

# THE **OUTCOMES** BOOK

Debate and Consensus  
after the WPA Outcomes Statement

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# Outcomes Debate And Consensus After The Wpa Outcomes Statement

**Logan Bearden**



## **Outcomes Debate And Consensus After The Wpa Outcomes Statement:**

**Outcomes Book** Susanmarie Harrington, 2005-02-28 The WPA Outcomes Statement is important because it represents a working consensus among composition scholars about what college students should learn and do in a composition program. But as a single page document the statement cannot convey the kind of reflective process that a writing program must undertake to address the learning outcomes described. The Outcomes Book relates the fuller process by exploring the matrix of concerns that surrounded the developing Statement itself and by presenting the experience of many who have since employed it in their own settings. *The WPA Outcomes Statement—A Decade Later* Nicholas N. Behm, Gregory R.

Glau, 2014-09-12 The WPA Outcomes Statement A Decade Later examines the ways that the Council of Writing Program Administrators Outcomes Statement for First Year Composition has informed curricula, generated programmatic institutional and disciplinary change, and affected a disciplinary understanding of best practices in first year composition. Reformers,

Teachers, Writers Neal Lerner, 2019-07-03 In *Reformers Teachers Writers* Neal Lerner explores the distinction between curriculum and pedagogy in writing studies and the ways in which failing to attend to that distinction results in the failure of educational reform. Lerner's mixed methods approach—quantitative, qualitative, textual, historical, narrative, and theoretical—reflects the importance and effects of curriculum in a wide variety of settings, whether in writing centers, writing classrooms, or students' out-of-school lives, as well as the many methodological approaches available to understand curriculum in writing studies. The richness of this approach allows for multiple considerations of the distinction and relationship between pedagogy and curriculum. Chapters are grouped into three parts: disciplinary inquiries, experiential inquiries, and empirical inquiries, exploring the presence and effect of curriculum and its relationship to pedagogy in multiple sites, both historical and contemporary, and for multiple stakeholders. *Reformers Teachers Writers* calls out writing studies' inattention to curriculum, which hampers efforts to enact meaningful reform, and to have an impact on larger conversations about education and writing. The book will be invaluable to scholars, teachers, and administrators interested in rhetoric and composition, writing studies, and education. **Genre** Anis S. Bawarshi, Mary Jo Reiff, 2010-03-08 *GENRE: AN INTRODUCTION TO HISTORY, THEORY, RESEARCH, AND PEDAGOGY* provides a critical overview of the rich body of scholarship that has informed a genre turn in Rhetoric and Composition, including a range of interdisciplinary perspectives from rhetorical theory, applied linguistics, sociology, philosophy, cognitive psychology, and literary theory. Building Writing Center Assessments That Matter Ellen

Schendel, William J. Macauley, 2012-10-16 No less than other divisions of the college or university, contemporary writing centers find themselves within a galaxy of competing questions and demands that relate to assessment questions and demands that usually embed priorities from outside the purview of the writing center itself. Writing centers are used to certain kinds of assessment, both quantitative and qualitative, but are often unprepared to address larger institutional or societal issues. In *Building Writing Center Assessments that Matter*, Schendel and Macauley start from the kinds of

assessment strengths already in place in writing centers and they build a framework that can help writing centers satisfy local needs and put them in useful dialogue with the larger needs of their institutions while staying rooted in writing assessment theory The authors begin from the position that tutoring writers is already an assessment activity and that good assessment practice rooted in the work of Adler Kassner O Neill Moore and Huot already reflects the values of writing center theory and practice They offer examples of assessments developed in local contexts and of how assessment data built within those contexts can powerfully inform decisions and shape the futures of local writing centers With additional contributions by Neal Lerner Brian Huot and Nicole Caswell and with a strong commitment to honoring on site local needs the volume does not advocate a one size fits all answer But like the modeling often used in a writing consultation examples here illustrate how important assessment principles have been applied in a range of local contexts Ultimately Building Writing Assessments that Matter describes a theory stance toward assessment for writing centers that honors the uniqueness of the writing center context and examples of assessment in action that are concrete manageable portable and adaptable

[Electronic Portfolios 2.0](#) Darren Cambridge, Kathleen Blake Yancey, Barbara Cambridge, 2023-07-03 Higher education institutions of all kinds across the United States and around the world have rapidly expanded the use of electronic portfolios in a broad range of applications including general education the major personal planning freshman learning communities advising assessing and career planning Widespread use creates an urgent need to evaluate the implementation and impact of eportfolios Using qualitative and quantitative methods the contributors to this book all of whom have been engaged with the Inter National Coalition for Electronic Portfolio Research have undertaken research on how eportfolios influence learning and the learning environment for students faculty members and institutions This book features emergent results of studies from 20 institutions that have examined effects on student reflection integrative learning establishing identity organizational learning and designs for learning supported by technology It also describes how institutions have responded to multiple challenges in eportfolio development from engaging faculty to going to scale These studies exemplify how eportfolios can spark disciplinary identity increase retention address accountability improve writing and contribute to accreditation The chapters demonstrate the applications of eportfolios at community colleges small private colleges comprehensive universities research universities and a state system

**Handbook of Automated Essay Evaluation** Mark D. Shermis, Jill Burstein, 2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly expanded follow up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout

the book Highlights of the book's coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E-rater the Intelligent Essay Assessor the Intellimetric™ Engine e-rater™ and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E-rater the Intelligent Essay Assessor the Intellimetric™ engine e-rater™ and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology

Sharing Our Intellectual Traces Tracy Bridgeford, Karla Saari Kitalong, Bill Williamson, 2016-11-03

Administrators of academic professional and technical communication PTSC programs have long relied upon lore stories of what works to understand and communicate about the work of program administration Stories are interesting telling engaging and necessary But a discipline focused primarily on stories especially the ephemeral stories narrated at conferences and deliberated at department meetings usually suffice primarily to solve immediate problems and address day to day concerns and activities This edited collection captures some of those stories and layers them with theoretical perspectives and reflection to enhance their usefulness to the PTSC program administration community at large Like the ephemeral stories PTSC program administrators are accustomed to the stories told in this volume are set within specific institutional contexts that reflect specific institutional challenges They emphasize the intellectual traces the debts the authors owe to those who have informed and transformed their administrative work In so doing this collection creates another conversation albeit a robust diverse and theoretically informed one around which program leaders might define or redefine their roles and re-envision their administrative work as the rich complex intellectual engagement that we find it to be This volume asks authors to move beyond a notion of administration as an activity based solely in institutional details and processes In so doing they emphasize theory as they share their reflections on core administrative processes and significant

moments in the histories of their associated programs thereby affording opportunities for critical examination in conjunction with practical advice

**Writing Program Administration at Small Liberal Arts Colleges** Jill M. Gladstein, Dara Rossman Regaignon, 2012-03-19 WRITING PROGRAM ADMINISTRATION AT SMALL LIBERAL ARTS COLLEGES presents an empirical study of the writing programs at one hundred small private liberal arts colleges Jill M Gladstein and Dara Rossman Regaignon provide detailed information about a type of writing program not often highlighted in the scholarly record and offer a model for such national multi institutional research

*Making Progress* Logan Bearden, 2022-04-01 Making Progress is an empirical investigation into the strategies and processes first year composition programs can use to center multimodal work in their curricula Logan Bearden makes a unique contribution to the field presenting a series of flexible strategies evolving considerations and best practices that can be taken up adapted and implemented by programs and directors that want to achieve what Bearden brands multimodal curricular transformation or MCT at their own institutions MCT can be achieved at the intersection of program documents and practices Bearden details ten composition programs that have undergone MCT offering interview data from the directors who oversaw and or participated within the processes He analyzes a corpus of outcomes statements to discover ways we can make space for multimodality and gives instructors and programs a broader understanding of the programmatic values for which they should strive if they wish to make space for multimodal composition in curricula Making Progress also presents how other program documents like syllabi and program websites can bring those outcomes to life and make multimodal composing a meaningful part of first year composition curricula First year composition programs that do not help their students learn to compose multimodal texts are limiting their rhetorical possibilities The strategies in Making Progress will assist writing program directors and faculty who are interested in using multimodality to align programs with current trends in disciplinary scholarship and deal with resistance to curricular revision to ultimately help students become more effective communicators in a digital global age

*Writing at the State U* Emily Isaacs, 2018-02-21 Writing at the State U presents a comprehensive empirical examination of writing programs at 106 universities Rather than using open survey calls and self reporting Emily Isaacs uses statistical analysis to show the extent to which established principles of writing instruction and administration have been implemented at state comprehensive universities the ways in which writing at those institutions has differed from writing at other institutions over time and how state institutions have responded to major scholarly debates concerning first year composition and writing program administration Isaacs s findings are surprising state university writing programs give lip service to important principles of writing research but many still emphasize grammar instruction and a skills based approach classes continue to be outsized faculty development is optional and orientation toward basic writing is generally remedial As such she considers where a closer match between writing research and writing instruction might help to expose and remedy these difficulties and identifies strategies and areas where faculty or writing program administrators are empowered to enact change Unique in its

wide scope and methodology Writing at the State U sheds much needed light on the true state of the writing discipline at state universities and demonstrates the advantages of more frequent and rigorous quantitative studies of the field

ePortfolio Performance Support Systems Katherine V. Wills, Rich Rice, 2013-07-16 ePortfolio Performance Support Systems Constructing Presenting and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios

**Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education** Schreiner, Christopher S., 2009-05-31 This research publication accommodates in depth studies that elucidate both the prospects and problems of learning assessment in higher education Provided by publisher

**Landmark Essays on Writing Program Administration** Kelly Ritter, MELISSA IANETTA, 2024-11-01 Leading with the provocative observation that writing programs administration lacks an established set of texts that provides a baseline of shared knowledge in which to root our ongoing conversations and with which to welcome newcomers Landmark Essays on Writing Program Administration focuses on WPA identity to propose one such grouping of texts This Landmark volume is the cornerstone resource for new Writing Program Administrators and graduate students seeking an ever important overview of the literature on Writing Program Administration Drawing broadly across scholarship in writing programs and writing centers Ritter and Ianetta work to historicize theorize and problematize the ever shifting answers offered to the question Who or what is a WPA

**Writing the Classroom** Stephen E. Neaderhiser, 2022-11-21 Writing the Classroom explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities advocate for pedagogical values and negotiate the many external forces that influence the act of teaching Writing the Classroom shines a light on genres that are often treated as two dimensional with purely functional purposes arguing instead that genres like assignment prompts course proposals teaching statements and policy documents play a fundamental role in constructing the classroom and the broader pedagogical enterprise within academia Writing the Classroom calls on experienced teachers and faculty administrators to critically consider their own engagement with pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for students but also for the many other audiences within academia that have a role in shaping the experience of teaching Contributors Michael Albright Lora Arduser Lesley Erin Bartlett Logan Bearden Lindsay Clark Dana Comi Zack K De Piero Matt Dowell Amy Ferdinandt Stolley Mark A Hannah Megan Knight Laura R Micciche Cindy Mooty Dustin Morris Kate Navickas Kate Nesbit Jim Nugent Lori A

Ostergaard Cynthia Pengilly Jessica Rivera Mueller Christina Saidy Megan Schoen Virginia Schwarz Christopher Toth  
*Our Body of Work* Melissa Nicolas, Anna Sicari, 2022-09-15 *Our Body of Work* invites administrators and teachers to consider how physical bodies inform everyday work and labor as well as research and administrative practices in writing programs Combining academic and personal essays from a wide array of voices it opens a meaningful discussion about the physicality of bodily experiences in the academy Open exchanges enable complex and nuanced conversations about intersectionality and how racism sexism classism and ableism among other isms create systems of power Contributors examine how these conversations are framed around work practices policies and research and identify ways to create inclusive embodied practices in writing programs and classrooms The collection is organized to maximize representation in the areas of race gender identity ability and class by featuring scholarly chapters followed by narratively focused interchapters that respond to and engage with the scholarly work The honest and emotionally powerful stories in *Our Body of Work* expose problematic and normalizing policies practices and procedures and offer diverse theories and methodologies that provide multiple paths for individuals to follow to make the academy more inclusive and welcoming for all bodies It will be an important resource for researchers as well a valuable addition to graduate and undergraduate syllabi on embodiment writing instruction pedagogy and WPA work Contributors Dena Arendall Janel Atlas Hayat Bedaiwi Elizabeth Boquet Lauren Brentnell Triauna Carey Denise Comer Joshua Daniel Michael Faris Rebecca Gerdes McClain Morgan Gross Nabila Hijazi Jacquelyn Hoermann Elliott Maureen Johnson Jasmine Kar Tang Elitza Kotzeva Michelle LaFrance Jasmine Lee Lynn C Lewis Mary Lourdes Silva Rita Malenczyk Anna Rita Napoleone Julie Prebel Rebecca Rodriguez Carey Ryan Skinnell Trixie Smith Stacey Waite Kelsey Walker Shannon Walters Isaac Wang Jennie Young Composition And/or Literature Linda S. Bergmann, Edith M. Baker, 2006 **Transforming Ethos** Rosanne Carlo, 2020-09-01 In *Transforming Ethos* Rosanne Carlo synthesizes philosophy rhetorical theory and composition theory to clarify the role of ethos and its potential for identification and pedagogy for writing studies Carlo renews focus on the ethos appeal and highlights its connection to materiality and place as a powerful instrument for writing and its teaching one that insists on the relational and multimodal aspects of writing and makes prominent its inherent ethical considerations and possibilities Through case studies of professional and student writings as well as narrative reflections *Transforming Ethos* imagines the ethos appeal as not only connected to style and voice but also a process of habituation related to practices of everyday interaction in places and with things Carlo addresses how ethos aids in creating identification transcending divisions between the self and other She shows that when writers tell their experiences they create and reveal the ethos appeal and this type of narrative multimodal writing is central to scholarship in rhetoric and composition as well as the teaching of writing In addition Carlo considers how composition is becoming compromised by professionalization particularly through the idea of transfer which is overtaking the critical work of self development with others that a writing classroom should encourage in college students *Transforming Ethos* cements



ethos as an essential term for the modern practice and teaching of rhetoric and places it at the heart of writing studies This book will be significant for students and scholars in rhetoric and composition as well as those interested in higher education more broadly

**Vernacular Eloquence** Peter Elbow, 2012-01-13 Since the publication of his groundbreaking books *Writing Without Teachers* and *Writing with Power* Peter Elbow has revolutionized how people think about writing Now in *Vernacular Eloquence* he makes a vital new contribution to both practice and theory The core idea is simple we can enlist virtues from the language activity most people find easiest speaking for the language activity most people find hardest writing Speech with its spontaneity naturalness of expression and fluidity of thought has many overlooked linguistic and rhetorical merits Through several easy to employ techniques writers can marshal this wisdom of the tongue to produce stronger clearer more natural writing This simple idea it turns out has deep repercussions Our culture of literacy Elbow argues functions as though it were a plot against the spoken voice the human body vernacular language and those without privilege making it harder than necessary to write with comfort or power Giving speech a central role in writing overturns many empty preconceptions It causes readers to think critically about the relationship between speech writing and our notion of literacy Developing the political implications behind Elbow's previous books *Vernacular Eloquence* makes a compelling case that strengthening writing and democratizing it go hand in hand

Exploring Composition Studies Kelly Ritter, Paul Kei Matsuda, 2012-04-30 Kelly Ritter and Paul Kei Matsuda have created an essential introduction to the field of composition studies for graduate students and instructors new to the study of writing The book offers a careful exploration of this diverse field focusing specifically on scholarship of writing and composing Within this territory the authors draw the boundaries broadly to include allied sites of research such as professional and technical writing writing across the curriculum programs writing centers and writing program administration Importantly they represent composition as a dynamic eclectic field influenced by factors both within the academy and without The editors and their sixteen seasoned contributors have created a comprehensive and thoughtful exploration of composition studies as it stands in the early twenty first century Given the rapid growth of this field and the evolution of its research and pedagogical agendas over even the last ten years this multi vocal introduction is long overdue

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