

The First Year Writing Program A Survival Kit

"Composition scholars and activists have long documented the exploitative conditions of adjunct faculty. While documentation matters, continued data-collecting too often precludes movement towards equitable treatment. This collection highlights actions and describes efforts that have led toward improved adjunct working conditions in English departments"--Provided by publisher.

First-Year Composition: From Theory to Practice's combination of theory and practice provides readers an opportunity to hear twelve of the leading theorists in composition studies answer, in their own voices, the key question of what it is they hope to accomplish in a first-year composition course. In addition, these chapters, and the accompanying syllabi, provide rich insights into the classroom practices of these theorists.

During the first twenty years of the new millennium, many scholars turned their attention to translingualism, an idea that focuses on the merging of language in distinct social and spatial contexts to serve unique, mutually constitutive, and temporal purposes. This volume joins the more recent shift in pedagogical studies towards an altogether distinct phenomenon: transnationalism. By developing a framework for transnational pedagogical practice, this volume demonstrates the exclusive and often overlooked ways that scholars who write in transnational spaces that act as points of fusion for several cultural, lingual, and national identities. With reference to recent works on translingualism and transnationalism, this volume is an attempt to conceptualize effective writing pedagogy in freshmen writing courses, which are becoming more and more transnational. It also provides educators and first year writing administrators with practical pedagogical tools to help them use their transnational spaces as a means of achieving their desired learning outcomes as well as teaching students threshold concepts of composition studies. This volume will be particularly useful for first year writing faculty at colleges and universities as well as writing program administrators to create a more effective curriculum that addresses these needs in classroom settings. All scholars with a doctorate in Rhetoric and Composition, English as a Second Language, Translation Studies, to name a few, will also find this a valuable resource.

This reference guide provides a comprehensive review of the literature on all the issues, responsibilities, and opportunities that writing program administrators need to understand, manage, and enact, including budgets, personnel, curriculum, assessment, teacher training and supervision, and more. Writing Program Administration also provides the first comprehensive history of writing program administration in U.S. higher education. Writing Program Administration includes a helpful glossary of terms and an annotated bibliography for further reading.

A Novelist's Guide to Being a Novelist

Pedagogies and Policies

Stories from First-Year Composition

College Writing and Beyond

Writing Program Administration at Small Liberal Arts Colleges

The Promise and Perils of Writing Program Administration

Thirty Cases for Reference and Research

Decisions, Agency, and Advising considers the role of students' own agency in the placement of multilingual writers—including international students and US residents or citizens who are nonnative users of English—in US college composition programs. Grounded in qualitative research and concerned equally with theory and practice, the book explores how multilingual students exercise agency in their placement decisions and how student agency can inform the overall programmatic placement of multilingual students and multilingual students who made their decisions about placement into first-year composition courses during one academic year at a large public university. She identifies the need for the process of making placement decisions to be understood more clearly, describes how to use that knowledge to improve placement practices for these students—particularly in advising—and offers hands-on recommendations for writing programs. Decisions, Agency, and Advising is a significant contribution to the field and particularly useful for writing program administrators, researchers investigating second language writing and writing program administration, composition and second language writing scholars, and graduate students.

After shaking up writing classrooms at more than 550 colleges, universities, and high schools, Understanding Rhetoric, the comic-style guide to writing, has returned for a third edition! Understanding Rhetoric encourages deep engagement with core concepts of writing and rhetoric. With brand-new coverage of fake news, sourcing the source, podcasting as publishing, and support for common writing assignments, the new edition of the one and only composition comic covers what students need to know--and does it better.

Retention, Persistence, and Writing ProgramsUniversity Press of Colorado

Note: If you are purchasing an electronic version, MyWritingLab does not come automatically packaged with it. To purchase MyWritingLab, please visit www.mywritinglab.com or you can purchase a package of the physical text and MyWritingLab by searching for ISBN 10: 0133972275 / ISBN 13: 9780133972276. The Simon & Schuster Handbook for Writers is designed to help you find what you need to become a better writer. It offers comprehensive access to vital information on the writing process, from mastering the writing process to documenting sources, and from writing for the Web to writing using visuals. The Simon & Schuster Handbook is carefully designed to be a useful tool in your academic life and beyond.

Practices, Principles and Politics

Basic Writing at Yale and Harvard, 1920-1960

Composition in the Engaged University

From Theory to Practice

Fairy Tales in Popular Culture

Writing Programs Worldwide

In Before Shaughnessy: Basic Writing at Yale and Harvard, 1920–1960, Kelly Ritter uses materials from the archives at Harvard and Yale and contemporary theories of writing instruction to reconsider the definition of basic writing and basic writers within a socio-historical context. Ritter challenges the association of basic writing with only poorly funded institutions and poorly prepared students. Using Yale and Harvard as two sample case studies, Ritter shows that basic writing of the 1920s were alive and well, even in the Ivy League, in the early twentieth century. She argues not only that basic writers exist across institutional types and diverse student populations, but that the prevalence of these writers has existed far more historically than we generally acknowledge. Uncovering this forgotten history of basic writing at elite institutions, Ritter contends that the politics and problems of the identification and the definition of basic writers and basic writing began in the work of Mina Shaughnessy in Errors and Expectations and the rise of open admissions. Indeed, she illustrates how the problems and politics have been with us since the advent of English A at Harvard and the heightened consumer-based policies that resulted in the new admissions criteria of the early twentieth-century American university. In order to recognize this long-standing reality of basic writing, we must now reconsider whether the nearly standardized, nationalized definition

“basic” is any longer a beneficial one for the positive growth and democratic development of our first-year writing programs and students.

The official book on the Rust programming language, written by the Rust development team at the Mozilla Foundation, fully updated for Rust 2018. The Rust Programming Language is the official book on Rust: an open source systems programming language that helps you write faster, more reliable software. Rust offers control over low-level details (such as memory usage) in combination with high-level ergonomics, eliminating the hassle traditionally associated with low-level languages. The authors of The Rust Programming Language, members of the Rust Core Team, share their knowledge and experience to show you how to take full advantage of Rust's features—from installation to creating robust and scalable programs. You'll begin with basics like creating functions, choosing data types, and binding variables and then move on to more advanced concepts, such as: • Ownership and borrowing, lifetimes, and traits • Using Rust's memory safety guarantees to build safe programs • Testing, error handling, and effective refactoring • Generics, smart pointers, multithreading, trait objects, and advanced pattern matching • Using Cargo, Rust's built-in package manager, to build, test, and document your code and manage dependencies • How best to use Rust's advanced compiler with compiler-led programming techniques You'll find plenty of code examples throughout the book, as well as three chapters dedicated to building complete projects to test your learning: a number guessing game, a Rust implementation of a command line tool, and a multithreaded server. New to this edition: An extended section on Rust macros, an expanded chapter on modules, and appendices on Rust development tools and editions.

Whether the new instructor of first-year composition looks forward to that first class period with anticipation, dread, or a mix of emotions, Strategies for Teaching First-Year Composition offers guidance, reassurance, and thoughtful commentary on the many activities leading up to and surrounding classroom instruction.

A seemingly ordinary village participates in a yearly lottery to determine a sacrificial victim.

A Graphic Guide to Writing

A New Framework for University Writing Instruction

Pocket Keys for Writers with APA Updates, Spiral Bound Version with (MLA 2021 Update Card)

The Implications of Writing Program Reform in One University

The Writing Program Administrator's Resource

Program Profiles in Context

Teaching Writing Teachers of High School English & First-year Composition

What do writing teachers need to know? And what do they need to know how to do?

'The art of writing,' Kingsley Amis said, 'is the art of applying the seat of one's trousers to the seat of one's chair.' So start now. Take up a notebook and pen, and write one sentence... Can you write a novel in a year? If you simply sit back and think about the enormity of writing a book, it will seem like a vast and unconquerable task, impossibly daunting. The way to make it less daunting is to break it down into its constituent parts, to do it bit by bit. Over the chapters herein, different aspects of technique are divided up into bite size chunks, the better to aid digestion. The book will look at different aspects of writing, with set exercises to help the reader along in their confidence and technique. It is designed to be read a chapter aweek, with the aim of the fledgling writer having a body of material at the year's end which should form a solid start to their novel. Deeply practical, with sound advice at every stage, A NOVEL IN A YEAR is essential reading for any would-be novelist.

This dissertation presents an in-depth case study investigating the developmental writing program at a small, private Christian liberal arts university in the Southwest United States. This developmental writing program featured an accelerated workshop model with course-embedded peer tutors. Research questions centered on understanding the experiences of students enrolled in the developmental writing workshop classes and comparing student success rates (as determined by retention and graduation) to those of students who did not enroll in the program. The findings of this research project suggest that increases in student success in first-year writing courses and improved student retention. Students enrolled in the developmental writing program indicated that they felt supported in what they appreciated most and placed in which to write and getting multiple perspectives on their writing. Students also indicated that the developmental writing workshop helped improve their grades and helped prepare them to complete college-level writing tasks in the future. In both the interviews and on student feedback forms, most students indicated that they found the course-embedded peer tutor to be helpful, although the extent to which students preferred working with the peer tutor, as opposed to working with a professional tutor in the Writing Center, varied among different subgroups of students. While not all students expressed satisfaction with the writing program, the majority of student feedback about the program was positive.

"The essays in this collection offer a timely intervention in digital humanities scholarship, bringing together established and emerging scholars from a variety of humanities disciplines across the world. The first section offers views on the practical realities of teaching digital humanities at undergraduate and graduate levels, presenting case studies and snapshots of the authors' experiences alongside models for future courses and reflections on pedagogical successes and failures. The next section proposes strategies for teaching foundational digital humanities methods across a variety of scholarly disciplines, and the book concludes with wider debates about the place of digital humanities in the academy, from the field's cultural assumptions and social obligations to its political visions." (4e de couverture).

Making Writing Matter

Volume 1, First-Year Composition Courses

Labor and Action in English Composition

Simon and Schuster Handbook for Writers

Empowering the Community College First-Year Composition Teacher

Key Issues in the Placement of Multilingual Writers into First-Year Composition Courses

The Rust Programming Language (Covers Rust 2018)

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.

The role of the writing program administrator is one of diverse activities and challenges, and preparation for the position has traditionally come through performing the job itself. As a result, uninitiated WPAs often find themselves struggling to manage the various requirements and demands of the position, and even experienced WPAs often encounter situations on which they need advice. The Writing Program Administrator's Resource has been developed to address the needs of all WPAs, regardless of background or experience. It provides practical, applicable tools to effectively address the differing and sometimes competing roles in which WPAs find themselves. Readers will find an invaluable collection of articles in this volume, addressing fundamental practices and issues encountered by WPAs in their workplace settings and focusing on the hows and whys of writing program administration. With formal preparation and training only now beginning to catch up to the very real needs of the WPA, this volume offers guidance and support from authoritative and experienced sources--educators who have established the definitions and standards of the position; who have run into obstacles and surmounted them; and who have not just survived but thrived in their roles as WPAs. Editors Stuart C. Brown and Theresa Enos contribute their own experience and bring together the voices of their colleagues to delineate the intellectual scope and practices of writing program administration as an emerging discipline. Established and esteemed leaders in the field offer insights, advice, and plans of action for the myriad scenarios encountered in the position, encouraging WPAs and helping them to realize that they often know more than they think they do. This resource is required reading for the new WPA, and an essential reference for all who serve in the WPA role. As a guidebook for WPAs, it is destined to become a fixture on the desk of every educator involved with or interested in administrating writing programs, writing centers, and writing-across-the-curriculum efforts.

Challenging more limited approaches to service learning, this book examines writing instruction in the context of universities fully engaged in community partnerships.

From scholars working in a variety of institutional and geographic contexts and with a wide range of student populations, Retention, Persistence, and Writing Programs offers perspectives on how writing programs can support or hinder students' transitions to college. The contributors present individual and program case studies, student surveys, a wealth of institutional retention data, and critical policy analysis.

Rates of student retention in higher education are a widely acknowledged problem: although approximately 66 percent of high school graduates begin college, of those who attend public four-year institutions, only about 80 percent return the following year, with 58 percent graduating within six years. At public two-year institutions, only 60 percent of students return, and fewer than a third graduate within three years. Retention is the crucial effect of writing courses on these statistics. First-year writing is a course that virtually all students have to take; thus, writing programs are well-positioned to contribute to larger institutional conversations regarding retention and persistence and should offer themselves as much-needed sites for advocacy, research, and curricular innovation. Retention, Persistence, and Writing Programs is a timely resource for writing program administrators as well as for new writing teachers, advisors, administrators, and state boards of education. Contributors: Matthew Bridgewater, Cristine Busser, Beth Buyserie, Polina Chemishanova, Michael Day, Bruce Feinstein, Patricia Freitag Ericsson, Nathan Garrett, Joanne Baird Giordano, Tawanda Gipson, Sarah E. Harris, Mark Hartlaub, Holly Hassel, Jennifer Heinert, Ashley J. Holmes, Rita Malenczyk, Christopher P. Parker, Cassandra Phillips, Anna Plemons, Pegeen Reichert Powell, Marc Scott, Robin Snead, Sarah Elizabeth Snyder, Sara Webb-Sunderhaus, Susan Wolff Murphy

Retention, Persistence, and Writing Programs

Decisions, Agency, and Advising

Stories from the Incomplete Archive

Discord And Direction

Writing Program Administration

Understanding Rhetoric

Writing Program Architecture

This volume is an inquiry into community college first-year pedagogy and policy at a time when change has not only been called for but also mandated by state lawmakers who financially control public education. It also acknowledges new policies that are eliminating developmental and remedial writing courses while keeping mind that, for most community college students, first-year composition serves as the last course they will take in the English department toward their associate's degree. This volume also serves as a call to action to change the way community colleges attend to faculty concerns. Only by listening to teachers can the concerns discussed in the volume be addressed; it is the teachers who see how social changes intersect with campus policies and students' lives on a daily basis. "--Adapted from back cover

It wasn't so long ago that the fairy tale was comfortably settled as an established and respectable part of children's literature. Since the fairy tale has always been a mirror of its times, however, we should not be surprised that in the latter part of the twentieth century it turned dark and ambiguous; its categorical distinction between good and evil was increasingly at odds with the times. Yet whatever changes the fairy tale may have undergone, its cultural popularity has never been greater. Fairy Tales in Popular Culture sets out to show how the tale has been adapted to meet the needs of the contemporary world; how writers, film-makers, artists, and other communicators have found in its universality an ideal vehicle for speaking to the here-and-now; and how social media have created a participatory culture that has re-invented the fairy tale. A selection of recent retellings show how the tale is being recalibrated for the contemporary world, first through the word and then through the image. In addition to the introductions that precede each section, the anthology provides a selection of critical pieces that offer lively insight into various aspects of the fairy tale as popular culture.

"The collection further argues that postmodernism offers a useful lens through which to understand the work of WPAs and to examine the discordant cultural and institutional issues that shape their work. Each chapter tackles a problem local to its author's writing program or experience as a WPA, and each responds to existing discord in creative ways that move toward rebuilding and redirection."--Jackel

Changing the Subject explores ways of engaging across difference. In this first book-length study of the concept of empathy from a rhetorical perspective, Lisa Blankenship frames the classical concept of *pathos* in new ways and makes a case for rhetorical empathy as a means of ethical rhetorical engagement. The book considers how empathy can be a deliberate, conscious choice to try to understand others through deep listening and how language and other symbol systems play a role in this process that is both cognitive and affective. Departing from agonistic win-or-lose rhetoric in the classical Greek tradition and from the influence of Western thinking, Blankenship proposes that we ourselves are changed "changing the subject" or the self when we focus on trying to understand rather than simply changing an Other. This work is informed by her experiences growing up in the conservative South and now working as a professor in New York City, as well as the stories and examples of three people working across profound social, political, class, and gender differences: Jane Adams's activist work on behalf of immigrants and domestic workers in Gilded Age Chicago; the social media advocacy of Brazilian rap star and former maid Joyce Fernandes of domestic worker labor reform; and the online activist work of Justin Lee, a queer Christian who advocates for greater understanding and inclusion of LGBTQ+ people in conservative Christian churches. A much-needed book in the current political climate, Changing the Subject charts new theoretical ground and proposes ways of integrating principles of rhetorical empathy in our everyday lives to help fight the temptations of despair and disengagement. The book will appeal to students, scholars, and teachers of rhetoric and composition as well as people outside the academy in search of new ways of engaging across differences.

Profiles of Academic Writing in Many Places

Strategies for Teaching First-year Composition

A Novel in a Year

A Guide To Reflective Institutional Practice

Incorporating Course-embedded Peer Tutors in an Accelerated Developmental Writing Program

A Rhetoric for Writing Program Administrators 2e

Contingency, Exploitation, and Solidarity

Teaching Academic Literacy provides a unique outlook on a first-year writing program's evolution by bringing together a group of related essays that analyze, from various angles, how theoretical concepts about writing actually operate in real students' writing. Based on the beginning writing program developed at the University of Wisconsin-Madison, a course that asks students to consider what it means to be a literate member of a community, the essays in the collection explore how students become (and what impedes their progress in becoming) authorities in writing situations. Key features of this volume include: • demonstrations of how research into specific teaching problems (e.g., the problem of authority in beginning writers' work) can be conducted by examining student work through a variety of lenses such as task interpretation, collaboration, and conference, so that instructors can understand their students' and can then use what they have learned to reshape their teaching practices; • adaptability of theory and research to develop a course that engages basic writers with challenging ideas; • a model of how a large writing program can be administered, particularly in regards to the integration of research and curriculum development; and • integration of literary and composition theories.

This guide offers updated shopping tips to people visiting China. It explains what to buy (from porcelain, jade and pearls to silk, antiques, carpets and custom-tailored clothing), how to deal with local merchants and get the best prices, and where to find the best stores, markets and shopping districts - all in a handy pocket-sized format. It also provides tips on finding airfare, hotel and dining bargains.

Pre-1950s composition history, if analyzed with the right conceptual tools, can pluralize and clarify our understanding of the relationship between the writing of college students and the writing's physical, social, and discursive surroundings.

Foundational Practices in Online Writing Instruction addresses administrators' and instructors' questions for developing online writing programs and courses. Written by experts in the field, this book uniquely attends to issues of inclusive and accessible online writing instruction in technology-enhanced settings, as well as teaching with mobile technologies and multimodal compositions.

Foundational Practices of Online Writing Instruction

Directed Self-placement

First-Year Composition

Teaching Academic Literacy

Changing the Subject

Negating the History of College Writing

Negotiating Literacy

"This volume is the most exciting scene in the evolving American university. Writing Majors is a collection of firsthand descriptions of the origins, growth, and transformations of eighteen different programs. The chapters provide useful administrative insight, benchmark information, and even inspiration for new curricular configurations from a range of institutions. A practical sourcebook for those who are building, revising, or administering their own writing majors, this volume also serves as a historical archive of a particular instance of growth and transformation in American higher education. Revealing bureaucratic, practical, and institutional matters as well as academic ideals and ideologies, each profile includes sections providing a detailed program review and rationale, an implementation narrative, and reflection and prospect about the program. Documenting eighteen stories of writing major programs in various stages of formation, preservation, and reform and exposing the contingencies of their local and material constitution, Writing Majors speaks as much to the "how to" of building writing major programs as to the larger "what," "why," and "how" of institutional growth and change.

Ecologies of Writing Programs: Profiles of Writing Programs in Context features profiles of exemplary and innovative writing programs across varied institutions. Situated within an ecological framework, the book explores the dynamic inter-relationships as well as the complex rhetorical and material conditions that writing programs inhabit--and they are constantly in flux as writing program administrators negotiate constraint and innovation.

Writing Program Architecture offers an unprecedented abundance of information concerning the significant material, logistical, and rhetorical features of writing programs. Presenting the realities of thirty diverse and award-winning programs, contributors to the volume describe reporting lines, funding sources, jurisdictions, curricula, and other critical programmatic matters and provide insight into their program histories, politics, and philosophies. Each chapter opens with a program snapshot that includes summary demographic and historical information and then addresses the profile of the WPA, program conception, population served, funding, assessment, technology, curriculum, and more. The architecture of the book itself makes comparison across programs and contexts easy, not only among the programs described in each chapter but also between the program in any given chapter and the reader's own program. An online web companion to the book includes access to the primary documents that have been of major importance to the development or sustainability of the program, described in a "Primary Document" section of each chapter. The metaphor of architecture allows us to imagine the constituent parts of a writing program as its foundation, beams, posts, scaffolding--the institutional structures that, alongside its people, anchor a program to the ground and keep it standing. The most extensive resource on program structure available to the field, Writing Program Architecture illuminates structural choices made by leaders of exemplary programs around the United States and provides an authoritative source of standard practice that a WPA might use to articulate programmatic choices to higher administration. Contributors: Susan Naomi Bernstein, Remica Bingham-Risher, Brent Chappelow, Malkiel Chosed, Angela Clark-Oates, Patrick Class, Emily W. Cosgrove, Thomas Deans, Bridget Drakler, Leigh Ann Dunning, Greg A. Giberson, Maggie Griffin Taylor, Paula Harrington, Sandra Jamieson, Marshall Kitchens, Michael Knievet, Amy Lamin, Christopher LeTasse, Sarah Leggen, Deborah Marvin, Mark McBeth, Tim McCormack, Heather McGraw, Heather McKay, Heidi A. McKee, Julianne Newmark, Lori Ostrgaard, Joannah Portman-Daley, Jacqueline Preston, James P. Purdy, Ben Rafath, Dara Regaignon, Neira Reynolds, Shirley Rose, Bonnie Selting, Stacey Sheriff, Steve Simpson, Patricia Sullivan, Kathleen Toney, Sanford Tweedie, Meg Van Baudin-Wood, Sheanna Watson, Christy I. Wanger, Lisa Wilkinson, Candace Zepeda

This volume, edited by Grace Yeach, 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.

Before Shaughnessy

Ecologies of Writing Programs

The Postmodern Writing Program Administrator

A Theory of Rhetorical Empathy

Creating a Transnational Space in the First Year Writing Classroom

Teaching Information Literacy and Writing Studies

Writing Majors

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.

Composition research consistently demonstrates that the social context of writing determines the majority of conventions any writer must observe. Still, most universities organize the required first-year composition course as if there were an intuitive set of general writing "skills" usable across academic and work-world settings. In College Writing and Beyond: A New Framework for University Writing Instruction, Anne Beaufort reports on a longitudinal study comparing one student's experience in FYC, in history, in engineering, and in his post-college writing. Her data illuminate the struggle of college students to transfer what they learn about "general writing" from one context to another. Her findings suggest ultimately not that we must abolish FYC, but that we must go beyond even genre theory in reconceiving it. Accordingly, Beaufort would argue that the FYC course should abandon its hope to teach a sort of general academic discourse, and instead should systematically teach strategies of responding to contextual elements that impinge on the writing situation. Her data urge attention to issues of learning transfer, and to developmentally sound linkages in writing instruction within and across disciplines. Beaufort advocates special attention to discourse community theory, for its power to help students perceive and understand the context of writing.

"Stories from First-Year Composition: Pedagogies that Foster Student Agency and Writing Identity counters perceptions of first-year composition (FYC) as a service course that prepares students for college writing. The collection identifies a new FYC "service", one that accommodates the realities of writing both within and outside of the academy. The collection also offers insights into effective FYC pedagogies and opportunities for readers to consider and think about their own teaching and their identities as FYC instructors. "Reflect Before Reading" prompts and questions and after-reading activities, including "Questions for Discussion and Reflection," writing activities that ask readers to apply ideas shared in chapters to their own FYC courses, suggestions for further reading, and multimedia components (accessible to readers through links within the collection itself and as resources available on the book's website) invite readers to interact with chapters and to develop deeper and more enriched understandings of their FYC teaching and an accompanying sense of agency so that they not only can teach FYC effectively but also advocate for its value and relevance"--

WRITING PROGRAMS WORLDWIDE offers an important global perspective to the growing research literature in the shaping of writing programs. The authors of its program profiles show how innovators at a diverse range of universities on six continents have dealt creatively over many years with day-to-day and long-range issues affecting how students across disciplines and languages grow as communicators and learners.

Digital Humanities Pedagogy

The Lottery

The Uses of Teacher-research in Developing A Writing Program

Pedagogies that Foster Student Agency and Writing Identity

Principles and Practices

Webster's New Collegiate Dictionary

Get big writing help in a small package with POCKET KEYS FOR WRITERS. Based on the authors' research and experience in the college writing classroom, this book offers everything you need to improve your writing. The sixth edition features three new extended examples to help you build important critical thinking skills that will serve you well in your college writing and beyond. From navigating the research process to understanding the mechanics of writing and using punctuation to finding and documenting print and electronic source materials, POCKET KEYS FOR WRITERS assembles concise and practical information in one clear, easy-to-use handbook that you'll find yourself turning to again and again.

Combining formal quantitative research with narrative-based scholarship, THE PROMISE AND PERILS OF WRITING PROGRAM ADMINISTRATION represents multiple voices from faculty balancing between the demands of teaching, writing, and administering writing programs in professional, ethical ways-often under circumstances that can be defined, at best, as difficult. In these pages, junior faculty tell their stories of triumph and trauma, while more firmly established composition scholars reflect upon the changing and challenging profession we all share.