

*Naming What We
Know: Threshold Concepts of Writing
Studies*

Introduction: Coming to Terms by Kathleen Blake Yancey

Michael Portnoy

ENG 6937

Naming What We Know Threshold Concepts Of Writing Studies

Linda Adler-Kassner, Elizabeth Wardle



Naming What We Know Threshold Concepts Of Writing Studies:

Naming What We Know Linda Adler-Kassner, 2015-06-01 *Naming What We Know* examines the core principles of knowledge in the discipline of writing studies using the lens of threshold concepts concepts that are critical for epistemological participation in a discipline The first part of the book defines and describes thirty seven threshold concepts of the discipline in entries written by some of the field's most active researchers and teachers all of whom participated in a collaborative wiki discussion guided by the editors These entries are clear and accessible written for an audience of writing scholars students and colleagues in other disciplines and policy makers outside the academy Contributors describe the conceptual background of the field and the principles that run throughout practice whether in research teaching assessment or public work around writing Chapters in the second part of the book describe the benefits and challenges of using threshold concepts in specific sites first year writing programs WAC WID programs writing centers writing majors and for professional development to present this framework in action *Naming What We Know* opens a dialogue about the concepts that writing scholars and teachers agree are critical and about why those concepts should and do matter to people outside the field

Naming What We Know, Classroom Edition Linda Adler-Kassner, Elizabeth Wardle, 2016-06-15 *Naming What We Know Classroom Edition* examines the core principles of knowledge in the discipline of writing studies using the lens of threshold concepts concepts that are critical for epistemological participation in a discipline This edition focuses on the working definitions of thirty seven threshold concepts that run throughout the research teaching assessment and public work in writing studies Developed from the highly regarded original edition in response to grassroots demand from teachers in writing programs around the United States and written by some of the field's most active researchers and teachers the classroom edition is clear and accessible for an audience of even first year writing students

(Re)Considering What We Know Linda Adler-Kassner, Elizabeth Wardle, 2020-01-10 *Naming What We Know Threshold Concepts of Writing Studies* published in 2015 contributed to a discussion about the relevance of identifying key concepts and ideas of writing studies *Re Considering What We Know* continues that conversation while simultaneously raising questions about the ideas around threshold concepts Contributions introduce new concepts investigate threshold concepts as a framework and explore their use within and beyond writing Part 1 raises questions about the ideologies of consensus that are associated with naming threshold concepts of a discipline Contributions challenge the idea of consensus and seek to expand both the threshold concepts framework and the concepts themselves Part 2 focuses on threshold concepts in action and practice demonstrating the innovative ways threshold concepts and a threshold concepts framework have been used in writing courses and programs Part 3 shows how a threshold concepts framework can help us engage in conversations beyond writing studies *Re Considering What We Know* raises new questions and offers new ideas that can help to advance the discussion and use of threshold concepts in the field of writing studies It will be of great interest to scholars and graduate students in writing

studies especially those who have previously engaged with Naming What We Know Contributors Marianne Ahokas Jonathan Alexander Chris M Anson Ian G Anson Sarah Ben Zvi Jami Blaauw Hara Mark Blaauw Hara Maggie Black Dominic Borowiak Chris Castillo Chen Chen Sandra Descourtis Norbert Elliot Heidi Estrem Alison Farrell Matthew Fogarty Joanne Baird Giordano James Hammond Holly Hassel Lauren Heap Jennifer Heinert Doug Hesse Jonathan Isaac Katie Kalish P raic Kerrigan Ann Meejung Kim Kassia Krzus Shaw Saul Lopez Jennifer Helane Maher Aishah Mahmood Aimee Mapes Kerry Marsden Susan Miller Cochran Deborah Mutnick Rebecca Nowacek Sarah O'Brien Peggy O'Neill Cassandra Phillips Mya Poe Patricia Ratanapraphart Jacqueline Rhodes Samitha Senanayake Susan E Shadle Dawn Shepherd Katherine Stein Patrick Sullivan Brenna Swift Carrie Strand Tebeau Matt Thul Nikhil Tiwari Lisa Tremain Lisa Velarde Kate Vieira Gordon Blaine West Anne Marie Womack Kathleen Blake Yancey Xiaopei Yang Madylan Yarc

Composition, Rhetoric, and Disciplinarity Rita Malenczyk, Susan Miller-Cochran, Elizabeth Wardle, Kathleen Yancey, 2018-04-02 Edited by four nationally recognized leaders of composition scholarship *Composition Rhetoric and Disciplinarity* asks a fundamental question can Composition and Rhetoric as a discipline continue its historical commitment to pedagogy without sacrificing equal attention to other areas such as research and theory In response contributors to the volume address disagreements about what it means to be called a discipline rather than a profession or a field elucidate tensions over the defined breadth of Composition and Rhetoric and consider the roles of research and responsibility as Composition and Rhetoric shifts from field to discipline Outlining a field with a complex and unusual formation story *Composition Rhetoric and Disciplinarity* employs several lenses for understanding disciplinarity theory history labor and pedagogy and for teasing out the implications of disciplinarity for students faculty institutions and Composition and Rhetoric itself Collectively the chapters speak to the intellectual and embodied history leading to this point to questions about how disciplinarity is and might be understood especially with regard to Composition and Rhetoric to the curricular conceptual labor and other sites of tension inherent in thinking about Composition and Rhetoric as a discipline and to the implications of Composition and Rhetoric's disciplinarity for the future Contributors Linda Adler Kassner Elizabeth H Boquet Christiane Donahue Whitney Douglas Doug Downs Heidi Estrem Kristine Hansen Doug Hesse Sandra Jamieson Neal Lerner Jennifer Helene Maher Barry Maid Jaime Armin Mej a Carolyn R Miller Kelly Myers Gwendolynne Reid Liane Robertson Rochelle Rodrigo Dawn Shepherd Kara Taczak

Teaching Information Literacy and Writing Studies Grace Veach, 2018-09-15 This volume edited by Grace Veach explores leading approaches to foregrounding information literacy in first year college writing courses Chapters describe cross disciplinary efforts underway across higher education as well as innovative approaches of both writing professors and librarians in the classroom This seminal work unpacks the disciplinary implications for information literacy and writing studies as they encounter one another in theory and practice during a time when fact or truth is less important than fitting a predetermined message Topics include reading and writing through the lens of information literacy curriculum design specific writing tasks

transfer and assessment **Reaching All Writers** Joanne Baird Giordano, Holly Hassel, Jennifer Heinert, Cassandra Phillips, 2024-02-21 *Reaching All Writers* brings together decades of writing studies experience research and scholarship to help organize first year writing courses around inclusive teaching practices and foundational concepts that support disciplinary learning for all college writers including students who have been excluded from more selective higher education institutions Using threshold concepts and transfer as a foundation the authors provide an invaluable resource for multiple contexts instructors working off the tenure track and or at multiple institutions two year college programs without a writing program administrator and writing program graduate teaching assistant training courses Each chapter includes an overview of a threshold concept disciplinary background readings practical teaching strategies assignment and learning activity ideas assessment principles examples from student and instructor perspectives and questions for reflection and discussion *Reaching All Writers* describes effective teaching practices to help all college writing instructors regardless of their institutional contexts make changes that support equitable and inclusive learning opportunities with a focus on teaching students whose backgrounds and learning experiences are different from those with more educational or economic privilege Both new and experienced teachers adapting first year college writing courses will find the book's blend of practical strategies and disciplinary knowledge a useful companion for facilitating new classroom and program needs or designing new teaching assistant training courses *Breakthroughs in College Reading* Nelson Graff, Nika Hogan, Rebecca Kersnar, 2024-09-05 How do we help college students become independent learners in their disciplines In this collection the editors and contributors argue that we do so by supporting students in learning from texts which entails recognizing reading as a problem solving process supporting students to take responsibility for the intellectual work in their classes and creating strong classroom communities that help students develop identities as scholars **Teaching Accelerated and Corequisite Composition** David Starkey, 2023-11-21 *Teaching Accelerated and Corequisite Composition* is the first book to compile on the ground advice and teaching strategies specifically curated for accelerated and corequisite writing courses Trailblazers in the field from colleges across the United States who developed a foundation for corequisites by facilitating equity and accessibility for marginalized students speak to a range of topics and demographics offering support for instructors and practical advice for improving student success The book primarily explores accelerated composition through the lens of two year colleges to answer a central question in the field to what extent do educators need to alter two year college curricular design The contributors also delve into assessment a crucial process for instructors and their students transitioning to accelerated learning the key role that reading plays in the writing process and noncognitive learning an area of study that has been associated with accelerated learning since its inception Together these thirteen chapters provide instructors with a strategic approach to teaching accelerated and corequisite composition *Teaching Accelerated and Corequisite Composition* points toward a new way of approaching first year composition a method of instruction that fosters the growth and success of

writers who were once considered underprepared for college writing and are now achieving unprecedented success

Redefining Roles Megan Swihart Jewell, Joseph Cheatle, 2021-07-12 *Redefining Roles* is the first book to recognize and provide sustained focus on the presence of professional faculty and graduate student consultants in writing centers. A significant number of writing centers employ non-peer consultants yet most major training manuals are geared toward undergraduate tutoring practices or administrators. This collection systematically addresses this gap in the literature while initiating new conversations regarding writing center staffing. Thirty-two authors, consultants and administrators from diverse centers from large public four-year institutions to a private online-for-profit university provide both theoretical frameworks and practical applications in eighteen chapters. Ten chapters focus on graduate consultants and address issues of authority, training, professional development and mentoring and eight focus on professional and faculty consultant training as well as specific issues of identity and authority. By sharing these voices *Redefining Roles* broadens the very idea of writing centers while opening the door to more dialogue on the important role these practitioners play. *Redefining Roles* is designed for writing center practitioners, scholars and staff. It is also a necessary addition to help campus administrators in the ongoing struggle to validate the intellectually complex work that such staff performs. Contributors: Fallon N. Allison, Vicki Behrens, Cassie J. Brownell, Matt Burchanoski, Megan Boeshart, Burelle Danielle, Clapham Steffani, Dambruch Elise, Dixon Elizabeth, Festa Will, Fitzsimmons Alex, Frissell Alex, Funt Genie, Giaimo Amanda, Gomez Lisa, Lamson Miriam, E. Laufer Kristin, Messuri Rebecca, Nowacek Kimberly, Fahle Peck Mark, Pedretti Irina, Ruppo Arundhati, Sanyal Anna, Scanlon Matthew, Sharkey Smith Kelly, A. Shea Anne, Shiell Anna, Sicari Catherine, Siemann Meagan, Thompson Lisa, Nicole Tyson, Marcus Weakley, Alex Wulff.

A Rhetoric for Writing Program Administrators 2e Rita Malenczyk, 2016-09-01 *A Rhetoric for Writing Program Administrators 2nd Edition* presents the major issues and questions in the field of writing program administration. The collection provides aspiring new and seasoned WPAs with the theoretical lenses, terminologies, historical contexts and research they need to understand the nature, history and complexities of their intellectual and administrative work.

Conceptions of Literacy Meaghan Brewer, 2020-05-01 Addressing the often fraught and truncated nature of educating new writing instructors, *Conceptions of Literacy* proposes a theoretical framework for examining new graduate student instructors' preexisting attitudes and beliefs about literacy. Based on an empirical study, author Meaghan Brewer conducted with graduate students teaching first-year composition for the first time, *Conceptions of Literacy* draws on narratives, interviews and classroom observations to describe the conceptions of literacy they have already unknowingly established and how these conceptions impact the way they teach in their own classrooms. Brewer argues that conceptions of literacy undergird the work of writing instructors and that many of the anxieties around composition studies' disciplinary status are related to the differences perceived between the field's conceptions of literacy and those of the graduate instructors and adjuncts who teach the majority of composition courses. *Conceptions of Literacy* makes practical recommendations for how

new graduate instructors can begin to perceive and interrogate their conceptions of literacy which while influential are often too personal to recognize

Next Steps Barbara Bird, Doug Downs, I. Moriah McCracken, Jan Rieman, 2019-04-08 *Next Steps* New Directions for in Writing about Writing is the first collection of teacher and student voices on a writing pedagogy that puts expert knowledge at the center of the writing classroom More than forty contributors report on implementations of writing about writing pedagogies from the basic writing classroom to the graduate seminar in two year and four year schools and in small colleges and research universities around the United States and the world For more than ten years WAW approaches have been emerging in all these sites and scenes of college writing instruction and *Next Steps* offers an original look at the breadth of ways WAW pedagogy has been taken up by writing instructors and into an array of writing courses Organized by some of the key foci of WAW instruction writerly identity process and engagement the book takes readers into thick classroom descriptions as well as vignettes offering shorter takes on particular strategies The classroom descriptions are fleshed out in more personal ways by student vignettes reflections on encountering writing about writing in college writing classes As its theoretical basis *Next Steps* includes chapters on threshold concepts transfer of writing related learning and the history of WAW pedagogies As the first extensive look into WAW pedagogies across courses and institutions *Next Steps* is ideal for writing instructors looking for new approaches to college composition instruction or curious about what writing about writing pedagogy actually is for graduate students in composition pedagogy and their faculty and for those researching composition pedagogy threshold concepts and learning transfer Contributors Linda Adler Kassner Olga Aksakalova Joy Arbor Matthew Bryan Shawn Casey Gabriel Cutrufello Jennifer deWinter Kristen di Gennaro Emma Gaier Christina Grant Gwen Hart Kimberly Hoover Rebecca Jackson Frances Johnson Elizabeth Kleinfeld Katie Jo LaRiviere Andrew Lucchesi Cat Mahaffey Michael Michaud Rebecca S Nowacek Andrew Ogilvie Sarah Read Rebecca Robinson Kevin Roozen Mysti Rudd Christian Smith Nichole Stack Samuel Stinson Hiroki Sugimoto Lisa Tremain Valerie Vera Megan Wallace Elizabeth Wardle Christy I Wenger Nancy Wilson Dominique Zino

Pedagogical Perspectives on Cognition and Writing

J. Michael Rifenburg, Duane Roen, 2021-05-11 *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

Using Tension as a Resource Heidi L. Hallman, Kristen Pastore-Capuana, Donna L. Pasternak, 2019-04-16 This book focuses on the tensions that emerge in teaching the English language arts methods course within teacher education programs The book features chapters that grapple with the historical legacies of influence on methods pedagogy as well as contemporary challenges in teaching methods courses alongside field experiences Multiple perspectives from those involved in teaching methods courses within English language arts teacher education programs are presented as a way to dialogue about current and future challenges Dialogue is sustained throughout the book as each chapter includes an adjacent response that prompts readers to ask further questions about the chapter's content Content with the chapters in the book focus on describing a tension or dilemma that the author faced when teaching the middle secondary ELA methods course or adjacent field experience Discussion in the chapters responses highlights the importance of the field's history and its present response to the tension featured This book will be a useful resource to teacher educators who wish to investigate new approaches to dilemmas faced in teaching the methods class to pre service teachers

Changing Conceptions, Changing Practices Angela Glotfelter, Caitlin Martin, Mandy Olejnik, Ann Updike, Elizabeth Wardle, 2022-12-28 Changing Conceptions Changing Practices demonstrates that it is possible for groups of faculty members to change teaching and learning in radical ways across their programs despite the current emphasis on efficiency and accountability Relating the experiences of faculty from disciplines as diverse as art history economics psychology and philosophy this book offers a theory and research based heuristic for helping faculty transform their courses and programs as well as practical examples of the heuristic in action The authors draw on the threshold concepts framework research in writing studies and theories of learning leadership and change to deftly explore why faculty are often stymied in their efforts to design meaningful curricula for deep learning and how carefully scaffolded professional development for faculty teams can help make such change possible This book is a powerful demonstration of how faculty members can be empowered when professional development leaders draw on a range of scholarship that is not typically connected In today's climate courses programs and institutions are often assessed by and rewarded for proxy metrics that have little to do with learning with grave consequences for students The stakes have never been higher particularly for public higher education

Faculty members need opportunities to work together using their own expertise and to enact meaningful learning opportunities for students Professional developers have an important role to play in such change efforts WAC scholars and practitioners leaders of professional development and centers for teaching excellence program administrators and curriculum committees from all disciplines and faculty innovators from many fields will find not only hope but also a blueprint for action in Changing Conceptions Changing Practices Contributors Juan Carlos Albarr n Jos Amador Annie Dell Aria Kate de Medeiros Keith Fennen Jordan A Fenton Carrie E Hall Elena Jackson Albarr n Erik N Jensen Vrinda Kalia Janice Kinghorn Jennifer Kinney Sheri Leafgren Elaine Maimon Elaine Miller Gaile Pohlhaus Jr Jennifer J Quinn Barbara J Rose Scott Sander Brian D Schultz Ling Shao L James Smart Pepper Stetler *Writing Changes: Alphabetic Text and Multimodal Composition* Pegeen Reichert Powell, 2020-04-01 Writing Changes moves beyond restrictive thinking about composition to examine writing as a material and social practice rich with contradictions It analyzes the assumed dichotomy between writing and multimodal composition which incorporates sounds images and gestures as well as the truism that all texts are multimodal Organized in four sections the essays explore alphabetic text and multimodal composition in writing studies specific pedagogies that place writing in productive conversation with multimodal forms current representations of writing and multimodality in textbooks of instructors attitudes toward social media and of writing programs ideas about writing studies as a discipline in the light of new communication practices Bookending the essays are an introduction that frames the collection and establishes key terms and concepts and an epilogue that both sums up and complicates the ideas in the essays

Creating a Transnational Space in the First Year Writing Classroom W. Ordeman, 2021-05-04 During the first twenty years of the new millennium many scholars turned their attention to translanguaging an idea that focuses on the merging of language in distinct social and spatial contexts to serve unique mutually constitutive and temporal purposes This volume joins the more recent shift in pedagogical studies towards an altogether distinct phenomenon transnationalism By developing a framework for transnational pedagogical practice this volume demonstrates the exclusive opportunities afforded to freshmen writers who write in transnational spaces that act as points of fusion for several cultural lingual and national identities With reference to recent works on translanguaging and transnationalism this volume is an attempt to conceptualize effective writing pedagogy in freshman writing courses which are becoming more and more transnational It also provides educators and first year writing administrators with practical pedagogical tools to help them use their transnational spaces as a means of achieving their desired learning outcomes as well as teaching students threshold concepts of composition studies This volume will be particularly useful for first year writing faculty at colleges and universities as well as writing program administrators to create a more effective curriculum that addresses these needs in classroom settings All scholars with a doctorate in Rhetoric and Composition English as a Second Language Translation Studies to name a few will also find this a valuable resource *Two-Year College Writing Studies* Darin Jensen, Brett Griffiths, 2023-12-15 Two Year College

Writing Studies is a comprehensive overview of the two year college writing teaching experience within our current political and historical contexts with examples for teachers to better enact just teaching practices in their colleges Editors Darin Jensen and Brett Griffiths present grounded well theorized and practical strategies for teachers to implement in classrooms institutions and geopolitical contexts to advocate more effectively for their students Contributors draw on theories of identity rhetorical third space and linguistics to articulate a praxis of just teaching They describe existing institutional challenges and opportunities that foster equity and offer cautionary tales of educational systems dismantled for short term economic and political gains Two year college writing studies when properly resourced holds the potential to foster or undermine democratic ideals of civic literacy and uplift Chapters in this volume offer case study examples of changes in departmental practices for reflection interaction and assessment that empower faculty to break free and engage directly with institutional regional state and national constraints By making these resilient practices visible Two Year College Writing Studies amplifies the voices and validates the experiences of instructors engaging in this work It will serve generalists specialists and academics interested in the subdiscipline of student success pedagogies and the political histories of two year colleges and be useful for instructors new to the field as professional development for veteran instructors and as an introduction for graduate students entering two year college writing studies programs *Writing about Writing* Elizabeth Wardle,Doug Downs,2022-08-25 This popular guide helps you master essential threshold concepts that will improve your writing

Designing for Social Justice Jialei Jiang,Jason C.K. Tham,2025-03-31 Exploring the intersection of design research and community engagement this book highlights the ways in which design and design theories can be used to address social justice issues and promote positive change in communities Contributors illuminate the theoretical ethical and pedagogical dimensions of design driven methods in community engaged projects exploring their potential to address critical social justice issues such as ethnic and racial justice gender equality disability justice cultural diversity equity and environmental justice Chapters examine various aspects of community engaged practices including the use of design theories to fuel social justice work in community partnerships ethical issues surrounding the use of multimodal resources and new media technologies and pedagogies for promoting social change Addressing the opportunities and challenges of design and design methods in community engagement this collection offers suggestions for promoting social justice through technical and professional communication activities and pedagogies Investigating the design of community engaged projects from a critical standpoint this book will appeal to scholars and students in the fields of Technical and Professional Communication Writing and Composition Studies and Rhetoric It will also be of interest to administrators community partners and professionals working in service learning contexts

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Naming What We Know Threshold Concepts Of Writing Studies Introduction

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






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