

CIVIC ENGAGEMENT *in the* COMPOSITION CLASSROOM

A Guide for Community-Based Writing



edited by
Diana Dabek

Civic Writing In The Classroom

**Gary Tate, Amy Rupiper-Taggart, Kurt
Schick, Brooke Hessler**

Civic Writing In The Classroom:

Civic Writing in the Classroom Sandra Stotsky, 1987 There are few curricular programs or activities in the schools which help students develop skills that enable them to participate actively in voluntary civic or political activities Literacy and especially civic writing is critical for participation in the civic process But teaching civic writing which is distinguished by its purposes contexts and a moral element in the writer s motivation has been neglected at all levels of education Teachers must create classroom conditions which elicit civic writing and suggest civic or political purposes for it Examples of advocacy writing which can be used to propose a public policy issue law to support or oppose a proposed law to propose a law designating a state symbol or special day to identify a problem and propose a solution and to influence attitudes about identified social or political issues are presented Methods of teaching and examples of civic writing which are motivated by a spirit of collaborative concern for others especially in regard to local government are presented These include providing information evaluating public programs expressing support and obtaining information Civic writing can have a positive effect on the students perceptions of themselves as writers and as citizens JHP *The Civically Engaged Classroom* Mary Ehrenworth, Pablo Wolfe, Marc Todd, 2020 This book s focus is on taking action in the world and making students better prepared citizens *Teaching Civic Literacy Projects* Shira Eve Epstein, 2014-09-01 This practical resource shows teachers how to enact robust forms of civic education in today s schools Both instructive and thought provoking it will inspire teachers to craft curricula addressing a wide range of genuine civic problems such as those related to racial discrimination environmental damage and community health Dividing civic literacy projects into three key phases problem identification problem exploration and action the author provides concrete examples from upper elementary middle and high school classrooms to illustrate and analyze how each phase can unfold The projects ultimately provide opportunities for youth to participate in civic life while they develop essential literacy skills associated with reading writing and speaking The final chapter outlines a curriculum design process that will result in coherent and meaningful civic literacy projects driven by clear goals It includes practical tools such as a sample unit timeline an assessment chart and student worksheets that can be modified for immediate use **Making Citizens** Beth C. Rubin, 2012 Can social studies classrooms be effective makers of citizens if much of what occurs in these classrooms does little to prepare young people to participate in the civic and political life of our democracy *Making Citizens* illustrates how social studies can recapture its civic purpose through an approach that incorporates meaningful civic learning into middle and high school classrooms The book explains why social studies teachers particularly those working in diverse and urban areas should infuse civic education into their teaching and outlines how this can be done effectively Directed at both pre service and in service social studies teachers and designed for easy integration into social studies methods courses this book follows students and teachers in social studies classrooms as they experience a new approach to the traditional history oriented social studies curriculum using themes essential questions discussion

writing current events and action research to explore enduring civic questions Following the experiences of three teachers working at three diverse high schools Beth C Rubin considers how social studies classrooms might become places where young people study ponder discuss and write about relevant civic questions while they learn history She draws upon the latest sociocultural theories on youth civic identity development to describe a field tested approach to civic education that takes into consideration the classroom and curricular constraints faced by new teachers *TEACHING PEOPLE, NOT WRITING* Michael David Salitrynski, OhioLINK Electronic Theses and Dissertations Center, 2014 Teaching People Not Writing proposes a perspective shift for the college writing classroom from a focus on teaching writing to teaching people to write This shift facilitates improved post college utility of writing increased student personal investment and an increase in the relevance of writing classroom curricula As a theory into practice dissertation teaching people not writing draws upon three scholarly discussions for support civic education critical pedagogies and multimodal composition technology Considering these discussions as well as the planning and delivery of two courses conducted at Bowling Green State University this dissertation argues that by implementing a person focus over a writing focus writing teachers can make college writing classrooms more active participatory and liberatory spaces that attend to the multi disciplinary and multimodal writing needs of students *Resources in Education*, 1988 **Civic Participation in the Writing Classroom** Jonathan Wallin, 2010 As these scholars sought out new venues for their students they proclaimed the Internet might offer better opportunities for public writing This article discusses the effect new media specifically blogging has had on public writing and how the promises of blogging in the classroom fall short of our expectations of public writing Civil Society and Social Responsibility in Higher Education Enakshi Sengupta, Patrick Blessinger, Craig Mahoney, 2020-06-23 This volume explores different angles of sustainability university corporate social responsibility and the role of civil society in the context of education with a focus on curriculum development and teaching Review of Resources Mary E. Glade, 1987 This guide provides analyses of curriculum materials that have been designed for teaching about the U S Constitution and law related education The guide begins with an editor s introduction and two essays Constitution Study and Civic Education James B Giese and Thinking about Law Related Education during the Bicentennial Barbara Miller The resource reviews are presented in three sections Forty three reviews of print based materials for elementary K 6 Constitution and law related education are provided in section 1 The second section contains 86 print based materials for secondary 7 12 classrooms Simulations games filmstrips cassettes videotapes software and audiocassettes are reviewed in the third section Each review includes 1 author publisher cost subject area and intended users 2 content description 3 primary teaching procedures and 4 critical evaluation of the materials Following the reviews are annotated lists of 64 additional materials they include 1 an annotated bibliography of children s literature that can be used to teach law 2 a list of constitution related literature 3 a list of constitution related bibliographies and catalogs and 4 a list of films with constitutional content Four indexes and a complete list of publishers

addresses is provided at the end of the book SM *Teaching College English and English Education* H. Thomas McCracken, Richard Leslie Larson, Judith Entes, 1998 In this collection of 32 narrative essays scholars and teachers of English and English education share their excitement as they reflect on their professional growth over the last 30 years The firsthand stories in the collection represent a study of theory and applied theory grounded in personal experience and academic study over many years The essays are 1 Facing Yourself J Tompkins 2 Surprising Myself as a Teacher in Houghton America A Young 3 Becoming a College English Teacher More by Accident than Design D C Stewart 4 On Not Being Taken In H T McCracken 5 How Do the Electrons Get Across the Two Plates of the Capacitor D Bleich 6 Teaching as a Profession A S Bayer 7 Going Back S Hudson Ross 8 I Did It My Way With a Little Help from My Friends P Smagorinsky 9 Illiteracy at Oxford and Harvard P Elbow 10 Disrupting the Transmission Cycle in College Teaching G M Pradl 11 Out and About in English Education R E Shafer 12 Beyond the Obvious V R Monseau 13 My English Education S Hynds 14 From Reading to Writing from Elementary to Graduate Students S Stotsky 15 Living with Tension Doing English etc J Milner 16 What s A Story M C Savage 17 Two Women s Ways of Knowing Teaching Writing R C Grego and N S Thompson 18 The Teaching and Learning of English in the College Classroom Creating a Unified Whole B M Greene 19 On English Teaching as Poetry or Samuel T You ll Never Know What Organic Unity Did for Me M L Angelotti 20 Learning to Love Being a Second Class Citizen W R Winterowd 21 Falling into Narrative P Donahue 22 English in Education An English Educationist at Work H M Foster 23 Downshifting to Fourth T Fulwiler 24 Connecting the Teaching of Reading Writing and Speech in Programs for Developmental Students J Entes 25 Reuniting Grammar and Composition J L Collins 26 Confessions of a Teacher Who Has Not Learned about Teaching R L Larson 27 Teaching and Learning English Two Views C Moran and College Writing Students 28 The Way I Was The Way I Am And What I Learned in Between L L Meeks 29 Collaborative Computer Encounters Teaching Ourselves Teaching Our Students G E Hawisher and C L Selfe 30 Ideological Crosscurrents in English Studies and English Education A Report of a National Survey of Professors Beliefs and Practices C Dilworth and N M McCracken 31 Interpreting the Reflective Stories The Forces of Influence in Our Essayists Lives R L Larson and 32 Interpreting Stories Rebels in the Professoriate H T McCracken NKA **Community Engagement Best Practices Across the Disciplines** Heather K. Evans, 2017-11-15 This book is a reference to administrators and educators at institutions of higher learning who are thinking about taking serious steps to link their educational mission to helping their surrounding communities Various best practices across the disciplines in higher education about integrating community engagement in traditional coursework are presented This book provides a multi disciplinary and multi method approach to incorporating the effects of community engagement service learning in the curriculum Multiple departments from Art to Statistics as well as various types of classes undergraduate graduate online face to face are represented here If you are not sure how to integrate community engagement in classes at your university this book is for you Social Issues in the English Classroom C. Mark

Hurlbert, Samuel Totten, 1992 This book presents articles from 25 concerned teachers and professors explaining why and how they integrate inquiry into troubling social issues with the study of language and literature and make it the subject of discussion and writing to learn activities The titles and authors of the 19 contributions to the book are 1 Educating for the Development of Social Consciousness and Social Responsibility Samuel Totten 2 Dismantling White Male Supremacy Doris Davenport 3 Dealing with Conflict A Structured Cooperative Controversy Procedure Edythe Johnson Holubec and others 4 Cultivating Vision The Believing Game Alan Shapiro 5 Learning To Be at Home Oral Histories of a Black Community Carol Stumbo 6 Telecomputing and Social Action William Wright 7 Empowering the Voiceless To Preserve the Earth Daniel Zins 8 Writing in the Margins A Lesbian and Gay Inclusive Course Ellen Louise Hart with Sarah Hope Parmeter 9 Public School and University Companeros Changing Lives Debbie Bell 10 Ethnographic Writing for Critical Consciousness James Thomas Zebroski and Nancy Mack 11 A Ghostly Chorus AIDS in the English Classroom M Daphne Kutzer 12 Breaking the Silence Addressing Homophobia with The Color Purple Vincent A Lankewish 13 Using Native Son to Explore Language and Stereotype Jimmie Mason 14 Racism and the Marvelous Real Cecilia Rodriguez Milanés 15 I m Not a Poor Slave Student Generated Curricula and Race Relations John Tassoni and Gail Tayko 16 Rumors of Change The Classroom Our Classrooms and Big Business C Mark Hurlbert and Michael Blitz 17 Ethical Guidelines for Writing Assignments Sandra Stotsky 18 Textual Authority and the Role of Teachers as Public Intellectuals Henry A Giroux and 19 Teaching Feminism and Social Change Kathleen Weiler

A Guide to Composition Pedagogies Gary Tate, Amy Rupiper-Taggart, Kurt Schick, Brooke Hessler, 2014-02 This is a bibliographic guide written for newcomers to the field The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration

Supporting the Military-Affiliated Learner Victoria McDermott, Leandra Hinojosa Hernández, Amy R. May, 2020-12-10 Supporting the Military Affiliated Learner Communication Approaches to Military Pedagogy and Education challenges the academic community to 1 reevaluate how they support military affiliated learners MALs and address how the military civilian academic divide causes disparities and barriers to MAL academic achievement and retention and 2 implement programs and develop strategies to facilitate equitable academic integration from application to graduation With contributions from veterans military spouses and communication educators this book explicates barriers that MALs face when trying to transition to navigate and succeed in higher education This edited volume explores the impact of the diversity and nuances of MAL identities on their experiences in higher education promotes military competence by providing opportunities for educators and support staff to learn about potential barriers and promote best practices for connecting with MALs and validating their lived experiences examines how technology computer mediated communication may be used to facilitate community building and promote connectedness for MALs within face to face and digital spheres

Civic Education in the Elementary Grades Dana Mitra, Stephanie C. Serriere, 2015-10-16 Based on a 5 year study of an elementary school with socioeconomic

diversity the authors provide an active model of civic engagement organized into three settings Classroom School and Community Each chapter includes an overview of what research has demonstrated about civic engagement in that particular space offers detailed descriptions of activities and closes with lessons for practice This case study demonstrates how putting civics at the center of the curriculum gives purpose and motivation to traditional academic learning including tested subjects such as reading writing and mathematics As former elementary school teachers the authors focus on what is possible in schools rather than a romantic vision of what schools could be Classroom teachers school principals community members and teacher educators can use this resource to foster a deeper richer understanding of what is entailed in civic life

Junior High School Life Emma Virginia Thomas Tindal, Jessie Du Val Myers, 1924 *Resources in Education* ,1997

Normal Instructor and Primary Plans ,1919 Who's who in American Education ,1990 **Modern Methods in**

Teaching Harry Bruce Wilson, George Cleveland Kyte, Herbert Galen Lull, 1924

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