as blogs wikis or podcasts to connect resources students and teachers in a novel way While in higher education institutions most assessments are still tied to formal learning scenarios teachers are more and more bound to recognize their students informal learning processes and networks This book will help teachers lecturers and students to better understand how open learning landscapes work how to define quality and create assessments in such environments and how to apply these new measures To this end Ehlers first elaborates the technological background for more collaborative distributed informal and self guided learning He covers the rise of social media for learning and shows how an architecture of participation can change learning activities. These new paradigms are then applied to learning and education to outline what open learning landscapes look like Here he highlights the shift from knowledge transfer to competence development the increase in lifelong learning and the importance of informal learning user generated content and open educational resources He then shows how to manage quality by presenting a step by step guide to developing customized quality concepts for open learning landscapes Finally several methods dealing with assessment in these new environments are presented including guidelines templates and use cases to exemplify the approaches Overall Ehlers argues for assessment as an integral part of learning processes with quality assurance as a method of stimulating a quality culture and continuous quality development rather than as a simple controlling exercise Academic and Professional Writing in an Age of Accountability Shirley Wilson Logan, Wayne H. Slater, 2018-12-27 What current theoretical frameworks inform academic and professional writing What does research tell us about the effectiveness of academic and professional writing programs What do we know about existing best practices What are the current guidelines and procedures in evaluating a program s effectiveness What are the possibilities in regard to future research and changes to best practices in these programs in an age of accountability Editors Shirley Wilson Logan and Wayne H Slater bring together leading scholars in rhetoric and composition to consider the history trends and future of academic and professional writing in higher education through the lens of these five central questions. The first two essays in the book provide a history of the academic and professional writing program at the University of Maryland Subsequent essays explore successes and challenges in the establishment and development of writing programs at four other major institutions identify the features of language that facilitate academic and professional communication look at the ways digital practices in academic and professional writing have shaped how writers compose and respond to texts and examine the role of assessment in curriculum and pedagogy An afterword by distinguished rhetoric and composition scholars Jessica Enoch and Scott Wible offers perspectives on the future of academic and professional writing This collection takes stock of the historical rhetorical linguistic digital and evaluative aspects of the teaching of writing in higher education Among the critical issues addressed are how university writing programs were first established and what early challenges they faced where writing programs were housed and who administered them how the language backgrounds of composition students inform the way writing is taught the ways in which current writing technologies create new digital environments and how student learning and programmatic outcomes should be assessed **Reflexivity in Therapeutic Practice** Fran Hedges, 2010-03-11 Why do some therapeutic conversations go well but not others We all have prejudices and assumptions which influence how we describe the world and how we conduct our conversations with others Therapists own narratives can sometimes impede rather than facilitate effective therapeutic processes with far reaching effects on clients lives This unique and important book describes how self reflexive practices can lead to more ethically responsible collaborative and life enhancing conversations Drawing on her many years clinical experience Fran Hedges explores self reflexive practice in action offering the reader a set of skills for assessing their own personal resources and stories and unpacking their professional belief systems Each chapter Describes a single extended case study in psychotherapy as a source of analysis and illumination Focuses on a particular

theme from the importance of language and emotion to the often neglected significance of bodily responses Interweaves theory with self reflection to offer a compelling blend of critical conceptual and personal material This stimulating innovative and practical book will appeal to trainee counsellors psychotherapists and psychologists as well as experienced mental health practitioners and supervisors who are looking for ways to invigorate and enhance their practice Revisionary Rhetoric, Feminist Pedagogy, and Multigenre Texts Julie Jung, 2005 In this precise and provocative treatise Julie Jung augments the understanding and teaching of revision by arguing that the process should entail changing attitudes rather than simply changing texts Revisionary Rhetoric Feminist Pedagogy and Multigenre Texts proposes and demonstrates alternative ways of reading writing and teaching that hear silences in such a way as to generate personal pedagogical and professional revisions As both a challenge to prevailing revision pedagogies and an elaboration of contemporary feminist rhetorics the volume encourages students and instructors to examine their identities as scholars of rhetoric and composition and to question how and why revision is taught Jung analyzes feminist texts to identify a revisionary rhetoric that is at its core most concerned with creating a space in which to engage productively with issues of difference This synthesis of feminist theory and revision studies yields a pedagogically useful definition of feminist rhetoric through which Jung examines the insights afforded by multigenre texts in various related contexts the academic essay the discipline of rhetoric and composition studies feminist composition and the subfields of English studies including rhetoric and composition literature and creative writing Jung illustrates how multigenre texts demand innovative methods of inquiry because they do not fit the conventions of any single genre Because genre is inextricably tied to the construction of social identity she explains multigenre texts also offer a means for understanding and revising disciplinary identity Boldly making a case for the revisionary power of multigenre texts Jung retheorizes revision as a process of disrupting textual clarity so that differences can be identified contended with and perhaps understood Revisionary Rhetoric Feminist Pedagogy and Multigenre Texts makes great strides towards defining feminist rhetoric and ascertaining how revision can be theorized not just practiced Jung also provides a multigenre epilogue that explores the usefulness of reconceiving revision as a progression towards wholeness rather than perfection

**Revising Moves** Christina LaVecchia, Allison Carr, Laura Micciche, Hannah Rule, Jayne Stone, 2024-04-22 Revision sometimes seems more metaphor than real having been variously described as a stage an act of goal setting a method of correction a process of discovery a form of resistance Revising Moves makes a significant contribution to writing theory by collecting stories of revision that honor revision s vitality and immerse readers in rooms life circumstances and scenes where revision comes to life In these narrative driven essays written by a wide range of writing professionals Revising Moves describes revision as a messy generative and often collaborative act These meditations reveal how revision is both a micro practice tracked by textual change and a macro phenomenon rooted in family life institutional culture identity commitments and political and social upheaval Contributors depict revision as a holistic undertaking and a radically contextualized

distributed practice that showcases its relationality to everything else Authors share their revision processes when creating scholarly works institutional and self promoting documents and creative projects Through narrative the volume opens a window to what is often unseen in a finished text months or years of work life events that disrupt or alter writing plans multiple draft changes questions about writerly identity and positionality layers of sometimes contradictory feedback and much more Writing the Classroom Stephen E. Neaderhiser, 2022-11-21 Writing the Classroom explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities advocate for pedagogical values and negotiate the many external forces that influence the act of teaching Writing the Classroom shines a light on genres that are often treated as two dimensional with purely functional purposes arguing instead that genres like assignment prompts course proposals teaching statements and policy documents play a fundamental role in constructing the classroom and the broader pedagogical enterprise within academia Writing the Classroom calls on experienced teachers and faculty administrators to critically consider their own engagement with pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for students but also for the many other audiences within academia that have a role in shaping the experience of teaching Contributors Michael Albright Lora Arduser Lesley Erin Bartlett Logan Bearden Lindsay Clark Dana Comi Zack K De Piero Matt Dowell Amy Ferdinandt Stolley Mark A Hannah Megan Knight Laura R Micciche Cindy Mooty Dustin Morris Kate Navickas Kate Nesbit Jim Nugent Lori A Ostergaard Cynthia Pengilly Jessica Rivera Mueller Christina Saidy Megan Schoen Virginia Schwarz Christopher Toth Critical **Expressivism** Tara Roeder, Roseanne Gatto, 2015-04-15 Critical Expressivism is an ambitious attempt to re appropriate intelletual territory that has more often been charted by its detractors than by its proponents Indeed as Peter Elbow observes in his contribution to this volume As far as I can tell the term expressivist was coined and used only by people who wanted a word for people they disapproved of and wanted to discredit The editors and contributors to this collection invite readers to join them in a new conversation one informed by a belief that the term expressivism continues to have a vitally important function in our field Teaching Writing Christina Russell McDonald, Robert L. McDonald, 2002 Teaching Writing Landmarks and Horizons edited by Christina Russell McDonald and Robert L McDonald is designed to present an overview of some of the major developments in the establishment of composition studies as a field during the past thirty five years The essays are theoretically grounded but are focused on pedagogy as well Divided into two parts the first presents nine

landmark essays selected and introduced by distinguished composition scholars and the second brings together eight new **Self-Development and College Writing** Nick Tingle, 2004-09 Nick Tingle investigates the essays by emerging scholars psychoanalytic dimensions of composition instruction in Self Development and College Writing to boldly illustrate that mastering academic prose requires students to develop psychologically as well as cognitively Asserting that writing instruction should be an engaging developmental process for both teachers and students he urges reaching for new levels of consciousness in the classroom to aid students in realigning their subjective relationships with knowledge and truth Drawing on psychoanalytic theory and twenty years of experience as a teacher Tingle outlines the importance of moving beyond usual ways of thinking abandoning the common sense of everyday reality and coming to understand beliefs as beliefs and not absolutes These developmental moves must be accompanied Tingle says by a new attitude towards language not as something that points to things but as a series of concepts that arrange the very things one points to And this development is necessary not just in order to perform well in the writing class but also to fully participate in and reap the academic rewards of structured university life Self Development and College Writing calls attention to the psychological destabilization this method may produce for students Tingle explains that if writing instructors are to respond to this destabilization they must conceive of the classroom as a transitional space or a kind of holding environment They must also become aware of their psychological allegiances to particular theories of writing if they are to construct such environments But the goal of the transitional environment is worth pursuing Tingle argues contending that university education fails to address students developmental needs With purposeful writing and deft analyses Tingle shows that this goal also affords a means by which to place writing courses at the center of the educational curriculum Conceived as a transitional space the writing class may support and stabilize students in their developmental passage thereby fostering an improved understanding of their academic work and more importantly an increased intellectual understanding of themselves and the complex world in which **Intertexts** Marguerite Helmers, 2003-01-30 What do we mean when we talk about reading What does it mean to they live teach reading What place does reading have in the college writing classroom Intertexts Reading Pedagogy in College Writing Classrooms theoretically and practically situates the teaching of reading as a common pedagogical practice in the college writing classroom As a whole the book argues for rethinking the separation of reading and writing within the first year writing classroom for an expanded notion of reading that is based on finding and creating meaning from a variety of symbolic forms not just print based texts but also other forms such as Web sites and visual images The chapter authors represent a range of cultural personal and rhetorical perspectives including cultural studies classical rhetoric visual rhetoric electronic literacy reader response theory creative writing and critical theories of literature and literary criticism This volume an important contribution to composition studies is essential reading for researchers instructors writing program administrators and students involved in college writing instruction and literature

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