

Intertexts

Reading Pedagogy in College Writing Classrooms



Edited by **Marguerite Helmers**

Intertexts Reading Pedagogy In College Writing Classrooms

Ann Blakeslee, Cathy Fleischer



Intertexts Reading Pedagogy In College Writing Classrooms:

Intertexts Marguerite Helmers, 2003-01-30 What do we mean when we talk about reading What does it mean to teach reading What place does reading have in the college writing classroom *Intertexts Reading Pedagogy in College Writing Classrooms* theoretically and practically situates the teaching of reading as a common pedagogical practice in the college writing classroom As a whole the book argues for rethinking the separation of reading and writing within the first year writing classroom for an expanded notion of reading that is based on finding and creating meaning from a variety of symbolic forms not just print based texts but also other forms such as Web sites and visual images The chapter authors represent a range of cultural personal and rhetorical perspectives including cultural studies classical rhetoric visual rhetoric electronic literacy reader response theory creative writing and critical theories of literature and literary criticism This volume an important contribution to composition studies is essential reading for researchers instructors writing program administrators and students involved in college writing instruction and literature

Intertexts Marguerite H. Helmers, 2003 What do we mean when we talk about reading What does it mean to teach reading What place does reading have in the college writing classroom *Intertexts Reading Pedagogy in College Writing Classrooms* theoretically and practically situates the teaching of reading as a common pedagogical practice in the college writing classroom As a whole the book argues for rethinking the separation of reading and writing within the first year writing classroom for an expanded notion of reading that is based on finding and creating meaning from a variety of symbolic forms not just print based texts but also other forms such as Web sites and visual images The chapter authors represent a range of cultural personal and rhetorical perspectives including cultural studies classical rhetoric visual rhetoric electronic literacy reader response theory creative writing and critical theories of literature and literary criticism This volume an important contribution to composition studies is essential reading for researchers instructors writing program administrators and students involved in college writing instruction and literature

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 **Reconnecting**

Reading and Writing Alice S. Horning, Elizabeth W. Kraemer, 2013-09-06 *Reconnecting Reading and Writing* explores the ways in which reading can and should have a strong role in the teaching of writing in college *Reconnecting Reading and Writing* draws on broad perspectives from history and international work to show how and why reading should be reunited with writing in college and high school classrooms It presents an overview of relevant research on reading and how it can best be used to support and enhance writing instruction **Securing a Place for Reading in Composition** Ellen C. Carillo, 2015-01-15 *Securing a Place for Reading in Composition* addresses the dissonance between the need to prepare students to read not just write complex texts and the lack of recent scholarship on reading writing connections Author Ellen C Carillo argues that including attention to reading practices is crucial for developing more comprehensive literacy pedagogies Students who can read actively and reflectively will be able to work successfully with the range of complex texts they will encounter throughout their post secondary academic careers and beyond Considering the role of reading within composition from both historical and contemporary perspectives Carillo makes recommendations for the productive integration of reading instruction into first year writing courses She details a mindful reading framework wherein instructors help students cultivate a repertoire of approaches upon which they consistently reflect as they apply them to various texts This metacognitive frame allows students to become knowledgeable and deliberate about how they read and gives them the opportunity to develop the skills useful for moving among reading approaches in mindful ways thus preparing them to actively and productively read in courses and contexts outside first year composition *Securing a Place for Reading in Composition* also explores how the field of composition might begin to effectively address reading including conducting research on reading revising outcome statements and revisiting the core courses in graduate programs It will be of great interest to writing program administrators and other compositionists and their graduate students **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 **New Writing Scholarship** Graeme Harper, 2025-02-12 This book provides engaging insights into the evolution and scope of the critical study of creative writing The wide range of chapters included reveals analyzes done as the field of Creative Writing Studies further emerged and grew across the world The book explores investigative methods and pedagogical thinking that has excitingly shaped and is shaping the critical and practice led study of creative writing particularly in higher education This volume is relevant for both students and scholars interested in creative writing particularly those who are interested in creative writing teaching and learning The chapters in the book were originally published as articles and editorials in the New Writing journal and are accompanied by a new Introduction and Conclusion and a Foreword by well known Creative Writing Studies scholar Dianne Donnelly **Current Trends in the Development and Teaching of the four Language Skills** Esther Usó-Juan, Alicia Martínez-Flor, 2008-08-22 Current Trends in the Development and Teaching of the four Language Skills builds connections from theory in the four language skills to instructional practices It comprises twenty one chapters that are grouped in five sections The first section includes an introductory chapter which presents a communicative competence framework developed by the editors in order to highlight the key role the four skills play in language learning and teaching The next four sections each represent a language skill Section II is devoted to listening Section III to speaking Section IV to reading and Section V to writing In order to provide an extensive treatment of each of the four skills each section starts with a theoretical chapter which briefly illustrates advances in the understanding of how each skill is likely to be learned and taught followed by four didactically oriented chapters authored by leading international specialists These pedagogical chapters deal specifically with four key topics 1 areas of research that influence the teaching of a particular skill 2 an overview of strategies or techniques necessary for developing a particular skill 3 an approach to the academic orientation of a particular skill and 4 unique aspects of teaching each skill Moreover all chapters incorporate two common sections pre reading questions at the beginning of the chapter in order to stimulate readers interest in its content and a section entitled suggested activities at the end of the chapter in order to allow readers put the ideas and concepts presented into practice The accessible style and practical focus of the volume make it an ideal tool for teachers teacher trainers and teacher trainees who are involved in teaching the four language skills in a second or foreign language context **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 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

Horizons of Phenomenology Jeff Yoshimi, Philip Walsh, Patrick Londen, 2023-04-11 This is an open access book which explores phenomenology as both an exceptionally diverse movement in philosophy as well as an active research method that crosses disciplinary boundaries The volume brings together lively overviews of major areas and schools of phenomenology as well as the most recent applications across a range of fields The first part reviews the state of the art in various areas of contemporary phenomenology including several distinct schools of Husserl and Heidegger scholarship as well as approaches derived from Merleau Ponty de Beauvoir Fanon and others An innovative quantitative analysis of citation networks provides rich visualizations of the field as a whole The second part showcases phenomenology as a living discipline that can advance research in other areas While some areas of interaction between phenomenology and other disciplines are by now well established e g cognitive science this volume sheds light on newer areas of application The goal is to move beyond discussions of philosophical method and highlight scholars who are actually doing phenomenology in a variety of areas including Embodiment and questions of gender race and identity The arts visual art literature architecture and Archaeology and anthropology This volume offers a concise introduction to cutting edge phenomenological research and is suitable for both students and specialists

The Traveling and Writing Self Marguerite Helmers, Tilar Mazzeo, 2009-03-26 The collected essays that comprise The Traveling and Writing Self examine the critical relationship between the journey the author of the travel narrative and published and private texts Contributors draw attention to the performed nature of the travel writer s self emphasizing that the carefully crafted persona of the traveler protagonist is a fiction The traveler s identity is frequently in flux negotiating between social convention literary convention personal motivations and nationalist agendas The Traveling and Writing Self is a notable addition to studies of travel writing because the contributors explore several genres in addition to the traditional accounts of the journey these genres include histories of exploration diaries memoir poetry film and short story Not limited to a specific historical era or geographical location individual chapters explore the work of Rebecca Solnit Isak Dinesen Melinda Atwood William Byrd E J Pratt Beatrice Grimshaw and Louisa May

Alcott From each we learn that perhaps the most interesting subject of any travel account is the author Becoming a Writing Researcher Ann Blakeslee, Cathy Fleischer, 2019-07-08 Becoming a Writing Researcher effectively guides students through the stages of conducting qualitative writing research from the initial step of seeing themselves as researchers to identifying research questions selecting appropriate methodological tools conducting the research and interpreting and reporting findings Exercises and activities as well as anecdotes and examples from both novice and seasoned researchers serve to acquaint readers thoroughly with the practice of carrying out research for scholarly or professional purposes This second edition introduces students to research methods in a gradual and contextualized manner Each chapter offers a discussion of a particular portion of the research process followed by consideration of physical conceptual and strategic tools that allow a master s level researcher to conduct that part of the research Sections within each chapter also cover issues of stance and positionality that impact the researcher and the resulting research Becoming a Writing Researcher second edition is an essential text for all novice researchers and is particularly well suited for use in graduate level research methods courses in writing studies and technical communications It is also ideal for use in other disciplines with strong qualitative methodology research programs including education The Community and the Algorithm: A Digital Interactive Poetics Andrew Klobucar, 2021-09-07 Digital media presents an array of interesting challenges adapting new modes of collaborative online communication to traditional writing and literary practices at the practical and theoretical levels For centuries popular concepts of the modern author regardless of genre have emphasized writing as a solo exercise in human communication while the act of reading remains associated with solitude and individual privacy The Community and the Algorithm A Digital Interactive Poetics explores important cultural changes in these relationships thanks to the rapid development of digital internet technologies allowing near instantaneous synchronous multimedia interaction across the globe The radical shift in how we author and consume media as an online electronic transmission effectively resituates the writing process across the liberal arts as less a solitary act of individual enquiry and reflection and more an ongoing collaborative process of creative interaction within a multimedia environment or network Contributions in this anthology demonstrate a robust history and equally diverse contemporary approach to multimedia interaction for literary and artistic ends Central to all media formats computation is explored throughout this volume to critically examine how algorithmic procedures in writing help bring forward many key concepts to building creative communities in a digital environment Each chapter in this book accordingly introduces readers to various new collaborative experiments using a broad range of different digital media formats including VR Natural Language Generation NLG and metagaming tools This book will appeal broadly to students instructors and independent artists working in the digital arts while its emphasis on social interactivity will interest theorists and teachers working in theatre social media and cyberpsychology Its secondary focus on computation and media programming as a site of artistic experimentation will also interest programmers and web designers at various professional levels **Sentimental**

Readers Faye Halpern, 2013-12-01 How could novels like Uncle Tom's Cabin change the hearts and minds of thousands of mid nineteenth century readers yet make so many modern readers cringe at their over the top tear filled scenes Sentimental Readers explains why sentimental rhetoric was so compelling to readers of that earlier era why its popularity waned in the latter part of the nineteenth century and why today it is generally characterized as overly emotional and artificial But author Faye Halpern also does more she demonstrates that this now despised rhetoric remains relevant to contemporary writing teachers and literary scholars Halpern examines these novels with a fresh eye by positioning sentimentality as a rhetorical strategy on the part of these novels mostly female authors who used it to answer a question that plagued the male dominated world of nineteenth century American rhetoric and oratory how could listeners be sure an eloquent speaker wasn't unscrupulously persuading them of an untruth The authors of sentimental novels managed to solve this problem even as the professional male rhetoricians and orators could not because sentimental rhetoric filled with tears and other physical cues of earnestness ensured that an audience could trust the heroes and heroines of these novels However as a wider range of authors began wielding sentimental rhetoric later in the nineteenth century readers found themselves less and less convinced by this strategy In her final discussion Halpern steps beyond a purely historical analysis to interrogate contemporary rhetoric and reading practices among literature professors and their students particularly first year students new to the close reading method advocated and taught in most college English classrooms Doing so allows her to investigate how sentimental novels are understood today by both groups and how these contemporary reading strategies compare to those of Americans more than a century ago Clearly sentimental novels still have something to teach us about how and why we read **Teaching**

Literature at a Distance Takis Kayalis, Anastasia Natsina, 2011-11-03 Featuring essays by an international array of literature scholars this volume examines the challenges and opportunities of teaching literature at Open and Virtual Universities in a wide range of national cultural and linguistic contexts It presents cutting edge explorations of seminal issues including literature pedagogy and curriculum building canon and theory debates the uses of hypertext and other digital tools for literary instruction the writing and evaluation of educational material and the teaching of digital literature These issues are addressed from various critical and theoretical viewpoints which reflect the contributors long educational and administrative involvement with open and distance learning ODL in a rich diversity of cultural and academic frameworks As the first scholarly attempt to bring together questions of literature pedagogy and issues in open and distance online and blended learning this book is an essential resource for literature instructors and administrators in ODL e learning and b learning programs It offers techniques enabling scholars in more traditional academic settings to make literature courses more effective and stimulating by using tools developed for distance learning *Argument in Composition* John Ramage, Micheal Callaway, 2009-09-14 ARGUMENT IN COMPOSITION provides access to a wide range of resources that bear on the teaching of writing and argument The ideas of major theorists of classical and contemporary rhetoric and

argument from Aristotle to Burke Toulmin and Perelman are explained and elaborated especially as they inform pedagogies of argumentation and composition

The State of Stylistics ,2008-01-01 The State of Stylistics contains a broad collection of papers that investigate how stylistics has evolved throughout the late 20th and early 21st centuries In so doing it considers how stylisticians currently perceive their own respective fields of enquiry It also defines what stylistics is and how we might use it in research and teaching

Defining Visual Rhetorics Charles A. Hill,Marguerite Helmers,2012-08-21 Images play an important role in developing consciousness and the relationship of the self to its surroundings In this distinctive collection editors Charles A Hill and Marguerite Helmers examine the connection between visual images and persuasion or how images act rhetorically upon viewers Chapters included here highlight the differences and commonalities among a variety of projects identified as visual rhetoric leading to a more precise definition of the term and its role in rhetorical studies Contributions to this volume consider a wide variety of sites of image production from architecture to paintings from film to needlepoint in order to understand how images and texts work upon readers as symbolic forms of representation Each chapter discusses analyzes and explains the visual aspect of a particular subject and illustrates the ways in which messages and meaning are communicated visually The contributions include work from rhetoric scholars in the English and communication disciplines and represent a variety of methodologies theoretical textual analysis psychological research and cultural studies among others The editors seek to demonstrate that every new turn in the study of rhetorical practices reveals more possibilities for discussion and that the recent turn to the visual has revealed an inexhaustible supply of new questions problems and objects for investigation As a whole the chapters presented here demonstrate the wide range of scholarship that is possible when a field begins to take seriously the analysis of images as important cultural and rhetorical forces Defining Visual Rhetorics is appropriate for graduate or advanced undergraduate courses in rhetoric English mass communication cultural studies technical communication and visual studies It will also serve as an insightful resource for researchers scholars and educators interested in rhetoric cultural studies and communication studies

Strategies and Resources for Teaching Writing with the Simon & Schuster Handbook for Writers ,2007

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