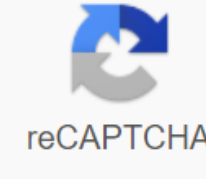




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Naming what we know

Linda Adler-Kassner is Professor of Writing Studies and Associate Dean of the Undergraduate Degree at the University of California, Santa Barbara. Her research and teaching in general focus on how literate agents and activities - such as writers, writing, writing studies - are defined in contexts within the academy and in public discourse. It also considers the implications and implications of those definitions and how the writing faculty could participate in shaping them. She often works with teachers in various disciplines to formulate threshold concepts and makes them more accessible to students. She is the author, co-author or co-author of nine books, including Reframing Writing Score, naming what we know and activist WPA. Elizabeth Wardleis, Professor of English and Director of the Roger and Joyce Howe Center for Writing Excellence at the University of Miami, Oxford, Ohio. She served in the Department of Writing and Rhetoric at the University of Central Florida (UCF). She has also served as Director of Writing Programs at UCF and Dayton University. Her administrative experience has fueled her ongoing interest in how students learn and how they convey what they are learning in new environments. With Doug Downs, she is the co-author of Writing about Writing, a textbook that is a movement to rethink the first year of composition as a serious content course that teaches the transmission of research knowledge about writing. She often talks across the country about writing design programs, how to teach for transmission, and how to identify and engage students in threshold concepts of different disciplines. Calling what we know examines the basic principles of knowledge in the discipline of writing research using the lens of threshold concepts - concepts that are crucial for epistemological participation in discipline. The first part of the book identifies and describes thirty-seven threshold concepts of discipline in notes written by some of the area's most active researchers and educators, all of whom participated in a joint wiki discussion led by editors. These entries are clear and accessible, written to an audience of writing scholars, students and colleagues in other disciplines and politicians outside the academy. The authors describe the conceptual background of the area and the principles that work throughout the practice, whether in research, teaching, evaluation or community work on writing. Chapters in the second part of the book describe the advantages and challenges of using threshold concepts in specific sites - first-year writing programs, WAC/WID programs, writing centers, writing specialties - and professional development to present this framework in action. The name of the One we know dialogue about concepts that scientists and teachers believe are crucial, and why these concepts should and should for people off the field. Linda Adler-Kassner is Professor of Writing Studies and Associate Dean of the Undergraduate Degree at the University of California, Santa Barbara. Her research and teaching in general focus on how literate agents and activities such as writers, letters, written studies are defined in contexts within the academy and in public discourse. It also considers the implications and implications of those definitions and how the writing faculty could participate in shaping them. She often works with teachers in various disciplines to formulate threshold concepts and makes them more accessible to students. She is the author, co-author or co-author of nine books, including Reframing Writing Score, naming what we know and activist WPA. 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The winner of the 2016 CWPA Special Award for Outstanding Scholarship I recommend this book to librarians as well as faculty right through the disciplines. He packs a lot of knowledge about writing into a small but rich package. It can also provide librarians with a model of how to talk to our non-librarian colleagues about the big ideas that we all hope students will understand without reducing them to the checklist to be covered in library sessions. -Inside Higher Ed is essentially a collection of ideas from the most experienced and knowledgeable scientists and practitioners in the field of written research. It's like that old video we are - a world where Stevie Wonder gives way to Paul Simon, who passes it on to Willie Nelson to Michael Jackson To Diana Ross, and oh, even Bob Dylan showed up . . . I found the book so rich in understanding that it is best to read piece by piece, just as I read a collection of poems, so that each concept gets enough time to roll around my head. -John Warner, Recommended Reading for the Beginning of the Semester, Inside Higher Ed Naming What We Know Considers Major knowledge in the discipline of writing research using the lens of threshold concepts-concepts-concepts are crucial for epistemological participation in discipline. The first part of the book identifies and describes thirty-seven threshold concepts of discipline in notes written by some of the area's most active researchers and educators, all of whom participated in a joint wiki discussion led by editors. These entries are clear and accessible, written to an audience of writing scholars, students and colleagues in other disciplines and politicians outside the academy. The authors describe the conceptual background of the area and the principles that work throughout the practice, whether in research, teaching, evaluation or community work on writing. Chapters in the second part of the book describe the benefits and challenges of using threshold concepts in specific sites - first-year letters programs, WAC/WID programs, writing centers, writing specialties - and for professional development to present this framework in action. Authors: Linda Adler-Kassner, Chris M. Anson, Cheryl Ball, Charles Bazerman, Colleen Brook, Allison Carr, Colin Charlton, Doug Downes, Dylan B. Dreyer, John Duffy, Heidi Astrem, Jeffrey T. Grabill, Bill Hart-Davidson, Bradley Hughes, Asao B. Inoue, Ray Land, Neil Lerner, Rebecca Nowacek, Peggy O'Neal, Leanne Robertson, Kevin Roozen, Shirley Rose, David R. Russell, J. Blake Scott, Tony Scott, Cara Taczak, Howard Tinberg, Victor Villanueva, Elizabeth Wardle, Kathleen Blake Yancey Naming What We Know, Class Edition Featuring 1-30 Beginning of Your Review Of What We Know Often, reading this, I found that I go, there are words for this experience? Overall, it challenged many of my views on the process of learning to write, and it lived up to some other views that I couldn't explain. I would recommend this to anyone in writing research or just writers who want to enhance their experience in the writing process. I think there are a lot of connections to be made between the materia of this book My favorite chapter is definitely the concept of 1's! Often, reading this, I found that I go, there are words for this experience? Overall, it challenged many of my views on the process of learning to write, and it lived up to some other views that I couldn't explain. I would recommend this to anyone in writing research or just writers who want to enhance their experience in the writing process. I think there are a lot of connections that need to be made between this book and fanfiction of the writing community. I'm very happy to study that in my research. Keep in mind: - Prologue and introduction start a little slow. Critical information in them is repeated later in the book, anyway. -This is part of the academic writing written by several scholars. Some of them have quite attractive prose, others pull a bit. If the section you're reading you're bored, chances are it will turn around soon. Overall, I loved how the book divided things into bite-sized sections. The format lends itself to quick reading of queues, over time, to reflect between them. ... more April 20, 2017 Steve appreciated it was amazing It's a brilliant new approach to composition research. The authors collect the best of what we have learned over the last 45 years of composition theory and organize it in terms of its key concepts (as opposed to organizing around the dividing lines of theoretical schools of thought). This book is a must-read for all writing teachers, and it goes to show once again that Elizabeth Wardle remains an avant-garde voice in the field of composition studies. August 25, 2017 Leslie Ann appreciated this was an amazingly clear exposure about the basic principles of knowledge in writing research, and their application to various aspects of the university, including first year composition, undergraduate and graduate studies, writing centers, and evaluation. 37 concepts are grouped into 5 categories, which in themselves are threshold concepts: 1. Writing is a social and rhetorical activity2. Writing speaks of situations through recognizable forms. Writing takes and creates identifiers and ideologies.4 Clear exposure on the basic principles of knowledge in writing studies, as well as their application to various aspects of the university, including first year composition, undergraduate and postgraduate studies, writing centers, and evaluation. 37 concepts are grouped into 5 categories, which in themselves are threshold concepts: 1. Writing is a social and rhetorical activity2. Writing speaks of situations through recognizable forms. Writing takes and creates identifiers and ideologies.4 All writers have a lot to learn.5 Writing (also always) cognitive activity. I really like how the authors argue that the threshold concepts reflect the final definition for now of only some, if what the area knows, and look forward to applying some of these concepts in my own teachings. ... more Matt appreciated it very much on August 17, 2020 Jennifer P rated it was amazing December 30, 2019 Erin Hart rated it was amazing December 09, 2019 Kit appreciated it really liked September 15, 2016 Tony Guerra rated it was amazing February 5, 2017 Ben appreciated he loved it February 28, 2019 Kayla appreciated it on July 30, 202000 rated it really liked April 28, 2018 Anna Maria rated it was amazing May 25, 2020 Dean Ramser appreciated it was amazing May May 2020 Emily O'Brien rated it very much June 01, 2017 Kathleen appreciated it really liked June 26, 2020 Alayna M rated it really liked October 18, 2017 Vee rated it was amazing May 18, 2019 Allie Oosta rated it was amazing May 27, 2016 Joe Springer rated it really liked 07 May 2018 Brita rated it really liked June 30, 2017 Ashley estimated it was amazing 05 May 2017 Hector estimated it was amazing June 22, 2020 Bethany appreciated it liked it June 14, 2020 2020 naming what we know pdf. naming what we know classroom edition pdf. naming what we know analysis. naming what we know citation. naming what we know chapter 1. naming what we know book. naming what we know ebook. naming what we know audiobook

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