

Alternative Discourses and the Academy

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Alt Dis Alternative Discourses Academy

Keith Moser, Karina Zelaya

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ALT DIS Christopher L. Schroeder, Helen Fox, Patricia Bizzell, 2002 Patricia Bizzell has argued that teachers of composition if they are going to prepare students for success in other classrooms and other contexts cannot afford to ignore alternative forms of discourse that are appearing now in the academy This edited collection of original essays both discusses and at times exemplifies extraordinary examples of just such alternatives discourses that embody new and different forms of intellectual work Together their writings pose and answer some intriguing questions about the use of nonstandard discourse to illustrate unconventional forms of intellectual work role of nonstandard discourse in scholarship from disciplines across the curriculum theoretical complexities of discourses defined as alternative hybrid mixed or constructed relationships among communities discourses and linguistic standards new conditions in composition classrooms made up of more students of English as a foreign language and students using non standard dialects teacher student relationships within the context of alternative forms of intellectual work Using unconventional structures and formats while acknowledging new modes and methods this provocative volume argues eloquently for inclusion of a broader range of expression in academic writing

The Power of Writing Christiane Donahue, Kelly Blewett, 2015-05-22 At the 1966 Dartmouth Seminar scholars gathered to debate the direction of English Studies in the academy This debate had far reaching effects and arguably forever changed writing instruction in the United States To commemorate the 45th anniversary of this gathering Dartmouth College hosted an event both celebrating the past and looking toward the future Then as now there is this simple truth writing well matters and it matters in institutions of higher education across disciplines Yet what it means to be a good writer in the academy and in the public sphere remains a site of controversy and discussion The Power of Writing Dartmouth 66 in the Twenty First Century argues that any discussion of why writing well matters should extend beyond composition and rhetoric scholars to capture the knowledge that outstanding teachers and writers themselves put to work every day The editors have brought together scholars and public intellectuals including New York Times best selling authors David McCullough and Steve Strogatz from the sciences social sciences humanities and interdisciplinary fields to engage in a dialogue about some of the controversial questions related to writing today Readers will engage with questions about what it means to write well and how different answers affect the teaching and learning of writing in higher education Each anchor article representing disciplines as varied as musicology African studies mathematics and history receives responses from Dartmouth faculty and nationally renowned faculty members in writing studies programs This timely and wide ranging collection will have appeal far beyond writing instructors and is specifically designed for readers across disciplines Rhetorical Agendas Patricia Bizzell,2006-04-21 This volume represents current theory and research in rhetoric across disciplines and is of interest to scholars and students in rhetoric studies in speech communication English and related disciplines **Creole Composition** Vivette Milson-Whyte, Raymond Oenbring, 2019-08-13 Creole Composition is a collection featuring essays by scholars and

teachers researchers working with students in from the Anglophone Caribbean Arising from a need to define what writing instruction in the Caribbean means Creole Composition expands the existing body of research literature about the teaching of writing at the postsecondary level in the Caribbean region To this end it speaks to critical disciplinary conversations of rhetoric and composition and academic literacies while addressing specific issues with teaching academic writing to Anglophone Caribbean students It features chapters addressing language approaches to teaching assessing writing administration and research in postsecondary education as well as professionalization of writing instructors in the region Some chapters reflect traditional Caribbean attitudes to postsecondary writing instruction other chapters seek to reform these traditional practices Some chapters interventions emerge from discussions in writing studies while other chapters reflect their authors primary training in other fields such as applied linguistics education and literary studies Additionally the chapters use a variety of styles and methods ranging from highly personal reflective essays to theoretical pieces and empirical studies following IMRaD format Creole Composition the first of its kind in the region provides much needed knowledge to the community of teacher researchers in the Anglophone Caribbean and elsewhere in the fields of rhetoric and composition writing studies and academic literacies In suggesting frameworks around which to build and further institutionalize and professionalize writing studies in the region the collection advances the broader field of writing studies beyond national boundaries Contributors include Tyrone Ali Annife Campbell Tresecka Campbell Dawes Valerie Combie Jacob Dyer Spiegel Brianne Jaquette Carmeneta Jones Clover Jones McKenzie Beverley Josephs Christine E Kozikowski Vivette Milson Whyte Kendra L Mitchell Raymond Oenbring Heather M Robinson Daidrah Smith and Michelle Stewart McKoy

Language Policy in the People's Republic of China Minglang Zhou, Hongkai Sun, 2004-08-27 Language matters in China It is about power identity opportunities and above all passion and nationalism During the past five decades China's language engineering projects transformed its linguistic landscape affecting over one billion people's lives including both the majority and minority populations. The Han majority have been juggling between their home vernaculars and the official speech Putonghua a speech of no native speakers and reading their way through a labyrinth of the traditional simplified and Pinyin Roman scripts Moreover the various minority groups have been struggling between their native languages and Chinese maintaining the former for their heritages and identities and learning the latter for quality education and socioeconomic advancement. The contributors of this volume provide the first comprehensive scrutiny of this sweeping linguistic revolution from three unique perspectives First outside scholars critically question the parities between constitutional rights and actual practices and between policies and outcomes. Second inside policy practitioners review their own project involvements and inside politics pondering over missteps undergoing soul searching and theorizing their personal experiences. Third scholars of minority origin give inside views of policy implementations and challenges in their home communities. The volume sheds light on the complexity of language policy making and implementing as well as on the politics and ideology of language in

contemporary China Transforming English Studies Lori Ostergaard, Jeff Ludwig, 2009-02-23 Transforming English Studies provides a uniquely interdisciplinary view of English studies crises both real and imagined and works toward resolving the legitimate pathologies that threaten the sustainability of the discipline **Happily Ever After** Catherine M. Roach, 2016-03-31 Find your one true love and live happily ever after The trials of love and desire provide perennial story material from the Biblical Song of Songs to Disney's princesses but perhaps most provocatively in the romance novel a genre known for tales of fantasy and desire sex and pleasure Hailed on the one hand for its women centered stories that can be sexually liberating and criticized on the other for its emphasis on male female coupling and mythical happy endings romance fiction is a multi million dollar publishing phenomenon creating national and international societies of enthusiasts practitioners and scholars Catherine M Roach alongside her romance writer alter ego Catherine LaRoche guides the reader deep into Romancelandia where the smart and the witty combine with the sexy and seductive to explore why this genre has such a grip on readers and what we can learn from the romance novel about the nature of happiness love sex and desire in American popular culture Cross-Language Relations in Composition Bruce Horner, Min-Zhan Lu, Paul Kei Matsuda, 2010-05-09 Cross Language Relations in Composition brings together the foremost scholars in the fields of composition second language writing education and literacy studies to address the limitations of the tacit English only policy prevalent in composition pedagogy and research and to suggest changes for the benefit of writing students and instructors throughout the United States Recognizing the growing linguistic diversity of students and faculty the ongoing changes in the English language as a result of globalization and the increasingly blurred categories of native foreign and second language English speakers editors Bruce Horner Min Zhan Lu and Paul Kei Matsuda have compiled a groundbreaking anthology of essays that contest the dominance of English monolingualism in the study and teaching of composition and encourage the pursuit of approaches that embrace multilingualism and cross language writing as the norm for teaching and research The nine chapters comprising part 1 of the collection focus on the origins of the English only bias dominating U S composition classes and present alternative methods of teaching and research that challenge this monolingualism In part 2 nine composition teachers and scholars representing a variety of theoretical institutional and professional perspectives propose new compelling and concrete ways to understand and teach composition to students of a global plural English a language evolving in a multilingual world Drawing on recent theoretical work on genre complexity performance and identity as well as postcolonialism Cross Language Relations in Composition offers a radically new approach to composition teaching and research one that will prove invaluable to all who teach writing in today s multilingual college classroom Plateau Indian Ways with Words Barbara Monroe, 2014-07-03 In Plateau Indian Ways with Words Barbara Monroe makes visible the arts of persuasion of the Plateau Indians whose ancestral grounds stretch from the Cascades to the Rockies revealing a chain of cultural identification that predates the colonial period and continues to this day Culling from hundreds of student writings

from grades 7 12 in two reservation schools Monroe finds that students employ the same persuasive techniques as their forebears as evidenced in dozens of post conquest speech transcriptions and historical writings These persuasive strategies have survived not just across generations but also across languages from Indian to English and across multiple genres from telegrams and Supreme Court briefs to school essays and hip hop lyrics Anecdotal evidence often dramatically recreated sarcasm and humor suspended or unstated thesis suspenseful arrangement intimacy with and respect for one s audience as co authors of meaning these are among the privileged markers in this particular indigenous rhetorical tradition Such strategies of personalization as Monroe terms them run exactly counter to Euro American academic standards that value secondary distant sources objective evidence explicit theses logical arrangement Not surprisingly scores for Native students on mandated tests are among the lowest in the nation While Monroe questions the construction of this so called achievement gap on multiple levels she argues that educators serving Native students need to seek out points of cultural congruence selecting assignments and assessments where culturally marked norms converge rather than collide New media have opened up many possibilities for this kind of communicative inclusivity But seizing such opportunities is predicated on educators first recognizing Plateau Indian students distinctive rhetoric and then honoring their sovereign right to use it This book provides Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement Isabel Baca, 2012-11-20 Service learning and Writing Paving the Way for Literacy ies through Community Engagement discusses service learning as a teaching and learning method and its integration with writing The various authors from different disciplines and institutions present service learning as a means of having students practice writing in real world settings and they show how relationship building and partnerships between higher education and diverse communities produce benefits for all involved the students faculty administrators and the communities themselves This volume demonstrates how writing instruction and or writing practice can complement community engagement and outreach at local national and international contexts Through different cross cultural contexts and academic disciplines the various authors explore reflection assessment internalization diversity and multiple literacies and their importance when integrating service learning in higher education and community literacy <u>Building a Community, Having a Home Jennifer</u> Sano-Franchini, Terese Guinsatao Monberg, 2017-02-18 Documents how Asian Asian American teacher scholars have emerged within and contributed to a number of areas in rhetoric and composition as well as the National Council of Teachers of English and the Conference on College Composition and Communication in diverse and substantial ways from the 1960s to Bordered Writers Isabel Baca, Yndalecio Isaac Hinojosa, Susan Wolff Murphy, 2019-01-01 Examines contemporary times innovative writing pedagogies and the experiences of Latinx student writers at Hispanic Serving Institutions nationwide Bordered Writers explores how writing program administrators and faculty at Hispanic Serving Institutions HSIs are transforming the teaching of writing to be more inclusive and foster Latinx student success Like its 2007 predecessor

Teaching Writing with Latino a Students this collection contributes to ongoing conversations in writing studies about multicultural pedagogy and curriculum linguistic diversity and supporting students of color while focusing further attention on the specific experiences and strategies of students and faculty at HSIs Although members of Latinx communities comprise the largest underrepresented minority group in the nation the needs and strengths of Latinx writers in college classrooms are seldom addressed Bordered Writersthus helps to fill a critical gap giving voice to past and present Latinx scholars rhetoricians and students both in academic essays and in personal testimonios in four pivotal areas developmental English and bridge programs first year writing professional and technical writing and writing centers and mentored writing Across contributions the collection strives to connect all bordered writers and educators making higher education today not only stronger but also more representative of the nation's population This book is a concerted effort by a group of impassioned scholars who wish to contribute to a better understanding of the challenges Latinx students encounter as they embark on their college careers especially in terms of the narrow monolinguistic ideologies that continue to inform the teaching of writing in colleges across the country Juan C Guerra University of Washington Teaching/Writing in Thirdspaces Rhonda C. Grego, Nancy S. Thompson, 2008 Rhonda C Grego and Nancy S Thompson argue that because the studio is physically and institutionally outside but alongside both students other coursework and the hierarchy of the institution it represents a thirdspace a unique position in which to effect institutional change Teaching Writing in Thirdspaces provides an alternative approach to traditional basic writing courses that can be adopted in educational institutions of all types and at all levels A Language and Power Reader Robert Eddy, Victor Villanueva, 2014-09-15 A Language and Power Reader **BOOK JACKET** organizes reading and writing activities for undergraduate students guiding them in the exploration of racism and cross racial rhetorics Introducing texts written from and about versions of English often disrespected by mainstream Americans A Language and Power Reader highlights English dialects and discourses to provoke discussions of racialized relations in contemporary America Thirty selected readings in a range of genres and from writers who work in alternative voices e.g. Pidgin African American Language discourse of international and transnational English speakers focus on disparate power relations based on varieties of racism in America and how those relations might be displayed imposed or resisted across multiple rhetorics The book also directs student participation and discourse Each reading is followed by comments and guides to help focus conversation Research has long shown that increasing a student's metalinguistic awareness improves a student's writing No other reader available at this time explores the idea of multiple rhetorics or encourages their use making A Language and Power Reader a welcome addition to writing classrooms Academic Writing in a Second or Foreign Language Ramona Tang, 2012-01-12 It can be a challenge writing in a language that is not your native tongue Constructing academic essays dissertations and research articles in this second or foreign language is even more challenging yet across the globe thousands of academics and students do so some out of choice some out of necessity This book looks at a major issue within the field of English for Academic Purposes EAP It focuses on the issues confronting non native English speaking academics scholars and students who face increasing pressure to write and publish in English now widely acknowledged as the academic lingua franca Questions of identity access pedagogy and empowerment naturally arise This book looks at both student and professional academic writers using qualitative text analysis quantitative questionnaire data corpus investigations and ethnographic approaches to searchingly examine issues central to the EAP field Writing in Composition Patricia Suzanne Sullivan, 2012-12-15 From the outset experimental writing has been viewed as a means to afford a more creative space for students to express individuality underrepresented social realities and criticisms of dominant socio political discourses and their institutions Yet the recent trend toward multimedia texts has left many composition instructors with little basis from which to assess these new forms and to formulate pedagogies In this original study Patricia Suzanne Sullivan provides a critical history of experimental writing theory and its aesthetic foundations and demonstrates their application to current multimodal writing Sullivan unpacks the work of major scholars in composition and rhetoric and their theories on aesthetics particularly avant gardism She also relates the dialectics that shape these aesthetics and sheds new light on both the positive and negative aspects of experimental writing and its attempts to redefine the writing disciplines Additionally she shows how current debates over the value of multimedia texts echo earlier arguments that pitted experimental writing against traditional models Sullivan further articulates the ways that multimedia is and isn t changing composition pedagogies and provides insights into resolving these tensions **Contrastive Rhetoric** Ulla Connor, Ed Nagelhout, William V. Rozycki, 2008 Shows how a person s first language and culture influence writing in a second Introduction to Scholarship in Modern Languages and Literatures David G. Nicholls, 2015-01-01 The language third edition of the MLA s widely used Introduction to Scholarship in Modern Languages and Literatures features sixteen new essays by leading scholars Designed to highlight relations among languages and forms of discourse the volume is organized into three sections Understanding Language provides an overview of the field of linguistics with special attention to language acquisition and the social life of languages Forming Texts offers tools for understanding how speakers and writers shape language it examines scholarship in the distinct but interrelated fields of rhetoric composition and poetics Reading Literature and Culture continues the work of the first two sections by introducing major areas of critical study The nine essays in this section cover textual and historical scholarship interpretation comparative cultural and translation studies and the interdisciplinary topics of gender sexuality race and migrations among others As in previous volumes an epilogue examines the role of the scholar in contemporary society Each essay discusses the significance underlying assumptions and limits of an important field of inquiry traces the historical development of its subject introduces key terms outlines modes of research now being pursued postulates future developments and provides a list of suggestions for further reading This book will interest any member of the academic community seeking a review of recent scholarship while it provides an

the Monster Keith Moser, Karina Zelaya, 2020-10-15 The Metaphor of the Monster offers fresh perspectives and a variety of disciplinary approaches to the ever broadening field of monster studies The eclectic group of contributors to this volume represents areas of study not generally considered under the purview of monster studies including world literature classical studies philosophy ecocriticism animal ethics and gender studies Combining historical overviews with contemporary and global outlooks this volume recontextualizes the monstrous entities that have always haunted the human imagination in the age of the Anthropocene It also invites reflection on new forms of monstrosity in an era epitomized by an unprecedented deluge of mis information Uniting researchers from varied academic backgrounds in a common effort to challenge the monstrous labels that have historically been imposed upon the Other this book endeavors above all to bring the monster out of the shadows and into the light of moral consideration *Teaching Multiwriting* Robert L. Davis, Mark F Shadle, 2007-04-23 This innovative volume proposes a reinvention of composition and rhetoric training with multiwriting an alternative open approach to composing that spans genres media disciplines and cultures

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