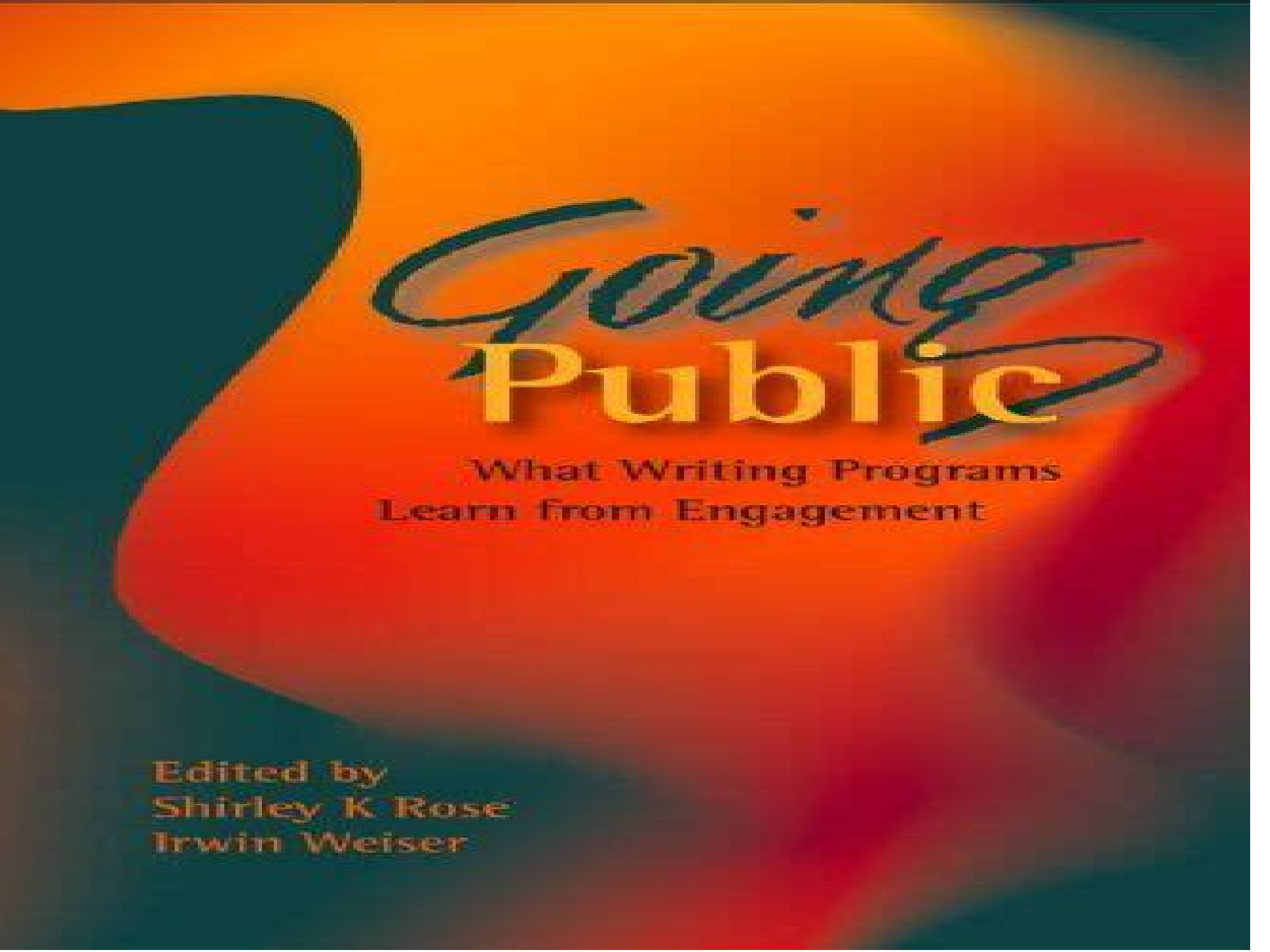




Going **Public**

What Writing Programs
Learn from Engagement

Edited by
Shirley K. Rose
Irwin Weiser

Going Public The Wpa As Advocate For Engagement

Randall McClure,Dayna V. Goldstein



Going Public The Wpa As Advocate For Engagement:

A Guide to Composition Pedagogies Gary Tate, Amy Rupiper-Taggart, Kurt Schick, Brooke Hessler, 2014-02 This is a bibliographic guide written for newcomers to the field The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration *WPAs in Transition* Courtney Adams Wooten, Jacob Babb, Brian Ray, 2018-04-23 WPAs in Transition shares a wide variety of professional and personal perspectives about the costs benefits struggles and triumphs experienced by writing program administrators making transitions into and out of leadership positions Contributors to the volume come from various positions as writing center directors assistant writing program administrators and WPAs mixed settings including community colleges small liberal arts colleges and research institutions and a range of career stages from early to retiring They recount insightful anecdotes and provide a scholarly context in which WPAs can share experiences related to this long ignored aspect of their work During such transitions WPAs and other leaders who function as both administrators and faculty face the professional and personal challenges of redefining who they are the work they do and with whom they collaborate WPAs in Transition creates a grounded and nuanced experiential understanding of what it means to navigate changing roles advancing the dialogue around WPAs and other administrators identities career paths work life balance and location and is a meaningful addition to the broader literature on administration and leadership Contributors Mark Blaauw Hara Christopher Blankenship Jennifer Riley Campbell Nicole I Caswell Richard Colby Steven J Corbett Beth Daniell Laura J Davies Jaquelyn Davis Holland Enke Letizia Guglielmo Beth Huber Karen Keaton Jackson Rebecca Jackson Tereza Joy Kramer Jackie Grutsch McKinney Kerri K Morris Liliana M Naydan Reyna Olegario Kate Pantelides Talinn Phillips Andrea Scott Paul Shovlin Bradley Smith Cheri Lemieux Spiegel Sarah Stanley Amy Rupiper Taggart Molly Tetreault Megan L Titus Chris Warnick **Partners in Literacy** Allen Brizee, Jaclyn M. Wells, 2016-07-18 Partners in Literacy describes the process research relationships and theories that guided a three year partnership between the Purdue University Writing Lab and two community organizations in Lafayette Indiana the Lafayette Adult Resource Academy and WorkOne Express This partnership resulted in a new section of the globally known Purdue Online Writing Lab OWL and the Community Writing and Education Station CWEST which featured adult literacy resources in the areas of GED preparation English as a Second Language and workplace and job search literacy Using an empirical and iterative design process the authors worked closely with their community partners to develop test revise and launch these resources In Partners in Literacy the authors argue that writing centers can be effective spaces from which to work with the community and that writing centers missions of sustainability outreach and research driven practice can offer valuable philosophies for civic engagement To support this argument the book discusses the research methods and findings the process behind developing and sustaining the three year engagement project and the personal relationships that ultimately held the project together Reclaiming Accountability Wendy Sharer, Tracy Ann

Morse, Michelle F. Eble, William P. Banks, 2016-04-06 *Reclaiming Accountability* brings together a series of critical case studies of writing programs that have planned implemented and or assessed the impact of large scale accreditation supported initiatives The book reimagines accreditation as a way to leverage institutional or programmatic change Contributions to the volume are divided into three parts Part 1 considers how specialists in composition and rhetoric can work most productively with accrediting bodies to design assessments and initiatives that meet requirements while also helping those agencies to better understand how writing develops and how it can most effectively be assessed Parts 2 and 3 present case studies of how institutions have used ongoing accreditation and assessment imperatives to meet student learning needs through programmatic changes and faculty development They provide concrete examples of productive curricular part 2 and instructional part 3 changes that can follow from accreditation mandates while providing guidance for navigating challenges and pitfalls that WPAs may encounter within shifting and often volatile local regional and national contexts In addition to providing examples of how others in the profession might approach such work *Reclaiming Accountability* addresses assessment requirements beyond those in the writing program itself It will be of interest to department heads administrators writing program directors and those involved with writing teacher education among others Contributors Linda Adler Kassner William P Banks Remica Bingham Risher Melanie Burdick Polina Chemishanova Malkiel Chosed Kyle Christiansen Angela Crow Maggie Debelius Michelle F Eble Jonathan Elmore Lorna Gonzalez Angela Green Jim Henry Ryan Hoover Rebecca Ingalls Cynthia Miecznikowski Susan Miller Cochran Cindy Moore Tracy Ann Morse Joyce Magnotto Neff Karen Nulton Peggy O Neill Jessica Parker Mary Rist Rochelle Rodrigo Tulora Roeckers Shirley K Rose Iris M Saltiel Wendy Sharer Terri Van Sickle Jane Chapman Vigil David M Weed [The Internationalization of US Writing Programs](#) Shirley K Rose, Irwin Weiser, 2018-04-02 *The Internationalization of US Writing Programs* illuminates the role writing programs and WPAs play in defining goals curriculum placement assessment faculty development and instruction for international student populations The volume offers multiple theoretical approaches to the work of writing programs and illustrates a wide range of well planned writing program based empirical research projects As of 2016 over 425 000 international students were enrolled as undergraduates in US colleges and universities part of a decade long trend of increasing numbers of international students coming to the United States for both undergraduate and graduate degrees Writing program administrators and writing teachers across the country are beginning to recognize this changing demographic as a useful catalyst for change in writing programs which are tasked with preparing all students regardless of initial level of English proficiency for academic and professional writing *The Internationalization of US Writing Programs* is the first collection to focus specifically on this crucial aspect of the roles and responsibilities of WPAs who are leading efforts to provide all students on their campuses regardless of nationality or first language with competencies in writing that will serve them in the academy and beyond Contributors Jonathan Benda Michael Dedek Christiane Donahue Chris W Gallagher

Kristi Girdharry Tarez Samra Graban Jennifer E Haan Paula Harrington Yu Kyung Kang Neal Lerner David S Martins Paul Kei Matsuda Heidi A McKee Libby Miles Susan Miller Cochran Matt Noonan Katherine Daily O Meara Carolina Pelaez Morales Stacey Sheriff Gail Shuck Christine M Tardy Stanley Van Horn Daniel Wilber Margaret Willard Traub The Arkansas Delta Oral History Project David A. Jolliffe, Christian Z. Goering, James A. Anderson, Krista Jones Oldham, 2016-11-10 In rural America perhaps more than other areas high school students have the ability to contribute to the revitalization and sustainability of their home communities by engaging in oral history projects designed to highlight the values that are revered and worth saving in their region The Arkansas Delta Oral History Project a multiyear collaboration between the University of Arkansas and several public high schools in small rural Arkansas towns gives students that opportunity Through the project trained University of Arkansas studentmentors work with high school students on in depth writing projects that grow out of oral history interviews The Delta a region where the religious roots of southern culture run deep and the traditions of cooking farming and hunting are passed from generation to generation provides the ideal subject for oral history projects In this detailed exploration of the project the authors draw on theories of cultural studies and critical pedagogy of place to show how students work on religion food and race exemplifies the use of community literacy to revitalize a distressed economic region Advancing the discussion of place based education The Arkansas Delta Oral History Project is both inspirational and instructive in offering a successful model of an authentic literacy program Labored Randall McClure, Dayna V. Goldstein, 2016-11-01 Labored The State ment 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 *Writing for Engagement* Mary P. Sheridan, Megan J. Bardolph, Megan Faver Hartline, Drew Holladay, 2018-05-07 Engagement is trendy Although paired most often with community diverse invocations of engagement have gained cache capturing longstanding shifts toward new practices of knowledge making that both reflect and facilitate multiple ways of being an academic Engagement functions as a gloss for these shifts addressing more expansive understandings of where how and with whom we research teach and partner This book examines these shifts locating them within socio economic trends within and beyond the higher educational landscape with particular focus on how they have been enacted within the diverse subfields of writing studies In so doing this book provides concrete models for enacting these new responsive practices thereby encouraging scholars to examine how they can facilitate writing for social action through taking positions building relationships and crossing boundaries **WPA Posters in an Aesthetic, Social, and Political Context** Cory Pillen, 2020-03-09 This book examines

posters produced by the Works Progress Administration WPA a federal relief program designed to create jobs in the United States during the Great Depression Cory Pillen focuses on several issues addressed repeatedly in the roughly 2 200 extant WPA posters created between 1935 and 1943 recreation and leisure conservation health and disease and public housing As the book shows the posters promote specific forms of knowledge and literacy as solutions to contemporary social concerns The varied issues these works engage and the ideals they endorse however would have resonated in complex ways with the posters diverse viewing public working both for and against the rhetoric of consensus employed by New Deal agencies in defining and managing the relationship between self and society in modern America This book will be of interest to scholars in design history art history and American studies

Talking Back Norbert Elliot, Alice S. Horning, 2020-05-01 In Talking Back a veritable Who's Who of writing studies scholars deliberate on intellectual traditions current practices and important directions for the future In response junior and mid career scholars reflect on each chapter with thoughtful and measured moves forward into the contemporary environment of research teaching and service Each of the prestigious chapter authors in the volume has three common traits a sense of responsibility for advancing the profession a passion for programs of research dedicated to advancing opportunities for others and a reflective sense of their work accompanied by humility for their contributions As a documentary Talking Back is the first history of writing studies in autobiography Contributors Jo Allen Ann N Amicucci Akua Duku Anokye Paige Davis Arrington Doug Baldwin John C Brereton Judy Buchanan Hugh Burns Leasa Burton Ellen C Carillo William Condon Dylan B Dryer Michelle F Eble Jennifer Enoch Joan Feinberg Patricia Friedrich Cinthia Gannett Eli Goldblatt Shenika Hankerson Janis Haswell Richard Haswell Eric Heltzel Douglas Hesse Bruce Horner Alice S Horning Asao B Inoue Ruth Ray Karpen Suzanne Lane Min Zhan Lu Donald McQuade Elisabeth L Miller Rebecca Williams Mlynarczyk Sean Molloy Les Perelman Louise Wetherbee Phelps Stacey Pigg Sherry Rankins Robertson Jessica Restaino J Michael Rifenburg Eliana Schonberg Geneva Smitherman Richard Sterling Katherine E Tirabassi Devon Tomasulo Martha A Townsend Mike Truong Victor Villanueva Edward M White Anne Elrod Whitney Kathleen Blake Yancey

Unsustainable Jessica Restaino, Laurie J. C. Cella, 2013 Unsustainable Re imagining Community Literacy Public Writing Service Learning and the University edited by Jessica Restaino and Laurie Cella explores short lived university community writing projects in an effort to rethink the long held gold standard of long term sustainability in community writing work Contributors examine their own efforts in order to provide alternate models for understanding assessing and enacting university community writing projects that for a range of reasons fall outside of traditional practice This collection considers what has become an increasingly unified call for praxis where scholar practitioners explore a specific project that fell short of theorized best practice sustainability in order to determine not only the nature of what remains how and why we might find value in a community based writing project that lacks long term sustainability for example but also how or why we might rethink redefine and reevaluate best practice ideals in the first place In so doing the contributors are at once responding to

what has been an increasing acknowledgment in the field that for a variety of reasons many community based writing projects do not go as initially planned and also applying in praxis a framework for thinking about and studying such projects Unsustainable represents the kind of scholarly work that some of the most recognizable names in the field have been calling for over the past five years This book affirms that unpredictability is an indispensable factor in the field and argues that such unpredictability presents in fact demands a theoretical approach that takes these practical experiences as its base

Educating Young Children in WPA Nursery Schools Molly Arboleda,2018-08-14 Educating Young Children in WPA Nursery Schools the first full length national study of the WPA nursery school program helps to explain why universal preschool remains an elusive goal This book argues that program success in operating nursery schools throughout the United States during the Great Depression was an important New Deal achievement By highlighting the program s strengths its ideals its curriculum and its community outreach the author offers a blueprint for creating a universal preschool program that benefits both children and their families This volume uncovers the forgotten perspective of WPA nursery school leaders and highlights the program s innovative curriculum for young children by incorporating both extensive archival research and neglected sources

The WPA Guide to Delaware Federal Writers' Project,2013-10-31 During the 1930s in the United States the Works Progress Administration developed the Federal Writers Project to support writers and artists while making a national effort to document the country s shared history and culture The American Guide series consists of individual guides to each of the states Little known authors many of whom would later become celebrated literary figures were commissioned to write these important books John Steinbeck Saul Bellow Zora Neale Hurston and Ralph Ellison are among the more than 6 000 writers editors historians and researchers who documented this celebration of local histories Photographs drawings driving tours detailed descriptions of towns and rich cultural details exhibit each state s unique flavor The WPA Guide to Delaware takes the reader on a journey through the coastal beauty of the state from the Twelve Mile Circle to the Nanticoke River Although Delaware is the second smallest state in terms of area the guide offers 27 driving tours accompanied by engaging photographs and pen and ink drawings Published in 1938 this guide to the First State also details Delaware s rich history

The Routledge Companion to African American Art History Eddie Chambers,2019-11-12 This Companion authoritatively points to the main areas of enquiry within the subject of African American art history The first section examines how African American art has been constructed over the course of a century of published scholarship The second section studies how African American art is and has been taught and researched in academia The third part focuses on how African American art has been reflected in art galleries and museums The final section opens up understandings of what we mean when we speak of African American art This book will be of interest to graduate students researchers and professors and may be used in American art African American art visual culture and culture classes

Fighting for Control Lina-Maria Murillo,2025-01-07

Taking Flight M. Houston Johnson,2019-02-21

Taking Flight explores the emergence of commercial aviation between the world wars and in the midst of the Great Depression to show that the industry's dramatic growth resulted from a unique combination of federal policy, technological innovations, and public interest in air travel. Historian M. Houston Johnson traces the evolution of commercial flying from the US Army's trial airmail service in the spring of 1918 to the passage of the pivotal Air Commerce Act of 1938. Johnson emphasizes the role of federal policy, particularly as guided by both Herbert Hoover and Franklin Roosevelt, to reveal the close working relationship between federal officials and industry leaders, as well as an increasing dependence on federal assistance by airline, airframe, and engine manufacturers. Taking Flight highlights the federal government's successful efforts to foster a nascent industry in the midst of an economic crisis without resorting to nationalization, a path taken by virtually all European countries during the same era. It also underscores an important point of continuity between Hoover's policies and Roosevelt's New Deal, a sharp departure from many interpretations of Depression-era business history, and shows how both governmental and corporate actors were able to harness America's ongoing fascination with flying to further a larger economic agenda and facilitate the creation of the world's largest and most efficient commercial aviation industry. This glimpse into the golden age of flight contributes not only to the history of aviation but also to the larger history of the United States during the Great Depression and the period between the world wars.

Feminists and Party Politics Lisa Young, 2000. The contemporary women's movement has transformed North American society. Change has been greatest in the realm of everyday life, but feminism has also challenged the substance and practice of politics. *Feminists and Party Politics* examines the effort to bring feminism into the formal political arena through established political parties in Canada and the United States.

Going Public Shirley K. Rose, Irwin Weiser, 2010-03-02. An important new resource for WPA preparation courses in rhetoric and composition. PhD programs. In *Going Public*, Rose and Weiser moderate a discussion of the role of the writing program vis-à-vis the engagement movement, the service learning movement, and current interest in public discourse, civic rhetoric among scholars of rhetoric and composition. This is a thoughtful collection on the ways that engagement-focused programs may be changing conceptions of WPA identity. As institutions begin to include more explicit engagement with citizen and stakeholder communities as an element of their mission, writing program administrators find themselves with an opportunity to articulate the ways in which writing program goals and purposes significantly contribute to achieving these new institutional goals. Writing programs are typically situated at points where students make the transition from community to college, e.g., first-year composition, or from college to community, e.g., professional writing, and are already dedicated to developing literacies that are critically needed in communities. In *Going Public*, Rose and Weiser locate their discussion in the context of three current conversations in higher education: 1) the engagement movement, particularly as this movement serves to address and respond to calls for greater accountability to broader publics; 2) recent interest in public discourse, civic rhetoric among scholars of rhetorical history and contemporary rhetorical theory; 3) the service learning movement in higher

education especially the ways in which college and university writing programs have contributed to this movement While there have been a number of publications describing service learning and community leadership programs most of these focus on curricular elements and address administrative issues if at all primarily from a curricular perspective The emphasis of the current book is on the ways that engagement focused programs change conceptions of WPA identity Going Public then is not only a significant contribution to the scholarly literature but also supplies an important new resource for WPA preparation courses in rhetoric and composition PhD programs

Libraries and the Reading Public in Twentieth-Century America Christine Pawley, Louise S. Robbins, 2013-09-13 For well over one hundred years libraries open to the public have played a crucial part in fostering in Americans the skills and habits of reading and writing by routinely providing access to standard forms of print informational genres such as newspapers pamphlets textbooks and other reference books and literary genres including poetry plays and novels Public libraries continue to have an extraordinary impact in the early twenty first century the American Library Association reports that there are more public library branches than McDonald s restaurants in the United States Much has been written about libraries from professional and managerial points of view but less so from the perspectives of those most intimately involved patrons and librarians Drawing on circulation records patron reviews and other archived materials *Libraries and the Reading Public in Twentieth Century America* underscores the evolving roles that libraries have played in the lives of American readers Each essay in this collection examines a historical circumstance related to reading in libraries The essays are organized in sections on methods of researching the history of reading in libraries immigrants and localities censorship issues and the role of libraries in providing access to alternative nonmainstream publications The volume shows public libraries as living spaces where individuals and groups with diverse backgrounds needs and desires encountered and used a great variety of texts images and other media throughout the twentieth century

History and Approaches to Heritage Studies Phyllis Mauch Messenger, Susan J. Bender, 2019-01-21 This volume contributes to scholarship on the theory and practice of heritage with a focus on pedagogy It is an important collection at the intersection of theory practice and teaching This work intervenes in a broader discourse on the relevance of archaeology in education and the tensions between education for democracy and justice and the skills based economy

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