



Going North Thinking West

The Intersections of Social Class,
Critical Thinking,
and Politicized Writing Instruction

Irvin Peckham

Going North Thinking West Irvin Peckham

Daniel P. Richards



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Very Like a Whale Edward M. White, Norbert Elliot, Irvin Peckham, 2015-03-04 Written for those who design redesign and assess writing programs *Very Like a Whale* is an intensive discussion of writing program assessment issues Taking its title from Hamlet the book explores the multifaceted forces that shape writing programs and the central role these programs can and should play in defining college education Given the new era of assessment in higher education writing programs must provide valid evidence that they are serving students instructors administrators alumni accreditors and policymakers This book introduces new conceptualizations associated with assessment making them clear and available to those in the profession of rhetoric and composition writing studies It also offers strategies that aid in gathering information about the relative success of a writing program in achieving its identified goals Philosophically and historically aligned with quantitative approaches White Elliot and Peckham use case study and best practice scholarship to demonstrate the applicability of their innovative approach termed Design for Assessment DFA Well grounded in assessment theory *Very Like a Whale* will be of practical use to new and seasoned writing program administrators alike as well as to any educator involved with the accreditation process

Political Literacy in Composition and Rhetoric Donald Lazere, 2015-07-20 In *Political Literacy in Composition and Rhetoric* Donald Lazere calls for revival of NCTE resolutions in the 1970s for teaching the critical reading listening viewing and thinking skills necessary to enable students to cope with the persuasive techniques in political statements advertising entertainment and news and explores the reasons these goals have been eclipsed in composition studies over recent decades Obstacles to those goals have included the emphasis in the profession on basic and first year writing at the expense of more advanced study in argumentative rhetoric and on the privileging of students personal writing over critical study of both academic and political discourse Lazere further argues that theorists who legitimately champion students pluralistic local communities sometimes fail to recognize that liberal education can enable students to grow beyond their home cultures to critical awareness of national and international politics Finally he argues that the fixation in recent composition studies on liberally inclined students and communities on the margins has eclipsed attention to the conservative conformity long prevalent in mainstream American society and education His proposals for curriculum and pedagogy seek to introduce students to a more highly informed cogent and open ended level of debate between the political left and right

National Healing Claude Hurlbert, 2013-02-01 In *National Healing* author Claude Hurlbert persuasively relates nationalism to institutional racism and contends that these are both symptoms of a national ill health afflicting American higher education and found even in the field of writing studies Teachers and scholars even in progressive fields like composition are unwittingly at odds with their own most liberatory purposes he says and he advocates consciously broadening our understanding of rhetoric and writing instruction to include rhetorical traditions of non Western cultures Threading a personal narrative of his own experiences as a student professor and citizen through a wide ranging

discussion of theory pedagogy and philosophy in the writing classroom Hurlbert weaves a vision that moves beyond simple polemic and simplistic multiculturalism National Healing offers a compelling new aesthetic epistemological and rhetorical configuration Going North Thinking West Irvin Peckham, 2010-10-15 A long time writing program administrator and well respected iconoclast Irvin Peckham is strongly identified with progressive ideologies in education However in Going North Thinking West Peckham mounts a serious critique of what is called critical pedagogy primarily a project of the academic left in spite of his own sympathies there College composition is fundamentally a middle class enterprise and is conducted by middle class professionals while student demographics show increasing presence of the working class In spite of best intentions to ameliorate inequitable social class relationships says Peckham critical pedagogies can actually contribute to reproducing those relationships in traditional forms not only perpetuating social inequities but pushing working class students toward self alienation as well Peckham argues for more clarity on the history of critical thinking social class structures and teacher identity especially as these are theorized by Pierre Bourdieu while he undertakes a critical inquiry of the teaching practices with which even he identifies Going North Thinking West focuses especially on writing teachers who claim a necessary linkage between critical thinking and writing skills these would include both teachers who promote the fairly a political position that argumentation is the obvious and necessary form of academic discourse and more controversial teachers who advocate turning a classroom into a productive site of social transformation Ultimately Peckham argues for a rereading of Freire an icon of transformational pedagogy and for a collaborative investigation of students worlds as the first step in a successful writing pedagogy It is an argument for a pedagogy based on service to students rather than on transforming them **On Teacher Neutrality** Daniel P. Richards, 2020-11-06 On Teacher Neutrality explores the consequences of ideological arguments about teacher neutrality in the context of higher education It is the first edited collection to focus exclusively on this contentious concept emphasizing the practical possibilities and impossibilities of neutrality in the teaching of writing the deployment of neutrality as a political motif in the public discourse shaping policy in higher education and the performativity of individual instructors in a variety of institutional contexts The collection provides clarity on the contours around defining neutrality depth in understanding how neutrality operates differently in various institutional settings and nuance in the levels and degrees of neutrality or what is meant by it in the teaching of writing Higher education itself and its stakeholders are continually exploring the role of teachers in the classroom and the extent to which it is possible or ethical to engage in neutrality Amplifying voices from teachers in underrepresented positions and institutions in discussions of teacher ideology On Teacher Neutrality shapes the discourse around these topics both within the writing classroom and throughout higher education The book offers a rich array of practices pedagogies and theories that will help ground instructors and posits a way forward toward better dialogue and connections with the various stakeholders of higher education in the United States Contributors Tristan Abbott Kelly Blewett Meaghan Brewer Christopher Michael

Brown Chad Chisholm Jessica Clements Jason C Evans Heather Fester Romeo Garc a Yndalecio Isaac Hinojosa Mara Holt Erika Johnson Tawny LeBouef Tullia Lauren F Lichty Adam Pacton Daniel P Richards Patricia Roberts Miller Karen Rosenberg Allison L Rowland Robert Samuels David P Stubblefield Jennifer Thomas John Trimbur **Class in the Composition Classroom** Genesea M. Carter, William H. Thelin, 2017-12-01 Class in the Composition Classroom considers what college writing instructors should know about their working class students their backgrounds experiences identities learning styles and skills in order to support them in the classroom across campus and beyond In this volume contributors explore the nuanced and complex meaning of working class and the particular values these college writers bring to the classroom The real college experiences of veterans rural Midwesterners and trade unionists show that what it means to be working class is not obvious or easily definable Resisting outdated characterizations of these students as underprepared and dispensing with a one size fits all pedagogical approach contributors address how region and education impact students explore working class pedagogy and the ways in which it can reify social class in teaching settings and give voice to students lived experiences As community colleges and universities seek more effective ways to serve working class students and as educators parents and politicians continue to emphasize the value of higher education for students of all financial and social backgrounds conversations must take place among writing instructors and administrators about how best to serve and support working class college writers Class in the Composition Classroom will help writing instructors inside and outside the classroom prepare all their students for personal academic and professional communication Contributors Aaron Barlow Cori Brewster Patrick Corbett Harry Denny Cassandra Dulin Miriam Eisenstein Ebsworth Mike Edwards Rebecca Fraser Brett Griffiths Anna Knutson Liberty Kohn Nancy Mack Holly Middleton Robert Mundy Missy Nieveen Phegley Jacqueline Preston James E Romesburg Edie Marie Roper Aubrey Schiavone Christie Toth Gail G Verdi **Distance Learning** Michael Simonson, Charles Schlosser, 2015-12-01 Distance Learning is for leaders practitioners and decision makers in the fields of distance learning e learning telecommunications and related areas It is a professional journal with applicable information for those involved with providing instruction to all kinds of learners of all ages using telecommunications technologies of all types Stories are written by practitioners for practitioners with the intent of providing usable information and ideas Articles are accepted from authors new and experienced with interesting and important information about the effective practice of distance teaching and learning Distance Learning is published quarterly Each issue includes eight to ten articles and three to four columns including the highly regarded And Finally column covering recent important issues in the field and written by Distance Learning editor Michael Simonson Articles are written by practitioners from various countries and locations nationally and internationally Distance Learning is an official publication of the United States Distance Learning Association and is co sponsored by the Fischler School of Education at Nova Southeastern University and Information Age Publishing

Economic Inequality, Neoliberalism, and the American Community College Patrick Sullivan, 2017-05-11 This book aims to

deepen public understanding of the community college and to challenge our longstanding reliance on a deficit model for defining this important powerful and transformative institution Featuring a unique combination of data and research Sullivan seeks to help redefine update and reshape public perception about community colleges This book gives serious attention to student voices and includes narratives written by community college students about their experiences attending college at an open admissions institution Sullivan examines the history of the modern community college and the economic model that is driving much of the current discussion in higher education today Sullivan argues that the community college has done much to promote social justice and economic equality in America since the founding of the modern community college in 1947 by the Truman Commission

Out in the Center Harry C. Denny, Robert Mundy, Liliana M. Naydan, Richard Sévère, Anna Sicari, 2019-03-01 Out in the Center explores the personal struggles of tutors faculty and administrators in writing center communities as they negotiate the interplay between public controversies and features of their own intersectional identities These essays address how race ethnicity gender sexuality class faith multilingualism and learning differences along with their intersections challenge those who inhabit writing centers and engage in their conversations A diverse group of contributors interweaves personal experience with writing center theory and critical race theory as well as theories on the politics and performance of identity In doing so Out in the Center extends upon the writing center corpus to disrupt and reimagine conventional approaches to writing center theory and practice Out in the Center proposes that practitioners benefit from engaging in dialogue about identity to better navigate writing center work work that informs the local and carries forth a social and cultural impact that stretches well beyond academic institutions Contributors Allia Abdullah Matta Nancy Alvarez Hadi Banat Tammy S Conard Salvo Michele Eodice Rochell Isaac Sami Korgan Ella Leviyeva Alexandria Lockett Talisha Haltiwanger Morrison Anna Rita Napoleone Beth A Towle Elizabeth Weaver Tim Zmudka

The Battle of the Classics Eric Adler, 2020-09-04 These are troubling days for the humanities In response a recent proliferation of works defending the humanities has emerged But taken together what are these works really saying and how persuasive do they prove The Battle of the Classics demonstrates the crucial downsides of contemporary apologetics for the humanities and presents in its place a historically informed case for a different approach to rescuing the humanistic disciplines in higher education It reopens the passionate debates about the classics that took place in late nineteenth and early twentieth century America as a springboard for crafting a novel foundation for the humanistic tradition Eric Adler demonstrates that current defenses of the humanities rely on the humanistic disciplines as inculcators of certain poorly defined skills such as critical thinking It criticizes this conventional approach contending that humanists cannot hope to save their disciplines without arguing in favor of particular humanities content As the uninspired defenses of the classical humanities in the late nineteenth century prove instrumental apologetics are bound to fail All the same the book shows that proponents of the Great Books favor a curriculum that is too intellectually narrow for the twenty first century The Battle of the Classics thus lays out a

substance based approach to undergraduate education that will revive the humanities even as it steers clear of overreliance on the Western canon The book envisions a global humanities based on the examination of masterworks from manifold cultures as the heart of an intellectually and morally sound education

Beyond Fitting In Kelly Ritter,2023-02-03 Beyond Fitting In interrogates how the cultural capital and lived experiences of first generation college students inform literacy studies and the writing centered classroom Essays written by scholar teachers in the field of rhetoric and composition discuss best practices for teaching first generation students in writing classrooms centers programs and other environments The collection considers how first gen students of different demographics interact with and affect literacy instruction in a variety of public and private rural and urban schools offering two or four year programs including Hispanic serving institutions historically Black colleges and universities and public research universities By exploring the experiences of students teachers writing program administrators and writing center directors the volume gives readers an inside view of the practices and structures that shape the literacy of first generation students

Toward an Anti-Capitalist Composition James Rushing Daniel,2022-08-15 In Toward an Anti Capitalist Composition James Rushing Daniel argues that capitalism is eminently responsible for the entangled catastrophes of the twenty first century precarity economic and racial inequality the decline of democratic culture and climate change and that it must accordingly become a central focus in the teaching of writing Delving into pedagogy research and institutional work he calls for an ambitious reimagining of composition as a discipline opposed to capitalism s excesses Drawing on an array of philosophers political theorists and activists Daniel outlines an anti capitalist approach informed by the common a concept theorized by Pierre Dardot and Christian Laval as a solidaristic response to capitalism rooted in inventive political action Rather than relying upon claims of membership or ownership the common supports radical collective acts of remaking that comprehensively reject capitalist logics Applying this approach to collaborative writing student debt working culture and digital writing Daniel demonstrates how the writing classroom may be oriented toward capitalist harms and prepare students to critique and resist them He likewise employs the common to theorize how anti capitalist interventions beyond the classroom could challenge institutional privatization and oppose the adjunctification of the professoriate Arguing that composition scholars have long neglected marketization and corporate power Toward an Anti Capitalist Composition extends a case for adopting a resolute anti capitalist stance in the field and for remaking the university as a site of common work

The Battles of Texas Nate Kreuter,Mark Garrett Longaker,2025-01-07 The 1980s were a consequential decade for universities The marketization of higher education the adjunctification of labor and culture wars over curriculum transformed the landscape in a short period of time The Battles of Texas traces the lived consequences of this upheaval by focusing on one influential institution the writing program at the University of Texas at Austin Drawing from university records newspaper archives and present day interviews Nate Kreuter and Mark Garrett Longaker provide an on the ground perspective of the radical creation of UT Austin s writing program and

the subsequent events that made national headlines the mass firing of lecturers in 1985 the national debate over multicultural content in the first year curriculum and the divorce of the writing program from the English Department in 1992 Despite these pressures however the authors also reveal how writing program administrators at UT Austin exerted their own agency to resist economic and political forces in service of their students and adjunct lecturers By highlighting the parallels between the 1980s and current labor and political pressures in higher education The Battles of Texas offers a strategic perspective for academics and administrators today Combining a narrative institutional history with a public digital archive searchable and arranged in exhibits and in chronological annals The Battles of Texas provides academics with the resources they need to survive in times of rapid transition

Writing for Engagement Mary P. Sheridan, Megan J. Bardolph, Megan Faver Hartline, Drew Holladay, 2018-05-07 Engagement is trendy Although paired most often with community diverse invocations of engagement have gained cache capturing longstanding shifts toward new practices of knowledge making that both reflect and facilitate multiple ways of being an academic Engagement functions as a gloss for these shifts addressing more expansive understandings of where how and with whom we research teach and partner This book examines these shifts locating them within socio economic trends within and beyond the higher educational landscape with particular focus on how they have been enacted within the diverse subfields of writing studies In so doing this book provides concrete models for enacting these new responsive practices thereby encouraging scholars to examine how they can facilitate writing for social action through taking positions building relationships and crossing boundaries

Keywords in Writing Studies Paul Heilker, John Vandenbergh, 2015-02-15 Keywords in Writing Studies is an exploration of the principal ideas and ideals of an emerging academic field as they are constituted by its specialized vocabulary A sequel to the 1996 work Keywords in Composition Studies this new volume traces the evolution of the field's lexicon taking into account the wide variety of theoretical educational professional and institutional developments that have redefined it over the past two decades Contributors address the development transformation and interconnections among thirty six of the most critical terms that make up writing studies Looking beyond basic definitions or explanations they explore the multiple layers of meaning within the terms that writing scholars currently use exchange and question Each term featured is a part of the general disciplinary parlance and each is a highly contested focal point of significant debates about matters of power identity and values Each essay begins with the assumption that its central term is important precisely because its meaning is open and multiplex Keywords in Writing Studies reveals how the key concepts in the field are used and even challenged rather than advocating particular usages and the particular vision of the field that they imply The volume will be of great interest to both graduate students and established scholars

Economies of Writing Bruce Horner, Brice Nordquist, Susan M. Ryan, 2017-03-01 Economies of Writing advances scholarship on political economies of writing and writing instruction considering them in terms of course subject pedagogy technology and social practice Taking the economic as a necessary

point of departure and contention for the field the collection insists that writing concerns are inevitably participants in political markets in their consideration of forms of valuation production and circulation of knowledge with labor and with capital Approaching the economic as plural contingent and political chapters explore complex forces shaping the production and valuation of literacies languages identities and institutions and consider their implications for composition scholarship teaching administration and public rhetorics Chapters engage a range of issues including knowledge transfer cyberpublics graduate writing courses and internationalized web domains Economies of Writing challenges dominant ideologies of writing writing skills writing assessment language writing technology and public rhetoric by revealing the complex and shifting valuations of writing practices as they circulate within and across different economies The volume is a significant contribution to rhetoric and composition s understanding of and ways to address its seemingly perennial unease about its own work Contributors Anis Bawarshi Deborah Brandt Jenn Fishman T R Johnson Jay Jordan Kacie Kiser Steve Lamos Donna LeCourt Rebecca Lorimer Leonard Samantha Looker Katie Malcolm Paul Kei Matsuda Joan Mullin Jason Peters Christian J Pulver Kelly Ritter Phyllis Mentzell Ryder Tony Scott Scott Wible Yuching Jill Yang James T Zebroski **Who Can Afford Critical Consciousness?** David Seitz,2004 Through ethnographic research with students this book contends that many composition teachers training in critical theory may lead them to misread implicit social meanings in working class minority and immigrant students writing and thinking The author examines how the local perspectives and discursive strategies of students from these backgrounds often complicate the translation of these theories to practice The author offers concrete assignments and curriculum design as well as reflections on the process of the teaching approaches and discussion of student s writing projects Resources in Education ,1987-07 *American Farm Youth* ,1935 **The Illustrated London News** ,1849

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