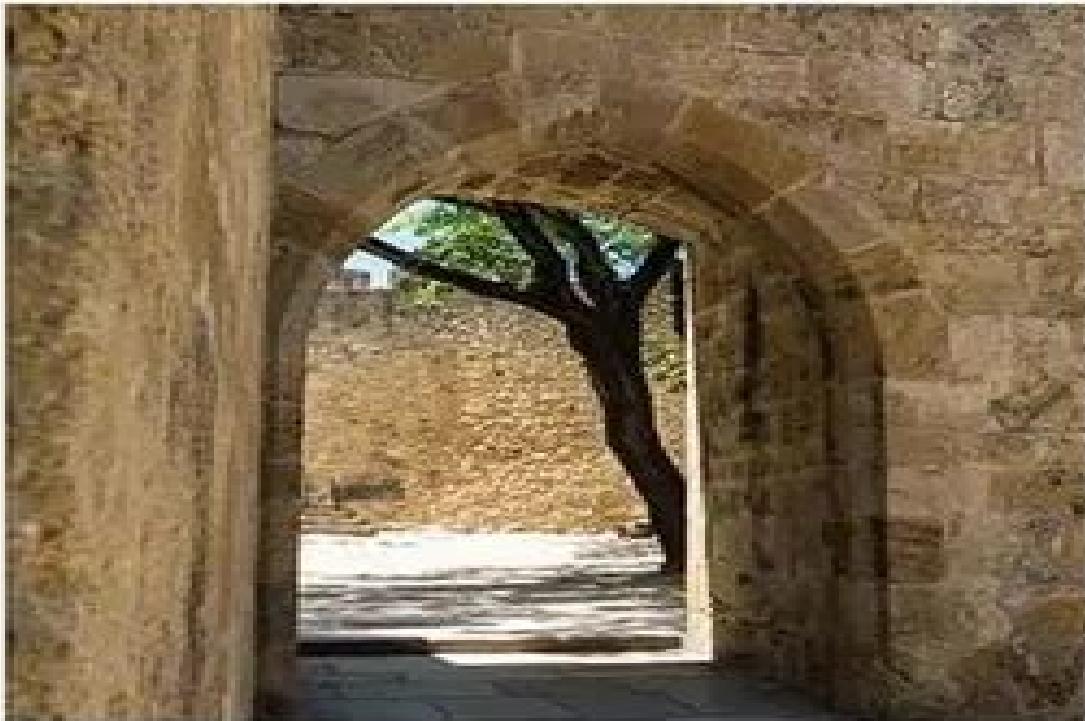


# Naming What We Know



Threshold Concepts of Writing Studies

LINDA ADLER-KASSNER AND ELIZABETH WARDLE

# Naming What We Know Threshold Concepts Of Writing Studies

**Linda Adler-Kassner,Elizabeth Wardle**

## **Naming What We Know Threshold Concepts Of Writing Studies:**

**Naming What We Know, Classroom Edition** Linda Adler-Kassner,Elizabeth Wardle,2016-06-15 Naming What We Know Classroom Edition examines the core principles of knowledge in the discipline of writing studies using the lens of threshold concepts concepts that are critical for epistemological participation in a discipline This edition focuses on the working definitions of thirty seven threshold concepts that run throughout the research teaching assessment and public work in writing studies Developed from the highly regarded original edition in response to grassroots demand from teachers in writing programs around the United States and written by some of the field s most active researchers and teachers the classroom edition is clear and accessible for an audience of even first year writing students      **Naming What We Know** Linda Adler-Kassner,2015-06-01 Naming What We Know examines the core principles of knowledge in the discipline of writing studies using the lens of threshold concepts concepts that are critical for epistemological participation in a discipline The first part of the book defines and describes thirty seven threshold concepts of the discipline in entries written by some of the field s most active researchers and teachers all of whom participated in a collaborative wiki discussion guided by the editors These entries are clear and accessible written for an audience of writing scholars students and colleagues in other disciplines and policy makers outside the academy Contributors describe the conceptual background of the field and the principles that run throughout practice whether in research teaching assessment or public work around writing Chapters in the second part of the book describe the benefits and challenges of using threshold concepts in specific sites first year writing programs WAC WID programs writing centers writing majors and for professional development to present this framework in action Naming What We Know opens a dialogue about the concepts that writing scholars and teachers agree are critical and about why those concepts should and do matter to people outside the field      **(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 Praig 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 11 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

### **Teaching Information Literacy**

**and Writing Studies** Grace Veach, 2018-09-15 This volume edited by Grace Veach explores leading approaches to foregrounding information literacy in first year college writing courses Chapters describe cross disciplinary efforts underway across higher education as well as innovative approaches of both writing professors and librarians in the classroom This seminal work unpacks the disciplinary implications for information literacy and writing studies as they encounter one another in theory and practice during a time when fact or truth is less important than fitting a predetermined message Topics include reading and writing through the lens of information literacy curriculum design specific writing tasks transfer and assessment

*Composition, Rhetoric, and Disciplinarity* Rita Malenczyk, Susan Miller-Cochran, Elizabeth Wardle, Kathleen Yancey, 2018-04-02 Edited by four nationally recognized leaders of composition scholarship Composition Rhetoric and Disciplinarity asks a fundamental question can Composition and Rhetoric as a discipline continue its historical commitment to pedagogy without sacrificing equal attention to other areas such as research and theory In response contributors to the volume address disagreements about what it means to be called a discipline rather than a profession or a field elucidate tensions over the defined breadth of Composition and Rhetoric and consider the roles of research and responsibility as Composition and Rhetoric shifts from field to discipline Outlining a field with a complex and unusual formation story Composition Rhetoric and Disciplinarity employs several lenses for understanding disciplinarity theory history labor and pedagogy and for teasing out the implications of disciplinarity for students faculty institutions and Composition and Rhetoric itself Collectively the chapters speak to the intellectual and embodied history leading to this point to questions about how disciplinarity is and might be understood especially with regard to Composition and Rhetoric to the curricular conceptual labor and other sites of tension inherent in thinking about Composition and Rhetoric as a discipline and to the implications of Composition and Rhetoric's disciplinarity for the future Contributors Linda Adler Kassner Elizabeth H Boquet Christiane Donahue Whitney Douglas Doug Downs Heidi Estrem Kristine Hansen Doug Hesse Sandra Jamieson Neal Lerner Jennifer Helene Maher Barry Maid Jaime Armin Mejia Carolyn R Miller Kelly Myers Gwendolynne Reid Liane Robertson Rochelle

Rodrigo Dawn Shepherd Kara Taczak    **Encyclopedia of Psychology, 4 Volume Set** Raymond J. Corsini, 1994-03 Includes entries on such topics as psychoanalysis assertiveness training neurotransmitters and small sample statistics    **Writing**

**Rediscovered** Elizabeth Wardle, 2025-09-22 Reframe Your Ideas About Writing Reclaim Your Power as a Writer In Writing Rediscovered author and writing scholar Elizabeth Wardle invites you to transform your approach to writing through nine powerful threshold concepts These foundational ideas will reshape how you think feel and act as a writer Rather than offering generic writing tips this book dives deep into what's holding you back from seeing yourself as a writer You'll challenge your beliefs about what writing is who can be a writer and what makes writing good Dr Wardle helps you reflect on past experiences with writing instruction and replace damaging ideas with more productive ones Writing Rediscovered blends decades of research with accessible interactive methods offering practical tools to help you reshape your writing identity Whether you're writing reports emails or poetry this book will change how you approach writing Inside the Book Research based strategies for building writing confidence and understanding your relationship with writing Insights into how your experiences emotions body and tools influence your writing process Reflective activities to actively engage you in transforming your writing life Exercises for developing your personal writing process and toolkit Guidance for creating a Writer's Manifesto to shape your writing going forward From the author of Writing About Writing the groundbreaking textbook that revolutionized college writing instruction Writing Rediscovered dismantles harmful myths about writing As Director of the Howe Center for Writing Excellence at Miami University Elizabeth Wardle brings decades of experience helping writers of all kinds redefine their relationship with writing It's time to reframe your writing Reclaim your voice And rediscover the power of your words    *Threshold Concepts on the Edge* Julie A. Timmermans, Ray Land, 2019-12-30 Since the first literature about the Threshold Concepts Framework was published in 2003 a considerable body of educational research into this topic has grown internationally across a wide range of disciplines and professional fields Successful negotiation of a threshold concept can be seen as crossing boundaries into new conceptual space or as a portal opening up new and previously inaccessible ways of thinking about something In this unfamiliar conceptual terrain fresh insights and perceptions come into view and access is gained to new discourses This frequently entails encounters with troublesome knowledge knowledge which provokes a liminal phase of transition in which new understandings must be integrated and importantly prior conceptions relinquished There is often double trouble in that letting go of a prevailing familiar view frequently involves a discomfiting change in the subjectivity of the learner We become what we know It is a space in which the learner might become stuck Threshold Concepts on the Edge the fifth volume in a series on this subject discusses the new directions of this research Its six sections address issues that arise in relation to theoretical development liminal space ontological

transformations curriculum interdisciplinarity and aspects of writing across learning thresholds    **A Supplement to the Oxford English Dictionary** R. W. Burchfield, 1972    **The News Bulletin of the Iowa State Bar Association**, 1974

**Food Technology in Australia** ,1985

**CEA Critic** ,1959

**Inside UVA.** ,1994

*New York Times Saturday*

*Review of Books and Art* ,1931

**The Oxford English Dictionary** ,1989

The Uncertain States of America Reader Noah

Horowitz,Brian Sholis,2006-04-07 This is undoubtedly a moment marked by a serious interest in the actions America is taking on the world stage actions that have been described as a cause for grave concern We do not attempt to authoritatively engage these concerns here nor do we wish to insinuate that elevated interest in America s cultural affairs is somehow unique to our present historical moment We do however think that this sampling of discourse by and about a country s visual artists leads to insights about its politics and society not gained elsewhere At the very least it gives a sense of what it is like to live in the United States today and results in some inspired debate We hope that this book serves not only as a valuable compendium of recent writing about contemporary art but also as inspiration to seek further understanding of these Uncertain States So Noah Horowitz and Brian Sholis note in the introduction to this unique compilation of writing around art and cultural politics in America since 2000 Published in collaboration with the Serpentine Gallery London and the Astrup Fearnley Museum of Modern Art Oslo as an addendum to the traveling exhibition Uncertain States of America curated by Daniel Birnbaum Gunnar Kvaran and Hans Ulrich Obrist the USA Reader was designed by Dexter Sinister It is a thought provoking collection that will become an important sourcebook on American culture at the start of the new millennium Contributors Giorgio Agamben Dora Apel Jack Bankowsky David Barringer Bernadette Corporation John Bowe et al Johanna Burton Paul Chan Critical Art Ensemble Trisha Donnelly Andrea Fraser Isabelle Graw Tim Griffin Matthew Jesse Jackson Chris Kraus Miwon Kwon Robert Morris Molly Nesbit Seth Price Kymberly N Pinder Retort Ralph Rugoff Gregory Sholette Julian Stallabrass Kirk Varnedoe Hamza Walker and Matt Wolf *Threshold Concepts* National Academy for Integration of Research, Teaching and Learning (NAIRTL) (Ireland),2014 The 6th Annual Conference of the National Academy for the Integration of Research Teaching and Learning NAIRTL and the 4th Biennial Threshold Concepts Conference was held at Trinity College Dublin Ireland on June 27 29 2012 The NAIRTL is a collaborative initiative between University College Cork Cork Institute of Technology National University of Ireland Galway Trinity College Dublin and Waterford Institute of Technology It is supported by the Higher Education Authority under the Strategic Innovation Fund The proceedings from the 2012 NAIRTL conference bring together key insights on the topic of Threshold Concepts This publication includes a selection of papers from the conference The papers provide insights into how to apply the Threshold Concepts idea to gain a deeper understanding of how students learn and also how to gain new ways of looking at disciplines that involve education Following a foreword by Bettie Higgs the proceedings are divided into seven parts Part I Keynote Speakers contains the following papers 1 A Closer Look at Liminality Incorrigibles and Threshold Capital Ray Land Julie Rattray and Peter Vivian 2 Threshold Concepts Navigating the Route Bettie Higgs 3 Threshold Concepts as an Analytical Tool for Researching Higher Education Pedagogy Glynis Cousin and 4 From This Curriculum to That Which Is to Come Threshold Concepts Complexity and Change

Patrick Carmichael Part II Engaging Students with Threshold Concepts contains the following papers 5 Creativity as Threshold Learning and Teaching in a Liminal Space Belinda Allen 6 Doing History What May Liminal Space and Transition Time Expose During the Process James Cronin 7 Novel Threshold Concepts in the Mathematical Sciences David Easdown and Leigh Wood 8 Engineering Problem Solving Uncovering a Threshold Experience and Triggering a Meta Learning Response Brian Foley 9 The Hero's Journey Uncovering Threshold Barriers Dispositions and Practices among Occupational Therapy Students Tracy Fortune Priscilla Ennals and Mary Kennedy Jones 10 Students Perceptions of Travel Through the Liminal Space Lessons for Teaching Ann Harlow Mira Peter Jonathan Scott and Bronwen Cowie 11 The Role of Design Projects in Assisting Engineering Students from Liminality to Understanding Donal Holland Garet J Bennett and Conor Walsh 12 Now I Know Why I Have Been Knocking My Head against a Brick Wall Doctoral Candidates and Stuck Places Margaret Kiley 13 Towards a Role Reversal Model of Threshold Concept Pedagogy Marina Orsini Jones and 14 Using a Mixed Methods Approach to Explore Student Understanding of Hypotheses in Biology Charlotte Taylor Vicky Tzioumis J H F Meyer Pauline Ross Part III Interdisciplinary Threshold Concepts contains the following papers 15 Interdisciplinarity and Information Literacy Instruction A Threshold Concepts Approach Korey Brunetti Amy Hofer and Lori Townsend 16 How Do You Know The Threshold Concept Multi Disciplinary Approaches and the Age of Uncertainty Brendan Hall and 17 Seeing Deeply in Space and through Time Interdisciplinarity Meets Threshold Concepts in Earth and Environmental Science Anne Marie Ryan Part IV New Developments in Threshold Concepts contains the following papers 18 The Science Education for New Civic Engagements and Responsibilities A US National Initiative Linking Sciences Public Issues and Threshold Concepts Monica Devanas 19 Towards a TCT Inspired Electronics Concept Inventory Jonathan Scott Ann Harlow and Mira Peter 20 Threshold Concepts and Decoding the Humanities A Case Study of a Threshold Concept in Art History Brad Wuetherick and Elizabeth Loeffler and 21 Student Understanding of the Critical Features of an Hypothesis Variation across Epistemic and Heuristic Dimensions Kirsten Zimbardi J H F Meyer P Chunduri L J Lluka C E Taylor P M Ross and V Tziournis Part V Threshold Concepts in Professional Development contains the following papers 22 Threshold Concepts and Practices in Teacher Education Professional Educator and Student Perspectives Ann Devitt Marita Kerin and Helen O Sullivan 23 A Comparative Academic Industrial Professional Development Study of Threshold Concepts in Project Management Mick Flanagan Gerhard Ackermann Matthias Zimmermann Leif Martin Hokstad Bjorn Andersen and Manuel Fradinho 24 Shifting Identity in Teacher Development Colleen P Gilrane 25 Up Close and Personal Engaging Learners with Service User Knowledge Gloria Kirwan 26 There's a Right Answer but Only Some Students Can Get It Threshold Concepts in the Professional Development of Physics Laboratory Demonstrators Ruth Mills and Anna Wilson 27 A Broader Threshold Including Skills as Well as Concepts in Computing Education Lynda Thomas Jonas Boustedt Anna Eckerdal Robert McCartney Jan Erik Mostrom Kate Sanders and Carol Zander and 28 Voice Vision and Articulation Conceptual Threshold Crossing in Academic Writing Gina Wisker Part VI

contains posters Part VII E Publication Papers contains summaries with links to the following papers 29 Troublesome Thresholds and Limiting Liminality Issues in Teaching in Vocational Education James Atherton Peter Hadfield and Peter Wolstencroft 30 Addressing Diversity as Asset Using Social Justice Vignettes for Transformational Change in Teacher Preparation Joan Barnatt and Mary Knight McKenna 31 Threshold Concept Literacy Helping Learners Develop Writing Skills and Acquire Threshold Concept Understanding Through Examining Associated Transformations in Discourse Graham Barton 32 Embedding Threshold Concepts into Hierarchical Concept Structures Michael A Bedek and Albert Dietrich 33 Serious Play Threshold Concepts Information Engagement and Game Design Margaret Blackmore and Pam Freeland 34 Designing Tasks to Aid Understanding of Functions Sinead Breen and Ann O Shea 35 Interdisciplinary Threshold Concepts An Ontological and Epistemological Analysis Monica R Cowart 36 Locked Doors Threshold Concepts as Guardians Jason Davies 37 What Concepts Underpin Skills Training in Community Services in Vocational Education and Training Rhonda Fuzzard and Margaret Kiley 38 Playing So Hard We Fall Out of Our Heads Threshold Concepts and Troublesome Knowledge in Experiences of Experiential Knowledge Acquisition in Higher Education Actor Training Sam Grogan 39 Integrating Threshold Concepts Pedagogy into a Market Value Education System to Reduce the Plagiarism Epidemic Corrine Hersey 40 Embedding Threshold Concepts in a Student Learning Community Jody Horn 41 Using Language to Transform Judgemental Attitudes Charity Johansson 42 Don t Fear the Engineer Social Science Students Exploring a Liminal Space with Engineering Students Jens Kabo and Caroline Baillie 43 The Experience of Interdisciplinarity in Doctoral Research Threshold Journey Jeffrey Keefer and Gale Parchoma 44 Crossing a Threshold Concept in Biology Variation in Student Learning Eileen Kennedy 45 Threshold Concepts in Liberal Education Bruce MacKay 46 The Integrative Nature of Threshold Concepts in Financial Accounting An Exploration of the Interdisciplinarity of One Threshold Concept Sonia Magdziarz Paul Myers and Sheila Bellamy 47 Threshold Theory Action Research and Teacher Learning An Exploration Sarah Noonan 48 I Hate Maths and Maths Hate Me Analysing the Development of Threshold Concepts and Attitudes in Preservice Mathematics Teacher Education Maria Northcote 49 Academic Numeracy Challenging Thinking Dispositions to Enable Students to Enter and Cross the Liminal Space Rebecca LeBard Rachel Thompson and Rosanne Quinnell 50 Creating Optimal Distance Education Environments for the Emergence of Threshold Concepts Kristi Archulta Frush and Candy Sebert and 51 Helping Students to Think Historically by Engaging with Threshold Concepts Paul Sendziuk Individual papers contain references *Forthcoming Books* Rose Arny,1990 **JAEPL** Joona Smitherman Trapp,Brad Peters,2017-04-03 Volume 22 Winter 2016 2017 THE JOURNAL OF THE ASSEMBLY FOR EXPANDED PERSPECTIVES ON LEARNING JAEPL provides a forum to encourage research theory and classroom practices involving expanded concepts of language It contributes to a sense of community in which scholars and educators from preschool through the university exchange points of view and cutting edge approaches to teaching and learning JAEPL is especially interested in helping those teachers who experiment with new strategies for learning to share their practices and

confirm their validity through publication in professional journals CONTENTS OF VOLUME 22 Editors Message ESSAYS SPECIAL SECTION DEEP READING STRATEGIES Jane Thompkins Deep Reading Vajra Watson Life as Primary Text English Classrooms as Sites for Soulful Learning Trisha Ulmer Using Pre reading Strategies to Provide Historical Context in a Literature Course Grace Wetzel The Most Peaceful I Ever Felt Writing A Contemplative Approach to Essay Revision TEACHING AND LEARNING Kate Chaterdon Contemplative Neuroscience and the Teaching of Writing Mindfulness as Mental Training Ondine Gage Resisting a Restrictive Discourse Policy Michael Rifenburg The Performance of Literate Practices Rhetoric Writing and Stand up Comedy Rosanne Carlo Getting Centered A Meditation on Creating Pottery and Teaching Writing Robbie Pinter The Transformative Practice of Writing and Teaching Writing OUT OF THE BOX Pamela B Childers Rattling Cages BOOK REVIEWS Julie Nichols Threshold Concepts review of Brad E Lucas et al Adler Kassner Linda and Elizabeth Wardle eds Naming What We Know Threshold Concepts of Writing Studies Logan Utah State University Press 2015 Maureen Hall review of Waxler Robert P The Risk of Reading How Literature Helps Us to Understand Ourselves and the World New York Bloomsbury 2014 Gae Lyn Henderson review of Goodson Ivor and Scherto Gill Critical Narrative as Pedagogy New York Bloomsbury 2014 CONNECTING Christy Wenger Risks and Rewards of Purposeful Vulnerability Christina Martorana Embracing Vulnerability in Teaching Jacquelyn E Hoerman Elliott Writing as a Sea of Oms A This I Believe Essay for Contemplative Writing in First Year Composition Beth Godbee and Adrianne Wojcik Decoding Each Other through Coding Sharing Our Unlikely Research Collaboration Laurence Musgrove Dress Up Tree CONTRIBUTORS BIOS

**Threshold Concepts in Practice** Ray Land,Jan H. F. Meyer,Michael T. Flanagan,2016-07-09 Threshold Concepts in Practice brings together fifty researchers from sixteen countries and a wide variety of disciplines to analyse their teaching practice and the learning experiences of their students through the lens of the Threshold Concepts Framework In any discipline there are certain concepts the jewels in the curriculum whose acquisition is akin to passing through a portal Learners enter new conceptual and often affective territory Previously inaccessible ways of thinking or practising come into view without which they cannot progress and which offer a transformed internal view of subject landscape or even world view These conceptual gateways are integrative exposing the previously hidden interrelatedness of ideas and are irreversible However they frequently present troublesome knowledge and are often points at which students become stuck Difficulty in understanding may leave the learner in a liminal state of transition a betwixt and between space of knowing and not knowing where understanding can approximate to a form of mimicry Learners navigating such spaces report a sense of uncertainty ambiguity paradox anxiety even chaos The liminal space may equally be one of awe and wonderment Thresholds research identifies these spaces as key transformational points crucial to the learner's development but where they can oscillate and remain for considerable periods These spaces require not only conceptual but ontological and discursive shifts This volume the fourth in a tetralogy on Threshold Concepts discusses student experiences and the curriculum interventions of their

teachers in a range of disciplines and professional practices including medicine law engineering architecture and military education Cover image Detail from Eve offering the apple to Adam in the Garden of Eden and the serpent c 1520 25 Lucas Cranach the Elder 1472 1553 Bridgeman Images All rights reserved

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