



Securing a Place for Reading in Composition

The Importance of
Teaching for Transfer

Ellen C. Carillo

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Securing a Place for Reading in Composition Ellen C. Carillo, 2014-10-02 *Securing a Place for Reading in Composition* addresses the dissonance between the need to prepare students to read not just write complex texts and the lack of recent scholarship on reading writing connections Author Ellen C Carillo argues that including attention to reading practices is crucial for developing more comprehensive literacy pedagogies Students who can read actively and reflectively will be able to work successfully with the range of complex texts they will encounter throughout their post secondary academic careers and beyond Considering the role of reading within composition from both historical and contemporary perspectives Carillo makes recommendations for the productive integration of reading instruction into first year writing courses She details a mindful reading framework wherein instructors help students cultivate a repertoire of approaches upon which they consistently reflect as they apply them to various texts This metacognitive frame allows students to become knowledgeable and deliberate about how they read and gives them the opportunity to develop the skills useful for moving among reading approaches in mindful ways thus preparing them to actively and productively read in courses and contexts outside first year composition *Securing a Place for Reading in Composition* also explores how the field of composition might begin to

effectively address reading including conducting research on reading revising outcome statements and revisiting the core courses in graduate programs It will be of great interest to writing program administrators and other compositionists and their graduate students

Securing a Place for Reading in Composition Ellen C. Carillo, 2015-01-15 *Securing a Place for Reading in Composition* addresses the dissonance between the need to prepare students to read not just write complex texts and the lack of recent scholarship on reading writing connections Author Ellen C Carillo argues that including attention to reading practices is crucial for developing more comprehensive literacy pedagogies Students who can read actively and reflectively will be able to work successfully with the range of complex texts they will encounter throughout their post secondary academic careers and beyond Considering the role of reading within composition from both historical and contemporary perspectives Carillo makes recommendations for the productive integration of reading instruction into first year writing courses She details a mindful reading framework wherein instructors help students cultivate a repertoire of approaches upon which they consistently reflect as they apply them to various texts This metacognitive frame allows students to become knowledgeable and deliberate about how they read and gives them the opportunity to develop the skills useful for moving among reading approaches in mindful ways thus preparing them to actively and productively read in courses and contexts outside first year composition *Securing a Place for Reading in Composition* also explores how the field of composition might begin to effectively address reading including conducting research on reading revising outcome statements and revisiting the core courses in graduate programs It will be of great interest to writing program administrators and other compositionists and their graduate students

The Radical Case for Teaching Skim Reading

in First-Year Writing Ellen C. Carillo, 2025-10-15 The Radical Case for Teaching Skim Reading in First Year Writing encourages faculty particularly in writing studies to check internal biases toward deep reading and teach skim reading in first year writing courses Written by Ellen C Carillo who has previously published on the importance of teaching deep reading this small book is a controversial prompt for further discussion and exploration Data from studies of the lived experiences of undergraduates indicate that students do not need deep reading practices in the majority of their classes across the disciplines and moreover that students succeed in their classes by skim reading Rather than imagining an idealized set of circumstances that allow for sustained deep reading as does a great deal of the scholarship on reading in writing studies The Radical Case for Teaching Skim Reading in First Year Writing argues for teaching students reading practices that will support their success in their college writing assignments rather than those strategies the field believes should support their success In our information landscape and our fragile democracy encouraging skimming as opposed to deep reading may seem like a gamble this very tendency toward the quick rather than the critical has undoubtedly contributed to the current crisis of mass misinformation However teaching students to use skim reading as a strategic tool for purposeful engagement and efficient yet thoughtful information filtering better equips them to navigate the rapidly changing information landscape and manage the fast paced flow of content from diverse media sources **A Writer's**

Guide to Mindful Reading Ellen C. Carillo, 2017 Offering a comprehensive approach to literacy instruction by focusing on reading and writing A Writer's Guide to Mindful Reading supports students as they become more reflective deliberate and mindful readers and writers by working within a metacognitive framework **Reading and Writing Instruction in the**

Twenty-First Century Ellen C. Carillo, 2021-08-02 Robert Scholes passed away on December 9 2016 leaving behind an intellectual legacy focused broadly on textuality Scholes's work had a significant impact on a range of fields including literary studies composition and rhetoric education media studies and the digital humanities among others In Reading and Writing Instruction in the Twenty First Century contemporary scholars explore and extend the continued relevance of Scholes's work for those in English and writing studies In this volume Scholes's scholarship is included alongside original essays providing a resource for those considering everything from the place of the English major in the twenty first century to best practices for helping students navigate misinformation and disinformation Reading and Writing Instruction in the Twenty First Century not only keeps Scholes's legacy alive but carries it on through a commitment in Scholes's 1998 own words to offer our students the cultural equipment they are going to need when they leave us Contributors Angela Christie Paul T Corrigan Lyn e Lewis Gaillet Doug Hesse Alice S Horning Emily J Isaacs Christopher La Casse Robert Lest n Kelsey McNiff Thomas P Miller Jessica Rivera Mueller Christian Smith Kenny Smith **Teaching Readers in Post-Truth America** Ellen C. Carillo, 2018-10-01 Teaching Readers in Post Truth America shows how postsecondary teachers can engage with the phenomenon of post truth Drawing on research from the fields of educational and cognitive psychology human development

philosophy and education Ellen C Carillo demonstrates that teaching critical reading is a strategic and targeted response to the current climate Readers in this post truth culture are under unprecedented pressure to interpret an overwhelming quantity of texts in many forms including speeches news articles position papers and social media posts In response Carillo describes pedagogical interventions designed to help students become more metacognitive about their own reading and in turn better equipped to respond to texts in a post truth culture Teaching Readers in Post Truth America is an invaluable source of support for writing instructors striving to prepare their students to resist post truth rhetoric and participate in an information rich divisive democratic society

The Case for Critical Literacy Alice S. Horning, 2024-08-15 The Case for Critical Literacy explores the history of reading within writing studies and lays the foundation for understanding the impact of this critical yet often untaught skill Every measure of students reading comprehension whether digital or analog demonstrates that between 50 and 80 percent of students are unable to capture the substance of a full discussion or evaluate material for authority accuracy currency relevancy appropriateness and bias This book examines how college level instruction reached this point and provides pedagogical strategies that writing instructors and teachers can use to address the problem Alice Horning makes the case for the importance of critical reading in the teaching of writing with intentionality and imagination while sharing glimpses of her own personal history with reading and writing Horning provides the context for understanding what college faculty face in their classrooms and offers a history of critical literacy that explains why to date it has mostly neglected or ignored the diverse statuses of students reading challenges The Case for Critical Literacy explores actionable options to better meet students literacy needs College and university faculty especially writing instructors will benefit from an understanding of what has happened in the field and what needs to change

Digital Reading and Writing in Composition Studies Mary R. Lamb, Jennifer M. Parrott, 2019-03-13 As digital reading has become more productive and active the lines between reading and writing become more blurred This book offers both an exploration of collaborative reading and pedagogical strategies for teaching reading and writing that reflect the realities of digital literacies This edited scholarly collection offers strategies for teaching reading and writing that highlight the possibilities opportunities and complexities of digital literacies Part 1 explores reading and writing that happen digitally and offers frameworks for thinking about this process Part 2 focuses on strategies for the classroom by applying reading theories design principles and rhetorical concepts to instruction Part 3 introduces various disciplinary implications for this blended approach to writing instruction What is emerging is new theories and practices of reading in both print and digital spaces theories that account for how diverse student readers encounter and engage digital texts This collection contributes to this work by offering strategies for sustaining reading and cultivating writing in this landscape of changing digital literacies The book is essential for the professional development of beginning teachers who will appreciate the historical and bibliographic overview as well as classroom strategies and for busy veteran teachers who will gain updated knowledge and a renewed

commitment to teaching an array of literacy skills It will be ideal for graduate seminars in composition theory and pedagogy both undergraduate and graduate and teacher education courses and will be key reading for scholars in rhetoric and composition interested in composition history assessment communication studies and literature pedagogy

(Re)Considering What We Know Linda Adler-Kassner, Elizabeth Wardle, 2020-01-10 Naming What We Know Threshold Concepts of Writing Studies published in 2015 contributed to a discussion about the relevance of identifying key concepts and ideas of writing studies Re Considering What We Know continues that conversation while simultaneously raising questions about the ideas around threshold concepts Contributions introduce new concepts investigate threshold concepts as a framework and explore their use within and beyond writing Part 1 raises questions about the ideologies of consensus that are associated with naming threshold concepts of a discipline Contributions challenge the idea of consensus and seek to expand both the threshold concepts framework and the concepts themselves Part 2 focuses on threshold concepts in action and practice demonstrating the innovative ways threshold concepts and a threshold concepts framework have been used in writing courses and programs Part 3 shows how a threshold concepts framework can help us engage in conversations beyond writing studies Re Considering What We Know raises new questions and offers new ideas that can help to advance the discussion and use of threshold concepts in the field of writing studies It will be of great interest to scholars and graduate students in writing studies especially those who have previously engaged with Naming What We Know Contributors Marianne Ahokas Jonathan Alexander Chris M Anson Ian G Anson Sarah Ben Zvi Jami Blaauw Hara Mark Blaauw Hara Maggie Black Dominic Borowiak Chris Castillo Chen Chen Sandra Descourtis Norbert Elliot Heidi Estrem Alison Farrell Matthew Fogarty Joanne Baird Giordano James Hammond Holly Hassel Lauren Heap Jennifer Heinert Doug Hesse Jonathan Isaac Katie Kalish P raic Kerrigan Ann Meejung Kim Kassia Krzus Shaw Saul Lopez Jennifer Helane Maher Aishah Mahmood Aimee Mapes Kerry Marsden Susan Miller Cochran Deborah Mutnick Rebecca Nowacek Sarah O'Brien l l dip Peggy O'Neill Cassandra Phillips Mya Poe Patricia Ratanapraphart Jacqueline Rhodes Samitha Senanayake Susan E Shadle Dawn Shepherd Katherine Stein Patrick Sullivan Brenna Swift Carrie Strand Tebeau Matt Thul Nikhil Tiwari Lisa Tremain Lisa Velarde Kate Vieira Gordon Blaine West Anne Marie Womack Kathleen Blake Yancey Xiaopei Yang Madylan Yarc **The Framework for Success in Postsecondary Writing** Nicholas N. Behm, Sherry Rankins-Robertson, 2017-03-03 Illustrates the widespread applications of the Framework for Success in Postsecondary Writing especially the eight habits of mind in helping students to be successful not only in postsecondary writing courses but also in four arenas of life academic professional civic and personal **Reading across the Disciplines** Karen Manarin, 2022-05-03 Reading Across the Disciplines offers a collection of twelve essays detailing a range of approaches to dealing with students reading needs at the college level Transforming reading in higher education requires more than individual faculty members working on SoTL projects in their particular fields Teachers need to consider reading across the disciplines In this collection authors from Australia and North America

teaching in a variety of disciplines explore reading in undergraduate courses doctoral seminars and faculty development activities By paying attention to the particular classroom and placing those observations in conversation with scholarly literature they create new knowledge about reading in higher education from disciplinary and cross disciplinary perspectives Reading Across the Disciplines demonstrates how existing research about reading can be applied to specific classroom contexts offering models for faculty members whose own research interests may lie elsewhere but who believe in the importance of reading

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

Disrupting the Center Rebecca Hallman Martini, 2022-04-15 Strategic partnership offers writing centers a framework for responding to disruptive innovations in higher education Through partnership writing centers can simultaneously secure resources and support the practice of tutoring writing in ways that enable moments of resistance where writing consultants and students can tactically challenge the corporate university through their methods of practice *Disrupting the Center* explicates analyzes and critiques one particular writing center's partnership approach to collaboration with disciplinary faculty and upper administrators across the curriculum Using on site research and critical ethnographic study from one university writing center Rebecca Hallman Martini establishes an innovative cross disciplinary partnership approach to writing instruction in which peer tutoring plays an integral curricular role Case studies detail three partnerships that respond directly to existing or potential disruptive innovations in higher education and showcase important concepts mapping mutual benefit and stakeholder engagement in an online studio hybrid first year writing program partnership in response to online education creating negotiated space to work through ethical issues involved when working with a public private partnership to develop a required extracurricular

portfolio project in a business school and building transformational partnerships through establishing a writing in the professions curriculum in the College of Engineering in response to career readiness initiatives

Disrupting the Center uses interviews observations focus groups analysis of consultations meetings and shared documents such as annual reports budgets assessment data assignments and syllabi to generate a wide view of how systems work

Writing centers are flexible university wide service spaces where students go for one on one and group writing support that can become dynamic spaces for writing pedagogy by disrupting revitalizing and reinventing the epistemic foundations of current rhetoric and composition landscapes and traditional approaches to writing

Improving Outcomes Diane Kelly-Riley, Norbert Elliot, 2020-12-01

Students thrive when they are exposed to a variety of disciplinary genres and their lives and our institutions are enriched by improving their writing outcomes

Taking account of evolving research writing in the disciplines and demographic and institutional shifts in higher education this volume imagines new ways to improve writing outcomes by broadening the focus of assessment to wider issues of humanity and society

The essays by contributors from diverse fields from writing studies to nursing engineering and architecture demonstrate innovative classroom practices and curricular design that place fairness and the situatedness of language at the center of writing instruction

Contributors reflect on a wide range of examples from a disability as insight model to reckoning with postcolonial legacies and the essays consider a variety of institutions classrooms and types of assessment including culturally responsive assessment and peer feedback in digital environments

After Plato John Duffy, Lois Agnew, 2020-07-01

After Plato redefines the relationships of rhetoric for scholars teachers and students of rhetoric and writing in the twenty first century

Featuring essays by some of the most accomplished scholars in the field the book explores the diversity of ethical perspectives animating contemporary writing studies including feminist postmodern transnational non Western and virtue ethics and examines the place of ethics in writing classrooms writing centers writing across the curriculum programs prison education classes and other settings

When truth is subverted reason is mocked racism is promoted and nationalism takes center stage teachers and scholars of writing are challenged to articulate the place of rhetorical ethics in the writing classroom and throughout the field more broadly

After Plato demonstrates the integral place of ethics in writing studies and provides a roadmap for future conversations about ethical rhetoric that will play an essential role in the vitality of the field

Contributors Fred Antczak Patrick W Berry Vicki Tolar Burton Rasha Diab William Duffy Norbert Elliot Gesa E Kirsch Don J Kraemer Paula Mathieu Robert J Mislevy Michael A Pemberton James E Porter Jacqueline Jones Royster Xiaoye You Bo Wang

Reconstructing Response to Student Writing Dan Melzer, 2023-08-07

In *Reconstructing Response to Student Writing* Dan Melzer makes the argument that writing instructors should shift the construct so that peer response and student self assessment are more central than teacher response

Presenting the results of a national study of teacher and peer response and student self assessment at institutions of higher education across the United States Melzer analyzes teacher and peer response to over 1 000 pieces of student writing as well as 128 student

portfolio reflection essays He draws on his analysis and on a comprehensive review of the literature on response to introduce a constructivist heuristic for response aimed at both composition instructors and instructors across disciplines Melzer argues that teachers and researchers should focus less on teacher response to individual pieces of student writing and more on engaging in dialogue with student self assessment and peer response focusing on growth and transfer rather than products and grades Reconstructing Response to Student Writing especially when taken together with Melzer's previous book Assignments across the Curriculum provides a comprehensive and large scale view of college writing and responding across the curriculum in the United States

Teaching Writing in the Twenty-First Century Beth L. Hewett, Tiffany Bouelle, Scott Warnock, 2021-12-30 A comprehensive guide for students and instructors of composition Includes an overview of the field and discussion of composition purposes and genres digital education modalities instructional environments and instructional media Topics include teaching online composing processes and approaches designing and scaffolding assignments portfolio assignments multimodal assignments and response feedback and evaluation

The Hidden Inequities in Labor-Based Contract Grading Ellen C. Carillo, 2021-11-01 Current Arguments in Composition Series The Hidden Inequities in Labor Based Contract Grading intervenes in the increasingly popular practice of labor based grading by expanding the scope of this assessment practice to include students who are disabled and multiply marginalized Through the lens of disability studies the book critiques the assumption that labor is a neutral measure by which to assess students and explores how labor based grading contracts put certain groups of students at a disadvantage Ellen C Carillo offers engagement based grading contracts as an alternative that would provide a more equitable assessment model for students of color those with disabilities and students who are multiply marginalized This short book explores the history of labor based grading contracts reviews the scholarship on this assessment tool highlights the ways in which it normalizes labor as an unbiased tool and demonstrates how to extend the conversation in new and generative ways both in research and in classrooms Carillo encourages instructors to reflect on their assessment practices by demonstrating how even assessment methods that are designed through a social justice lens may unintentionally privilege some students over others

Teaching Race in Perilous Times Jason E. Cohen, Sharon D. Raynor, Dwayne A. Mack, 2021-03-01 The college classroom is inevitably influenced by and in turn influences the world around it In the United States this means the complex topic of race can come into play in ways that are both explicit and implicit Teaching Race in Perilous Times highlights and confronts the challenges of teaching race in the United States from syllabus development and pedagogical strategies to accreditation and curricular reform Across fifteen original essays contributors draw on their experiences teaching in different institutional contexts and adopt various qualitative methods from their home disciplines to offer practical strategies for discussing race and racism with students while also reflecting on broader issues in higher education Contributors examine how teachers can respond productively to emotionally charged contexts recognize the roles and pressures that

faculty assume as activists in the classroom focus a timely lens on the shifting racial politics and economics of higher education and call for a more historically sensitive reading of the pedagogies involved in teaching race The volume offers a corrective to claims following the 2016 US presidential election that the current moment is unprecedented highlighting the pivotal role of the classroom in contextualizing and responding to our perilous times **Citizen Science Fiction** Jerome Winter,2021-03-19 Citizen Science Fiction draws on an interdisciplinary swath of literature and media to make the case that the science fiction genre can help rethink the pedagogical use of citizen science as a tool to interrogate our collective civic engagement with science and the incorporation of science into a rigorous exciting writing based curriculum The book revolves around recent developments in specific scientific disciplines including biology ecology computer science astronomy and cognitive science Winter closely studies a range of science fiction texts and tropes such as aliens robots clones mind uploads galactic empires for what they have to contribute to the ongoing scholarly discussion on psychological mindset and mindful argument reading for probing inquiry and productive uncertainty in the age of the Anthropocene reading for voice with a view to our digitally dominated future and reading for threshold concepts in a scientifically driven society

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