

SITUATING PORTFOLIOS

FOUR PERSPECTIVES

edited by

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Irwin Weiser*

Situating Portfolios Four Perspectives

Scarry



Situating Portfolios Four Perspectives:

Situating Portfolios Kathleen Yancey,1997-02 Situating Portfolios is both reflective and forward looking practice oriented but well grounded in theory Kathleen Yancey and Irwin Weiser bring together thirty one writing teachers from diverse levels of instruction institutional settings and regions to create an inviting volume on current practice in portfolio writing assessment The contributors here reflect on the explosion in portfolio practice over the last decade why it happened what comes next discuss portfolios in hypertext the web and other electronic spaces report on current and new contexts from emergent literacy to faculty development in which portfolios now appear and consider emerging trends and issues that are involving portfolios in teacher assessment faculty development and graduate student experience An energetic volume Situating Portfolios gathers a wide range of experience and thinking into one stimulating discussion It s a book that will be of interest to writing teachers and teacher educators at all levels

International Perspectives on Teaching English in a Globalised World Andrew Goodwyn,Louann Reid,Cal Durrant,2013-10-01 The renowned and highly experienced editors of this book bring together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English IFTE The collected chapters here represent the very best of international writing on the teaching of English in the past decade The key issues and debates surrounding English teaching across the globe are discussed and analysed accessibly and incorporate wide ranging topics including The impact of high stakes testing on teaching and learning Addressing the needs of minority groups The digitization of literature and new conceptions of text Rewriting the canon Dealing with curriculum change Best practices in the teaching of English The tension between literacy and English English and bilingual education The impact of digital technologies on teaching and learning Conceptions of English as a subject secondary and tertiary Bringing the critical into the English Literacy classroom The future of subject English Empowering voices on the margins Pre service teacher education The social networking English classroom This text looks at the changing face of subject English from the differing perspectives of policy makers teacher educators teachers and their students It tackles some of the hard questions posed by technological advances in a global society challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations Despite all of the converging political and technological threats the authors of this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English

The Learning Portfolio John Zubizarreta,2009-12-22 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes

revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios *Handbook of Research on ePortfolios* Jafari, Ali, Kaufman, Catherine, 2006-05-31 This handbook investigates a variety of ePortfolio uses through case studies the technology that supports the case studies and it also explains the conceptual thinking behind current uses as well as potential uses Provided by publisher *ePortfolio Performance Support Systems* Katherine V. Wills, Rich Rice, 2013-07-16 ePortfolio Performance Support Systems Constructing Presenting and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios **Handbook of Writing Research** Charles A. MacArthur, Steve Graham, Jill Fitzgerald, 2008-01-14 Presents a collection of essays discussing the theories and models of writing research Strategies for Teaching First-year Composition Duane H. Roen, 2002 This book presents 93 essays that offer guidance reassurance and commentary on the many activities leading up to and surrounding classroom instruction in first year composition Essays in the book are written by instructors who teach in community colleges liberal arts colleges state university systems and research institutions The 14 section titles and 2 representative essays from each section are Section 1 Contexts for Teaching Writing The Departmental Perspective Roger Gilles and Composition Community and Curriculum A Letter to New Composition Teachers Geoffrey Chase Section 2 Seeing the Forest and the Trees of Curriculum Teaching in an Idealized Outcomes Based First Year Writing Program Irvin Peckham and Constructing Bridges between High School and College Writing Marguerite Helmers Section 3 Constructing Syllabus Materials On Syllabi Victor Villanueva and Departmental Syllabus Experience in Writing Gregory Clark Section 4 Constructing Effective Writing Assignments Sequencing Writing Projects in Any Composition Class Penn State University Composition Program Handbook and Autobiography The Rhetorical Efficacy of Self Reflection Articulation Bonnie Lenore Kyburz Section 5 Guiding Students to Construct Reflective Portfolios A Writing Portfolio Assignment Phyllis Mentzell Ryder and Portfolio Requirements for Writing and Discourse C Beth Burch Section 6 Strategies for Course Management Fostering Classroom Civility Lynn Langer Meeks Joyce Kinkead Keith VanBezooyen and Erin Edwards and Course Management Guidelines Rebecca Moore Howard Section 7 Teaching Invention Teaching Invention Sharon Crowley and Invention Activity Theresa Enos Section 8 Orchestrating Peer Response Activities Approaches to Productive Peer Review Fiona Paton and Reflection on Peer Review Practices Lisa Cahill Section 9 Responding to In Process Work to Promote Revision Less Is More in Response to Student Writing Clyde Moneyhun and One Dimension of Response to Student Writing How Students Construct Their Critics Carol Rutz Section 10 Responding to and Evaluating Polished Writing Developing Rubrics for Instruction and Evaluation Chris M Anson and Deanna P Dannels and What Makes Writing Good What Makes a Good Writer Ruth Overman Fischer Section 11 Teaching Writing with Technology Overcoming the Unknown Adelheid Thieme and Asynchronous Online Teaching Donald Wolff Section 12 Constructing a Teaching Portfolio Teaching Portfolio Potential and Concerns A Brief Review Camille Newton and Thinking about Your Teaching Portfolio C

Beth Burch Section 13 Teaching Matters of Grammar Usage and Style A Cautionary Introduction Keith Rhodes and And the Question Is This What Lessons Can We as Writers Take from This Reading for Our Own Writing Elizabeth Hodges and Section 14 Teaching Research Skills First Year Composition as an Introduction to Academic Discourse M J Braun and Sarah Prineas and Teaching Research Skills in the First Year Composition Class Mark Gellis Most papers contain references RS

The Allyn and Bacon Guide to Writing Portfolios Gina Claywell,2001 This brief and inexpensive book helps students compile effective portfolios for a variety of situations and courses Shows students how to understand what type of portfolio is called for recognize the material most appropriate for inclusion and submit a portfolio that shows learning This guide does not approach portfolios as the driving force of a course rather it teaches students who are asked to submit portfolios with or without direct instructor supervision how to construct successful portfolios Anyone looking to compile a portfolio *Labor, Writing Technologies, and the Shaping of Composition in the Academy* Pamela Takayoshi,Patricia Sullivan,2007 The changing nature of the workforce and the increasing presence of technologies in composition studies promise to affect not only the ways we work but the very shape of the discipline This volume takes on the challenge of thinking about the intersections of work technology and composition studies in ways that are unprecedented These areas interact in numerous and significant ways yet the focus is often on the concepts in isolation from one another Authors in this collection explore technology and labor issues across a range of institutional locations to focus on working as scholars administrators of writing programs writing across the curriculum programs assessment programs teachers workers held accountable to bureaucrats and gendered and raced workers and the future roles compositions will adopt in the university and how technology affects those identities The chapters address the nature of composition labor in a technological society the new geographies of composition variety of identity and agency that are enabled and denied academic labor outside the classroom and academy and how virtuality impacts labor They provide varied perspectives on what issues are of import and alert researchers and teachers that a serious consideration of labor and writing technologies are needed to expand notions of what composition studies can and must be Publisher s description [The Portfolio Standard](#) Bonnie S. Sunstein,Jonathan H. Lovell,2000 The Portfolio Standard provides an antidote to our current national mania for measuring proposing instead that today s standard setters learn from the students they are so anxious to assess [Wrtrs Wkpk W/Rdrs 4e-Im](#) Scarry,2001-05 **The Harcourt Brace Guide to Teaching Writing with Computers** Campbell,1998 **Radical Departures** Chris W. Gallagher,2002 This book addresses some big questions the current political climate with its calls for standardized testing and accountability the uneasy relationships between faculty in English and English education departments and the lack of cooperation between postsecondary compositionists and P 12 language arts teachers These issues are covered in the book as the ways are traced in which progressive politics of one kind or another have played an integral role in how writing has been taught and studied in United States secondary and postsecondary schools The three chapters in Part I explore competing

versions of progressivism in composition and rhetoric's past and present the pedagogical and administrative progressivism of composition's early years during the Progressive Era of the early 20th century the recent conservative restoration and contemporary critical pedagogy Building on these discussions of progressivism the three chapters in Part II work to reframe and reclaim Deweyan pedagogical progressivism for composition and rhetoric's future showing how this strand of progressive thinking might help the field develop new pedagogy centered understandings and practices of disciplinary curriculum and outreach Woven in with the main chapters are intraludes narrative accounts of the author educator's work as a writing teacher scholar and public school advocate These narratives illustrate and connect the issues highlighted in each chapter grounding them in the reality of everyday contexts Each chapter includes notes contains an extensive list of works cited

NKA Teaching College English and English Education H. Thomas McCracken, Richard Leslie Larson, Judith Entes, 1998 In this collection of 32 narrative essays scholars and teachers of English and English education share their excitement as they reflect on their professional growth over the last 30 years The firsthand stories in the collection represent a study of theory and applied theory grounded in personal experience and academic study over many years The essays are

- 1 Facing Yourself J Tompkins
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- 3 Becoming a College English Teacher More by Accident than Design D C Stewart
- 4 On Not Being Taken In H T McCracken
- 5 How Do the Electrons Get Across the Two Plates of the Capacitor D Bleich
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- 7 Going Back S Hudson Ross
- 8 I Did It My Way With a Little Help from My Friends P Smagorinsky
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- 15 Living with Tension Doing English etc J Milner
- 16 What's a Story M C Savage
- 17 Two Women's Ways of Knowing Teaching Writing R C Grego and N S Thompson
- 18 The Teaching and Learning of English in the College Classroom Creating a Unified Whole B M Greene
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- 28 The Way I Was The Way I Am And What I Learned in Between L L Meeks
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- 31 Interpreting the Reflective Stories The Forces of Influence in Our Essayists Lives R L Larson and
- 32 Interpreting Stories Rebels in the Professoriate H T McCracken

NKA *The English*

Language Arts Handbook Susan Jane Tchudi, Stephen Tchudi, 1999 The Tchudis wrote *The English Language Arts Handbook* because they believe that the English classroom should be places for joyful exploration of the word and world *Feeling Our Way* Wendy Bishop, Deborah Coxwell Teague, 2004-03 This provocative and sometimes humorous collection of essays written by college writing teachers for college writing teachers explores seldom discussed issues to help TAs develop confidence in overcoming classroom challenges Teachers both seasoned and new to the profession create a dialogue by sharing their rich and varied experiences and responses to classroom and department situations Each Part presents 4 to 7 short essays by Adjuncts and TAs focusing on their experiences and lessons learned At the end of each Part more experienced teachers respond to the ideas generated in the preceding essays and add their own advice concerns and solutions Part 1 Approaching the Classroom centers on entering a new writing program and succeeding as a foreign born writing teacher Part 2 Inside Out focuses on gaining confidence as a teacher and managing sexual politics and power struggles in the classroom Part 3 Beyond the Classroom helps readers question the teaching profession and offers advice on surviving department politics An Appendix provides a useful listing of composition texts that offer further helpful advice

Theorizing Composition Mary Kennedy, 1998-06-25 The last 25 years have witnessed extraordinary growth in the academic specialization variously described as composition studies or rhetoric and composition What was noticeable about the field in its infancy was a preoccupation with practice a lack of emphasis on theory and an exclusive reliance on the writing process As its disciplinary status has grown the field has become far more theoretical Composition studies has expanded its focus reconceptualized the writing process and embraced a wide range of critical perspectives The result of this change is that terms such as poststructuralism social construction gender and genre which were largely unknown in 1965 now dominate discussion This reference book is a guide to the multiplicity of theories that have emerged to form the disciplinary foundation of composition studies The volume consists of 66 entries each of which is written by an expert contributor and focuses on a particular theory or group of theories While the entries show how various individuals have contributed to theoretical movements very few concentrate on the work of a single theorist Each entry first provides a critical summary of a particular theory or group of theories including key elements basic concepts and claims and information about seminal or particularly influential works It then reviews the theory's critical reception in composition studies and discusses its significance in the field The bibliography at the end of each entry lists primary texts and major scholarship related to the theory and provides additional suggestions for further reading The volume closes with a selected bibliography of important works *Ri Im Motives for Writing* Miller, 2002-07 **International Bibliography of Book Reviews of Scholarly Literature Chiefly in the Fields of Arts and Humanities and the Social Sciences**, 1999 Reflection In The Writing Classroom Kathleen Yancey, 1998-03 Yancey explores reflection as a promising body of practice and inquiry in the writing classroom Yancey develops a line of research based on concepts of philosopher Donald Schon and others involving the role of

deliberative reflection in classroom contexts Developing the concepts of reflection in action constructive reflection and reflection in presentation she offers a structure for discussing how reflection operates as students compose individual pieces of writing as they progress through successive writings and as they deliberately review a compiled body of their work a portfolio for example Throughout the book she explores how reflection can enhance student learning along with teacher response to and evaluation of student writing Reflection in the Writing Classroom will be a valuable addition to the personal library of faculty currently teaching in or administering a writing program it is also a natural for graduate students who teach writing courses for the TA training program or for the English Education program

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