

Cccc 2014 Convention

Prince, Charles B. W.,Ford, Rochelle L.

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.

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.

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: <http://247pearsoned.custhelp.com/app/home> 800-677-6337 Packages Access codes for Pearson's MyLab & Mastering products may not be included when purchasing or renting from companies other than Pearson; check with the seller before completing your purchase. Used or rental books If you rent or purchase a used book with an access code, the access code may have been redeemed previously and you may have to purchase a new access code. Access codes Access codes that are purchased from sellers other than Pearson carry a higher risk of being either the wrong ISBN or a previously redeemed code. Check with the seller prior to purchase. 0134495640 / 9780134495644 *Writer's World, The: Paragraphs and Essays With Enhanced Reading Strategies, Books a la Carte Plus MyWritingLab with Pearson eText, 5/e* Package consists of: 0133954706 / 9780133954708 *MyWritingLab with Pearson eText -- Valuepack Access Card, 1/e* 0134312619 / 9780134312613 *Writer's World, The: Paragraphs and Essays With Enhanced Reading Strategies, Books a la Carte Edition, 5/e* (three-hole-punched, loose-leaf version)

Anguish, Anger, and Folkways in Soviet Russia Gábor Rittersporn, 2014-11-07 *Anguish, Anger, and Folkways in Soviet Russia* offers original perspectives on the politics of everyday life in the Soviet Union by closely examining the coping mechanisms individuals and leaders alike developed as they grappled with the political, social, and intellectual challenges the system presented before and after World War II. As Gábor T. Rittersporn shows, the "little tactics" people employed in their daily lives not only helped them endure the rigors of life during the Stalin and post-Stalin periods but also strongly influenced the system's development into the Gorbachev and post-Soviet eras. For Rittersporn, citizens' conscious and unreflected actions at all levels of society defined a distinct Soviet universe. Terror, faith, disillusionment, evasion, folk customs, revolt, and confusion about regime goals and the individual's relation to them were all integral to the development of that universe and the culture it engendered. Through a meticulous reading of primary documents and materials uncovered in numerous archives located in Russia and Germany, Rittersporn identifies three related responses—anguish, anger, and folkways—to the pressures people in all walks of life encountered, and shows how these responses in turn altered the way the system operated. Rittersporn finds that the leadership generated widespread anguish by its inability to understand and correct the reasons for the system's persistent political and economic dysfunctions. Rather than locate the sources of these problems in their own presuppositions and administrative methods, leaders attributed them to omnipresent conspiracy and wrecking, which they tried to extirpate through terror. He shows how the unrelenting pursuit of enemies exacerbated systemic failures and contributed to administrative breakdowns and social dissatisfaction. Anger resulted as the populace reacted to the notable gap between the promise of a self-governing egalitarian society and the actual experience of daily existence under the heavy hand of the party-state. Those who had interiorized systemic values demanded a return to what they took for the original Bolshevik project, while others sought an outlet for their frustrations in destructive or self-destructive behavior. In reaction to the system's pressure, citizens instinctively developed strategies of noncompliance and accommodation. A detailed examination of these folkways enables Rittersporn to identify and describe the mechanisms and spaces intuitively created by officials and ordinary citizens to evade the regime's dictates or to find a *modus vivendi* with them. Citizens and officials alike employed folkways to facilitate work, avoid tasks, advance careers, augment their incomes, display loyalty, enjoy life's pleasures, and simply to survive. Through his research, Rittersporn uncovers a fascinating world consisting of peasant stratagems and subterfuges, underground financial institutions, falsified Supreme Court documents, and associations devoted to peculiar sexual practices. As Rittersporn shows, popular and elite responses and tactics deepened the regime's ineffectiveness and set its modernization project off down unintended paths. Trapped in a web of behavioral patterns and social representations that eluded the understanding of both conservatives and reformers, the Soviet system entered a cycle of self-defeat where leaders and led exercised less and less control over the course of events. In the end, a new system emerged that neither the establishment nor the rest of society could foresee.

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).

Setting a New Agenda for Student Engagement and Retention in Historically Black Colleges and Universities Prince, Charles B. W., Ford, Rochelle L., 2016-06-27 As more Americans are attending college, historically black colleges and universities (HBCUs) are now in a position where they must directly compete with other institutions. While other colleges and universities might have more resources and stronger infrastructures, HBCUs provide better opportunities to meet the needs of students of color. *Setting a New Agenda for Student Engagement and Retention in Historically Black Colleges and Universities* explores the innovations that HBCUs can enact to better serve and prepare the next generation of African American leaders, and to be more competitive in the higher education landscape. As students need different forms of support throughout their academic career, it becomes necessary to engage them through mentorship, programming, and classroom management. This book is a valuable resource for educators and administration at HBCUs, sociologists, policy makers, and students studying education science and administration.

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.

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.

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.

Literacy and Mobility Brice Nordquist,2017-04-28 Pushing forward research on emerging literacies and theoretical orientations, this book follows students from different tracks of high school English in a failing U.S. public school through their first two years in universities, colleges, and jobs. Analytical and methodological tools from new literacy and mobility studies are employed to investigate relations among patterns of movement and literacy practices across educational institutions, neighborhoods, cultures, and national borders. By following research participants’ trajectories in and across scenes of literacy in school, college, home, online, in transit, and elsewhere, the work illustrates how students help constitute and connect one scene of literacy with others in their daily lives; how their mobile literacies produce, maintain, and disrupt social relations and identities with respect to race, gender, class, language, and nationality; and how they draw upon multiple literacies and linguistic resources to accommodate, resist, and transform dominant discourses.

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.

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.

Equipment for Living Kenneth Burke,2010-03-10 Equipment for Living: The Literary Reviews of Kenneth Burke is the largest collection of Burke's book reviews, most of them reprinted here for the first time. In these reviews, as he engages famous works of poetry, fiction, criticism, and social science from the early 20th century, Burke demonstrates the prominent methods and interests of his influential career.

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, Dànienne 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 in the Twenty-first Century Lynn Z. Bloom,Donald A. Daiker,Edward M. White,1997 The essays in this book, stemming from a national conference of the same name, focus on the single subject required of nearly all college students--composition. Despite its pervasiveness and its significance, composition has an unstable status within the curriculum. Writing programs and writing faculty are besieged by academic, political, and financial concerns that have not been well understood or addressed. At many institutions, composition functions paradoxically as both the gateway to academic success and as the gatekeeper, reducing access to academic work and opportunity for those with limited facility in English. Although writing programs are expected to provide services that range from instruction in correct grammar to assisting--or resisting--political correctness, expanding programs and shrinking faculty get caught in the crossfire. The bottom line becomes the firing line as forces outside the classroom determine funding and seek to define what composition should do. In search of that definition, the contributors ask and answer a series of specific and salient questions: What implications--intellectual, political, and institutional--will forces outside the classroom have on the quality and delivery of composition in the twenty-first century? How will faculty and administrators identify and address these issues? What policies and practices ought we propose for the century to come? This book features sixteen position papers by distinguished scholars and researchers in composition and rhetoric; most of the papers are followed by invited responses by other notable compositionists. In all, twenty-five contributors approach composition from a wide variety of contemporary perspectives: rhetorical, historical, social, cultural, political, intellectual, economic, structural, administrative, and developmental. They propose solutions applicable to pedagogy, research, graduate training of composition teachers, academic administration, and public and social policy. In a very real sense, then, this is the only book to offer a map to the future of composition.

The Teaching of Writing Tony Petrosky,David Bartholomae,1989

Securing a Place for Reading in Composition Ellen C. Carillo,2015-01-15 Securing a Place for Reading in Composition addresses the dissonance between the need to prepare students to read, not just write, complex texts and the lack of recent scholarship on reading-writing connections. Author Ellen C. Carillo argues that including attention-to-reading practices is crucial for developing more comprehensive literacy pedagogies. Students who can read actively and reflectively will be able to work successfully with the range of complex texts they will encounter throughout their post-secondary academic careers and beyond. Considering the role of reading within composition from both historical and contemporary perspectives, Carillo makes recommendations for the productive integration of reading instruction into first-year writing courses. She details a “mindful reading” framework wherein instructors help students cultivate a repertoire of approaches upon which they consistently reflect as they apply them to various texts. This metacognitive frame allows students to become knowledgeable and deliberate about how they read and gives

them the opportunity to develop the skills useful for moving among reading approaches in mindful ways, thus preparing them to actively and productively read in courses and contexts outside first-year composition. Securing a Place for Reading in Composition also explores how the field of composition might begin to effectively address reading, including conducting research on reading, revising outcome statements, and revisiting the core courses in graduate programs. It will be of great interest to writing program administrators and other compositionists and their graduate students.

Partners in Literacy Allen Brizee, Jaclyn M. Wells, 2016-07-18 *Partners in Literacy* describes the process, research, relationships, and theories that guided a three-year partnership between the Purdue University Writing Lab and two community organizations in Lafayette, Indiana: the Lafayette Adult Resource Academy and WorkOne Express. This partnership resulted in a new section of the globally known Purdue Online Writing Lab (OWL) and the Community Writing and Education Station (CWEST), which featured adult literacy resources in the areas of GED preparation, English as a Second Language, and workplace and job search literacy. Using an empirical and iterative design process, the authors worked closely with their community partners to develop, test, revise, and launch these resources. In *Partners in Literacy*, the authors argue that writing centers can be effective spaces from which to work with the community and that writing centers' missions of sustainability, outreach, and research-driven practice can offer valuable philosophies for civic engagement. To support this argument, the book discusses the research methods and findings, the process behind developing and sustaining the three-year engagement project, and the personal relationships that ultimately held the project together.

Priority areas for irrigation investments in Belize Sabrie, R., Loyola, L., Monzini, J., 2024-03-13 The main focus of this report is on climate-resilient irrigation and drainage (I&D) investments, with the aim to improve agricultural production and productivity in Belize. To achieve this task, FAO has developed an innovative methodology based on the preparation of a multi-criteria framework. The objective of this methodology is to identify I&D investments to help policymakers and investors target investment resources. Aligned with Belize's climate resilience commitments, our findings present essential insights that pave the way for stakeholders to develop effective investment strategies to support the agriculture sector. In collaboration with Belize, FAO's ultimate goal is to promote sustainable and resilient food systems. This publication is part of the Country Investment Highlights series under the FAO Investment Centre's Knowledge for Investment (K4I) programme.

Natural Discourse Sidney I. Dobrin, Christian R. Weissner, 2012-02-01 Examines the relationships between language and nature.

Eventually, you will unquestionably discover a extra experience and ability by spending more cash. yet when? do you take that you require to get those every needs when having significantly cash? Why dont you try to acquire something basic in the beginning? Thats something that will guide you to comprehend even more more or less the globe, experience, some places, past history, amusement, and a lot more?

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