

(First Person)²

A Study of
Co-Authoring in the Academy

Kami Day
Michele Eodice

First Person A Study Of Co Authoring In The Academy

LM Reder



First Person A Study Of Co Authoring In The Academy:

(*First Person*)² Kami Day, Michele Eodice, 2001-09-01 *First Person Squared* Kami Day, Michele Eodice, 2001

Throughout the book Day and Eodice interrupt themselves with reflections on their presuppositions about their research and on their own processes and challenges in writing this book *First Person*² is a well centered volume that is disciplined and restrained in its research but is also layered and multivocal in presentation and ends with some provocative conclusions Jacket *Models of Collaboration in Nineteenth-Century French Literature* Seth Whidden, 2016-04-15

Contributing to the current lively discussion of collaboration in French letters this collection raises fundamental questions about the limits and definition of authorship in the context of the nineteenth century's explosion of collaborative ventures While the model of the stable single author that prevailed during the Romantic period dominates the beginning of the century the authority of the speaking subject is increasingly in crisis through the century's political and social upheavals Chapters consider the breakdown of authorial presence across different constructions of authorship including the numerous cénacles of the Romantic period collaborative ventures in poetry through the practice of the *Tombeaux* and as seen in the *Album* *Zutique* the interplay of text and image through illustrations for literary works the collective ventures of literary journals and multi author prose works by authors such as the Goncourt brothers and Erckmann Chatrian Interdisciplinary in scope these essays form a cohesive investigation of collaboration that extends beyond literature to include journalism and the relationships and tensions between literature and the arts The volume will interest scholars of nineteenth century French literature and more generally any scholar interested in what's at stake in redefining the role of the French author

Mentorship/Methodology Leigh Gruwell, Charles Lesh, 2024-04-22 *Mentorship Methodology* brings together emerging and established scholars to consider the relationship between mentoring practices and research methodologies in writing studies and related fields Each essay in this edited collection produces a new intellectual space from which to theorize the dynamics of combining mentoring and research in institutions and communities of higher education The contributors consider how methodology informs mentorship how mentorship activates methodology and how to locate the future of the field in these moments of intersection *Mentorship* through the research and relationships it nourishes creates the future of writing studies or conversely reproduces the past At the juncture where this happens the contributors inquire Where have current arrangements of mentorship methodology taken writing studies Where do these points of intersection exist in performance and practice in theory in research What images of the field do they produce How can scholars better articulate and write about these moments or spaces in which mentorship and methodology collide in productive disciplinary work By making the slash more visible *Mentorship Methodology* provides significant opportunities to support and cultivate diverse ways of knowing and being in rhetoric and composition both locally and globally The volume will appeal to students and scholars of rhetoric composition and technical and professional communication as well as readers interested in conversations

about mentorship and methodology *Personhood and Music Learning* Susan A. O'Neill, 2012-11-01 *Personhood and Music Learning* edited by Susan O'Neill is a scholarly but accessible exploration of personal action and experience across diverse music learning contexts. It offers interesting and challenging insights into persons making meaning and connections with music critical for understanding choices and decisions that impact people's lives. Perspectives and narratives by 25 authors from around the world focus on musicians, composers and conductors, music teaching and learning with children and adolescents, music education research and professional practice. This book aims to recast theories of personhood in relation to music learning, reassert the person into multiple narratives and restore the centrality of personhood to music education theory, research and practice. Students and researchers internationally as well as music educators in all areas of professional practice will find in these pages thought-provoking ideas with profound implications for envisioning the future of music education.

Fifty Years of Women in Mathematics Janet L. Beery, Sarah J. Greenwald, Cathy Kessel, 2022-04-21 The Association for Women in Mathematics (AWM), the oldest organization in the world for women in mathematics, had its fiftieth anniversary in 2021. This collection of refereed articles, illustrated by color photographs, reflects on women in mathematics and the organization as a whole. Some articles focus on the situation for women in mathematics at various times and places, including other countries. Others describe how individuals have shaped AWM and in turn how the organization has impacted individuals as well as the broader mathematical community. Some are personal stories about careers in mathematics. *Fifty Years of Women in Mathematics: Reminiscences, History and Visions for the Future* of AWM covers a span from AWM's beginnings through the following fifty years. The volume celebrates AWM and its successes but does not shy away from its challenges. The book is designed for a general audience. It provides interesting and informative reading for people interested in mathematics, gender equity or organizational structures: teachers of mathematics, students at the high school, college and graduate levels, and members of more recently established organizations for women in mathematics and related fields or prospective founders of such organizations.

Working with Faculty Writers Anne Ellen Geller, Michele Eodice, 2013-06-15 The imperative to write and to publish is a relatively new development in the history of academia; yet it is now a significant factor in the culture of higher education. *Working with Faculty Writers* takes a broad view of faculty writing support, advocating its value for tenure-track professors, adjuncts, senior scholars and graduate students. The authors in the volume imagine productive campus writing support for faculty and future faculty that allows for new insights about their own disciplinary writing and writing processes as well as the development of fresh ideas about student writing. Contributors from a variety of institution types and perspectives consider who faculty writers are and who they may be in the future, reveal the range of locations and models of support for faculty writers, explore the ways these might be delivered and assessed, and consider the theoretical, philosophical, political and pedagogical approaches to faculty writing support as well as its relationship to student writing support. With the pressure on faculty to be productive researchers and writers greater than

ever this is a must read volume for administrators faculty and others involved in developing and assessing models of faculty writing support

Everyday Writing Center Anne Ellen Geller, Michele Eodice, Frankie Condon, Meg Carroll, Elizabeth Boquet, 2007-04-15 In a landmark collaboration five co authors develop a theme of ordinary disruptions the everyday as a source of provocative learning moments that can liberate both student writers and writing center staff At the same time the authors parlay Etienne Wenger s concept of community of practice into an ethos of a dynamic learner centered pedagogy that is especially well suited to the peculiar teaching situation of the writing center They push themselves and their field toward deeper more significant research more self conscious teaching

Reflective Practice in Teaching Gretchen Geng, Pamela Smith, Paul Black, Yoshi Budd, Leigh Disney, 2019-07-17 This book investigates the ways in which pre service teachers develop and articulate their professional knowledge by presenting their reflections on contemporary issues and topics they have explored during their own teaching practicums It uses reflective practice to connect pre service teachers personal backgrounds with their placement experience concerning a self selected topic including teacher educators reflections on the pre service teachers reports on these placement topics By illustrating the broad range of issues encountered by pre service teachers sharing multiple perspectives on the complexity of classroom practice and demonstrating the importance of reflective practice it also provides a valuable mentoring framework Moreover the book studies how examining pre service teachers life experience can facilitate in depth understanding specifically in the context of pre service teachers reflections on their own practices in different educational settings In short the book helps current and prospective pre service teachers and teacher educators get to know their students and themselves better using reflective practice

How Writing Faculty Write Christine E. Tulley, 2018-04-09 In *How Writing Faculty Write* Christine Tulley examines the composing processes of fifteen faculty leaders in the field of rhetoric and writing revealing through in depth interviews how each scholar develops ideas conducts research drafts and revises a manuscript and pursues publication The book shows how productive writing faculty draw on their disciplinary knowledge to adopt attitudes and strategies that not only increase their chances of successful publication but also cultivate writing habits that sustain them over the course of their academic careers The diverse interviews present opportunities for students and teachers to extrapolate from the personal experience of established scholars to their own writing and professional lives Tulley illuminates a long unstudied corner of the discipline the writing habits of theorists researchers and teachers of writing Her interviewees speak candidly about overcoming difficulties in their writing processes on a daily basis using strategies for getting started and restarted avoiding writer s block finding and using small moments of time and connecting their writing processes to their teaching *How Writing Faculty Write* will be of significant interest to students and scholars across the spectrum graduate students entering the discipline new faculty and novice scholars thinking about their writing lives mid level and senior faculty curious about how scholars research and write historians of rhetoric and composition and metadisciplinary scholars

Landmark

Essays in Contemporary Writing Center Studies Neal Lerner, Paula Gillespie, 2024-11-01 This volume collects essential writings in the field of writing center studies as it has blossomed and developed since the 1995 publication of *Landmark Essays on Writing Centers* These writings offer a new generation of writing center readers provocative ideas and research based praxis on the topics covered in the book's four parts Writing Center History Critical Perspectives on Current Practices Writing Center Research and Writing Centers in New Spaces Its provocative chapters discuss issues including student agency collaboration social justice and marginalized populations community engagement and online writing instruction *Landmark Essays in Contemporary Writing Center Studies* provides an up to date introduction to new students and a useful reference for long time practitioners It is essential reading for undergraduate and graduate students in composition and education as well as writing center staff and directors

50 Things to Think About as an Early Career Researcher Margaret J. Robertson, Donna Starks, Gaelle Horsley, 2025-09-11 This book for Early Career Researchers ECRs provides vital insights for jump starting your research career and guidance on how you can find your own ways of knowing being doing and communicating to progress your career Charting a course through the first years of a research career while retaining control of your life and your authenticity is more challenging than it has ever been This book argues that there are multiple ways of being an ECR and that research pathways are uniquely individual It shows how to prepare yourself for your research journey and contains useful hints about preparing manuscripts writing research grants developing supervision skills and forging a successful research career Offering solutions to common challenges it provides insights into preparing CVs preparing for interviews and other opportunities for you and your career Providing practical advice based on extensive experience this book is essential reading for those completing or who have recently completed PhDs as well as those in the early stages of their career in higher education

Writing Groups Inside and Outside the Classroom Beverly J. Moss, Nels P. Highberg, Melissa Nicolas, 2014-04-04 This unique collection considers the nature of writing groups inside and outside the academic environment Exploring writing groups as contextual literacy events editors Beverly J Moss Nels P Highberg and Melissa Nicolas bring together contributors to document and reflect on the various types of collaborations that occur in writing groups in a wide range of settings both within and outside the academy The chapters in this volume respond to a variety of questions about writing groups including What is the impact of gender race and socioeconomic class on power dynamics in writing groups When is a writing group a community and are all writing groups communities How does the local community of a writing group impact the participation of group members in other local or global communities How does the local community of a writing group impact the participation of group members in other local or global communities What actions contribute to a strong community of writers and what actions contribute to the breakdown of community When and for whom are writing groups ineffective What is it about belonging to a community of writers that makes writing groups appealing to so many within and beyond the academy Each chapter highlights how writing groups whether or not they are

labeled as such function in various spaces and locations and how collaboration works when writers from a variety of backgrounds with diverse interests come together Writing Groups Inside and Outside the Classroom illustrates that writing groups outside of the academy are worthy of study and serve as important sites of writing and literacy instruction Offering significant insights into the roles of writing groups in literacy and writing practice this volume is appropriate for scholars and teachers of writing rhetoric composition and literacy for writing center administrators and staff and for writing group participants

Navigating Opportunity Allan D. Louden, 2010 Papers presented at the National Developmental Debate Conference held June 5-7 2009 at Wake Forest University Allan D Louden conference director

Disrupting the Academy with Lived Experience-Led Knowledge Maree Higgins, Caroline Lenette, 2024-03-27 This book firmly positions lived experience led expertise as a unique and compelling form of knowledge in decolonising and disrupting research teaching and advocacy Based on the insights of people with first hand experiences each chapter presents unique accounts and reflections on a diverse range of social justice issues Together the authors perspectives centre lived experiences in the production of knowledge challenge outsider imposed views and create new research and writing norms They demonstrate that when lived experience experts lead the way their knowledge of how to address social injustices can enrich transform and decolonise research teaching and advocacy This collection is an invaluable resource for academic and community based researchers practitioners advocates educators policy makers students and people whose lived experiences and views continue to be marginalised across diverse settings

Creative Ways of Knowing in Engineering Diana Bairaktarova, Michele Eodice, 2016-12-29 This book offers a platform for engineering educators who are interested in implementing a creative ways of knowing approach to presenting engineering concepts The case studies in this book reveal how students learn through creative engagement that includes not only design and build activities but also creative presentations of learning such as composing songs writing poems and short stories painting and drawing as well as designing animations and comics Any engineering educator will find common ground with the authors who are all experienced engineering and liberal arts professors who have taken the step to include creative activities and outlets for students learning engineering

The SAGE Handbook for Research in Education Clifton F. Conrad, Ronald C. Serlin, 2006 Research is increasingly becoming more influential in the field of education and this Handbook brings together a range of top academic experts who represent diverse fields within and outside of education as well as quantitative qualitative and mixed method approaches to provide an upto date advanced analysis of all relevant issues involved in educational research The Handbook is written in lively welcoming prose and central to the handbook is an intention to encourage and help researchers place ideas at the epicenter of inquiry In addition explicit discussion of the fundamental challenges that researchers must consciously address throughout their inquiry are identified and solutions provided to help future researchers overcome similar obstacles

White House Studies Compendium Robert W. Watson, 2007 brings together piercing analyses of the American presidency dealing with

both current issues and historical events The compendia consists of the combined and rearranged issues of the journal White House Studies with the addition of a comprehensive subject index Preface

Collaborative Writing in Composition Studies Sheryl I. Fontaine,Susan Hunter,2006 Gain a historical theoretical and practical context for your studies in composition and the teaching of writing with COLLABORATIVE WRITING IN COMPOSITION STUDIES Designed to help you digest and synthesize theory history and practice this English text provide the historical knowledge and terminology that beginning students in the field need to understand

China's Quest for Foreign Technology William C. Hannas,Didi Kirsten Tatlow,2020-09-22 This book analyzes China s foreign technology acquisition activity and how this has helped its rapid rise to superpower status Since 1949 China has operated a vast and unique system of foreign technology spotting and transfer aimed at accelerating civilian and military development reducing the cost of basic research and shoring up its power domestically and abroad without running the political risks borne by liberal societies as a basis for their creative developments While discounted in some circles as derivative and consigned to perpetual catch up mode China s hybrid system of legal illegal and extralegal import of foreign technology combined with its indigenous efforts is the authors believe enormously effective and must be taken seriously Accordingly in this volume 17 international specialists combine their scholarship to portray the system s structure and functioning in heretofore unseen detail using primary Chinese sources to demonstrate the perniciousness of the problem in a manner not likely to be controverted The book concludes with a series of recommendations culled from the authors interactions with experts worldwide This book will be of much interest to students of Chinese politics US foreign policy intelligence studies science and technology studies and International Relations in general

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