

1. Record Nr.	UNISA996200083603316
Titolo	Going Public : What Writing Programs Learn from Engagement // edited by Shirley K. Rose, Irwin Weiser
Pubbl/distr/stampa	Logan, Utah : , : Utah State University Press, , 2010 ©2010
ISBN	0-87421-770-9
Descrizione fisica	1 online resource (259 pages)
Altri autori (Persone)	WeiserIrwin RoseShirley K
Disciplina	428.0071/2
Soggetti	Language arts (Secondary) - United States English language - Study and teaching (Secondary) - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Contents; Introduction; 1. Infrastructure Outreach and the Engaged Writing Program; 2. Centering Community Literacy; 3. The Arkansas Delta Oral History Project; 4. The Illusion of Transparency at an HSI; 5. A Hybrid Genre Supports Hybrid Roles in Community-UniversityCollaboration; 6. Apprenticing Civic and Political Engagement in the First Year Writing Program; 7. Wearing Multiple Hats; 8. Students, Faculty and "Sustainable" WPA Work; 9. The Writing Center as Site for Engagement; 10. Not Politics as Usual; 11. Coming Down from the Ivory Tower; 12. The WPA as Activist 13. Writing Program Administration and Community Engagement: A Bibliographic Essay About the Authors
Sommario/riassunto	An important new resource for WPA preparation courses. In Going Public, Rose and Weiser moderate a discussion of the role of the writing program vis-a-vis the engagement movement, the service learning movement, and the current interest in public discourse/civic rhetoric among scholars of rhetoric and composition. While there have been a number of publications describing service-learning and community leadership programs, most of these focus on curricular elements and address administrative issues primarily from a curricular perspective.

The emphasis of Going Public is on the ways that engagement-focused programs change conceptions of WPA identity. Writing programs are typically situated at points where students make the transition from community to college or from college to community, and are already dedicated to developing literacies that are critically needed in communities. As institutions begin to include more explicit engagement with citizen and stakeholder groups as an element of their mission, writing program administrators find themselves with an opportunity to articulate ways in which writing program goals and purposes can significantly contribute to achieving these new institutional goals.
