

THE THEORY AND PRACTICE OF

# GRADING WRITING

PROBLEMS AND POSSIBILITIES

EDITED BY

Frances Zak and  
Christopher C. Weaver

# The Theory And Practice Of Grading Writing Problems And Possibilities

**Frances Zak,Christopher C. Weaver**

## **The Theory And Practice Of Grading Writing Problems And Possibilities:**

The Theory and Practice of Grading Writing Frances Zak, Christopher C. Weaver, 1998-01-01 Explores grading strategies for English composition teachers that are consistent with modern discourse and pedagogical theories Power and Identity in the Creative Writing Classroom Anna Leahy, 2005-11-11 Power and Identity In the Creative Writing Classroom remaps theories and practices for teaching creative writing at university and college level This collection critiques well established approaches for teaching creative writing in all genres and builds a comprehensive and adaptable pedagogy based on issues of authority power and identity A long needed reflection this book shapes creative writing pedagogy for the 21st century

Composing A Care of the Self David Lee Carlson, James Albright, 2012-12-06 What do Germ Theory self psychology the entrepreneur and the Bertillion Card have in common They comprise a part of the historical dispositif for the emergence of the writing portfolio This riveting Foucaultian inspired genealogy travels through the history of medicine criminality psychology political economics to reveal the epistemologies and practices of power knowledge of the contemporary portfolio In so doing it challenges previous held beliefs about the germination of the secondary school prevailing views of the dawning of secondary English as a discipline and most important the costs and effects of progressivist s writing pedagogies and assessment instruments Carlson Albright offer fresh and far ranging examinations of the rise and development of composition studies and assessment practices in U S secondary schools thereby challenging major English education scholars long held interpretations of such Composing a Care of the Self A Critical History of Writing Assessment in Secondary English Education posits for example an elucidation of the history of writing assessment that I believe is most compelling and original particularly in its analysis of historically dominant medical discourses and metaphors of the late 19th century and their influences on secondary English educators Further the authors inspired by Foucault s uses of genealogy as means to expose practices and rationalities of power knowledge dynamics and their relations to matters of governance dramatically advance theoretical orientations within the field of English Education They do so through their intricate weaving of Foucauldian theoretical perspectives into analyses of crucial and yet often taken for granted forms and functions of composition studies and writing assessments in the secondary English classroom As such this book is a remarkable achievement Janet L Miller Ph D Professor Programs in English Education Teachers College Columbia University In COMPOSING A CARE OF THE SELF A CRITICAL HISTORY OF WRITING ASSESSMENT IN SECONDARY ENGLISH EDUCATION David Carlson and James Albright problematized secondary school assessment practices in the late nineteenth century and provide a fascinating genealogical study of English education Together and under the mantle of Foucaultian genealogy they explore the relationships among the body health and secondary education exploring how epistemology in medicine spread to educational discourse This is a highly readable account and one that disturbs the standard histories It is a highly recommended text for all those interested in the history of English studies and writing assessment Michael A Peters Professor Emeritus University of Illinois Professor

Policy Cultural Social Studies in Education University of Waikato *Identity in Education* S. Sánchez-Casal,2009-05-25 This volume explores the impact of social identity on teaching and learning The contributors argue from the perspective of diverse disciplinary and educational contexts that mobilizing identities in the classroom is a necessary part of progressive educators efforts to transform knowledge making and to create a more just and democratic society [Privacy Matters](#) Estee Beck,Les Hutchinson Campos,2021-04-05 Privacy Matters examines how communications and writing educators administrators technological resource coordinators and scholars can address the ways surveillance and privacy affect student and faculty composing configure identity formation and subvert the surveillance state This collection offers practical analyses of surveillance and privacy as they occur within classrooms and communities Organized by themes surveillance and classrooms surveillance and bodies surveillance and culture Privacy Matters provides writing rhetoric and communication scholars and teachers with specific approaches methods inquiries and examinations into the impact tracking and monitoring has upon people s habits bodies and lived experiences While each chapter contributes a new perspective in the discipline and beyond Privacy Matters affirms that these analyses remain inconclusive This collection is a call for scholars researchers activists and educators within rhetoric and composition to continue the scholarly conversation because privacy matters to all of us

Contributors Christina Cedillo Jenae Cohn D nielle Nicole DeVoss Dustin Edwards Norah Fahim Ann Hill Duin Gavin P Johnson John Peterson Santos Ramos Colleen A Reilly Jennifer Roth Miller Jason Tham Stephanie Vie *Toward Deprivatized Pedagogy* Becky Nugent,Diana Calhoun Bell,2006 This book discusses deprivatized pedagogy a tool for shaping classroom practice It is a way to interior gate classroom practices which are traditionally in inexplicably privatized In short it is a strategy for bumping against and breaking down barriers of ritualized practices in the classroom The authors hope to provide a space to raise questions evoke critiques and embark on the path to self reflexivity in the practice of teaching and learning **Choice's Outstanding Academic Titles, 1998-2002** Rebecca Ann Bartlett,2003 *Writing on the Edge*,1998

**Rights and Wrongs in the College Classroom** Jordy Rocheleau,Bruce W. Speck,2007-01-25 The ethics of the teaching profession have been given little systematic analysis than those of other professions While the ethics of medicine business and journalism receive more instruction and attention and are widely analyzed and debated there is a shortage of literature and examination of the ethics of higher education particularly in the classroom What is considered fair evaluation How does one respond to an offensive student When may faculty date a former student Written for faculty throughout higher education this book puts forth a set of principles for college teaching and concludes with practical analyses of the ethical dilemmas facing professors in the classroom today Topic by topic this book covers Academic ethics sources principles and responses to objections Teaching advocacy and indoctrination Conflicts of interest The ethics of classroom grading Offensive speech and behavior Faculty student relationships Rights and Wrongs in the College Classroom develops an ethic that integrates concerns for student rights social goals and academic freedom and helps faculty to understand what values are at

stake and how to make better decisions when confronted with moral dilemmas There is a need for both institutional and faculty support of such a code of ethics whose cultivation and observance has intrinsic rewards for faculty as individuals and professionals Facilitating Students' Collaborative Writing: Issues and Recommendations Bruce W. Speck,2002-05-07

Collaboration is interwoven in the writing process in both obvious and subtle ways from a writer using the language that he or she inherited to referring to the works of other writers both explicitly and implicitly to writing together with a colleague In this book the author explains that collaborative writing can be a useful pedagogical tool professors can use to help students actively learn about the subject matter and about themselves Rearticulating Writing Assessment for Teaching and

Learning Brian Huot,2002-11 Brian Huot s well reasoned provocative discourse on primary conceptions in the field will be of significant value to scholars in writing and writing assessment to writing program adminstrators to readers in educational assessment and to graduate students in rhetoric and composition BOOK JACKET Using Technology in K-8 Literacy

Classrooms Rebecca S. Anderson,Bruce W. Speck,2001 A basic field guide format introduces 13 wild cat species Includes photographs and range maps

**Manual of Information Relative to the Philippine Civil Service Showing the Positions, Classified and Unclassified, the Methods Governing Examinations and Certifications for Appointment, the Regulations for Rating Examination Papers, Specimen Examination Questions, and Conditions of Appointment and Service** Philippines. Bureau of Civil Service,1923

*WPA, Writing Program Administration* ,2003

**The Education Digest** ,2001 Technology to Teach Literacy Rebecca S. Anderson,Michael M. Grant,Bruce W. Speck,2008 Technology to Teach Literacy A Resource for K 8 Teachers second edition is designed to provide teachers with an array of computer tools to promote reading writing and critical thinking in their classrooms This text can be used not only in a preservice course but also by seasoned teachers who recognize the need to continue their education by becoming adept at using computers in their classrooms In short this book covers the major concerns K 8 teachers face as they integrate computer technology into their classrooms and provides numerous suggestions for applying the ideas described in the text in real classrooms The discussion of literacy topics and pedagogy is grounded in research literature best practice for teaching and current successful technology integration strategies Publisher description

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**What is "college-level" Writing?** Patrick Sullivan,Howard B. Tinberg,2006 Just what defines college level writing is a question that has confounded eluded and divided teachers of English at almost every level of our profession for many years This book seeks to engage this essential question with care patience and pragmatism Special features include perspectives from high school

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