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# Composition And The Academy A Study Of Writing Program Administration

**Maureen Daly Goggin**



## **Composition And The Academy A Study Of Writing Program Administration:**

**Composition and the Academy** Carol P. Hartzog, 1986-01-01 WPA, Writing Program Administration, 2002

**Writing at the State U** Emily Isaacs, 2018-02-21 Writing at the State U presents a comprehensive empirical examination of writing programs at 106 universities Rather than using open survey calls and self reporting Emily Isaacs uses statistical analysis to show the extent to which established principles of writing instruction and administration have been implemented at state comprehensive universities the ways in which writing at those institutions has differed from writing at other institutions over time and how state institutions have responded to major scholarly debates concerning first year composition and writing program administration Isaacs s findings are surprising state university writing programs give lip service to important principles of writing research but many still emphasize grammar instruction and a skills based approach classes continue to be outsized faculty development is optional and orientation toward basic writing is generally remedial As such she considers where a closer match between writing research and writing instruction might help to expose and remedy these difficulties and identifies strategies and areas where faculty or writing program administrators are empowered to enact change Unique in its wide scope and methodology Writing at the State U sheds much needed light on the true state of the writing discipline at state universities and demonstrates the advantages of more frequent and rigorous quantitative studies of the field

**The Promise and Perils of Writing Program Administration** Theresa Enos, Shane Borrowman, 2008-01-26 Combining formal quantitative research with narrative based scholarship THE PROMISE AND PERILS OF WRITING PROGRAM ADMINISTRATION represents multiple voices from faculty balancing between the demands of teaching writing and administering writing programs in professional ethical ways often under circumstances that can be defined at best as difficult In these pages junior faculty tell their stories of triumph and trauma while more firmly established composition scholars reflect upon the changing and challenging profession we all share 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

**The Allyn & Bacon Sourcebook for Writing Program Administrators** Irene Ward, William James Carpenter, 2002 The Allyn Bacon Sourcebook for Writing Program Administrators offers essential advice for the novice the experienced or the returning Writing Program Administrator Provides eleven original works by nationally known writing program directors plus reprints of ground breaking articles from journals like ADE Bulletin College English and WPA Writing Program Administrator Many of the chapters have extensive bibliographies and help with such issues as teacher training and professional development curriculum and assessment and

promotion and professional issues Other chapters are focused on advice for planning a career and flourishing as an administrator An extensive section of appendices collects the major professional statements pertaining to writing program administration including statements about standards for teaching working conditions and much more For anyone interested in writing program administration

**The Promise and Perils of Writing Program Administration** Theresa Enos, Shane Borrowman, 2008-01-26 Combining formal quantitative research with narrative based scholarship THE PROMISE AND PERILS OF WRITING PROGRAM ADMINISTRATION represents multiple voices from faculty balancing between the demands of teaching writing and administering writing programs in professional ethical ways often under circumstances that can be defined at best as difficult In these pages junior faculty tell their stories of triumph and trauma while more firmly established composition scholars reflect upon the changing and challenging profession we all share

Postcomposition Sidney I Dobrin, 2011-06-02 Leading a burgeoning self critical moment in composition studies and writing program administration Postcomposition is a fundamental reconsideration of the field that attempts to shift the focus away from pedagogy and writing subjects and toward writing itself In this forceful and reasoned critique of many of the primary tenets and widely accepted institutional structures of composition studies Sidney I Dobrin delivers a series of shocks to the system meant to disrupt the pedagogical imperative and move beyond the existing limits of the discipline Dobrin evaluates the current state of composition studies underscoring the difference between composition and writing and arguing that the field's focus on the administration of writing students and its historically imposed prohibition on theory greatly limit what can be understood about writing Instead he envisions a more significant approach to writing one that questions the field's conservative allegiance to subject and administration and reconsiders writing as spatial and ecological Using concepts from ecocomposition spatial theory network theory complexity theory and systems theory Postcomposition lays the groundwork for a networked theory of writing and advocates the abandonment of administration as a useful part of the field He also challenges the usefulness of rhetoric in writing studies showing how writing exceeds rhetoric Postcomposition is a detailed consideration of how posthumanism affects the field's understanding of subjectivity It also tears at the seams of the contingent labor problem As he articulates his own frustrations with the conservatism of composition studies and builds on previous critiques of the discipline Dobrin stages a courageous and inevitably polemical intellectual challenge to the entrenched ideas and assumptions that have defined composition studies

**Handbook of Research on Writing and Composing in the Age of MOOCs** Monske, Elizabeth A., Blair, Kristine L., 2016-11-29 The development of online learning environments has enhanced the availability of educational opportunities for students By implementing effective curriculum strategies this ensures proper quality and instruction in online settings The Handbook of Research on Writing and Composing in the Age of MOOCs is a critical reference source that overviews the current state of larger scale online courses and the latest competencies for teaching writing online Featuring comprehensive coverage across a range of perspectives on

teaching in virtual classrooms such as MOOC delivery models digital participation and user centered instructional design this book is ideal for educators professionals practitioners academics and researchers interested in the latest material on writing and composition strategies for online classrooms

**Our Body of Work** Melissa Nicolas, Anna Sicari, 2022-09-15 Our Body of Work invites administrators and teachers to consider how physical bodies inform everyday work and labor as well as research and administrative practices in writing programs Combining academic and personal essays from a wide array of voices it opens a meaningful discussion about the physicality of bodily experiences in the academy Open exchanges enable complex and nuanced conversations about intersectionality and how racism sexism classism and ableism among other isms create systems of power Contributors examine how these conversations are framed around work practices policies and research and identify ways to create inclusive embodied practices in writing programs and classrooms The collection is organized to maximize representation in the areas of race gender identity ability and class by featuring scholarly chapters followed by narratively focused interchapters that respond to and engage with the scholarly work The honest and emotionally powerful stories in Our Body of Work expose problematic and normalizing policies practices and procedures and offer diverse theories and methodologies that provide multiple paths for individuals to follow to make the academy more inclusive and welcoming for all bodies It will be an important resource for researchers as well a valuable addition to graduate and undergraduate syllabi on embodiment writing instruction pedagogy and WPA work Contributors Dena Arendall Janel Atlas Hayat Bedaiwi Elizabeth Boquet Lauren Brentnell Triauna Carey Denise Comer Joshua Daniel Michael Faris Rebecca Gerdes McClain Morgan Gross Nabila Hijazi Jacquelyn Hoermann Elliott Maureen Johnson Jasmine Kar Tang Elitza Kotzeva Michelle LaFrance Jasmine Lee Lynn C Lewis Mary Lourdes Silva Rita Malenczyk Anna Rita Napoleone Julie Prebel Rebecca Rodriguez Carey Ryan Skinnell Trixie Smith Stacey Waite Kelsey Walker Shannon Walters Isaac Wang Jennie Young

Theorizing Composition Mary Kennedy, 1998-06-25 The last 25 years have witnessed extraordinary growth in the academic specialization variously described as composition studies or rhetoric and composition What was noticeable about the field in its infancy was a preoccupation with practice a lack of emphasis on theory and an exclusive reliance on the writing process As its disciplinary status has grown the field has become far more theoretical Composition studies has expanded its focus reconceptualized the writing process and embraced a wide range of critical perspectives The result of this change is that terms such as poststructuralism social construction gender and genre which were largely unknown in 1965 now dominate discussion This reference book is a guide to the multiplicity of theories that have emerged to form the disciplinary foundation of composition studies The volume consists of 66 entries each of which is written by an expert contributor and focuses on a particular theory or group of theories While the entries show how various individuals have contributed to theoretical movements very few concentrate on the work of a single theorist Each entry first provides a critical summary of a particular theory or group of theories including key elements basic concepts and claims and information about

seminal or particularly influential works It then reviews the theory's critical reception in composition studies and discusses its significance in the field The bibliography at the end of each entry lists primary texts and major scholarship related to the theory and provides additional suggestions for further reading The volume closes with a selected bibliography of important works

**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

*Labor, Writing Technologies, and the Shaping of Composition in the Academy* Pamela Takayoshi, Patricia Sullivan, 2007 The changing nature of the workforce and the increasing presence of technologies in composition studies promise to affect not only the ways we work but the very shape of the discipline This volume takes on the challenge of thinking about the intersections of work technology and composition studies in ways that are unprecedented These areas interact in numerous and significant ways yet the focus is often on the concepts in isolation from one another Authors in this collection explore technology and labor issues across a range of institutional locations to focus on working as scholars administrators of writing programs writing across the curriculum programs assessment programs teachers workers held accountable to bureaucrats and gendered and raced workers and the future roles compositions will adopt in the university and how technology affects those identities The chapters address the nature of composition labor in a technological society the new geographies of composition variety of identity and agency that are enabled and denied academic labor outside the classroom and academy and how virtuality impacts labor They provide varied perspectives on what issues are of import and alert researchers and teachers that a serious consideration of labor and writing technologies are needed to expand notions of what composition studies can and must be

Publisher's description

**Teaching Information Literacy and Writing Studies** Grace Veach, 2019-01-15 This volume edited by Grace Veach explores leading approaches to teaching information literacy and writing studies in upper level and graduate courses Contributors describe cross disciplinary and collaborative efforts underway across higher education during a time when fact or truth is less important than fitting a predetermined message Topics include working with varied student populations teaching information literacy and writing in upper level general education and disciplinary courses specialized approaches for graduate courses and preparing graduate assistants to teach information literacy

**A Rhetoric for Writing Program Administrators 2e** Rita Malenczyk, 2016-09-01 A Rhetoric for Writing Program Administrators 2nd Edition presents the major issues and questions in the field of writing program administration The collection provides aspiring new and seasoned WPAs with the theoretical lenses terminologies historical contexts and research they need to understand the nature history and complexities of their intellectual and administrative work

Retention, Persistence, and Writing Programs Todd Ruecker, Dawn Shepherd, Heidi Estrem, Beth Brunk-Chavez, 2017-04-01 From scholars working in a variety of institutional and geographic contexts and with a wide range of student populations Retention Persistence and Writing Programs offers perspectives on how writing programs can support

or hinder students transitions to college The contributors present individual and program case studies student surveys a wealth of institutional retention data and critical policy analysis Rates of student retention in higher education are a widely acknowledged problem although approximately 66 percent of high school graduates begin college of those who attend public four year institutions only about 80 percent return the following year with 58 percent graduating within six years At public two year institutions only 60 percent of students return and fewer than a third graduate within three years Less commonly known is the crucial effect of writing courses on these statistics First year writing is a course that virtually all students have to take thus writing programs are well positioned to contribute to larger institutional conversations regarding retention and persistence and should offer themselves as much needed sites for advocacy research and curricular innovation Retention Persistence and Writing Programs is a timely resource for writing program administrators as well as for new writing teachers advisors administrators and state boards of education Contributors Matthew Bridgewater Cristine Busser Beth Buyserie Polina Chemishanova Michael Day Bruce Feinstein Patricia Freitag Ericsson Nathan Garrett Joanne Baird Giordano Tawanda Gipson Sarah E Harris Mark Hartlaub Holly Hassel Jennifer Heinert Ashley J Holmes Rita Malenczyk Christopher P Parker Cassandra Phillips Anna Plemons Pegeen Reichert Powell Marc Scott Robin Snead Sarah Elizabeth Snyder Sara Webb Sunderhaus Susan Wolff Murphy

*Assessing Writing Across the Curriculum* Kathleen Blake Yancey, Brian Huot, 1997-10-20

Noting that the term assessment sounds formal and institutional and frequently generates fear and anxiety this book presents 14 essays that demonstrate that assessment can help students teachers and administrators in writing across the curriculum WAC programs learn about what they are doing well and about how they might do better The first set of essays in the book focus on informal formative WAC assessments the second set discuss more formal efforts to assess WAC and a concluding essay provides a theoretical and historical look at WAC assessment After a preface The WAC Archives Revisited Toby Fulwiler and Art Young essays in the book are

- 1 Introduction Assumptions about Assessing WAC Programs Some Axioms Some Observations Some Context Kathleen Blake Yancey and Brian Huot
- 2 From Conduit to Customer The Role of WAC Faculty in WAC Assessment Barbara Walvoord
- 3 Documenting Excellence in Teaching and Learning in WAC Programs Joyce Kinkead
- 4 Contextual Evaluation in WAC Programs Theories Issues and Strategies for Teachers Cynthia L Selfe
- 5 Beyond Accountability Reading with Faculty as Partners across the Disciplines Brian Huot
- 6 How Portfolios for Proficiency Help Shape a WAC Program Christopher Thaiss and Terry Myers Zawicki
- 7 Listening as Assessment How Students and Teachers Evaluate WAC Larry Beason and Laurel Darrow
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13 WAC Assessment and Internal Audiences A Dialogue Richard Haswell and Susan McLeod and 14 Pragmatism Positivism and Program Evaluation Michael M Williamson RS Culture Shock and the Practice of Profession Virginia Anderson, Susan Romano, 2006 Steps into the debate about how doctoral programs should prepare students for the profession *Resituating Writing* Joseph Janangelo, Kristine Hansen, 1995 Second is that WPAs can creatively use this different and liminal status to help writing programs resituate themselves at the center rather than at the margins of their institutions *Inventing a Discipline* Maureen Daly Goggin, 2000 Heeding the call of noted rhetoric scholar Richard E Young to engage in serious scholarly investigations of the assumptions that underlie established practices and habits about writing the contributors to this critical volume study a diverse array of disciplinary issues situate their work in a wide matrix of theoretical perspectives and engage in multiple modes of inquiry and in multiple discourses In section 1 the authors consider the history present state and potential future directions of the research scholarship and pedagogies of the field Section 2 presents the theoretical historical and empirical investigations of particular kinds of rhetorical theories and practices Section 3 offers discussions of specific writing programs and pedagogical approaches After an introduction by Maureen Daly Goggin essays in the book are 1 A Rhetoric for Literate Society The Tension between Expanding Practices and Restricted Theories Charles Bazerman 2 Accounting for Well Worn Grooves Composition as a Self Reinforcing Mechanism Maureen Daly Goggin and Steve Beatty 3 Cross Disciplinarity in Rhetorical Scholarship Janice M Lauer 4 Shaping Sophisticates Implications of the Rhetorical Turn for Rhetoric Education Joseph Petraglia 5 Rhetoric and the Ecology of the Noosphere Robert Inkster 6 The Modesty of Aristotle s Rhetoric Eugene Garver 7 Classical Rhetoric in American Writing Textbooks 1950 1965 Karen Rossi Schnakenberg 8 Reinventing Memory and Delivery Winifred Bryan Horner 9 From Heuristic to Aleatory Procedures Or Toward Writing the Accident Victor J Vitanza 10 Bridging the Gap Integrating Visual and Verbal Rhetoric Lee Odell and Karen McGrane 11 Inventing the American Research University Nineteenth Century American Science and the New Middle Class Danette Paul and Ann M Blakeslee 12 Scientific Writing and Scientific Thinking Writing the Scientific Habit of Mind Carol Berkenkotter 13 The Rhetoric of Social Action College Mentors Inventing the Discipline Elenore Long 14 WAC WHACK You re an Expert NOT Sam Watson 15 Can Writing Be Taught Being Explicit in the Teaching and Learning of Writing across the Curriculum Stuart Greene and Rebecca Schoenike Nowacek 16 Notes on the Evolution of Network Support for Writing across the Curriculum Mike Palmquist and 17 Pedagogical Invention and Rhetorical Action in Writing across the Curriculum Jo Ann M Sipple William L Sipple and J Stanton Carson Each chapter contains references RS

Composition And The Academy A Study Of Writing Program Administration: Bestsellers in 2023 The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous engrossing novels captivating the hearts of readers worldwide. Lets delve into the realm of top-selling books, exploring the engaging narratives that have charmed audiences this year.

Composition And The Academy A Study Of Writing Program Administration : Colleen Hoover's "It Ends with Us" This heartfelt tale of love, loss, and resilience has gripped readers with its raw and emotional exploration of domestic abuse. Hoover skillfully weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can triumph.

Composition And The Academy A Study Of Writing Program Administration : Taylor Jenkins Reid's "The Seven Husbands of Evelyn Hugo" This captivating historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reid's absorbing storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Discover the Magic : Delia Owens "Where the Crawdads Sing" This evocative coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens crafts a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These bestselling novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of engaging stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is an exceptional and thrilling novel that will keep you guessing until the very end. The novel is a warning tale about the dangers of obsession and the power of evil.

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