



A New Writing Classroom

Listening, Motivation, and Habits of Mind

Patrick Sullivan

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**Nicholas N. Behm, Sherry Rankins-
Robertson**



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A New Writing Classroom Patrick Sullivan, 2014-07-15 In *A New Writing Classroom* Patrick Sullivan provides a new generation of teachers a means and a rationale to reconceive their approach to teaching writing calling into question the discipline's dependence on argument Including secondary writing teachers within his purview Sullivan advocates a more diverse exploratory and flexible approach to writing activities in grades six through thirteen *A New Writing Classroom* encourages teachers to pay more attention to research in learning theory transfer of learning international models for nurturing excellence in the classroom and recent work in listening to teach students the sort of dialogic stance that leads to higher order thinking and more sophisticated communication The conventional argumentative essay is often a simplistic form of argument widely believed to be the most appropriate type of writing in English classes but other kinds of writing may be more valuable to students and offer more important kinds of cognitive challenges Focusing on listening and dispositions or habits of mind as central elements of this new composition pedagogy *A New Writing Classroom* draws not just on composition studies but also on cognitive psychology philosophy learning theory literature and history making an exciting and significant contribution to the field

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(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 l l dip 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

Sixteen Teachers Teaching Patrick Sullivan, 2020-12-01 Sixteen Teachers Teaching is a warmly personal full access tour into the classrooms and teaching practices of sixteen distinguished two year college English professors Approximately half of all basic writing and first year composition classes are now taught at two year colleges so the perspectives of English faculty who teach at these institutions are particularly valuable for our profession This book shows us how a group of acclaimed teachers put together their classes design reading and writing assignments and theorize their work as writing instructors All of these teachers have spent their careers teaching multiple sections of writing classes each semester or term so this book presents readers with an impressive and perhaps unprecedented abundance of pedagogical expertise teaching knowledge and classroom experience Sixteen Teachers Teaching is a book filled with joyfulness wisdom and pragmatic advice It has been designed to be a source of inspiration for high school and college English teachers as they go about their daily work in the classroom Contributors Peter Adams Jeff Andelora Helane Adams Androne Taiyon J Coleman Renee DeLong Kathleen Sheerin DeVore Jamey Gallagher Shannon Gibney Joanne Baird Giordano Brett Griffiths Holly Hassel Darin Jensen Jeff Klausman Michael C Kuhne Hope Parisi and Howard Tinberg

Democracy, Social Justice, and the American Community College Patrick Sullivan, 2021-07-17 This book provides scholars educators and legislators with a personal classroom level tour of daily life at a community college Readers will accompany the author into the classroom as he goes about his work as an English teacher meeting with classes and corresponding with students on Blackboard and e mail Answering the call for student centered scholarship this book blends traditional academic writing with chapters that feature a rich variety of student work including essays journal entries

poems art and responses to creative assignments In this volume Sullivan theorizes the modern community college as a social justice institution By mission and mandate the modern community college has democratized America s system of higher education and distributed hope equity and opportunity more broadly across the nation **Economic Inequality, Neoliberalism, and the American Community College** Patrick Sullivan,2017-05-11 This book aims to deepen public understanding of the community college and to challenge our longstanding reliance on a deficit model for defining this important powerful and transformative institution Featuring a unique combination of data and research Sullivan seeks to help redefine update and reshape public perception about community colleges This book gives serious attention to student voices and includes narratives written by community college students about their experiences attending college at an open admissions institution Sullivan examines the history of the modern community college and the economic model that is driving much of the current discussion in higher education today Sullivan argues that the community college has done much to promote social justice and economic equality in America since the founding of the modern community college in 1947 by the Truman Commission Teaching Readers in Post-Truth America Ellen C. Carillo,2018-10-01 Teaching Readers in Post Truth America shows how postsecondary teachers can engage with the phenomenon of post truth Drawing on research from the fields of educational and cognitive psychology human development philosophy and education Ellen C Carillo demonstrates that teaching critical reading is a strategic and targeted response to the current climate Readers in this post truth culture are under unprecedented pressure to interpret an overwhelming quantity of texts in many forms including speeches news articles position papers and social media posts In response Carillo describes pedagogical interventions designed to help students become more metacognitive about their own reading and in turn better equipped to respond to texts in a post truth culture Teaching Readers in Post Truth America is an invaluable source of support for writing instructors striving to prepare their students to resist post truth rhetoric and participate in an information rich divisive democratic society *The Framework for Success in Postsecondary Writing* Nicholas N. Behm,Sherry Rankins-Robertson,2017-03-03 Illustrates the widespread applications of the Framework for Success in Postsecondary Writing especially the eight habits of mind in helping students to be successful not only in postsecondary writing courses but also in four arenas of life academic professional civic and personal Explanation Points John R Gallagher,Danielle Nicole DeVoss,2019-09-06 Explanation Points is a curated collection of disciplinary knowledge and advice for publishing in rhetoric and composition Covering a variety of topics in an approachable conversational tone the book demonstrates how writing faculty from diverse career trajectories and institutions produce prepare edit revise and publish scholarship Rhetoric and composition is a uniquely democratic field made of a group of scholars who rather than competing with one another lift each other up and work together to move the field forward This lively engaging story anchored book offers advice from a range of authors including emeritus faculty prolific authors and early career researchers Organized by various stages in the writing and publishing

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Reading and Writing Instruction in the Twenty-First Century Ellen C. Carillo, 2021-08-02 Robert Scholes passed away on December 9 2016 leaving behind an intellectual legacy focused broadly on textuality Scholes s work had a significant impact on a range of fields including literary studies composition and rhetoric education media studies and the digital humanities among others In Reading and Writing Instruction in the Twenty First Century contemporary scholars explore and extend the continued relevance of Scholes s work for those in English and writing studies In this volume Scholes s scholarship is included alongside original essays providing a resource for those considering everything from the place of the English major in the twenty first century to best practices for helping students navigate misinformation and disinformation Reading and Writing Instruction in the Twenty First Century not only keeps Scholes s legacy alive but carries it on through a commitment in Scholes s 1998 own words to offer our students the cultural equipment they are going to need when they leave us Contributors Angela Christie Paul T Corrigan Lyn e Lewis Gaillet Doug Hesse Alice S Horning Emily J Isaacs Christopher La Casse Robert Lest n Kelsey McNiff Thomas P Miller Jessica Rivera Mueller Christian Smith Kenny Smith

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