Passions Pedagogies and 21st Century Technologies

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Deborah Coxwell-Teague,Ronald F. Lunsford

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Passions Pedagogies and 21st Century Technologies Gail Hawisher,Cynthia L. Selfe,1999-02 Gail Hawisher and Cynthia Selfe created a volume that set the agenda in the field of computers and composition scholarship for a decade The technology changes that scholars of composition studies faced as the new century opened couldn t have been more deserving of passionate study While we have always used technologies e g the pencil to communicate with each other the electronic technologies we now use have changed the world in ways that we have yet to identify or appreciate fully Likewise the study of language and literate exchange even our understanding of terms like literacy text and visual has changed beyond recognition challenging even our capacity to articulate them As Hawisher Selfe and their contributors engage these challenges and explore their importance they find themselves engaged in the messy contradictory and fascinating work of understanding how to live in a new world and a new century The result is a broad deep and rewarding anthology of work still among the standard works of computers and composition study   **Passions Pedagogies and 21st Century Technologies** Gail Hawisher,Cynthia L. Selfe,1999 Gail Hawisher and Cynthia Selfe created a volume that set the agenda in the field of computers and composition scholarship for a decade The technology changes that scholars of composition studies faced as the new century opened couldn t have been more deserving of passionate study While we have always used technologies e g the pencil to communicate with each other the electronic technologies we now use have changed the world in ways that we have yet to identify or appreciate fully Likewise the study of language and literate exchange even our understanding of terms like literacy text and visual has changed beyond recognition challenging even our capacity to articulate them As Hawisher Selfe and their contributors engage these challenges and explore their importance they find themselves engaged in the messy contradictory and fascinating work of understanding how to live in a new world and a new century The result is a broad deep and rewarding anthology of work still among the standard works of computers and composition study   **The Writing Center Director's Resource Book** Christina Murphy,Byron Stay,2012-11-12 The Writing Center Director s Resource Book has been developed to serve as a guide to writing center professionals in carrying out their various roles duties and responsibilities It is a resource for those whose jobs not only encompass a wide range of tasks but also require a broad knowledge of multiple issues The volume provides information on the most significant areas of writing center work that writing center professionals both new and seasoned are likely to encounter It is structured for use in diverse institutional settings providing both current knowledge as well as case studies of specific settings that represent the types of challenges and possible outcomes writing center professionals may experience This blend of theory with actual practice provides a multi dimensional view of writing center work In the end this book serves not only as a resource but also as a guide to future directions for the writing center which will continue to evolve in response to a myriad of new challenges that will lie ahead   **Digital Reading and Writing in Composition Studies** Mary R. Lamb,Jennifer M. Parrott,2019-03-13 As

digital reading has become more productive and active the lines between reading and writing become more blurred This book offers both an exploration of collaborative reading and pedagogical strategies for teaching reading and writing that reflect the realities of digital literacies This edited scholarly collection offers strategies for teaching reading and writing that highlight the possibilities opportunities and complexities of digital literacies Part 1 explores reading and writing that happen digitally and offers frameworks for thinking about this process Part 2 focuses on strategies for the classroom by applying reading theories design principles and rhetorical concepts to instruction Part 3 introduces various disciplinary implications for this blended approach to writing instruction What is emerging is new theories and practices of reading in both print and digital spaces theories that account for how diverse student readers encounter and engage digital texts This collection contributes to this work by offering strategies for sustaining reading and cultivating writing in this landscape of changing digital literacies The book is essential for the professional development of beginning teachers who will appreciate the historical and bibliographic overview as well as classroom strategies and for busy veteran teachers who will gain updated knowledge and a renewed commitment to teaching an array of literacy skills It will be ideal for graduate seminars in composition theory and pedagogy both undergraduate and graduate and teacher education courses and will be key reading for scholars in rhetoric and composition interested in composition history assessment communication studies and literature pedagogy   Coding Literacy Annette Vee,2017-07-28 How the theoretical tools of literacy help us understand programming in its historical social and conceptual contexts The message from educators the tech community and even politicians is clear everyone should learn to code To emphasize the universality and importance of computer programming promoters of coding for everyone often invoke the concept of literacy drawing parallels between reading and writing code and reading and writing text In this book Annette Vee examines the coding as literacy analogy and argues that it can be an apt rhetorical frame The theoretical tools of literacy help us understand programming beyond a technical level and in its historical social and conceptual contexts Viewing programming from the perspective of literacy and literacy from the perspective of programming she argues shifts our understandings of both Computer programming becomes part of an array of communication skills important in everyday life and literacy augmented by programming becomes more capacious Vee examines the ways that programming is linked with literacy in coding literacy campaigns considering the ideologies that accompany this coupling and she looks at how both writing and programming encode and distribute information She explores historical parallels between writing and programming using the evolution of mass textual literacy to shed light on the trajectory of code from military and government infrastructure to large scale businesses to personal use Writing and coding were institutionalized domesticated and then established as a basis for literacy Just as societies demonstrated a literate mentality regardless of the literate status of individuals Vee argues a computational mentality is now emerging even though coding is still a specialized skill   **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 Theory and Criticism of Virtual Texts* Lory Hawkes,Joe Law,Christina Murphy,2000-11-30 Virtual texts have emerged within the realm of the Internet as the predominant means of global communication As both technological and cultural artifacts they embody and challenge cultural assumptions and invite new ways of conceptualizing knowledge community identity and meaning But despite the pervasiveness of the Internet in nearly all aspects of contemporary life no single resource has cataloged the ways in which numerous disciplines have investigated and critiqued virtual texts This bibliography includes more than 1500 annotated entries for books articles dissertations and electronic resources on virtual texts published between 1988 and 1999 Because of the multiple contexts in which virtual texts are studied the bibliography addresses virtual communication across a broad range of disciplines and philosophies It encompasses studies of the historical development of virtual texts investigations of the many interdisciplinary applications of virtual texts and discussions of such legal issues as privacy and intellectual property Entries are arranged alphabetically within topical chapters and extensive indexes facilitate easy access   Lean Technical Communication Meredith A. Johnson,W. Michele Simmons,Patricia Sullivan,2017-11-20 Winner of the 2020 CCCC Research Impact Award Lean Technical Communication Toward Sustainable Program Innovation offers a theoretically and empirically grounded model for growing and stewarding professional and technical communication programs under diverse conditions Through case studies of disruptive innovations this book presents a forward looking sustainable vision of program administration that negotiates short term resource deficits with long term resilience It illustrates how to meet many of the newest challenges facing technical communication programs such as building and maintaining change with limited resources economic shortfalls technology deficits and expanding reimagining the role of our programs in the 21st century university Its insights benefit those involved in the development of undergraduate and graduate programs including majors service courses minors specializations and certificates   **New Frontiers in Technological Literacy** J. Dakers,2016-04-30 This book attempts to rethink the concept of technological literacy in a modern context not only in terms of a subject area taught in schools but also as an important general concept that all citizens should engage with As this book will illustrate the concept of technological literacy has no universally agreed definition   **Focus on Writing** Laurie McMillan,2018-10-30 This first year composition rhetoric reader uses a Writing about Writing WAW approach and a conversational style to help students engage in threshold concepts and transfer what they know about writing to new situations Each chapter asks a key question such as Why Write or What Is the Rhetorical Situation and Why Should I Care about It Preliminary answers to the chapter question are provided in accessible prose and these initial ideas are supplemented with a selection of three or four readings and a list of

recommended online texts Prompts for informal and formal writing projects keep the focus on writing and help students apply writing studies scholarship to their own lives in meaningful ways A companion website includes recommended WAW resources assignment supports and links to additional readings sites broadviewpress com focusonwriting **Rhetorical Delivery as Technological Discourse** Ben McCorkle,2012-01-19 According to Ben McCorkle the rhetorical canon of delivery traditionally seen as the aspect of oratory pertaining to vocal tone inflection and physical gesture has undergone a period of renewal within the last few decades to include the array of typefaces color palettes graphics and other design elements used to convey a message to a chosen audience McCorkle posits that this redefinition while a noteworthy moment of modern rhetorical theory is just the latest instance in a historical pattern of interaction between rhetoric and technology In Rhetorical Delivery as Technological Discourse A Cross Historical Study McCorkle explores the symbiotic relationship between delivery and technologies of writing and communication Aiming to enhance historical understanding by demonstrating how changes in writing technology have altered our conception of delivery McCorkle reveals the ways in which oratory and the tools of written expression have directly affected one another throughout the ages To make his argument the author examines case studies from significant historical moments in the Western rhetorical tradition Beginning with the ancient Greeks McCorkle illustrates how the increasingly literate Greeks developed rhetorical theories intended for oratory that incorporated writerly tendencies diminishing delivery s once prime status in the process Also explored is the near eradication of rhetorical delivery in the mid fifteenth century the period of transition from late manuscript to early print culture and the implications of the burgeoning print culture during the nineteenth century McCorkle then investigates the declining interest in delivery as technology designed to replace the human voice and gesture became prominent at the beginning of the 1900s Situating scholarship on delivery within a broader postmodern structure he moves on to a discussion of the characteristics of contemporary hypertextual and digital communication and its role in reviving the canon while also anticipating the future of communication technologies the likely shifts in attitude toward delivery and the implications of both on the future of teaching rhetoric Rhetorical Delivery as Technological Discourse traces a long view perspective of rhetorical history to present readers a productive reading of the volatile treatment of delivery alongside the parallel history of writing and communication technologies This rereading will expand knowledge of the canon by not only offering the most thorough treatment of the history of rhetorical delivery available but also inviting conversation about the reciprocal impacts of rhetorical theory and written communication on each other throughout this history **Of Essays and Reading in Early Modern Britain** S. Black,2006-11-03 This study focuses on the co evolution of the essay and the mode of literacy it enabled and the interactive processes of reading with a new approach to early modern textuality It shows how the genre served to record test and disseminate the skills required and how the essay was adopted as a mechanism by various intellectual disciplines A Guide to Composition Pedagogies Gary Tate,Amy Rupiper-Taggart,Kurt Schick,Brooke Hessler,2014-02 This

is a bibliographic guide written for newcomers to the field The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration **Chasing Literacy** Daniel Keller,2013-12-02 Arguing that composition should renew its interest in reading pedagogy and research Chasing Literacy offers writing instructors and literacy scholars a framework for understanding and responding to the challenges posed by the proliferation of interactive and multimodal communication technologies in the twenty first century Employing case study research of student reading practices Keller explores reading writing connections in new media contexts He identifies a culture of acceleration a gathering of social educational economic and technological forces that reinforce the values of speed efficiency and change and challenges educators to balance new faster literacies with traditional slower literacies In addition Keller details four significant features of contemporary literacy that emerged from his research accumulation and curricular choices literacy perceptions speeds of rhetoric and speeds of reading Chasing Literacy outlines a new reading pedagogy that will help students gain versatile dexterous approaches to both reading and writing and makes a significant contribution to this emerging area of interest in composition theory and practice **Cultivating Ecologies for Digital Media Work** Catherine C Braun,2013-12-25 The onslaught of the digital age has rapidly redefined the parameters of virtually every aspect of daily life and the world of academic scholarship is no exception In English departments across American institutions of higher education faculty members face an uphill battle in the struggle for professional recognition of their digital works In Cultivating Ecologies for Digital Media Work author Catherine C Braun calls for a shift in thinking about the professional methods and digital goals of the English studies discipline and its central texts Braun s in depth study documents English professors and the challenges they face in both career and classroom as they attempt to gain appropriate value for digital teaching and creation within their field departments and institutions Braun proposes that to move English studies into the future three main questions must be addressed First what counts as a text How should we approach the reading of texts Finally how should we approach the production of texts In addition to reconsidering the nature of texts in English studies she calls for crucial changes in higher education institutional procedures themselves including new methods of evaluating digital scholarship on an even playing field with other forms of work during the processes for promotion and tenure With insightful expertise Braun analyzes how the new age of digital scholarship not only complements the traditional values of the English studies discipline but also offers constructive challenges to old ideas about texts methods and knowledge production Cultivating Ecologies for Digital Media Work is the first volume to offer specific examination of the digital shift s impact on English studies and provides the scaffold upon which productive conversations about the future of the field and digital pedagogy can be built **Composing Media Composing Embodiment** Kristin L Arola,Anne Wysocki,2012-03-31 What any body is and is able to do cannot be disentangled from the media we use to consume and produce texts from the Introduction Kristin Arola and Anne Wysocki argue that composing in new media is composing the

body is embodiment In Composing Media Composing Embodiment they have brought together a powerful set of essays that agree on the need for compositionists and their students to engage with a wide range of new media texts These chapters explore how texts of all varieties mediate and thereby contribute to the human experiences of communication of self the body and composing Sample assignments and activities exemplify how this exploration might proceed in the writing classroom Contributors here articulate ways to understand how writing enables the experience of our bodies as selves and at the same time to see the work of our writing in mediating selves to make them accessible to institutional perceptions and constraints These writers argue that what a body does and can do cannot be disentangled from the media we use nor from the times and cultures and technologies with which we engage To the discipline of composition this is an important discussion because it clarifies the impact s of literacy on citizens freedoms and societies To the classroom it is important because it helps compositionists to support their students as they enact learn and reflect upon their own embodied and embodying writing

Concepts in Composition Irene L. Clark,2019-05-13 Concepts in Composition is designed to foster reflection on how theory impacts practice allowing prospective teachers to assume the dual role of both teacher and student as they enter the discipline of Writing Studies and become familiar with some of its critical conversations Now in its third edition the volume offers up to date scholarship and a deeper focus on diversity both in the classroom and in relation to Writing Studies and literacy more broadly This text continues to offer a wealth of practical assignments classroom activities and readings in each chapter It is the ideal resource for the undergraduate or graduate student looking to pursue a career in writing instruction

Transforming Memories in Contemporary Women's Rewriting L. Plate,2010-12-08 Including topics as diverse as feminism and its relationship to the marketplace plagiarism and copyright silence and forgetting and myth in a digital age this book explores the role of rewriting within feminist literature from the 1970s onwards in relation to the theme of cultural memory   Future North Janike Kampevold Larsen,Peter Hemmersam,2018-04-09 The changing Arctic is of broad political concern and is being studied across many fields This book investigates ongoing changes in the Arctic from a landscape perspective It examines settlements and territories of the Barents Sea Coast Northern Norway the Russian Kola Peninsula Svalbard and Greenland from an interdisciplinary design based and future oriented perspective The Future North project has travelled Arctic regions since 2012 mapped landscapes and settlements documented stories and practices and discussed possible futures with local actors Reflecting the multidisciplinary nature of the project the authors in this book look at political and economic strategies urban development land use strategies and local initiatives in specific locations that are subject to different forces of change This book explores current material conditions in the Arctic as effects of industrial and political agency and social initiatives It provides a combined view on the built environment and urbanism as well as the cultural and material landscapes of the Arctic The chapters move beyond single disciplinary perspectives on the Arctic and engage with futures cultural landscapes and communities in ways that build on both architectural and ethnographic

participatory methods   **Game Work** Ken S. McAllister,2006-07-02 Although computer games are essentially impractical they are nevertheless important mediating agents for the broad exercise of socio political power In considering how the languages images gestures and sounds of video games influence those who play them McAllister highlights the ways in which ideology is coded into games

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