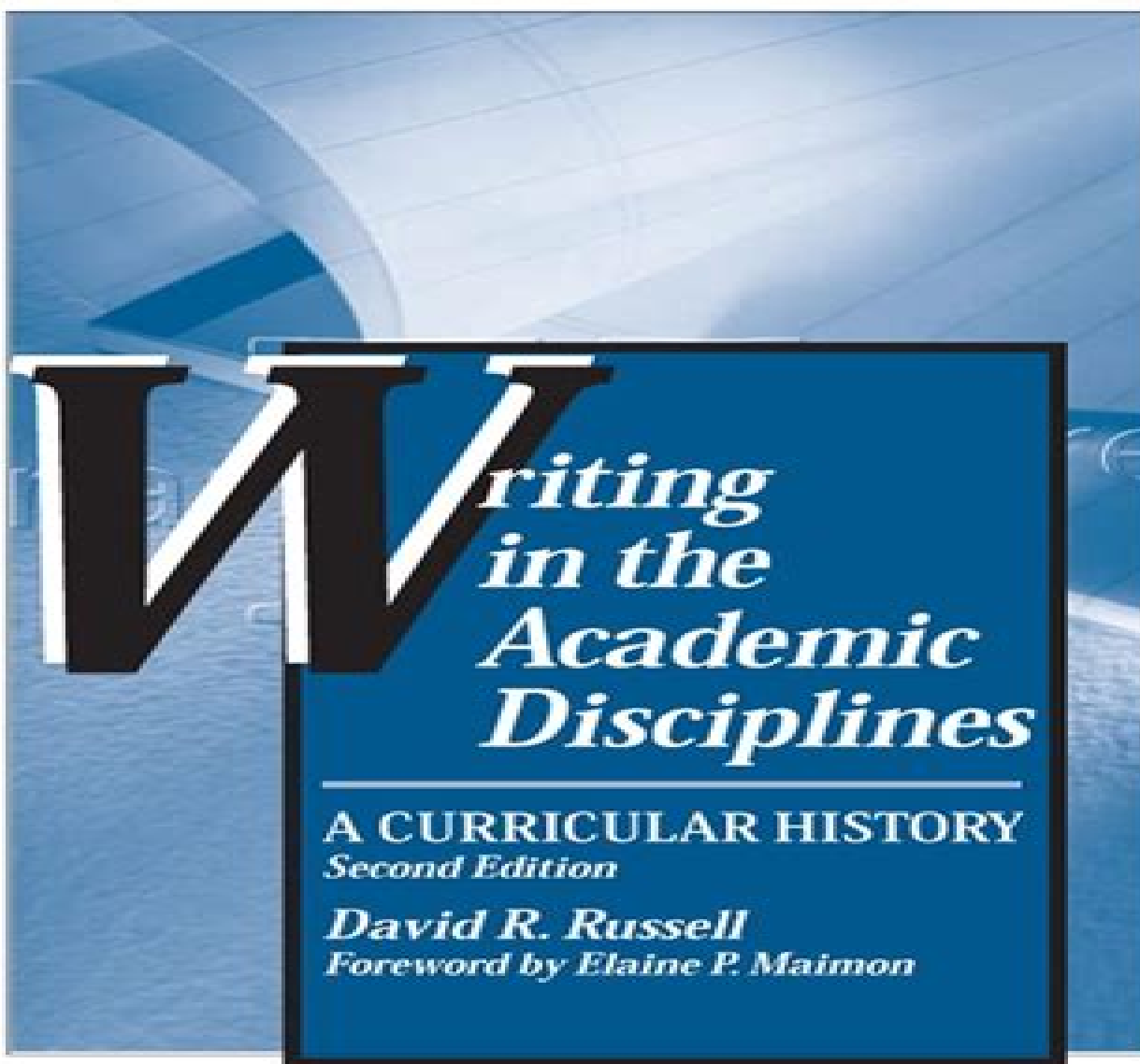




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in the
Academic
Disciplines

A CURRICULAR HISTORY
Second Edition

David R. Russell
Foreword by Elaine P. Maimon

Writing In The Academic Disciplines Second Edition A Curricular History

**Inmaculada Fortanet-gomez, Christine
Räisänen**



Writing In The Academic Disciplines Second Edition A Curricular History:

Writing in the Academic Disciplines David R. Russell, 2002 To understand the ways students learn to write we must go beyond the small and all too often marginalized component of the curriculum that treats writing explicitly and look at the broader though largely tacit traditions students encounter in the whole curriculum explains David R Russell in the introduction to this singular study The updated edition provides a comprehensive history of writing instruction outside general composition courses in American secondary and higher education from the founding public secondary schools and research universities in the 1870s through the spread of the writing across the curriculum movement in the 1980s through the WAC efforts in contemporary curriculums Historical Studies of Writing Program Administration Barbara L'Eplattenier, Lisa Mastrangelo, 2004-03-14 Historical Studies of Writing Program Administration Individuals Communities and the Formation of a Discipline collects essays that shine new light on the early history of writing program administration Broad in scope the book illuminates the development of the profession in the narratives of the individuals who helped form the discipline prior to the emergence of the Council of Writing Program Administrators in 1976 including those narratives of Gertrude Buck and Laura J Wylie Edwin Hopkins Regina Crandall Rose Colby George Jardine Clara Stevens Stith Thompson and George Wykoff Drawing from deep archival work these narratives offer rare glimpses into writing program administration and the development of composition as a college requirement *Traditions of Writing Research* Charles Bazerman, Robert Krut, Karen Lunsford, Susan McLeod, Suzie Null, Paul Rogers, Amanda Stansell, 2009-10-16 Traditions of Writing Research reflects the various styles of work offered at the Writing Research Across Borders conference This volume like the conference that it grew out of will bring new perspectives to the rich dialogue of contemporary research on writing and advance understanding of this complex and important human activity **Teaching L2 Composition** Dana R. Ferris, John Hedgcock, 2014 This popular comprehensive theory to practice text is designed to help teachers understand the task of writing L2 writers the different pedagogical models used in current composition teaching and reading writing connections Moving from general themes to specific pedagogical concerns it includes practice oriented chapters on the role of genre task construction course and lesson design writing assessment feedback error treatment and classroom language grammar vocabulary style instruction Although all topics are firmly grounded in relevant research a distinguishing feature of the text is the array of hands on practical examples materials and tasks that pre and in service teachers can use to develop the complex skills involved in teaching second language writing Each chapter includes Questions for Reflection Further Reading and Resources Reflection and Review and Application Activities An ideal text for L2 teacher preparation courses courses that include both L1 and L2 students and workshops for instructors of L2 writers in academic secondary and postsecondary settings the accessible synthesis of theory and research enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers *Teaching Academic Writing as a*

Discipline-Specific Skill in Higher Education Ezza, El-Sadig Y.,Drid, Touria,2019-12-27 It is now held that writing influences and is influenced by the discipline where it occurs The representations that writers employ to produce and comprehend texts are said to be sensitive to the specificities of their disciplinary discourse communities This exposes writers to divergent disciplinary demands and expectations on what counts as good and appropriate writing in terms of generic structure discourse features and stylistic preferences reflecting dissimilar practices Because of such exigencies academic writing seems at times to be very challenging especially for novice scholars Thus any attempt to perceive the function of academic writing in higher education or to evaluate its quality should not discard the shaping force of the disciplines Teaching Academic Writing as a Discipline Specific Skill in Higher Education is a critical scholarly resource that examines the role of writing within academic circles and the disciplinary practices of writing in scholastic environments The book will also explore the particular difficulties that confront writers in the disciplines as well as the endeavors of educational institutions to develop discipline specific writing traditions among practicing and novice scholars Featuring a range of topics such as blended learning data interpretation and knowledge construction this book is essential for instructors academicians administrators professors researchers and students

How Writing Faculty Write Christine E. Tulley,2018-04-09 In *How Writing Faculty Write* Christine Tulley examines the composing processes of fifteen faculty leaders in the field of rhetoric and writing revealing through in depth interviews how each scholar develops ideas conducts research drafts and revises a manuscript and pursues publication The book shows how productive writing faculty draw on their disciplinary knowledge to adopt attitudes and strategies that not only increase their chances of successful publication but also cultivate writing habits that sustain them over the course of their academic careers The diverse interviews present opportunities for students and teachers to extrapolate from the personal experience of established scholars to their own writing and professional lives Tulley illuminates a long unstudied corner of the discipline the writing habits of theorists researchers and teachers of writing Her interviewees speak candidly about overcoming difficulties in their writing processes on a daily basis using strategies for getting started and restarted avoiding writer s block finding and using small moments of time and connecting their writing processes to their teaching *How Writing Faculty Write* will be of significant interest to students and scholars across the spectrum graduate students entering the discipline new faculty and novice scholars thinking about their writing lives mid level and senior faculty curious about how scholars research and write historians of rhetoric and composition and metadisciplinary scholars

Handbook of Research on Writing Charles Bazerman,2009-03-04 The *Handbook of Research on Writing* ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it How do people write How do they learn to write and develop as writers Under what conditions and for what purposes do people write What resources and technologies do we use to write How did our current forms and practices of writing emerge within social history What impacts has writing had on society and the individual What does it mean to be and

to learn to be an active participant in contemporary systems of meaning This cornerstone volume advances the field by aggregating the broad ranging interdisciplinary multidimensional strands of writing research and bringing them together into a common intellectual space Endeavoring to synthesize what has been learned about writing in all nations in recent decades it reflects a wide scope of international research activity with attention to writing at all levels of schooling and in all life situations Chapter authors all eminent researchers come from disciplines as diverse as anthropology archeology typography communication studies linguistics journalism sociology rhetoric composition law medicine education history and literacy studies The Handbook's 37 chapters are organized in five sections The History of Writing Writing in Society Writing in Schooling Writing and the Individual Writing as Text This volume in summing up what is known about writing deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers It will be interesting and useful to scholars and researchers of writing to anyone who teaches writing in any context at any level and to all those who are just curious about writing

Learning-to-Write and Writing-to-Learn in an Additional Language Rosa M. Manchón, 2011-10-05 This book is a pioneer attempt to bridge the gap between the fields of second language acquisition SLA and second and foreign language L2 writing Its ultimate aim is to advance our understanding of written language learning by compiling a collection of theoretical meta reflections and empirical studies that shed new light on two crucial dimensions of the theory and research in the field first the manner in which L2 users learn to express themselves in writing the learning to write dimension and second the manner in which the engagement in written output practice can contribute to developing competences in an L2 the writing to learn dimension These two areas of disciplinary inquiry have up until now developed separately the learning to write dimension has been the cornerstone of L2 writing research whereas the writing to learn one has been theorized and researched within SLA studies hence the relevance of the book for exploring L2 writing SLA interfaces

University Writing: Selves and Texts in Academic Societies Montserrat Castelló, Christiane Donahue, 2012-02-03 University Writing Selves and Texts in Academic Societies examines new trends in the different theoretical perspectives cognitive social and cultural and derived practices in the activity of writing in higher education These perspectives are analyzed on the basis of their conceptualization of the object academic and scientific writing of the writers their identities attitudes and perspectives be it students teachers or researchers and of the derived instructional practices the ways in which the teaching learning situations may be organized The volume samples writing research traditions and perspectives both in Europe and the United States working on their situated nature and avoiding easy or superficial comparisons in order to enlarge our understanding of common problems and some emerging possibilities

Landmark Essays on Writing Across the Curriculum Charles Bazerman, David R. Russell, 2020-11-25 Rhetoric as a general teaching while preaching locality of action and guidelines for handling that locality has tended from the beginning to serve as a universality It has offered a generalized techne with only limited categories appropriate for all discursive situations at least

for those that were not excluded from the realm of rhetoric. Nonetheless from its beginnings rhetoric limited its interests to certain activity fields such as law, government, religion, and most important, the educators of leaders in these activity fields. This collection presents landmarks showing where the Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) movements have gone. They have opened up a number of prospects that were impossible to see when rhetoric and composition confined their gaze to relatively few discursive activities. This suggests that the rhetorical landscape is becoming more complex and interesting as well as more responsive to life in the complex differentiated societies that have emerged in the last few centuries. This volume will reveal to scholars and researchers a range of possibilities for the study of disciplinary discourse and its teaching and suggest to them new prospects for the future and for the better. *The Routledge Companion to English Language Studies* Janet Maybin, Joan Swann, 2009-06-30. The Routledge Companion to English Language Studies is an accessible guide to the major topics, debates, and issues in English Language Studies. This authoritative collection includes entries written by well-known language specialists from a diverse range of backgrounds who examine and explain established knowledge and recent developments in the field. Covering a wide range of topics such as globalization, gender, and sexuality, and food packaging, this volume provides critical overviews of approaches to researching, describing, and analyzing English, the position of English as a global language, the use of English in texts, practices, and discourses, variation, and diversity throughout the English-speaking world. Fully cross-referenced throughout and featuring useful definitions of key terms and concepts, this is an invaluable guide for teachers wishing to check, consolidate, or update their knowledge and is an ideal resource for all students of English Language Studies.

ESP in European Higher Education Inmaculada Fortanet-gomez, Christine Räisänen, 2008. The Bologna Reform has been implemented in a large part of the European Union, and it is time to take a short pause to reflect over some of the lessons learned up to now. The aim of this book is to share experiences and reflections on English for Specific Purposes pedagogy in Western European higher education. Taking as a starting point the development of the EU policies during the past couple of decades and their national implementations, the chapters in this book provide various perspectives, both theoretical and practical, on the ways in which the reform has been implemented and its effects on the teaching of ESP. Experiences of developing programmes and courses incorporating Content and Language Integrated Learning and Autonomous and Lifelong Learning are described, as well as Problem Based Learning and Process Genre Pedagogies. The book also includes chapters on the crucial but often neglected issue of teacher support in meeting the challenges of teaching content through the medium of English.

The SAGE Handbook of Communication and Instruction Deanna L. Fassett, John T. Warren, 2010-03-18. As the only multi-paradigmatic collection of research in the field, this Handbook brings together a comprehensive range of essays to serve as a fully inclusive resource. Deanna L. Fassett and John T. Warren, along with two section editors and twenty-nine additional contributors, provide a balanced overview of various paradigms in the field: social, scientific, interpretive, and critical. Key Features: Three sections

addressing overlapping issues in communication and instruction collectively represent multiple paradigms This allows the reader to experience the depth and nuance available in communications studies Each perspective is granted its own foundational chapter to provide an orientation to the discipline Each contributor sets the agenda for their approach helping the reader identify where the field is headed and where future research might be beneficial Besides reviews of extant literature demonstrating where the field has been this Handbook also includes chapters that share topical new findings

SECTION I Communication Education Ann Darling Section Editor SECTION II Instructional Communication Scott A Myers Section Editor SECTION III Critical Communication Pedagogy John T Warren and Deanna L Fassett Section Editors This Handbook will benefit scholars graduate students and general readers irrespective of method or disciplinary background who are interested in the connections between communication and instruction

Rhetorical Strategies and Genre Conventions in Literary Studies Laura Wilder, 2012-05-31 Laura Wilder fills a gap in the scholarship on writing in the disciplines and writing across the curriculum with this thorough study of the intersections between scholarly literary criticism and undergraduate writing in introductory literature courses Rhetorical Strategies and Genre Conventions in Literary Studies is the first examination of rhetorical practice in the research and teaching of literary study and a detailed assessment of the ethics and efficacy of explicit instruction in the rhetorical strategies and genre conventions of the discipline Using rhetorical analysis ethnographic observation and individual interviews Wilder demonstrates how rhetorical conventions play a central although largely tacit role in the teaching of literature and the evaluation of student writing Wilder follows a group of literature majors and details their experiences Some students received experimental explicit instruction in the special topics while others received more traditional implicit instruction Arguing explicit instruction in disciplinary conventions has the potential to help underprepared students Wilder explores how this kind of instruction may be incorporated into literature courses without being overly reductive Taking into consideration student perspectives Wilder makes a bold case for expanding the focus of research in writing in the disciplines and writing across the curriculum in order to grasp the full complexity of disciplinary discourse

On a Scale Norbert Elliot, 2005 Fear and Trembling Shock and Awe Which set of statements best describes the emotions surrounding the assessment of writing ability in educational settings This book the first historical study of its kind begins with Harvard University's 1874 requirement that first year student applicants submit a short composition as part of the admissions process the book concludes with the College Board's 2005 requirement for an essay to be submitted as part of the new SAT Reasoning Test Intended for teachers who must prepare students to submit their writing for formal assessment administrators who must make critical decisions based on test scores and policy makers who must allocate resources based on evaluation systems On a Scale provides a much needed historical and conceptual background to questions arising from national attention to student writing ability

The Routledge Handbook of English for Academic Purposes Ken Hyland, Philip Shaw, 2016-01-29 The Routledge Handbook of English for Academic Purposes

provides an accessible authoritative and comprehensive introduction to English for Academic Purposes EAP covering the main theories concepts contexts and applications of this fast growing area of applied linguistics Forty four chapters are organised into eight sections covering Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world each chapter focuses on a different area of EAP and provides a state of the art review of the key ideas and concepts Illustrative case studies are included wherever possible setting out in an accessible way the pitfalls challenges and opportunities of research or practice in that area Suggestions for further reading are included with each chapter The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English Applied Linguistics and TESOL

Researching Writing Joyce Kinkead, 2015-07-21 Researching Writing is an accessible informative textbook that teaches undergraduates how to conduct ethical authentic research in writing studies The book introduces students to the research approaches used most often and offers a course framework for professors creating or teaching research courses themselves Author Joyce Kinkead lays out the research process including finding and defining questions planning and starting the research Expository content introduces the language and methods of writing research and specific methods are demonstrated in published examples illustrating student work using student work and showing that it is possible for students to join the scholarly conversation in writing studies Other features include student activities instructor resources student resources and links to external content on journal websites digital publications YouTube and similar work The first ever textbook for research methods in writing studies for undergraduates Researching Writing takes a hands on approach that excites and engages students in the depth and complexities of research and will influence the creation of courses in new writing majors as the field continues to grow

Focus on Writing Laurie McMillan, 2018-10-30 This first year composition rhetoric reader uses a Writing about Writing WAW approach and a conversational style to help students engage in threshold concepts and transfer what they know about writing to new situations Each chapter asks a key question such as Why Write or What Is the Rhetorical Situation and Why Should I Care about It Preliminary answers to the chapter question are provided in accessible prose and these initial ideas are supplemented with a selection of three or four readings and a list of recommended online texts Prompts for informal and formal writing projects keep the focus on writing and help students apply writing studies scholarship to their own lives in meaningful ways A companion website includes recommended WAW resources assignment supports and links to additional readings sites broadviewpress com focusonwriting

The Battles of Texas Nate Kreuter, Mark Garrett Longaker, 2025-01-07 The 1980s were a consequential decade for universities The marketization of higher education the adjunctification of labor and culture wars over curriculum transformed the landscape in a short period of time The Battles of Texas traces the lived consequences of this upheaval by focusing on one influential institution the writing program at the

University of Texas at Austin Drawing from university records newspaper archives and present day interviews Nate Kreuter and Mark Garrett Longaker provide an on the ground perspective of the radical creation of UT Austin s writing program and the subsequent events that made national headlines the mass firing of lecturers in 1985 the national debate over multicultural content in the first year curriculum and the divorce of the writing program from the English Department in 1992 Despite these pressures however the authors also reveal how writing program administrators at UT Austin exerted their own agency to resist economic and political forces in service of their students and adjunct lecturers By highlighting the parallels between the 1980s and current labor and political pressures in higher education The Battles of Texas offers a strategic perspective for academics and administrators today Combining a narrative institutional history with a public digital archive searchable and arranged in exhibits and in chronological annals The Battles of Texas provides academics with the resources they need to survive in times of rapid transition

Institutional Ethnography Michelle LaFrance, 2019-06-15 A form of critical ethnography introduced to the social sciences in the late 1990s institutional ethnography uncovers how things happen within institutional sites providing a new and flexible tool for the study of how work is co constituted within sites of writing and writing instruction The study of work and work processes reveals how institutional discourse social relations and norms of professional practice coordinate what people do across time and sites of writing Adoption of IE offers finely grained understandings of how our participation in the work of writing writing instruction and sites of writing gives material face to the institutions that govern the social world In this book Michelle LaFrance introduces the theories rhetorical frames and methods that ground and animate institutional ethnography Three case studies illustrate key aspects of the methodology in action tracing the work of writing assignment design in a linked gateway course the ways annual reviews coordinate the work of faculty and writing center administrators and staff and how the key term information literacy socially organizes teaching in a first year English program Through these explorations of the practice of ethnography within sites of writing and writing instruction LaFrance shows that IE is a methodology keenly attuned to the material relations and conditions of work in twenty first century writing studies contexts ideal for both practiced and novice ethnographers who seek to understand the actualities of social organization and lived experience in the sites they study Institutional Ethnography expands the field s repertoire of research methodologies and offers the grounding necessary for work with the IE framework It will be invaluable to writing researchers and students and scholars of writing studies across the spectrum composition and rhetoric literacy studies and education as well as those working in fields such as sociology and cultural studies

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