

THE WPA OUTCOMES STATEMENT

A Decade Later

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Edward M. White



The Wpa Outcomes Statement A Decade Later



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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 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 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.

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' lives out of school, 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.

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 [Very Like a Whale](#) Edward M. White, Norbert Elliot, Irvin Peckham, 2015-03-15 Winner of the 2015 CPTSC Award for Excellence in Program Assessment Written for those who design redesign and assess writing programs *Very Like a Whale* is an intensive discussion of writing program assessment issues Taking its title from Hamlet the book explores the multifaceted forces that shape writing programs and the central role these programs can and should play in defining college education Given the new era of assessment in higher education writing programs must provide valid evidence that they are serving students instructors administrators alumni accreditors and policymakers This book introduces new conceptualizations associated with assessment making them clear and available to those in the profession of rhetoric and composition writing studies It also offers strategies that aid in gathering information about the relative success of a writing program in achieving its identified goals Philosophically and historically aligned with quantitative approaches White Elliot and Peckham use case study and best practice scholarship to demonstrate the applicability of their innovative approach termed Design for Assessment DFA Well grounded in assessment theory *Very Like a Whale* will be of practical use to new

and seasoned writing program administrators alike as well as to any educator involved with the accreditation process **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 **Contingent Faculty Publishing in Community: Case Studies for Successful Collaborations** L. Guglielmo, L. Gaillet, 2014-12-23 Contributors argue that the key to innovative teaching and scholarship lies in institutional support for the contingent labor force and they encourage contingent faculty to organize self mentoring groups create venues for learning disseminating their experiences and findings and connect scholarship to service and teaching in novel ways *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 **Assessing the Teaching of Writing** Amy E. Dayton, 2015-03-15 Although fraught with politics and other perils teacher evaluation can contribute in important positive ways to faculty development at both the individual and the departmental levels Yet the logistics of creating a valid assessment are complicated Inconsistent methods rater bias and overreliance on student evaluation forms have proven problematic The essays in *Assessing the Teaching of Writing* demonstrate constructive ways of evaluating teacher performance taking into consideration the immense number of variables involved Contributors to the volume examine a range of fundamental issues including the political context of declining state funds in education growing public critique of the professoriate and demands for accountability resulting from federal policy initiatives like No Child Left Behind the increasing sophistication of assessment methods and technologies and the continuing interest in the scholarship of teaching The first section addresses concerns and advances in assessment methodologies and the second takes a closer look at unique individual sites and models of assessment Chapters collectively argue for viewing teacher assessment as a rhetorical practice Fostering new ways of thinking about teacher evaluation *Assessing the Teaching of Writing* will be of great interest not only to writing program administrators but also to those concerned with faculty development and teacher assessment outside the writing program **Labored** Randall McClure, Dayna V. Goldstein, 2016-11-01 *Labored* The State and Future of Work in Composition edited by Randall McClure Dayna V Goldstein and Michael Pemberton offers both a retrospective and a prospective look at the 1989 Statement of Principles and Standards for the Postsecondary Teaching of Writing and its relation to the changing nature of work in composition Stemming from an investigative project to strengthen the Statement with data culled from national reports on labor conditions this collection draws on the expertise of scholars whose research agendas and lived experiences afford fresh insights and critical analyses on labor issues in composition and

writing program administration **Market Matters** Locke Carter, 2005 Much of the theory underlying technical communication rhetoric composition and college English in general comes from a decidedly socialist Marxist perspective ones that espouses strong anti Capitalist anti competitive statements While members of the academy have learned much about cultural artifacts and practices from these methodologies and critiques they are also disenfranchised from the larger world view free market competitive and capitalistic This volume a collection of 11 scholarly essays begins to fill this gap by asserting a theoretical and practical stance based on free market mechanisms and behaviors Through a variety of approaches from broad argument to specific examples of market behaviors from historical criticism to case studies this collection makes the case that despite fears expressed by numerous critics of capitalism technical communication and rhetoric and composition retain all their force rationale and value when expressed in free market terms Specifically the collection argues that writing disciplines have market value and that Marxist approaches to the fields are not capable of promoting this value It follows then that participants in these fields need to begin viewing themselves as market players instead of reactionaries A second general argument is that markets are inherently rhetorical meaning that they create information are subject to socially constructed trends persuade and communicate values and ideas In other words the market is a natural and logical domain for rhetorical study and participation Finally a third argument is that certain activities distance education foremost among them create value for these academic fields If we see our fields as having market value we do not need to view distance education as a threat to writing disciplines but rather an opportunity for growth and development Locke Carter the editor and lead essayist holds not only a PhD in Rhetoric from the University of Texas at Austin but also an MBA from the University of Texas at Austin 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 *WPA, Writing Program Administration* ,2007

The Writing Program Administrator as Theorist Shirley K. Rose, Irwin Weiser, 2002 The work of Writing Program Administration however overturns that perception for it demands that theory be integrated within everyday decision making

Integrating Literature and Writing Instruction Judith H. Anderson, Christine R. Farris, 2007 Judith H Anderson and Christine R Farris colleagues at Indiana University and prominent scholars in literary studies and composition respectively aim here to bridge the perceived division between the two disciplines In a spirit of curricular collaboration Integrating Literature and Writing Instruction presents an array of courses mainly for non English majors that use literature in teaching first year college students how to read write and think critically Contributors teach at a range of institutions from Research I

and large state universities to small selective colleges and use different classroom approaches some highly participatory and others combining lectures with small group work Divided into three groups representing humanities core courses courses that focus on literature and courses that focus on cultural issues in relation to literature the essays explore the use of a variety of literary texts from Shakespeare s sonnets to historical novels to detective fiction Contributors offer imaginative assignments and innovative pedagogical techniques that can be adapted profitably in multiple courses and institutional contexts The concluding section narrates the collaborative development of a course on language metaphor and textuality which the editors offer as a successful model of what literature and writing instruction can accomplish together

The Concise Guide to Teaching Composition Derek Soles, 2007 This concise guide for teaching college composition was written especially for writing teachers who are graduate teaching assistants or those whose academic preparation is in a discipline other than rhetoric and composition Completely research based and generously documented this practical guide boils down the most important composition theory and pedagogy into 17 brief practical chapters that will edify those who are new to the discipline and serve as a refresher to those who are more experienced

College Credit for Writing in High School Kristine Hansen, Christine Farris, 2010 Edited by Kristine Hansen and Christine R Farris this collection explores various options that students have for taking care of the first year college writing requirement including AP tests concurrent enrollment dual credit courses the International Baccalaureate diploma and early college high schools The first year college writing requirement is a time honored tradition in almost every college and university in the United States Many high school students seek to fulfill this requirement before entering college through a variety of programs such as Advanced Placement tests concurrent enrollment programs the International Baccalaureate diploma and early college high schools The growth of these programs raises a number of questions including Is this kind of outsourcing of instruction to noncollege providers of educational services something to be resisted or embraced What are the possible benefits and detriments to students their parents their teachers and the educational institutions What standards should be met with respect to student readiness teacher preparation curricular content pedagogical strategies and learning outcomes How can we create a seamless K 14 educational system that effectively teaches writing to students in the transition from adolescence to adulthood Contributors to this volume including high school teachers professors at community colleges and universities and administrators at both the secondary and postsecondary levels explore the complexity of these issues offer best practices and pitfalls of such a system establish benchmarks for success and lay out possible outcomes for a new educational landscape

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