

Turns of Thought

Teaching Composition
as Reflective Inquiry

DONNA QUALLEY

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Turns Of Thought Teaching Composition As Reflexive Inquiry

**Christina LaVecchia, Allison Carr, Laura
Micciche, Hannah Rule, Jayne Stone**

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 **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 *Intertexts* Marguerite Helmers, 2003-01-30 Addresses the question What place does reading have in the college writing classroom Brings together compositionists engaged in teaching writing criticism and technology to re think the separation of reading and writing and to re theorize reading *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

Engaging Ideas John C. Bean, 2011-07-20 Learn to design interest provoking writing and critical thinking activities and incorporate them into your courses in a way that encourages inquiry exploration discussion and debate with Engaging Ideas a practical nuts and bolts guide for teachers from any discipline Integrating critical thinking with writing across the curriculum approaches the book shows how teachers from any discipline can incorporate these activities into their courses This edition features new material dealing with genre and discourse community theory quantitative scientific literacy blended and online learning and other current issues 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 **The Simon and Schuster Handbook** Troyka, Hesse, 2004-07 *Strategies for Teaching First-year Composition* Duane H. Roen, 2002 This book presents 93 essays that offer guidance reassurance and commentary on the many activities leading up to and surrounding classroom instruction in first year composition Essays in the book are written by instructors who teach in community colleges liberal arts colleges state university systems and research institutions The 14 section titles and 2

representative essays from each section are Section 1 Contexts for Teaching Writing The Departmental Perspective Roger Gilles and Composition Community and Curriculum A Letter to New Composition Teachers Geoffrey Chase Section 2 Seeing the Forest and the Trees of Curriculum Teaching in an Idealized Outcomes Based First Year Writing Program Irvin Peckham and Constructing Bridges between High School and College Writing Marguerite Helmers Section 3 Constructing Syllabus Materials On Syllabi Victor Villanueva and Departmental Syllabus Experience in Writing Gregory Clark Section 4 Constructing Effective Writing Assignments Sequencing Writing Projects in Any Composition Class Penn State University Composition Program Handbook and Autobiography The Rhetorical Efficacy of Self Reflection Articulation Bonnie Lenore Kyburz Section 5 Guiding Students to Construct Reflective Portfolios A Writing Portfolio Assignment Phyllis Mentzell Ryder and Portfolio Requirements for Writing and Discourse C Beth Burch Section 6 Strategies for Course Management Fostering Classroom Civility Lynn Langer Meeks Joyce Kinkead Keith VanBezooyen and Erin Edwards and Course Management Guidelines Rebecca Moore Howard Section 7 Teaching Invention Teaching Invention Sharon Crowley and Invention Activity Theresa Enos Section 8 Orchestrating Peer Response Activities Approaches to Productive Peer Review Fiona Paton and Reflection on Peer Review Practices Lisa Cahill Section 9 Responding to In Process Work to Promote Revision Less Is More in Response to Student Writing Clyde Moneyhun and One Dimension of Response to Student Writing How Students Construct Their Critics Carol Rutz Section 10 Responding to and Evaluating Polished Writing Developing Rubrics for Instruction and Evaluation Chris M Anson and Deanna P Dannels and What Makes Writing Good What Makes a Good Writer Ruth Overman Fischer Section 11 Teaching Writing with Technology Overcoming the Unknown Adelheid Thieme and Asynchronous Online Teaching Donald Wolff Section 12 Constructing a Teaching Portfolio Teaching Portfolio Potential and Concerns A Brief Review Camille Newton and Thinking about Your Teaching Portfolio C Beth Burch Section 13 Teaching Matters of Grammar Usage and Style A Cautionary Introduction Keith Rhodes and And the Question Is This What Lessons Can We as Writers Take from This Reading for Our Own Writing Elizabeth Hodges and Section 14 Teaching Research Skills First Year Composition as an Introduction to Academic Discourse M J Braun and Sarah Prineas and Teaching Research Skills in the First Year Composition Class Mark Gellis Most papers contain references RS

Strategies and Resources for Teaching Writing with the Simon & Schuster Handbook for Writers, 2007

A Composition of Consciousness Patricia H. Perry, 2000 The premise of this book is that teachers of writing will never make any significant strides in the teaching and learning of writing until pervasive inhibiting and misinformed views about writing are transformed in the consciousness of people from the home and classroom to the office and boardroom Dr Perry delves into the nature of consciousness the epistemologies of predominant teaching approaches and some heretofore undervalued phenomenological foundations and similarities between the pedagogies and praxes of Paulo Freire and Peter Elbow As a way to begin to address the continuing writing crisis Dr Perry proposes a teaching approach a composition of consciousness that targets and transforms inhibiting views about writing and

promotes the creation of productive writing knowledge **Reforming College Composition** Ray Wallace, Alan Jackson, Susan Lewis Wallace, 2000-07-30 As colleges and universities have responded to the demand of businesses and industries for graduates who can write effectively Composition Studies has gained significance However while new theories and approaches to the teaching of writing have been proposed and implemented many composition courses do not satisfactorily educate their students This volume includes essays by writing specialists who are concerned with their own failure to improve their students writing skills These contributors examine why entering college students still write poorly and why our various attempts to improve such poor writing skills have largely failed They compare the promise of previously touted new methods paradigm shifts and curricular innovations with the reality of little change or improvement they describe what their students can and cannot do in the writing classroom even after 12 years of primary and secondary education and they address what they see as needed reforms in the whole idea of college composition especially for the first year college student Foregrounding Ethical Awareness in Composition and English Studies Sheryl I. Fontaine, Susan Hunter, 1998 This collection of essays is the first sustained look at the emerging ethical concerns in composition and English studies Unlike other works that may have used ethics as a way to set a particular code of conduct or to examine a particular area of study this book describes a range of situations obliging us to reevaluate the ethical systems that we have previously accepted Fontaine and Hunter have organized the essays into conceptual sections that focus on three of the many ways in which our current situations can be reconsidered In the first section Reevaluating Contemporary Pedagogies the authors identify ethical problems that arise within some of our most widely accepted pedagogical strategies and perspectives Competing Obligations refers to the ethical problems that emerge as teachers and administrators find themselves faced with allegiances to more than one group and more than one vision in the academy And the authors in Professional Evolutions consider ways in which developments and changes in the world outside the English department create ethical conflicts close to home Together these essays provide ethical vantage points from which it is incumbent upon us to view our agency in our profession and in our classrooms The book s wide range of voices and perspectives helps us begin to understand our own personal and professional ethical awareness and to anticipate the issues we all must face **Professing and Pedagogy** Shari J. Stenberg, 2005 *The Writing Program Administrator as Researcher* Shirley K. Rose, Irwin Weiser, 1999 This collection of essays discusses writing program administrators WPAs research The essays pose several questions to characterize WPAs research practices What is WPA research What characterizes WPA research and the sites of WPA inquiry and What values guide WPA research The 14 chapters are divided into 2 parts Writing Program Administrators Inquiry in Action and Writing Program Administrators Inquiry in Reflection Part 1 exemplifies WPA research by describing and conceptualizing specific research projects conducted as part of WPA responsibilities and thereby provides a detailed picture of administrative research Part 2 then draws on the concrete experiences of particular WPAs and particular writing programs raising and

reflecting on issues about WPA research in general Each chapter demonstrates that WPAs inquiry is characterized by a recursive interplay between reflection and action Some of the many topics addressed in the book include diverse research methodologies for diverse audiences feminist methods conflicts between teaching and assessing writing outcomes assessment research as a teaching tool the contributions of sociolinguistic profiling assessing teacher preparation programs reflective essays local research and curriculum development enabling research in the writing program archives WPAs as historians historical work on WPAs the role of research in writing programs and postmodern mapping RJM *Writing As Reflective Action* Duncan Carter, Sherrie Gradin, 2000-08 **Journal of Teaching Writing**, 2004 *Questioning Authority* Linda Adler-Kassner, Susanmarie Harrington, 2001 Presents a collection of essays on the teaching of composition and essay writing **Minding the Body** Julie Cheville, 2001 Dispelling the myth that language is the sole determiner of thought Cheville explores the implications of academic settings that ignore or devalue the conceptual significance of the body **WPA, Writing Program Administration**, 2007

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