

1: A Year of Action Research: An Adaptable Model – Write Learn Lead

CRITICAL EXPRESSIVISM: THEORY AND PRACTICE IN THE COMPOSITION CLASSROOM. Edited by Tara Roeder and Roseanne Gatto The WAC Clearinghouse www.enganchecubano.com

A Year of Action Research: The overview outlines program goals, objectives, key components, and expectations for participants, as well as a detailed and helpful breakdown of the focus for each of the academic year meetings. This short overview is an example of how to concisely convey the scope and desired outcomes of a program. **Original Date of Publication:** Our curiosity about our students leads us to ponder, ask questions, and search for answers. We are teacher researchers. Together we will learn how to craft specific and answerable questions, to collect data ethically, to analyze data responsibly, and to write our findings up through multiple drafts. Maybe what we learn will even inspire others. **Related Resources Out of Our Experience:** Useful Theory Together we will read and discuss other examples of the teacher research genre. We will spend time in class discussing the questions that plague our teaching. We will plan to take action, and we will write, step by step, several sections that will become a cohesive research article. Creating time, space, encouragement and direction to support your writing will be my greatest priority. As teachers who care about the teaching of writing, we often ask: How can we know whether students are learning? In previous years, teachers have pursued specific lines of inquiry such as these: What types of teacher responses result in the greatest growth in student writers? What makes peer response helpful or a waste of time? What effect does choice have on student fluency? What issue in your teaching might you want to study? This year I am hoping to study both how students develop schema of English sentence structures, and how students deepen their critical thinking skills and resist confirmation bias when they develop thesis statements and gather support them. I am looking for research partners to study these two issues, but I am eager to also support teachers who want to answer other questions that seem pressing in their teaching. I am also inviting GVSU faculty to study these two research questions with me. Periodically, those who are studying similar issues may want to meet to share insights. Mills, 3rd Edition Older editions are fine. We will all read this book and discuss it in class. Beyond this, each of us will find six to ten articles about the issue that we choose to research. Learning when to skim research and when to read carefully and closely will be a topic of our conversation. Part of learning to become an action researcher is learning to keep up with the relevant research on a topic without being overwhelmed. Skimming and reading strategically is key! Please watch the video and do the activity associated with it each month in advance of class. I want our three-hour meetings to function as a supportive community of friends and colleagues discussing our teaching. One month you will complete one online module about how to conduct research ethically, required by GVSU. It takes about 45 minutes. **Journaling**—We will practice keeping teaching journals about how and what happens when we teach writing. Like ethnographers, we hope to jot a few notes down during the swirl of activities. Later, we flesh out our jottings. Personal, emotional reflections on your observations are part of the research. In order to answer your research question, you will design a data collection plan. By the last week of May, we will present minute conference-like presentations of our findings to each other and have written a first draft of an article. **Evaluation** This is a writing community. I hope that each participant can support the intellectual life of the group by doing the above work and coming to class prepared to share, to listen, and to write. I hope that each of us will, by virtue of being a working member of our intellectual community: Your final grade will come out of this conversation as you self-assess your progress as a writer of teacher research. **Required Reading** Mills, Geoffrey E. *A Guide for the Teacher Researcher*. Articles, texts and other resources related to individual research questions focused on teaching writing **Online training module on ethical research** <https://www.gvsu.edu/writingcenter/ethical-research/> **September 26 Watch video Read: In Class Discuss reading and video: Why teacher research and how? Describe as objectively as possible a second curious occurrence at school or in your own memory of schooling. Give Lindsay several search terms to use for literature review.**

2: Critical Expressivism: Theory and Practice in the Composition Classroom - Open Textbook Library

Edited by Tara Roeder and Roseanne Gatto Copy edited by Don Donahue. Designed by Tara Reeser. Critical Expressivism is an ambitious attempt to re-appropriate intellectual territory that has more often been charted by its detractors than by its proponents.

3: Critical Expressivism: Theory and Practice in the Composition Classroom - The WAC Clearinghouse

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4: Science Writing Consortium

There is imprecision in monolithic termsâ€”expressivism, social constructionism, the personal, the social, romanticismâ€”because, as Peter Elbow writes in this volume, these broad terms conceal their multiplicity.

5: Critical Expressivism: Theory and Practice in the Composition Classroom | Parlor Press

The journal Writing Across the Curriculum is also accessible online through the WAC (www.enganchecubano.com). landmark texts on WAC theory and practice. www.enganchecubano.comg. the conference officially became an annual event with its sixth meeting held at Rice University. and research books. the conference was jointly sponsored by Indiana University.

6: "Rereading Romanticism, Rereading Expressivism: Revising "Voice" through" by Hannah J. Rule

Welcome to the website for COB, Writing in the Sciences, at Colorado State University. As part of their course requirements, students taking the course complete a writing project for a community or university partner who needs to have science content presented to non-technical readers.

Wittgensteins philosophical investigations, by N. Malcolm. Happy Valentines Day, little critter! Easy to Love, Difficult to Discipline National Baseball Hall of Fame and Museum Walking in the shadow of death Happiness Calendar Mediums of the 19th century. Ten cates oral histology The politics and psychology of intelligence and intelligence reform Robert Jervis Gale encyclopedia of childrens health One Voice or Many? Admonition on the object and use of the following Rosary 461 Social justice and empowerment of the weaker sections and gender rights Nitya Rao Learn ajax in asp.net Retro video game manual Classification. Class K, subclass KD: Law of the United Kingdom and Ireland. [Prepared in the Subject Cat Western Civilization Volume 1 7th Edition And Sources Volume 1 5th Edition And Western Society Mosaic Web MAN ON A SHORT LEASH It wasnt supposed to turn out this way Jordanian exceptionalism The heavenly footman, or, A description of the man that opts to heaven Allegories Of Communication V. 9. Skills practice book, teachers ed. The Last Mad Lover Book of mormon libretto Printer in three republics Transfer from pipe lines to storage tanks 25 24 The romantic interior, by R. Gilman. Artists with attitude Genetic engineering: past and present as prelude to the future Dilations in the coordinate plane worksheet France in the nineteenth century : Napoleon and the rise of Zionism Inuktun: An introduction to the language of Qaanaaq, Thule Inuktun British and foreign evangelical review . Chocolate Choo Choo Monitoring integrin activation by fluorecence resonance energy transfer Craig T. Lefort, Young-Min Hyun, Safety and sanitation in institutions of higher education A Spinsters Story First Christian histories Developments poor cousins: environment, gender, participation, rights