

## Crossing Cultures Readings For Composition

This volume broadens the horizon of educational research in North America by introducing a comprehensive dialogue between Eastern and Western philosophies and perspectives on the subject of curriculum theory and practice. It is a very timely work in light of the progressively globalized nature of education and educational studies and the increasingly widespread attunement to Eastern educational theories in the West. By introducing Eastern perspectives, this book questions taken-for-granted thinking in Western educational thought about the foundations of teaching and learning, curriculum theory, educational policy, and educational issues such as teaching for social justice, service-learning initiatives, human rights and environmental education, and the teaching of content area subjects. It provides an important opportunity for scholars from different countries and different disciplines to establish a solid yet accessible foundation of East-West inquiry that furthers the scope and depth of curriculum studies and to disseminate the insights from this book in the venues in which they work. Researchers, faculty, and graduate students in the fields of curriculum theory, curriculum and instruction, educational foundations, philosophy of education, international/comparative education, and multicultural educational studies will welcome this book. It is appropriate as a text for upper-level courses in these areas.

While Latinos and Latinas are the youngest and largest U.S. minority group, they continue to be among the poorest and least educated. A major contribution of *Creating Alternative Discourses in the Education of Latinos and Latinas* is that it provides scholars, teachers, and practitioners with counter-hegemonic theories, methods, and pedagogies that challenge the mainstream assumptions about the education of this group. Drawing on rich ethnographic portrayals including life history interviews, focus groups, and participant observation, this interdisciplinary volume bridges diverse bodies of literature in an attempt to bring about changes in the education of Latinos and Latinas.

*Concise Encyclopedia of Applied Linguistics* formalizes, organizes and analyzes the relation of knowledge about language to decision-making in practice. It synthesizes research in psycholinguistics, educational linguistics and sociolinguistics, freely crossing subject fields to establish innovative and expert responses to some of the key debates in the field. Authored and compiled by leaders in their various specialties and collated and extensively re-edited from the award-winning *Encyclopedia of Language and Linguistics, Second Edition*, this collection will be an ideal one-stop desk reference solution for any linguistics professional and researcher interested in how language operates at the leading edge. Authoritative review of this dynamic field placed in an interdisciplinary context Over 100 articles by leaders in the field Compact and affordable single-volume format

Even though universities and colleges make a concerted effort to foster unity and worldwide acceptance of different ethnicities by including politically correct literature in their curriculums, their attempts to protect students from being exposed to texts that portray discrimination and exhibit racial insensitivity are futile and ill-advised. Texts that contain biases based on otherness continue to be written and those produced in the past remain relevant and still demand the attention of an audience of reader. In order to see the full picture of the world in which they live, students must face even that which is uncomfortable and disturbing. To think otherwise is to create an academic environment that is totally idealistic and distorts the fact that ethnic discrimination has been a potent reality in every society in history and remains so today. These studies in this volume allow readers to meet writers from the traditional American and European canon while also being exposed to third world writers whose work may be unfamiliar. They include memoirs of Holocaust survivors and even record the silencing of Italian women, Apartheid in South Africa and tribal conflict in Nigeria as well as transplanted Asian culture in Canada and the idolization of the black body in Japan. The collection permits a

viewing of the ethnic 'other' not merely in a politically correct way in which one samples the differences and nods approvingly. Rather its intent is to offer opportunities for contemplative assessment of authorial motives and goals, thereby engendering a wealth of understanding based on active engagement rather than passive acceptance of the status quo.

Cross-cultural Studies: China and the World

Academic Writing in a Second Language

Literature and Ethnic Discrimination

Forthcoming Books

Encyclopedia of Rhetoric and Composition

Re-Visioning Composition Textbooks

Historically, writing programs have taken on the role of mediator: offering democratic access to growing numbers of students while protecting an institution's selectivity; and increasing enrollments while also promoting the research and development that attracts corporate, state, and federal funding."--BOOK JACKET.

In this first full-length study of Emecheta's fiction, Fishburn highlights the difficulties inherent in reading across cultures. She challenges the notion that all we need to understand African texts is a willingness to be open to them, arguing that too many of the cultural and critical preconceptions we bring to these texts interfere with our ability to understand them. Directly responding to Western feminist criticism written about Emecheta, this study argues that Emecheta herself is not a feminist in the Western sense and that her novels should not be construed as reflecting this political interest. In close readings of eight of her best known works, this study reveals a complex narrative voice which is far more supportive of Emecheta's own African culture and its tradition than has been recognized previously.

Classroom Interactions as Cross-Cultural Encounters is about native English speakers teaching English as a global language in non-English speaking countries. Through analysis of naturally occurring dialogic encounters, the authors examine the multifaceted ways in which teachers and students utilize diverse communicative resources to construct, display, and negotiate their identities as teachers, learners, and language users, with different pedagogic, institutional, social, and political implications. A range of issues in applied linguistics is addressed, including linguistic imperialism, post-colonial theories, micropolitics of classroom interaction, language and identity, and bilingual classroom practices. Intended to help TESOL professionals of different cultural backgrounds, working in different sociocultural contexts, to critically understand how non-assimilationist, dialogic intercultural communication with students can be achieved and built on for mutual cultural and linguistic enrichment and empowerment, this book: \*emphasizes the sociocultural meanings and micropolitics of classroom interactions that reveal the complex realities of power and identity negotiations in cross-cultural interactions in ELT (English Language Teaching) classroom contexts; \*revisits and reconstitutes the notion of native-speakerness and repositions the roles of native and non-native English teachers in the TESOL profession in the contexts of

decolonization and globalization; \*highlights the need to mobilize intercultural communicative resources for global communication; \*addresses two major concerns of EFL (English as a Foreign Language) classroom researchers and teachers: student resistance and learning motivation; and \*examines and analyzes the changing ideologies (both explicit and implicit) of teachers and students about English learning in the context of a post-colonial society, and how these ideologies are being enacted, reproduced, but also sometimes contested in EFL classroom interactions. Each chapter includes Questions for Reflection and Discussion to promote critical thinking and understanding of the issues discussed. Tuning-In discussion questions are provided in the three chapters on classroom data analysis to activate readers interpretive schemas before they examine the actual classroom episodes. The data are from an ethnographic study in post-colonial Hong Kong secondary schools involving four native English-speaker teachers and two bilingual Cantonese-English speaking teachers engaged in intercultural classroom dialogues with their Cantonese Hong Kong students. The rich, naturally occurring classroom data and in-depth analyses provide useful pedagogical materials for courses in EFL teacher education programs on classroom discourse analysis from sociocultural perspectives.

Cultural differences play a part in communication breakdowns between students and teachers, and only a complete understanding of the model that English instructors use when teaching writing gives us an insight into the reasons why. This book observes and analyzes the communication patterns of Latino students in an English course at the college level, closely observing the interaction between Latino students and the teacher, as well as between Latino students and other student groups in the class. Learning to Write as a Hostile Act for Latino Students concludes that cultural differences - and the resulting miscommunications - significantly contribute to the negative impressions Latino students have about the writing process and English courses. Understanding these differences is crucial to improving the teaching of writing to Latino and other minority students.

A Reader

Multicultural Perspectives in Teaching Literature

Reading, Thinking, and Writing with Sources

Communication from Ancient Times to the Information Age

Crossing the Mainstream

*Intended to help literature teachers examine ways in which the traditional canon can be expanded to include diversity in curricular choices, this book invites readers to work together to find new and better ways to introduce an ever-changing student body to what has heretofore been either unacknowledged or undervalued. The book is divided into three sections. Part 1, "Multicultural Literature for Whom?" develops a rationale for expanding the canon to include multicultural literature in every student's experience and also*

confronts the issue of censorship. Part 2, "Curricular Challenges: Beyond Eurocentric Values," begins the task of cataloging the multitude of literary works that might be included in the new repertoire and also explores the process of learning a different kind of critical analysis. This section of the book also provides comprehensive bibliographies of African American, Asian American, Jewish, Latino, Native American, and cross-cultural literatures, as well as bibliographies of literature addressing emotional/mental and physical disabilities, homelessness, homosexuality, older adults, teenage suicide, and Vietnam veterans. Finally, Part 3, "Teaching Strategies for Multicultural Literature," gives examples of how multicultural works can be incorporated into literature courses. Also included are discussions of incorporating multicultural perspectives within composition classes, assessing student writing, and making interdisciplinary connections in teaching multicultural literature. (NKA) *Crossing Cultures* provides a bold and refreshing new resource for teachers and trainers with proven methods for developing coping strategies and problem-solving skills in the cross-cultural arena. A comprehensive study structured to provide a framework for teaching; each chapter contains a teaching module, highlighting the potential difficulties, dialogues and variations in cross-cultural teaching. Ideal for those teaching Business across borders, this is a uniquely practical guide that features contributions from the leading lights of the field.

*Cross-cultural Studies: China and the World, A Festschrift in Honor of Professor Zhang Longxi* collects twelve essays by eminent scholars across several disciplines in Chinese and cross-cultural studies to celebrate Zhang Longxi's scholarly achievements.

*Writing comments on student papers is a time-honored and widely accepted practice in writing classrooms in most countries. Teachers offer text-specific advice to each student and communicate to the student writer, among other things, the criteria of good writing. A close look at the teacher's comments, therefore, reveals the criteria with which teachers measure student papers. This study builds a dialogue between teachers of writing in China and America on what "good writing" is, revealing the fact that "good writing" resides not just with student texts, but with the teachers who read and judge student papers.*

*Crossing Cultures*

*50 Interactive Critical Reasoning Skills Development Activities*

*Eastern Thought, Educational Insights*

*Cross-Cultural Perspectives on Hagiographical Strategies*

*Journal of Teaching Writing*

*Conflicts of Culture, Ideology, and Pedagogy*

Includes general and summer catalogs issued between 1878/1879 and 1995/1997.

Resource added for the Communication 108011 courses.

Too often it is difficult to find an anthology that offers high- interest readings t

stress cultural differences. Readers will have to look no more with the fifth edition of this highly-successful book of readings. "Crossing Cultures" introduces readers to a wide variety of cultures in the United States. Because we need to look at other cultures to define our own, one complete section emphasizes cultures elsewhere. Each selection has been chosen because it is a "good read" with an engaging subject and style. Each chapter begins with a short, personal reading, moves to more difficult pieces, and ends with a poem. Ideal for those seeking a multicultural anthology for their libraries.

The sixth edition of this cross-cultural writing anthology contains eight thematically organized units that introduce students to a wide variety of cultures in the United States, allowing them to analyze cultural differences and reflect on their own cultural background. Each selection has been chosen because it is accessible and puts forth a subject and style that will engage college students and provide thought-provoking material for class discussion as well as compelling ideas for writing. The thematic units provide logical groupings for class study, but the text is also flexible and allows teachers to pair readings in a variety of ways. A headnote for each piece provides background information to help students prepare for the reading. The questions that follow each selection guide students through the reading and help them analyze both the content and style of the work. The writing questions can be used for formal paper assignments or as prompts for less formal writing.

Cross-cultural Studies in Curriculum

Negotiating Religious Faith in the Composition Classroom

Research on Composition

Readings on Writing Volume 3

Readings for Composition

Essays on Research and Pedagogy

Covering the period between 1984 and 2003, this authoritative sequel picks up where the earlier volumes (Braddock et al., 1963, and Hillocks, 1986), now classics in the field, left off. It features a broader focus that goes beyond the classroom teaching of writing to include teacher research, second-language writing, rhetoric, home and community literacy, workplace literacy, and histories of writing. Each chapter is written by an expert in the area reviewed and covers both conventional written composition and multimodal forms of composition, including drawing, digital forms, and other relevant media. Research on Composition is an invaluable road map of composition research for the next decade, and required reading for anyone teaching or writing about composition today.

"Crossing Cultures, third edition, addresses our need for a cross-cultural understanding in a multiethnic society and complex world. This new edition introduces an exciting range of thought-provoking selections and offers several new pieces on Japan. The selection headnotes are expanded to include information on the social context, the country, the cultural setting, or the historical framework for each piece. Thematically relevant photographs precede each of the nine parts of this edition and are accompanied by a writing assignment. Opening students' eyes to look beyond the

familiar, Crossing Cultures, third edition, leads them through a thematic examination of American diversity to an even broader global perspective."--Publisher's description. In today's globalized world, professional fields are continually transforming to keep pace with advancing methods of practice. The theory of adult learning, specifically, is a subject that has seen new innovations and insights with the advancement of online and blended learning. Examining new principles and characteristics in adult learning is imperative, as emerging technologies are rapidly shifting the standards of higher education. The Handbook of Research on Adult Learning in Higher Education is a collection of innovative research on the methods and applications of adult education in residential, online, and blended course delivery formats. This book will focus on the impact that culture, globalization, and emerging technology currently has on adult education. While highlighting topics including andragogical principles, professional development, and artificial intelligence, this book is ideally designed for teachers, program developers, instructional designers, technologists, educational practitioners, deans, researchers, higher education faculty, and students seeking current research on new methodologies in adult education.

Considers both political and pedagogical issues related to the teaching of English composition to Asian/Pacific students. The possible consequences of imposing Western rhetoric are analyzed, and use of current approaches to the teaching of composition are examined in the context of the Pacific Rim.

Reading Buchi Emecheta: Cross-Cultural Conversations

A Festschrift in Honor of Professor Zhang Longxi

Cross-Cultural Conversations

Classroom Interactions as Cross-Cultural Encounters

Writing Spaces

Building Internationalized Spaces

**Too often it is difficult to find an anthology that offers high-interest readings that stress cultural differences. Readers will have to look no more with the fifth edition of this highly-successful book of readings. Crossing Cultures introduces readers to a wide variety of cultures in the United States. Because we need to look at other cultures to define our own, one complete section emphasizes cultures elsewhere. Each selection has been chosen because it is a "good read" with an engaging subject and style. Each chapter begins with a short, personal reading, moves to more difficult pieces, and ends with a poem. Ideal for those seeking a multicultural anthology for their libraries.**

**This bibliography offers English-as-a-Second-Language (ESL) and English-as-a-Foreign-Language (EFL) specialists and non-specialists a listing of almost 3,500 works in the field of writing in ESL/EFL, at all educational levels, from 1937 through 1993. It includes works focusing on how non-native speakers write in English, how they learn to write in English, how ESL and native-English-speaker (NES) compositions compare, how English is taught in contexts where it is used as a second or foreign language, and instructional materials developed to support writing in a second/foreign language. Citations include bibliographies, monographs, textbooks, periodicals, dissertations and some (unannotated) master's theses, conference papers, and Educational Resources Information Center (ERIC) documents. An introductory section and a list of native languages**

addressed in the works precede the annotated entries. Author and subject indexes are also included. (MSE)

**Crossing Cultures Readings for Composition** Longman Publishing Group  
Explores the cultures, ideologies, traditions, and the material and political conditions that influence the writing and publishing of textbooks.

**Politics and Pedagogy**

**Institutional and Student Needs in Higher Education**

**Good Writing in Cross-Cultural Context**

**Journal of International Students 2011 Vol 1 Issue 2**

**Insights from Master Teachers**

**Diversity**

*This book provides case studies from several higher education contexts to represent the diverse ways that L2 specialists can build up programs and courses that contribute to their institutions' internationalization by promoting language and cultural exchange.*

*This volume contributes to emerging interdisciplinary conversations in higher education about how to refine internationalization in terms of praxis and how to coordinate curricular and pedagogical efforts to achieve meaningful learning outcomes for all students. The chapters provide suggestions for how L2 specialists can reframe their work in their individual programs to help internationalize the entire university in ways that lead to improved learning outcomes for students at different points in their degree programs, including: Orientation programs (early arrival on campus, before classes start) Language Center contexts (support during studies) Volunteer programs for International Teaching Assistants (ITA) and undergraduate students Graduate-level writing support structures Instructional design (virtual learning spaces) Virtual Partner programs (co-curricular) Intercultural composition (placement, interdisciplinary collaborations)*

*Exploring research and pedagogy on second language writing, this volume focuses on issues concerning policy decisions affecting foreign students.*

*First Published in 1996. Routledge is an imprint of Taylor & Francis, an informa company.*

*Volumes in Writing Spaces: Readings on Writing offer multiple perspectives on a wide range of topics about writing. In each chapter, authors present their unique views, insights, and strategies for writing by addressing the undergraduate reader directly.*

*Drawing on their own experiences, these teachers-as-writers invite students to join in the larger conversation about the craft of writing. Consequently, each essay functions as a standalone text that can easily complement other selected readings in first year writing or writing-intensive courses across the disciplines at any level. Volume 3 continues the tradition of previous volumes with topics such as voice and style in writing, rhetorical appeals, discourse communities, multimodal composing, visual rhetoric, credibility, exigency, working with personal experience in academic writing, globalized writing and rhetoric, constructing scholarly ethos, imitation and style, and rhetorical punctuation.*

**An Annotated Bibliography of Research and Pedagogy**

**Native Speakers in EFL Lessons**

**A Guide to Writing in English as a Second Or Foreign Language**

**Reading-to-Write**

**Handbook of Research on Adult Learning in Higher Education**

**Exploring a Cognitive and Social Process**

*Teaching Cross-Cultural Values came out of the need to give students an interactive experience with the course materials, and to be able to gently coax*

them to reevaluate their own values and concepts on diverse cultures in a relatively safe-comfortable-atmosphere. To do that I had to put the focus on them and lead them through the steps by helping them develop critical thinking skills--skills that once developed and embedded as a thinking tool would continue to help students meet the challenge of questioning what they see and experience, and then analyze their own thinking processes to understand those different from them for long after they leave the classroom. The critical reasoning skills explored in this collection of interactive activities are: 1. Analytical Thinking & Critical Analysis 2. Associative Thinking 3. Creative Thinking 4. Critical Thinking 5. Evaluative Thinking 6. Hypothesis Problem Solving 7. Inductive-Deductive Thinking 8. Perceptual Thinking-Interpretation & Summarizing 9. Questioning 10. Synthesizing

The *Social and Cognitive Studies in Writing and Literacy Series*, is devoted to books that bridge research, theory, and practice, exploring social and cognitive processes in writing and expanding our knowledge of literacy as an active constructive process--as students move from high school to college. This descriptive study of reading-to-write examines a critical point in every college student's academic performance: when he or she is faced with the task of reading a source, integrating personal ideas, and creating an individual text with a self-defined purpose. Offering an unusually comprehensive view of this process, the authors chart a group of freshmen as they study and write in their dormitories, recording their "think-aloud" strategies for reading, writing, and revising, their interpretation of the task, and their broader social, cultural, and contextual understanding of college writing. Flower, Stein, and colleagues convincingly conclude that the legacy of schooling in general makes the transition to college difficult and, more important, that the assumptions students hold and the strategies they use in undertaking this task play a significant role in their academic performance. Embracing a broad range of perspectives from rhetoric, composition, literacy research, literary and cultural theory, and cognitive psychology, this rigorous analysis treats reading-to-write as both a cognitive and social process. It will interest researchers and theoreticians in rhetoric and writing, teachers working with students in transition from high school to college, and educators involved in the links between cognition and the social process. This book examines the potential of conducting studies in comparative hagiology, through parallel literary and historical analyses of spiritual life writings pertaining to distinct religious contexts. In particular, it focuses on a comparative analysis of the early sources on the medieval Christian Saint Francis of Assisi (1182-1226) and the Tibetan Buddhist Milarepa (c. 1052-1135), up to and including the so-called 'standard versions' of their life stories written by Bonaventure of Bagnoregio (1221-1274) and Tsangnyön Heruka (1452-1507) respectively. The book thus demonstrates how in the social and religious contexts of both 1200s Italy and 1400s Tibet, narratives of the lives, deeds and teachings of two individuals recognized as spiritual champions were seen as the most effective means to promote spiritual, doctrinal and political agendas. Therefore, as well being highly relevant to those studying hagiographical sources, this book will be of interest to scholars working across the fields of religion and the comparative study of religious phenomena, as well as history and literature in the pre-modern period.

*Concise Encyclopedia of Applied Linguistics*

*A Comparative Study of the Standard Lives of St. Francis and Milarepa*

*The Politics of Remediation*

*Creating Alternative Discourses in the Education of Latinos and Latinas*

*Second Language Perspectives on Developing Language and Cultural Exchange*

*Programs in Higher Education*

*Teaching Composition Around the Pacific Rim*