

# Research Paper Personal Essay Classroom Observation

Real Essays for College & Grad School Contending with Gun Violence in the English Language Classroom Pedagogical Perspectives on Cognition and Writing *Writing Ourselves Into the Story* Sport in the Classroom Wordsmithing Baseball in the Classroom *Hold Fast to Dreams* Dispatches from the Classroom *Working-Class Rhetorics* Death Education in the Writing Classroom Empowering Learners With Mobile Open-Access Learning Initiatives Promoting Inclusive Classroom Dynamics in Higher Education *Class Warfare Power and Identity in the Creative Writing Classroom* A Buddhist in the Classroom Simple and Complex Post-Traumatic Stress Disorder Changing Practices for the L2 Writing Classroom Sexuality and the Politics of Ethos in the Writing Classroom Our Worlds in Our Words Authentic Writing *Essay Writing Composition Theory for the Postmodern Classroom* Vision, Rhetoric, and Social Action in the Composition Classroom Genre in the Classroom Contested Terrain Raise Your Voices *Write for Mathematics* Critical Expressivism What We Hold in Common Now Write! Nonfiction Using the Workshop Approach in the High School English Classroom Getting Started as a Freelance Writer Class in the Composition Classroom Day by Day Academic Writing, Philosophy and Genre A Socially Just Classroom: Transdisciplinary Approaches to Teaching Writing Across the Humanities Assessment in the Language Classroom Middle Grades Research Journal Generation Vet

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Comprehending as competently as understanding even more than other will present each success. bordering to, the proclamation as capably as perception of this Research Paper Personal Essay Classroom Observation can be taken as well as picked to act.

Generation Vet Jun 25 2019 Institutions of higher education are experiencing the largest influx of enrolled veterans since World War II, and these student veterans are transforming post-secondary classroom dynamics. While many campus divisions like admissions and student services are actively moving to accommodate the rise in this demographic, little research about this population and their educational needs is available, and academic departments have been slower to adjust. In Generation Vet, fifteen chapters offer well-researched, pedagogically savvy recommendations for curricular and programmatic responses to student veterans for English and writing studies departments. In work with veterans in writing-intensive courses and community contexts, questions of citizenship, disability, activism, community-campus relationships, and retention come to the fore. Moreover, writing-intensive courses can be sites of significant cultural exchanges—even clashes—as veterans bring military values, rhetorical traditions, and communication styles that may challenge the values, beliefs, and assumptions of traditional college students and faculty. This classroom-oriented text addresses a wide range of issues concerning veterans, pedagogy, rhetoric, and writing program administration. Written by diverse scholar-teachers and written in diverse genres, the essays in this collection promise to enhance our understanding of student veterans, composition pedagogy and administration, and the post-9/11 university.

Real Essays for College & Grad School Nov 03 2022 Colleges and universities place great emphasis on essays written as part of the process for admission and scholarships. This guide to constructing essays includes essays that have worked for real people, plus dozens of other actual samples.

Contending with Gun Violence in the English Language Classroom Oct 02 2022 Utilizing experiences and expertise from English educators, young adult literature authors, classroom teachers, and mental health professionals, this book considers how secondary English Language Arts can address school gun violence. Curated by field experts, contributions to this volume pay special attention to how a school's culture and climate affect how teachers and students communicate around difficult topics that are embedded in the curriculum, but not directly addressed. As the first book that helps teachers and teacher educators to grapple with the topic of school violence specifically in the English education classroom, this book promotes young adult literature and writing activities that address timely and unfortunately recurring events.

*Write for Mathematics* Jul 07 2020 Addressing NCTM standards, this second edition offers a wide range of practical writing strategies to help students deepen their understanding of mathematical concepts and theories.

*Power and Identity in the Creative Writing Classroom* Aug 20 2021 *Power and Identity In the Creative Writing Classroom* remaps theories and practices for teaching creative writing at university and college level. This collection critiques well-established approaches for teaching creative writing in all genres and builds a comprehensive and adaptable pedagogy based on issues of authority, power, and identity. A long-needed reflection, this book shapes creative writing pedagogy for the 21st century.

*Critical Expressivism* Jun 05 2020 *Critical Expressivism* is an ambitious attempt to re-appropriate intellectual territory that has more often been charted by its detractors than by its proponents. Indeed, as Peter Elbow observes in his contribution to this volume, "As far as I can tell, the term 'expressivist' was coined and used only by people who wanted a word for people they disapproved of and wanted to discredit." The editors and contributors to this collection invite readers to join them in a new conversation, one informed by "a belief that the term expressivism continues to have a vitally important function in our field."

*Academic Writing, Philosophy and Genre* Oct 29 2019 This book investigates how philosophical texts display a variety of literary forms and explores philosophical writing and the relation of philosophy to literature and reading. Discusses the many different philosophical genres that have developed, among them letters, the treatise, the confession, the meditation, the allegory, the essay, the soliloquy, the symposium, the consolation, the commentary, the disputation, and the dialogue Shows how these forms of philosophy have conditioned and become the basis of academic writing (and assessment) within both the university and higher education more generally Explores questions of philosophical writing and the relation of philosophy to literature and reading

*Death Education in the Writing Classroom* Dec 24 2021 Death is often encountered in English courses—Hamlet's death, celebrity death, death from the terrorist attacks on 9/11—but students rarely have the opportunity to write about their own experiences with death. In *Death Education in the Writing Classroom*, Jeffrey Berman shows how college students can write safely about dying, death, and bereavement. The book is based on an undergraduate course on love and loss that Berman taught at the University at Albany in 2008. Part 1, "Diaries," is organized around Berman's diary entries written immediately after each class. These entries provide a week-by-week glimpse of class discussions, highlighting his students' writings and their developing bonds with classmates and teacher. Part 2, "Breakthroughs," focuses on several students' important educational and psychological discoveries in their understanding of love and loss. The student writings touch on many aspects of death education, including disenfranchised grief. The book explores how students write about not only mourning and loss but also depression, cutting, and abortion—topics that occupy the ambiguous border of death-in-life. *Death Education in the Writing Classroom* is the first book to demonstrate how love and loss can be taught in a college writing class—and the first to describe the week-by-week changes in students' cognitive and affective responses to death. This interdisciplinary book will be of interest to writing teachers, students, clinicians, and bereavement counselors.

*Our Worlds in Our Words* Mar 15 2021 How can teachers help their students to meet high standards of reading and writing while also preparing them to become thoughtful and productive members of a multicultural society? And why is it important to do this? In her new book, Mary Dilg brings us into her high school English classroom, where we see students reach across the social, cultural, and economic lines that divide them to build lifelong literacy skills. The book explores what happens when we introduce students to the words of a broad spectrum of American scholars, writers, and artists and then invite them to examine, debate, and negotiate the ideas presented. Dilg provides a safe space to explore complex issues and includes samples of classroom writing to demonstrate how students use their language arts classroom to make sense of themselves and their world.

*Essay Writing* Jan 13 2021 Get back to basics with this practical look at the foundations of good essay writing. With personal and classroom anecdotes, ideas and strategies, and samples and reproducibles, this cheerful and accessible book offers real-life advice that both teachers and students can really use. Each chapter contains easy-to-incorporate lessons along with teaching tips for teaching specific concepts that range from pre-writing exercises to revising and editing to celebrating the final product. The book includes a wide range of innovative approaches to teaching essay writing -- from how to picture and "act out" an essay to a winning format for a topic sentence and using scattergrams to turn brainstorming into constructive outlines. Throughout the book, assessment tools and marking keys support simple

marking techniques that are visible and relatively frequent, and consider not just the essay, but effort and time on task.

*Composition Theory for the Postmodern Classroom* Dec 12 2020 *Composition Theory for the Postmodern Classroom* is a collection of the most outstanding articles published in the *Journal of Advanced Composition* over the last decade. Together these essays represent the breadth and strength of composition scholarship that has fruitfully engaged with critical theory in its many manifestations. In drawing on the critical discourses of philosophers, feminists, literary theorists, African Americanists, cultural theorists, and others, these compositionists have enriched discourse in the field, broadened intellectual conceptions of the multiple roles and functions of discourse, and opened up an infinite number of questions and new possibilities for composition theory and pedagogy.

*Using the Workshop Approach in the High School English Classroom* Mar 03 2020 Do you find that preparing for standardized tests interferes with teaching advanced thinking, reading, and writing skills in a meaningful way? Do you want to balance test preparation with more creative activities? Success in school and beyond depends on one's ability to read fluently, write coherently, and think critically. This handbook uses the workshop model for exponentially increasing adolescents' abilities in these three key areas. This practical guide addresses the daily running and practice of a workshop-based classroom, using research and the author's own experiences to illustrate how to establish a workshop that: Fosters lasting learning while reinforcing the skills needed for standardized tests Teaches audience and purpose as a vehicle to style and structure Provides a supportive and lively environment in which students are comfortable enough to take risks and share original ideas Try Urbanski's approach to teaching literacy analysis and mentoring student writers, and discover just how rewarding the workshop experience can be!

*A Buddhist in the Classroom* Jul 19 2021 A Buddhist perspective on classroom training.

*Raise Your Voices* Aug 08 2020 *Raise Your Voices* shows English language arts teachers how to prompt, sustain, connect, and assess classroom discussions, especially about issues that adolescents find consequential. The chapters explore the basics for facilitating discussion to support literacy learning and the principles for assessing the progress and effect of discussion.

*Day by Day* Nov 30 2019 This book is a collaborative, not isolated, approach to teaching writing. The book is organized around six fundamental components of writing workshop. Each component is broken down into ten-day sections so you can explore the topic in depth. The authors provide daily encouragement, support, practical strategies, tips, advice, and everything you need to run an effective writing workshop.--[book cover]

*Getting Started as a Freelance Writer* Jan 31 2020 This expanded edition goes beyond advice on making a living as a business writer to include the more creative forms of writing. There are new chapters on writing and selling poems, short stories, novels, and essays, plus a new section on cartooning. Existing chapters have been brought up to date. You learn to start, run, and build a freelance writing business doing whatever type of writing you prefer.

*Promoting Inclusive Classroom Dynamics in Higher Education* Oct 22 2021 This powerful, practical resource helps faculty create an inclusive dynamic in their classrooms, so that all students are set up to succeed. Grounded in research and theory (including educational psychology, scholarship of teaching and learning, intergroup dialogue, and social justice theory), this book provides practical solutions to help faculty create an inclusive learning environment in which all students can thrive. Each chapter focuses on palpable ideas and adaptive strategies to use right away when teaching. The first chapter considers professors' intersecting personal and social identities and their expectations for themselves and their students. Chapter 2 considers students' backgrounds, including class, race, disability, and gender, and focuses on what students bring to the classroom, exploring their basic psychological needs of autonomy, competence, and belonging; their approaches to learning; and their self-doubts and uncertainties. Chapter 3 draws on universally-designed learning in combination with educational design rooted in social justice and multiculturalism to describe ways to design spaces in which students flourish academically. Two chapters focus on classroom dynamics. Chapter 4 primarily focuses on preparation for having difficult conversations in the classroom, considering how instructors can create a shared understanding between themselves and their students. Chapter 5 focuses on in-the-moment strategies to both create and manage discomfort about sensitive and controversial topics while supporting students of various social identities (such as gender, race, disability). In the closing chapter, the author integrates all the elements in the preceding chapters, and also presents more general college-wide programs to help faculty develop and improve their teaching.

**A Socially Just Classroom: Transdisciplinary Approaches to Teaching Writing Across the Humanities** Sep 28 2019 This edited collection provides a range of transdisciplinary approaches to the teaching of writing across the Humanities through the lens of inclusion and equity in higher education. In three parts - From Disciplinary Practice to Transdisciplinary Application, *The Collective We: Transparent Pedagogy in Praxis*, *Power in Presence: From Chalkboard to Pavement* - the chapters focus on teaching triumphs and challenges, specific learning objectives and best practices, theories and their applications, and concrete examples of campus action within specific institutional or socio-historical contexts. In whole, the book represents what a socially just classroom looks like from first-year university writing classes, to advanced graduate studies, and the impact of learning beyond the university. Building on the scholarship of equity in higher education, the book forefronts transdisciplinary pedagogies with chapters representing language and literature, creative writing, cultural and ethnic studies, women and gender studies, and media studies. While we understand social justice as a multifaceted and ever expanding effort, we affirm the essential role of classroom instructors as the foundational actors in cultivating and sustaining inclusion and equity. We also acknowledge the current challenges of teaching brought on by the COVID-19 pandemic, which intensifies previously existing issues surrounding housing, employment, healthcare, and the legal residency status of many students. By fostering a conversation around writing pedagogy in a comparative and transdisciplinary context, we encourage educators to translate the resources available in their fields in a collective effort to close the equity gaps. At the same time, we intend for this book to provide a context where younger faculty and diverse students can redefine the college classroom while empowering each other within their chosen institutions.

**Changing Practices for the L2 Writing Classroom** May 17 2021 This volume was written to make the case for changes in second language writing practices away from the five-paragraph essay and toward purposeful, meaningful writing instruction. As the volume editors say, "If you have already rejected the five-paragraph essay, we offer validation and classroom-tested alternatives. If you are new to teaching L2 writing, we introduce critical issues you will need to consider as you plan your lessons and as you consider/review the textbooks and handbooks that continue to promote the teaching of the five-paragraph essay. If you need ammunition to present to colleagues and administrators, we present theory, research, and pedagogy that will benefit students from elementary to graduate school. If you are skeptical about our claims, we invite you to review the research presented here and consider what your students could do beyond writing a five-paragraph essay if you enacted these changes in practice." Part 1 discusses what the five-paragraph essay is not: it is not a very old, established form of writing; it is not a genre; and it is not universal. Part 2 looks at writing practices to show the essay's ineffectiveness in elementary schools, secondary schools, first-year writing classes, university writing courses, undergraduate discipline courses, and graduate school. Part 3 looks beyond the classroom at testing. At the end of each chapter, the authors--all well-known in the field of second language writing--suggest changes to teaching practices based on their theoretical approach and classroom experience. The book closes by reviewing some of the major questions raised in the book, by exploring which questions have been left unanswered, and by offering suggestions for teachers who want to move away from the five-paragraph essay. An assignment sequence for genre-aware writing instruction is included.

**Sport in the Classroom** Jun 29 2022 A collection of essays that focuses on teaching sport-related classes in the humanities and social sciences. It is designed to aid university faculty in proposing or revising courses and features sample syllabi, assignment instructions, and examinations in the appendix to each essay.

**What We Hold in Common** May 05 2020 Restored to print--in an expanded edition--the pivotal text in working-class studies.

**Contested Terrain** Sep 08 2020 A challenge to the way we think about writing on university campuses

**Sexuality and the Politics of Ethos in the Writing Classroom** Apr 15 2021 Applying the complexities of literacy development and personal ethos to the teaching of composition, Zan Meyer Goncalves challenges writing teachers to consider ethos as a series of identity performances shaped by the often-inequitable social contexts of their classrooms and communities. Using the rhetorical experiences of students who identify as lesbian, gay, bisexual, and/or transgender, she proposes a new way of thinking about ethos that addresses the challenges of social justice, identity, and transfer issues in the classroom. Goncalves offers an innovative approach to teaching identity performance theory bound by social

contexts. She applies this new approach to theories of specificity and intersectionality, illustrating how teachers can help students redefine the relationship between their social identities and their writing. She also addresses bringing social activism and identity politics into the classroom, helping writers make transfers across rhetorical contexts and linking students' interests to public conversations. Theoretical and practical, *Sexuality and the Politics of Ethos in the Writing Classroom* provides teachers of first-year and advanced composition studies with useful, detailed assignments based in specific identity performance. Goncalves offers techniques to subvert oppressive language practices, while encouraging students to recognize themselves as writers, citizens, and active participants in their own educations and communities.

**Simple and Complex Post-Traumatic Stress Disorder** Jun 17 2021 Discover the latest treatment strategies from the leading experts in the field of trauma! This unique book, by the authors of the classic *Handbook of Post-Traumatic Therapy*, provides the "how to" of clinical practice techniques in a variety of settings with a variety of clients. *Simple and Complex Post-Traumatic Stress Disorder: Strategies for Comprehensive Treatment in Clinical Practice* delivers state-of-the-art techniques and information to help traumatized individuals, groups, families, and communities. From critical incident debriefing to treating combat veterans with longstanding trauma, it covers the full spectrum of PTSD clients and effective treatments. This valuable book assembles some of the most highly respected experts in trauma studies to discuss the practical applications of their research and their experience treating clients with PTSD. *Simple and Complex Post-Traumatic Stress Disorder* addresses concerns about the efficacy of critical incident stress debriefing, examines the value of a variety of innovative treatment methods, and explores the differences between treating complex PTSD and the aftermath of a one-time traumatic event. *Simple and Complex Post-Traumatic Stress Disorder* discusses the issues, stages, and modalities of PTSD treatment, including: assessment and diagnosis psychopharmacological treatment cognitive behavioral treatment short-term treatment group treatments treatment strategies for traumatized children, families, hostages, police, and veterans media issues *Simple and Complex Post-Traumatic Stress Disorder* is an indispensable resource for clinicians, researchers, law enforcement officials, and scholars in the field of trauma.

**Empowering Learners With Mobile Open-Access Learning Initiatives** Nov 22 2021 Education has been progressing at a rapid pace ever since educators have been able to harness the power of mobile technology. Open-access learning techniques provide more students with the opportunity to engage in educational opportunities that may have been previously restricted. *Empowering Learners With Mobile Open-Access Learning Initiatives* is an authoritative reference source that offers an engaging look at how mobile technologies are aiding educators in providing new, innovative ways to enhance student learning experiences. Featuring relevant topics such as switch access technology, digital portfolios, dual enrollment students, and place conscious education, this is a reliable resource for academicians, educators, students, and practitioners that are interested in studying recent mobile education advancements.

**Middle Grades Research Journal** Jul 27 2019 *Middle Grades Research Journal (MGRJ)* is a refereed, peer reviewed journal that publishes original studies providing both empirical and theoretical frameworks that focus on middle grades education. A variety of articles are published quarterly in March, June, September, and December of each volume year.

**Dispatches from the Classroom** Feb 23 2022 With emphasis on practical classroom application, this up-to-date and refreshingly honest collection of essays is a wonderful resource for teaching creative writing. The original and utterly contemporary essays that accurately portray the reality of the teaching experience.

**Genre in the Classroom** Oct 10 2020 Presents the major theoretical approaches to genre in applied linguistics, ESL/EFL pedagogies, rhetoric, and composition studies throughout the world; describes how research and pedagogy relate to each of these perspectives; discusses applications.

**Wordsmithing** May 29 2022 *Literacy: Made for All* is a classroom-ready, teacher-friendly resource for English and Writing teachers of Grades 9 through 12. Organized buffet style, it is designed to complement an existing English curriculum by providing a tested repertoire of strategies for teaching both writing skills and literary analysis techniques. **Benefits and Features:** tested and proven effective at all learning levels, from Remedial to Pre-AP provides complete lesson plans including reproducible materials can be implemented as is or modified to suit individual teaching styles and/or students' needs each skill, assignment or project begins by 'teaching the teacher', giving an inexperienced teacher the knowledge to provide effective instruction first time out and the confidence to modify and experiment

thereafter comprised of reading, writing, literary criticism and language-study components moves students from writing effectively to reading analytically (approaching text from the authoring point of view), a proven, highly successful methodology can turn any English course into a Literacy course extremely versatile and cost-effective can deepen an existing English course or complete the framework for a new one WORDSMITHING focuses on the creation, production and sharing of a variety of nonfiction writing projects.

Now Write! Nonfiction Apr 03 2020 An essential handbook for nonfiction writers, featuring the trusted personal writing exercises of today's masters of creative non-fiction, including Gay Talese, Reza Aslan, John Matteson, Tilar Mazzeo, and many more! Beginners and seasoned writers alike will relish the opportunity to use the top-notch writing exercises collected in Now Write! Nonfiction culled from the personal stashes of bestselling and critically-acclaimed nonfiction authors like legendary essayist Gay Talese (*Thy Neighbor's Wife*), New York Times-bestselling authors Ishmael Beah (*A Long Way Gone: Memoirs of a Boy Soldier*) Reza Aslan (*No God but God: The Origins, Evolution, and Future of Islam*), and Tilar Mazzeo (*The Widow Clicquot*), 2008 Pulitzer Prize-winner John Matteson (*Eden's Outcasts: The Story of Louisa May Alcott and Her Father*), creative nonfiction icon Lee Gutkind (*Creative Nonfiction* magazine), and many other top memoirists, journalists, and teachers of creative nonfiction, these exercises offer fresh ideas for every facet of creative nonfiction writing, from pushing through writers block to organizing a story, capturing character to fine-tuning dialogue, injecting new life into a finished piece to starting a new work from scratch. Now Write! Nonfiction will take you out into the field with creative nonfiction's master practitioners: \*Peek inside Gay Talese's mind, as he shares the "writer's road map" he used to organize information for his classic book *Thy Neighbor's Wife* and his seminal essay "Frank Sinatra Has a Cold." \*Learn from Reza Aslan why what you remember isn't as important as why you remember it the way you do \*Explore the importance of cultural nuance in language with Ishmael Beah \*Discover Lee Gutkind's simple trick, performed with a highlighter, that can help any writer identify whether their piece is truly showing action, or just telling An essential resource that will help writers of any level to hone their craft and get writing, Now Write! Nonfiction offers over 80 quick, simple excersises trusted by top nonfiction writers to get their pen moving!

Authentic Writing Feb 11 2021 In typical academic circles, texts must be critiqued, mined for the obfuscated meanings they hide, and shown to reveal larger, broader meanings than what are initially evident. To engage in this type of writing is to perform an authentic version of scholarship. But what if a scholar chooses instead to write without critique? What if they write about travelling, their children, food, grocery shopping, frozen garlic bread, sandwiches, condiments, falafel, yoga, and moments that normally wouldn't be considered scholarly? Can the writing still be scholarly? Can scholarly writing be authentic if its topics comprise the everyday? In *Authentic Writing*, Jeff Rice uses this question to trace a position regarding critique, the role of the scholar, the role of the personal in scholarship, the banal as subject matter, and the idea of authenticity. He explores authenticity as a writing issue, a rhetorical issue, a consumption issue, a culture issue, and an ideological issue. Rather than arguing for a more authentic state or practice, Rice examines the rhetorical features of authenticity in order to expand the focus of scholarship.

Working-Class Rhetorics Jan 25 2022 This book provides memoirs and analyses designed to help students increase their critical understanding of class from theoretical, systemic, and personal perspectives. Emphasis is placed upon the power of rhetoric to fight for equitable distribution of income and class power.

Baseball in the Classroom Apr 27 2022 As scholarly interest in baseball has increased in recent years, so too has the use of baseball both as subject and as teaching method in college courses. In addition to lecturing on baseball history, professors are more frequently using baseball as a pedagogical tool to teach other disciplines. Baseball's interdisciplinary appeal is evident in the myriad ways that diverse college faculty have made use of it in the classroom. In this collection of essays, professors from different disciplines explain how they have used baseball in higher education. Organized by academic field, essays offer insight into how baseball can help teach key issues in archival research, business, cultural studies, education, experiential learning, film, American history, labor relations, law, literature, Native American studies, philosophy, public speaking, race studies and social history.

Pedagogical Perspectives on Cognition and Writing Sep 01 2022 *Pedagogical Perspectives on Cognition and Writing* addresses a scholarly audience in writing studies, specifically scholars and teachers of writing, writing program administrators, and writing center scholars

and administrators. Chapters focus on the place of cognition in threshold concepts, teaching for transfer, rhetorical theory, trauma theory, genre, writing centers, community writing, and applications of the Framework for Success in Postsecondary Writing. The 1980s witnessed a growing interest in writing studies on cognitive approaches to studying and teaching college-level writing. While some would argue this interest was simply of a moment, we argue that cognitive theories still have great influence in writing studies and have substantial potential to continue reinvigorating what we know about writing and writers. By grounding this collection in ongoing interest in writing-related transfer, the role of metacognition in supporting successful transfer, and the habits of mind within the Framework for Success in Postsecondary Writing, *Pedagogical Perspectives on Cognition and Writing* highlights the robust but also problematic potential cognitive theories of writing hold for how we research writing, how we teach and tutor writers, and how we work with community writers. *Pedagogical Perspectives on Cognition and Writing* includes a foreword by Susan Miller-Cochran and an afterword by Asao Inoue. Additional contributors include Melvin E. Beavers, Subrina Bogan, Harold Brown, Christine Cucciarre, Barbara J. D'Angelo, Gita DasBender, Tonya Eick, Gregg Fields, Morgan Gross, Jessica Harnisch, David Hyman, Caleb James, Peter H. Khost, William J. Macauley, Jr., Heather MacDonald, Barry M. Maid, Courtney Patrick-Weber, Patricia Portanova, Sherry Rankins-Robertson, J. Michael Rifenburg, Duane Roen, Airlie Rose, Wendy Ryden, Thomas Skeen, Michelle Stuckey, Sean Tingle, James Toweill, Martha A. Townsend, Kelsie Walker, and Bronwyn T. Williams.

*Class Warfare* Sep 20 2021 This work looks at why many of America's schools are failing and relates how parents, activists, and education reformers are joining together to fix a system that works for adults but consistently fails the children it is meant to educate. In it the author takes a look at the adults who are fighting over America's failure to educate its children, and points the way to reversing that failure.

*Hold Fast to Dreams* Mar 27 2022 An "invaluable" memoir by a counselor who left the elite private-school world to help poor and working-class kids get into college (*Washington Monthly*). Winner of the Studs and Ida Terkel Award Joshua Steckel left an elite Manhattan school to serve as the first-ever college guidance counselor at a Brooklyn public high school—and has helped hundreds of disadvantaged kids gain acceptance. But getting in is only one part of the drama. This riveting work of narrative nonfiction follows the lives of ten of Josh's students as they navigate the vast, obstacle-ridden landscape of college in America, where students for whom the stakes of education are highest find unequal access and inadequate support. Among the students we meet are Mike, who writes his essays from a homeless shelter and is torn between his longing to get away to an idyllic campus and his fear of leaving his family in desperate circumstances; Santiago, a talented, motivated, and undocumented student, who battles bureaucracy and low expectations as he seeks a life outside the low-wage world of manual labor; and Ashley, who pursues her ambition to become a doctor with almost superhuman drive—but then forges a path that challenges received wisdom about the value of an elite liberal arts education. At a time when the idea of "college for all" is hotly debated, this book uncovers, in heartrending detail, the ways the American education system fails in its promise as a ladder to opportunity—yet provides hope in its portrayal of the intelligence, resilience, and everyday heroics of young people whose potential is too often ignored. "A profound examination of the obstacles faced by low-income students . . . and the kinds of reforms needed to make higher education and the upward mobility it promises more accessible." —Booklist

*Writing Ourselves Into the Story* Jul 31 2022 The twenty-three selections in this volume are essays, research studies, and personal narratives by the "silent majority" in composition studies: teachers and researchers with viewpoints that Sheryl I. Fontaine and Susan Hunter note are often voiced in private conversations but seldom printed in scholarly journals or aired at professional conferences. Rather than focusing on the traditional categories of pedagogy and research, Fontaine and Hunter organize the essays into four sections: the invisible pedagogue of the discipline, the model of power that dominates composition, the ever-present but seldom heard student voice, and other voices excluded from professional development in composition studies. Contributors discuss the barriers they face as teachers, of being overwhelmed by the reality of some of their students' lives. Essayists raise questions about teaching practices that are sometimes homophobic and the effects on gay and lesbian students of the canonization of mainstream heterosexual texts. They probe the exploitation of untenured, part-time faculty?"second-class professionals" whose work is not taken seriously by their colleagues.

*Assessment in the Language Classroom* Aug 27 2019 This book makes a unique contribution to

classroom assessment literature, linking teacher-friendly examples to scholarly work and current research in the field, and providing comprehensive, hands-on information on core concepts in accessible terms. Examples of real activities and questions for reflection and discussion aim to enrich understanding.

Vision, Rhetoric, and Social Action in the Composition Classroom Nov 10 2020 In this innovative volume, Kristie S. Fleckenstein explores how the intersection of vision, rhetoric, and writing pedagogy in the classroom can help students become compassionate citizens who participate in the world as they become more critically aware of the world. Fleckenstein argues that all social action—behavior designed to increase human dignity, value, and quality of life—depends on a person's repertoire of visual and rhetorical habits. To develop this repertoire in students, the author advocates the incorporation of visual habits—or ways of seeing—into a language-based pedagogical approach in the writing classroom. According to Fleckenstein, interweaving the visual and rhetorical in composition pedagogy enables students to more readily perceive the need for change, while arming them with the abilities and desire to enact it. The author addresses social action from the perspective of three visual habits: spectacle, which fosters disengagement; animation, or fusing body with meaning; and antinomy, which invites the invention of new realities. Fleckenstein then examines the ways in which particular visual habits interact with rhetorical habits and with classroom methods, resulting in the emergence of various forms of social action. To enhance the understanding of the concepts she discusses, the author represents the intertwining relationships of vision, rhetoric, and writing pedagogy graphically as what she calls symbiotic knots. In tracing the modes of social action privileged by a visual habit and a teacher's pedagogical choices, Fleckenstein attends particularly to the experiences of students who have been traditionally barred from participation in the public sphere because of gender, race, or class. The book culminates in a call for visually and rhetorically robust writing pedagogies. In Vision, Rhetoric, and Social Action in the Composition Classroom, Fleckenstein combines classic methods of rhetorical teaching with fresh perspectives to provide a unique guide for initiating important improvements in teaching social action. The result is a remarkable volume that empowers teachers to best inspire students to take part in their world at that most crucial moment when they are discovering it.

Class in the Composition Classroom Jan 01 2020 Class in the Composition Classroom considers what college writing instructors should know about their working-class students—their backgrounds, experiences, identities, learning styles, and skills—in order to support them in the classroom, across campus, and beyond. In this volume, contributors explore the nuanced and complex meaning of “working class” and the particular values these college writers bring to the classroom. The real college experiences of veterans, rural Midwesterners, and trade unionists show that what it means to be working class is not obvious or easily definable. Resisting outdated characterizations of these students as underprepared and dispensing with a one-size-fits-all pedagogical approach, contributors address how region and education impact students, explore working-class pedagogy and the ways in which it can reify social class in teaching settings, and give voice to students' lived experiences. As community colleges and universities seek more effective ways to serve working-class students, and as educators, parents, and politicians continue to emphasize the value of higher education for students of all financial and social backgrounds, conversations must take place among writing instructors and administrators about how best to serve and support working-class college writers. Class in the Composition Classroom will help writing instructors inside and outside the classroom prepare all their students for personal, academic, and professional communication. Contributors: Aaron Barlow, Cori Brewster, Patrick Corbett, Harry Denny, Cassandra Dulin, Miriam Eisenstein Ebsworth, Mike Edwards, Rebecca Fraser, Brett Griffiths, Anna Knutson, Liberty Kohn, Nancy Mack, Holly Middleton, Robert Mundy, Missy Nieveen Phegley, Jacqueline Preston, James E. Romesburg, Edie-Marie Roper, Aubrey Schiavone, Christie Toth, Gail G. Verdi