

Cccc 2013 Convention

Beth L. Hewett, Kevin Eric DePew

Foundational Practices of Online Writing Instruction

Beth L. Hewett, Kevin Eric DePew, 2015-04-15 Foundational Practices in Online Writing Instruction addresses administrators' and instructors' questions for developing online writing programs and courses. Written by experts in the field, this book uniquely attends to issues of inclusive and accessible online writing instruction in technology-enhanced settings, as well as teaching with mobile technologies and multimodal compositions.

Labored Randall McClure, Dayna V.

Goldstein, 2016-11-01 Labored: The State(ment) and Future of Work in Composition, edited by Randall McClure, Dayna V. Goldstein, and Michael Pemberton, offers both a retrospective and a prospective look at the 1989 Statement of Principles and Standards for the Postsecondary Teaching of Writing and its relation to the changing nature of work in composition. Stemming from an investigative project to strengthen the Statement with data culled from national reports on labor conditions, this collection draws on the expertise of scholars whose research agendas and lived experiences afford fresh insights and critical analyses on labor issues in composition and writing program administration.

Linguistic Justice April Baker-Bell, 2020-04-28

Bringing together theory, research, and practice to dismantle Anti-Black Linguistic Racism and white linguistic supremacy, this book provides ethnographic snapshots of how Black students navigate and negotiate their linguistic and racial identities across multiple contexts. By highlighting the counterstories of Black students, Baker-Bell demonstrates how traditional approaches to language education do not account for the emotional harm, internalized linguistic racism, or consequences these

approaches have on Black students' sense of self and identity. This book presents Anti-Black Linguistic Racism as a framework that explicitly names and richly captures the linguistic violence, persecution, dehumanization, and marginalization Black Language-speakers endure when using their language in schools and in everyday life. To move toward Black linguistic liberation, Baker-Bell introduces a new way forward through Antiracist Black Language Pedagogy, a pedagogical approach that intentionally and unapologetically centers the linguistic, cultural, racial, intellectual, and self-confidence needs of Black students. This volume captures what Antiracist Black Language Pedagogy looks like in classrooms while simultaneously illustrating how theory, research, and practice can operate in tandem in pursuit of linguistic and racial justice. A crucial resource for educators, researchers, professors, and graduate students in language and literacy education, writing studies, sociology of education, sociolinguistics, and critical pedagogy, this book features a range of multimodal examples and practices through instructional maps, charts, artwork, and stories that reflect the urgent need for antiracist language pedagogies in our current social and political climate.

First-Year Composition Deborah Coxwell-Teague, Ronald F. Lunsford, 2014-05-01 First-Year Composition: From Theory to Practice's combination of theory and practice provides readers an opportunity to hear twelve of the leading theorists in composition studies answer, in their own voices, the key question of what it is they hope to accomplish in a first-year composition course. In addition, these chapters, and the accompanying syllabi, provide rich insights into the classroom practices of these theorists.

Contingency, Exploitation, and Solidarity Seth

Kahn, William B. Lalicker, Amy Lynch-Binie, 2017

Composition scholars and activists have long documented the exploitative conditions of adjunct faculty. While documentation matters, continued data-collecting too often precludes movement towards equitable treatment. This collection highlights actions and describes efforts that have led toward improved adjunct working conditions in English departments--Provided by publisher.

The Writer's World Lynne Gaetz, Suneeti

Phadke, 2017-05-23 ALERT: Before you purchase, check with your instructor or review your course syllabus to ensure that you select the correct ISBN. Several versions of Pearson's MyLab & Mastering products exist for each title, including customized versions for individual schools, and registrations are not transferable. In addition, you may need a CourseID, provided by your instructor, to register for and use Pearson's MyLab & Mastering products. NOTE: Make sure to use the dashes shown on the Access Card Code when entering the code. Student can use the URL and phone number below to help answer their questions:

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Students' Right to Their Own Language Staci Perryman-Clark, David E. Kirkland, Austin Jackson, 2014-03-01 Students' Right to Their Own Language collects perspectives from some of the field's most influential scholars to provide a foundation for understanding the historical and theoretical context informing the affirmation of all students' right to exist in their own languages. Co-published with the National Council for Teachers of English, this critical sourcebook archives decades of debate about the implications of the statement and explores how it translates to practical strategies for fostering linguistic diversity in the classroom.

Reading Sounds Sean Zdenek, 2015-12-23 The work of writing closed captions for television and DVD is not simply transcribing dialogue, as one might assume at first, but consists largely of making rhetorical choices. For Sean Zdenek, when captioners describe a sound they are interpreting and creating contexts, they are assigning significance, they are creating meaning that doesn't necessarily exist in the soundtrack or the script. And in nine chapters he analyzes the numerous complex rhetorical choices captioners make, from abbreviating dialogue so it will fit on the screen and keep pace with the editing, to whether and how to describe background sounds, accents, or slurred speech, to nonlinguistic forms of sound communication such as sighing, screaming, or laughing, to describing music, captioned silences (as when a continuous

noise suddenly stops), and sarcasm, surprise, and other forms of meaning associated with vocal tone. Throughout, he also looks at closed captioning style manuals and draws on interviews with professional captioners and hearing-impaired viewers. Threading through all this is the novel argument that closed captions can be viewed as texts worthy of rhetorical analysis and that this analysis can lead the entertainment industry to better standards and practices for closed captioning, thereby better serve the needs of hearing-impaired viewers. The author also looks ahead to the work yet to be done in bringing better captioning practices to videos on the Internet, where captioning can take on additional functions such as enhancing searchability. While scholarly work has been done on captioning from a legal perspective, from a historical perspective, and from a technical perspective, no one has ever done what Zdenek does here, and the original analytical models he offers are richly interdisciplinary, drawing on work from the fields of technical communication, rhetoric, media studies, and disability studies.

2013 IEEE Conference on Computational Complexity (CCC) IEEE Staff, Institute of Electrical and Electronics Engineers (New York, NY), 2013-06-04

Writing across Contexts Kathleen Yancey, Liane Robertson, Kara Taczak, 2014-05-15 Addressing how composers transfer both knowledge about and practices of writing, *Writing across Contexts* explores the grounding theory behind a specific composition curriculum called Teaching for Transfer (TFT) and analyzes the efficacy of the approach. Finding that TFT courses aid students in transfer in ways that other kinds of composition courses do not, the authors demonstrate that the content of this curriculum, including its reflective practice, provides a

unique set of resources for students to call on and repurpose for new writing tasks. The authors provide a brief historical review, give attention to current curricular efforts designed to promote such transfer, and develop new insights into the role of prior knowledge in students' ability to transfer writing knowledge and practice, presenting three models of how students respond to and use new knowledge—assemblage, remix, and critical incident. A timely and significant contribution to the field, *Writing across Contexts* will be of interest to graduate students, composition scholars, WAC and writing-in-the-disciplines scholars, and writing program administrators.

Eduardo Bonnín. *An Apprentice Christian* (USA spelling) Eduardo Suarez del Real Aguilera, 2013-12-02
Eduardo Bonnín. *An Apprentice Christian* (USA spelling)
Over ten million people have discovered the love of God through the experience lived in Cursillo, a Movement founded by the Spanish layman Eduardo Bonnín. Through these pages, Bonnín accurately and concisely uncovers the meaning of Cursillo and the “Secret” of the methodology of this mature Charism that has changed the lives of so many. The founder explains the origins of this spirituality directed to today’s people and its expansion throughout the world, as well as outlining the pedagogy of the Cursillo.

Contemporary Perspectives on Cognition and Writing Patricia Portanova, J. Michael Rifenburg, Duane H. Roen, 2018 Explores the historical context of cognitive studies, the importance to our field of studies in neuroscience, the applicability of habits of mind, and the role of cognition in literate development and transfer.

Traces of a Stream Jacqueline Jones Royster, 2000 A showcase for nineteenth-century African American women, and particularly elite women, as a group of writers who are currently underrepresented in rhetorical scholarship.--

cover.

Antiracist Writing Assessment Ecologies Asao B. Inoue, 2015-11-08 In *Antiracist Writing Assessment Ecologies*, Asao B. Inoue theorizes classroom writing assessment as a complex system that is “more than” its interconnected elements. To explain how and why antiracist work in the writing classroom is vital to literacy learning, Inoue incorporates ideas about the white racial habitus that informs dominant discourses in the academy and other contexts.

Assessing and Improving Student Writing in College Barbara E. Walvoord, 2014-07-07 Step-by-step guidance for shaping better writers while keeping faculty workloads manageable Effective communication is a critical skill for many academic disciplines and careers, and so colleges and universities and their faculty members are rightfully committed to improving student writing across the curriculum. Guiding and assessing student writing in classrooms, general education, and departments takes knowledge, planning, and persistence, but it can be done effectively and efficiently. Written in the concise, accessible style Barbara Walvoord is known for, *Assessing and Improving Student Writing in College: A Guide for Institutions, General Education, Departments, and Classrooms* offers administrators, program chairs, general education leaders, and classroom instructors the guidance they need. The book provides concrete suggestions for how to: Articulate goals for student writing Measure student writing Improve student writing Document that improvement The book begins by addressing four basic concepts: what we mean by writing, what we mean by good writing, how students learn to write, and the purposes of assessment. Next, Walvoord explains the various approaches and methods for assessing writing, urging a

combination of them adapted to the institution's purposes and political context. After this introduction, successive chapters offer realistic, practical advice to institution-wide and general education leaders, department members, and classroom instructors. Walvoord addresses issues such as how to engage faculty, how to use rubrics, how to aggregate assessment information at the department and institutional levels, and how to report assessment information to accreditors. The chapter for classroom instructors offers practical suggestions: how to add more writing to a course without substantially increasing the grading load; how to construct writing assignments, how to make grading and responding more effective and time-efficient, how to address grammar and punctuation, and how to support students whose native language is not English. The book also includes four helpful appendices: a taxonomy of Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) programs; sample outlines for faculty development workshops; a student survey on teaching methods instructors can use to inform their choices in the classroom; and a student self-check cover sheet designed to help students take ownership of their own learning and responsibility for turning in complete, correct assignments. Practical, step-by-step guidance for each point in the assessment and improvement process creates a cohesive, institution-wide system that keeps students, faculty, and administrators on the same page.

2013 32nd Chinese Control Conference (CCC) IEEE Staff,2013-07-26

Learning and Teaching Writing Online Mary Deane,Teresa Guasch,2015-04-14 This volume explores the challenges facing practitioners in higher education who use online environments and explores strategies for enhancing the experience of learners. The book focuses on

online feedback, collaboration, and course design.

On Second Language Writing Tony Silva, Paul Kei Matsuda, 2012-12-06 *On Second Language Writing* brings together internationally recognized scholars in a collection of original articles that, collectively, delineate and explore central issues with regard to theory, research, instruction, assessment, politics, articulation with other disciplines, and standards. In recent years, there has been a dramatic growth of interest in second-language writing and writing instruction in many parts of the world. Although an increasing number of researchers and teachers in both second-language studies and composition studies have come to identify themselves as specialists in second-language writing, research and teaching practices have been dispersed into several different disciplinary and institutional contexts because of the interdisciplinary nature of the field. This volume is the first to bring together prominent second-language writing specialists to systematically address basic issues in the field and to consider the state of the art at the end of the century (and the millennium).

Circulation, Writing, and Rhetoric Laurie Gries, Collin Gifford Brooke, 2018-04-15 While it has long been understood that the circulation of discourse, bodies, artifacts, and ideas plays an important constitutive force in our cultures and communities, circulation, as a concept and a phenomenon, has been underexamined in studies of rhetoric and writing. In an effort to give circulation its rhetorical due, *Circulation, Writing, and Rhetoric* introduces a wide range of studies that foreground circulation in both theory and practice. Contributors to the volume specifically explore the connections between circulation and public rhetorics, urban studies, feminist rhetorics, digital communication, new materialism, and

digital research. Circulation is a cultural-rhetorical process that impacts various ecologies, communities, and subjectivities in an ever-increasing globally networked environment. As made evident in this collection, circulation occurs in all forms of discursive production, from academic arguments to neoliberal policies to graffiti to tweets and bitcoins. Even in the case of tombstones, borrowed text achieves only partial stability before it is recirculated and transformed again. This communicative process is even more evident in the digital realm, the underlying infrastructures of which we have yet to fully understand. As public spaces become more and more saturated with circulating texts and images and as networked relations come to the center of rhetorical focus, *Circulation, Writing, and Rhetoric* will be a vital interdisciplinary resource for approaching the contemporary dynamics of rhetoric and writing. Contributors: Aaron Beveridge, Casey Boyle, Jim Brown, Naomi Clark, Dànielle Nicole DeVoss, Rebecca Dingo, Sidney I. Dobrin, Jay Dolmage, Dustin Edwards, Jessica Enoch, Tarez Samra Graban, Byron Hawk, Gerald Jackson, Gesa E. Kirsch, Heather Lang, Sean Morey, Jenny Rice, Thomas Rickert, Jim Ridolfo, Nathaniel A. Rivers, Jacqueline Jones Royster, Donnie Johnson Sackey, Michele Simmons, Dale M. Smith, Patricia Sullivan, John Tinnell, Kathleen Blake Yancey

Composition and Big Data Amanda Licastro, Benjamin Miller, 2021-11-02 In a data-driven world, anything can be data. As the techniques and scale of data analysis advance, the need for a response from rhetoric and composition grows ever more pronounced. It is increasingly possible to examine thousands of documents and peer-review comments, labor-hours, and citation networks in composition courses and beyond. *Composition and Big Data* brings together a range of scholars, teachers, and

administrators already working with big-data methods and datasets to kickstart a collective reckoning with the role that algorithmic and computational approaches can, or should, play in research and teaching in the field. Their work takes place in various contexts, including programmatic assessment, first-year pedagogy, stylistics, and learning transfer across the curriculum. From ethical reflections to database design, from corpus linguistics to quantitative autoethnography, these chapters implement and interpret the drive toward data in diverse ways.

Discover tales of courage and bravery in is empowering ebook, *Stories of Fearlessness: Cccc 2013 Convention* . In a downloadable PDF format (Download in PDF: *), this collection inspires and motivates. Download now to witness the indomitable spirit of those who dared to be brave.

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