

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 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 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

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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

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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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Naming What We Know Threshold Concepts Of Writing Studies Introduction

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