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Course In Basic Writing

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A Course in Basic Writing Susanna K. Horn, Ken Pramuk, 1996-11 *A Survey of Seven Basic Writing Courses* Beatrice Ellen Upton, 1978 *Basic Writing* Peter Carino, 1991-01-01 **The Resourceful Writer** William Hazzard Barnwell, 1995
Resourceful Writer William H. Barnwell, 1998 **Basic Writing** Peter A. Carino, 1995 A Basic Writing Course Series, 1958 *Sequence* Rory Donnelly, 1996-01-01 **A Basic Writing Course** Carman Edmund Stothers, J. W. Trusler, 1965
Writing on the Margins D. Bartholomae, 2016-05-24 A collection of twenty one essays by David Bartholomae Writing on the Margins includes selections that have helped shape the discipline of composition studies With a wide ranging introduction and three retrospective postscripts to set the essays in context it serves as a valuable reference and as a powerful introduction to crucial issues in the field This book has been awarded the MLA s Mina P Shaughnessy Award recognizing an outstanding research publication on the teaching of English *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
Writing Program Architecture Bryna Siegel Finer, Jamie White-Farnham, 2017-11-01 Writing Program Architecture offers an unprecedented abundance of information concerning the significant material logistical and rhetorical features of writing programs Presenting the realities of thirty diverse and award winning programs contributors to the volume describe reporting lines funding sources jurisdictions curricula and other critical programmatic matters and provide insight into their program histories politics and philosophies Each chapter opens with a program snapshot that includes summary demographic and historical information and then addresses the profile of the WPA program conception population served funding assessment technology curriculum and more The architecture of the book itself makes comparison across programs and contexts easy not only among the programs described in each chapter but also between the program in any given

chapter and the reader's own program An online web companion to the book includes access to the primary documents that have been of major importance to the development or sustainability of the program described in a Primary Document section of each chapter The metaphor of architecture allows us to imagine the constituent parts of a writing program as its foundation beams posts scaffolding the institutional structures that alongside its people anchor a program to the ground and keep it standing The most extensive resource on program structure available to the field Writing Program Architecture illuminates structural choices made by leaders of exemplary programs around the United States and provides an authoritative source of standard practice that a WPA might use to articulate programmatic choices to higher administration Contributors Susan Naomi Bernstein Remica Bingham Risher Brent Chappelow Malkiel Chosed Angela Clark Oates Patrick Clauss Emily W Cosgrove Thomas Deans Bridget Draxler Leigh Ann Dunning Greg A Giberson Maggie Griffin Taylor Paula Harrington Sandra Jamieson Marshall Kitchens Michael Knievel Amy Lannin Christopher LeCluyse Sarah Liggett Deborah Marrott Mark McBeth Tim McCormack John McCormick Heather McGrew Heather McKay Heidi A McKee Julianne Newmark Lori Ostergaard Joannah Portman Daley Jacqueline Preston James P Purdy Ben Rafoth Dara Regaignon Nedra Reynolds Shirley Rose Bonnie Selting Stacey Sheriff Steve Simpson Patricia Sullivan Kathleen Tonry Sanford Tweedie Meg Van Baalen Wood Shevaun Watson Christy I Wenger Lisa Wilkinson Candace Zepeda

Before Shaughnessy Kelly Ritter, 2009-08-06
In *Before Shaughnessy Basic Writing at Yale and Harvard 1920-1960* Kelly Ritter uses materials from the archives at Harvard and Yale and contemporary theories of writing instruction to reconsider the definition of basic writing and basic writers within a socio-historical context Ritter challenges the association of basic writing with only poorly funded institutions and poorly prepared students Using Yale and Harvard as two sample case studies Ritter shows that basic writing courses were alive and well even in the Ivy League in the early twentieth century She argues not only that basic writers exist across institutional types and diverse student populations but that the prevalence of these writers has existed far more historically than we generally acknowledge Uncovering this forgotten history of basic writing at elite institutions Ritter contends that the politics and problems of the identification and the definition of basic writers and basic writing began long before the work of Mina Shaughnessy in *Errors and Expectations* and the rise of open admissions Indeed she illustrates how the problems and politics have been with us since the advent of English A at Harvard and the heightened consumer-based policies that resulted in the new admissions criteria of the early twentieth century American university In order to recognize this long-standing reality of basic writing we must now reconsider whether the nearly standardized nationalized definition of basic is any longer a beneficial one for the positive growth and democratic development of our first-year writing programs and students

A Basic Writing Course C. E. Strothers, J. W. Trusler, 1983

Literacy as Social Exchange Maureen M. Hourigan, 1994-09-27
Literacy as Social Exchange examines the intersection of culture and literacy education In particular it explores the roles that class race ethnicity and gender play in students learning to negotiate the conventions of academic discourse It argues that

recent literacy scholarship has tended to isolate class gender and culture as discrete marginalizing factors but such isolation may unintentionally silence voices from non Western non mainstream cultures Writing program administrators and writing teachers who are interested in constructing programs that address the needs of all students in increasingly multicultural classrooms will need to examine how cultural factors influence the way students learn to read write and think critically The author points out that some of the most influential scholars writing about the plight of underprivileged writers teach at some of the most exclusive institutions in the nation These basic writers are not nearly so disadvantaged as many of the student writers most writing teachers encounter every day The author explores enrollment trends in higher education that indicate conclusively that writing classrooms will soon be filled with students from non Western non mainstream cultures Because these students rhetorical and literacy traditions will be unlike both those of their teachers and of the basic writers upon which so much literacy scholarship focuses educators and literacy scholars need to increasingly conceptualize literacy in its larger political social and economic contexts Round-hand Writing : Level Four of a Basic Writing Course C. E.

Stothers,Trusler, J. W.,1965 *The WPA Outcomes Statement—A Decade Later* Nicholas N. Behm,Gregory R. Glau,2014-09-12 *The WPA Outcomes Statement A Decade Later* examines the ways that the Council of Writing Program Administrators Outcomes Statement for First Year Composition has informed curricula generated programmatic institutional and disciplinary change and affected a disciplinary understanding of best practices in first year composition **Professing Criticism** John Guillory,2022-12-30 Part One The Formation and Deformation of Literary Study Institution of Professions Professing Criticism Critique of Critical Criticism Part Two Organizing Literature Foundations Antecedents Consequences Monuments and Documents On the Object of Study in the Humanities The Postrhetorical Condition Two Failed Disciplines Belles Lettres and Philology The Location of Literature The Contradictions of Global English Part Three Professionalization and Its Discontents 9 On the Permanent Crisis of Graduate Education Evaluating Scholarship in the Humanities Composition and the Demand for Writing The Question of Lay Reading Conclusion Ratio Studiorum **Contemporary Composition Studies** Edith Babin,Kimberly Harrison,1999-12-30 Composition studies is a rapidly growing and constantly changing field At present however graduate students new to the field and writing teachers who want to make new connections between theory and practice have little choice of current reference works that define key terms in composition studies and provide information about the scholars and researchers who have shaped and are shaping the discipline This book supplies this information in an easily accessible format and places both scholars and terms in the context of the field s development Included are alphabetically arranged entries for 108 individuals who have developed the field and 128 terms central to the discipline The first part of the book provides entries for leaders in composition studies Each entry identifies the areas in which the scholar has contributed most influentially to the field and provides both a chronological overview of the person s contributions and a bibliography of representative works The second part includes entries for terms that are problematic

both for newcomers and for those already familiar with the discipline The entries for the terms show how the disciplinary context has shaped the ways in which they have been used The entries also indicate how established thinkers in composition studies and other disciplines have explained or defined the terms provide examples of the terms in context and list scholars often associated with them An appendix includes entries for scholars from other disciplines who have contributed to the field

Commanding Sentences Helen Mills,1974

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