

DOWNLOAD PDF COMPOSITIONS ETHIC OF SERVICE, THE UNIVERSAL REQUIREMENT, AND THE DISCOURSE OF STUDENT NEED.

Chapter 1 : Søren Kierkegaard (Stanford Encyclopedia of Philosophy)

Composition's Ethic of Service, the Universal Requirement, and the Discourse of Student Need SHARON CROWLEY Since its beginnings in the late nineteenth century, university-level compo

History of cybercrime and the examination of techniques and strategies for investigating computer crime. Development of universal justice construct rooted in the rule of law and applicable to terrorism, piracy, international criminal conspiracy, immigration, sanctuary, asylum, amnesty, and war crimes. Major emphases include policing history, functions, organizational structure, policing strategies, effectiveness of practices, and accountability measures. CRJU Introduction to Corrections Correctional process and interventions designed to deter and control adult criminal behavior. Addresses philosophy and goals underlying correctional interventions, types of criminal sentencing, and penal sanctions, including community-based programs, institutional corrections, and parole. Examines intentions and consequences of various methods of institutional and non-institutional processing and treatment of convicted offenders. CRJU Legal Process This course will introduce students to the American court system with a focus on the sources of law and the actors, institutions, and processes that affect the administration of justice. C or better in CRJU CRJU H Honors Thesis Seminar I In a seminar setting, students will conduct readings about the research process with a focus on developing an honors thesis proposal. CRJU Ethics in Criminal Justice Provides an overview of ethical theories and understandings of justice in the context of contemporary issues related to the criminal justice system. Students practice identifying ethical dilemmas and applying major ethical systems to resolve dilemmas and evaluate decision-making in law enforcement, the judiciary, and the correctional system. Analyzes the constitutional limits on criminal law, principles of criminal liability, elements of crimes, criminal defenses, and the application of the Georgia Criminal Code to specific crimes. CRJU Evidence and Procedure Focuses on the legal processes from arrest through appeal, with emphasis on the rights of the accused including due process, right to counsel, search and seizure, self-incrimination, and the rules of evidence governing criminal procedure. CRJU Criminal Justice Administration Survey of basic concepts and principles concerned with the administration and management of agencies within the criminal justice system. Emphasis will be placed on organizational structure, functions, standard operating procedures, leadership, and the role of discretion. Evaluates factors leading to criminal behavior drawing on major criminological theories and research, as well as measures proposed to control crime. CRJU Research Methods Provides an overview of research methods and techniques in criminal justice and criminology, to include research design, analytical techniques, ethical issues in research, and relationships between theory, research, and practice. Particular topics include the nature of conceptualization, hypothesis testing, measurement, operationalization, and sampling populations to provide students with conceptual and practical foundations to develop research and program evaluation skills. CRJU Cyber Criminology Assesses the usefulness of classic criminological theories to explain a wide range of cybercrimes and the possible need for the creation of new cyber-related criminological theories. Prerequisites or co-requisite s: CRJU or approval of instructor. CRJU Applying Elementary Statistics in Justice and Crime Research Students learn about and practice using elementary statistics with a focus on crime and criminal justice data and usage. Focuses on linking levels of measurement, inference, questions posed, and data limitations in statistical usage. Students will compute statistics, review problems and select the appropriate statistical tools, and interpret statistics. Examines the development of the juvenile justice system and treatment of juveniles in civil and criminal justice systems. Additional topics include examination of theoretical frameworks and correlates of juvenile delinquency as well as strategies aimed at reducing and preventing delinquency. CRJU Gangs and Society This course examines the historical development and contemporary influence of gangs as well as their criminal and noncriminal activities. Emphasis is placed on myths associated with gangs, individual and structural forces influencing juveniles to join gangs, differentiating gangs from other organized criminal groups, how gangs fit into society as a whole,

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the impact of gangs on the criminal justice system, and the effectiveness of policies and initiatives aimed at reducing gang activity. CRJU Victimology An examination of the causes, consequences, and theoretical explanations of victimization. Major emphases on victimization patterns, risk factors, the victim-offender relationship, range of injuries experienced, and the role of the victim in criminal justice proceedings.

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Chapter 2 : Kent Core (General Education Requirement) < Kent State University

Composition's Ethic of Service, the Universal Requirement, and the Discourse of Student Need Article in JAC: A Journal of Composition Theory 15(2) Â· January with 6 Reads Export this citation.

WRIT - Research Methods 3 credits This course offers writers opportunities to practice various qualitative, quantitative, textual, and historical research methods. Describe the place of research in the writing professions Identify areas of inquiry Generate researchable questions and determine appropriate research methods Explain the ethical implications of working with human subjects Conduct triangulated research and present project findings WRIT - Teaching Writing 3 credits An introduction to teaching composition on the secondary and college undergraduate levels; methods of teaching composition based on modern theories of rhetoric, reading, language acquisition, and pedagogical strategies. Identify pedagogical strategies for writing instruction Analyze and evaluate theories of rhetoric, reading and language Apply pedagogical strategies and theories to solve writing classroom problems WRIT - Theories of Composition 3 credits This course provides the necessary foundation for students to be able to examine critical and rhetorical theories related to writing. Students will engage academic discourse to synthesize and analyze existing theoretical frameworks and apply them in their own writing. This course prepares students to write for academic contexts and to propose writing-related research. Evaluate current theories related to composition, writing, and language Describe how theories of composition are employed in academic writing and composition pedagogy Implement theoretical inquiries into their own academic writing WRIT - Studies in Multimodality and Digital Media 3 credits This course explores the rhetorical relationships between multiple modes and media. It focuses on the acquisition of skills for editing and layout of multimodal publications, such as marketing materials, newsletters, online magazines, and websites. Students get hands-on experience applying these skills while working on student-led publications. Analyze design principles appropriate for multimodal and multimedia texts Identify conventions that affect publishing processes Apply design principles by composing for various genres, including student-led publications Select up to 12 credits WRIT - Writing Center Praxis 3 credits This course provides students with advanced theoretical and experiential grounding in peer conferencing. Students study writing center theory and practice, and they apply such strategies in conferences with writers. The course prepares students for administrative duties of writing center practitioners. Identify central figures and trends in writing center history, theory, and practice Determine the literacy needs of culturally and linguistically diverse students Practice administrative duties of professional writing center work Characterize various peer conferencing strategies used in sessions with writers WRIT - Teaching Writing Online 3 credits This course focuses on the development of online writing instruction. Students learn to use a variety of online teaching technologies in order to produce effective writing curricula based on appropriate theories of composition. Demonstrate an understanding of the terminology and theories of online writing instruction Develop efficiency in a variety of online teaching technologies Critique pedagogies and technologies used in online writing environments WRIT - Social Media and Writing Strategy 3 credits This course offers students practical instruction in writing strategies for social media and other electronic media. Identify various forms of social media and target audiences Research and write different types of social media content Demonstrate mastery of organization, style and attribution Produce various forms of social media content and submit for posting WRIT - Advanced Writing with Technologies 3 credits This course focuses on developing advanced writing techniques for mobile and web-based technologies. Students in this course will examine in-depth the theories and approaches to writing within such digital environments and networks while at the same time investigate technologies as rhetorical objects. This course will prepare students to answer a variety of design problems related to technological contexts. Demonstrate an understanding of technological theories as they relate to writing Examine the rhetorical practices of writing for technology Design effective texts using writing technologies that appropriately combine modes and media Define technological trends that affect composing

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processes WRIT - Technical Writing 3 credits This course focuses on developing techniques for writing reports, descriptions, instructions, graphic arts, and other types of writing in formats appropriate to the scientific or technical working world. Students will practice explaining technical issues to various audiences, analyze technical objects and processes, and write reports, technical manuals, and user instructions. The course will emphasize writing understandable, concise language, integrating text and graphics, and designing documents. Identify various genres of scientific and technical documents Write and revise effective scientific and technical documents Design effective scientific and technical documents to integrate text and image Conduct independent research using print and online sources to support arguments Evaluate scientific and technical documents for readability, logic, and clarity WRIT - Rhetorical Traditions in Writing Studies 3 credits This course focuses on the primary texts that have been the core of rhetoric in the history of writing studies as well as alternative rhetorics that challenge this canon. Students apply ancient rhetorical concepts to contemporary practice in writing studies. The course provides a theoretical foundation for advanced study of rhetorical principles. Define rhetorical traditions within writing studies Determine the influence of a range of histories and theories of rhetoric Apply ancient rhetorical concepts to contemporary practice WRIT - Rhetorical Criticism 3 credits This course focuses on applying various critical lenses to a variety of texts. Students reflect on the symbolism and power of language to promote civic participation and social change. The course provides students with a foundation for the analysis and interpretations of cultural artifacts. Analyze texts using methods of rhetorical criticism Interpret the symbolic significance of cultural artifacts Assess the social, political, and cultural influences of rhetoric WRIT - Transmedia Theory and Production 3 credits This course offers an advanced study of transmedia theory and production, including design, delivery, and dissemination of compositional structures, and composer and consumer participatory behaviors across multiple media sites. Identify how rhetorical strategies are transformed by and through media platforms Revise essays and transmedia products as an integral part of the composing process Compose a multimedia project that demonstrates an understanding of transmedia theories and constructs Conduct independent research Evaluate transmediated texts based on evidence and logical reasoning WRIT - Editing, Layout, and Design 3 credits This course focuses on the acquisition of skills for editing and layout of print and electronic publications, such as marketing materials, newsletters, magazines, and websites. These skills include copyediting, desktop publishing, project management, graphic design, typography, and layout using relevant software. Identify principles of copyediting, layout and design apply principles of copyediting, layout and design to print and electronic documents integrate text and image using relevant software to produce effective print and electronic documents WRIT - Teaching and Tutoring Second Language Writing 3 credits This course focuses on the theory and practice of teaching and tutoring culturally and linguistically diverse composition students. Students will explore theories of second language acquisition, including the roles of culture and identity, as well as L2 pedagogy, including course design, response, treatment of error, and assessment. Analyze theories of teaching second language writing Analyze theories of tutoring second language writing Identify pedagogical strategies for teaching L2 composition Apply principles of second language teaching WRIT - Special Topics 3 credits This course will focus on advanced study of topics in composition, rhetoric, and digital media. Students will study topics such as discourse analysis, stylistics, writing program administration, TESOL, writing assessment, writing in the community, literacy studies. May be repeated for credit as topics vary. Social Media Writing and Strategy offers students practical instruction in writing strategies for social media and other electronic media. To complete this course successfully students must: Identify various forms of social media and target audiences. Research and write different types of social media content. Demonstrate mastery of organization, style and attribution. Produce various forms of social media content and submit for posting. Readings will address the theoretical underpinnings and practical applications of transmediation in relation to entertainment, news, teaching, and research. Repeatable up to 12 credits. Students are bound by policies and curricula published in the catalog in effect the semester they enter the university, unless an agreement is made with appropriate NSU administration officials allowing them to

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abide by policies published in a later catalog.

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Chapter 3 : Project MUSE - Composition in the University

Instead, they should articulate the study, practice, and teaching of writing; devise curricula in writing that aim at the achievement of critical public literacy; and abandon the institutional discourse of student need, the service ethic of remediation, and the universal requirement.

Composition Program Mission Statement The composition program at NSU helps students become self-directed writers and researchers able to contribute in substantive ways to their disciplines, professions, and communities. We approach writing as a complex recursive process that requires attention to methods of reading, writing, and research. Effective writers need to grasp the conventions of multiple discourse communities, develop strategies for individual and collaborative writing processes, and be able to use contemporary technologies of composition and distribution. In order to guide effective instruction in composition, the writing program has developed the following outcomes: Use strategies for writing as a process. Apply appropriate rhetorical conventions in diverse genres. Compose effectively in multiple media. Engage critically in reflexive writing practice. Citation Policy Citation is an important ethical requirement for participation in academic and public discourse. While we support the formal giving of credit via citation, the DWC at NSU has no policy stating that students in composition or other writing classes must use a specific form of citation for academic essays or other genres. Rather, we believe students should follow the best practices and professional conventions established within the communities of practice in which their texts will circulate, and base their choice of citation system on contextual elements of their rhetorical situation such as genre, audience, and purpose. For much of the academic writing students do for NSU, this will require use of citation systems such as those maintained by the APA and MLA organizations, among others. But students should not be forced to use a specific citation style when this conflicts with the demands of their rhetorical situation. Courses A writing workshop emphasizing the writing process, reflection, and the production of proficient writing at the sentence, paragraph, and document level. This course prepares students for COMP through hands-on experience with college-level writing conventions. Practice writing as a recursive process that includes prewriting, drafting, revising, and proofreading. Produce writing for various audiences using appropriate conventions. Respond constructively to peer writing. Produce critical reflections on individual writing processes and growth as a writer. A writing workshop emphasizing recursive writing and reflection within a variety of contexts. This course provides instruction in writing rhetorically, researching and documenting sources, and composing in multiple media. Write recursively for a variety of purposes and audiences. Use primary and secondary sources effectively. Apply appropriate rhetorical conventions in multiple media. Respond constructively to peer writers throughout the writing process. A writing workshop emphasizing inquiry-based research in academic and professional settings. This course challenges students to engage in substantive projects drawing on multiple methods of research and asks students to document, present, and reflect on their findings. Use effective strategies for integrating inquiry-based research into the writing process. Employ multiple research methods. Apply appropriate rhetorical conventions for various academic and professional communities. Present research effectively in multiple media. Produce critical reflections on individual and peer research projects.

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Chapter 4 : Composition in the university : historical and polemical essays - ECU Libraries Catalog

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We organize and sponsor student events, network with several top companies, act as the primary liaison between the students, faculty, and administration of the Warrington College of Business, and volunteer our time in the Gainesville community. The Council serves as a liaison between the accounting students and faculty. It sponsors professional and social programs for the benefit of accounting students and participates in projects that serve our community. The primary objective of Beta Alpha Psi is to encourage and give recognition to scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance and information systems; providing opportunities for self-development, service and association among members and practicing professionals, and encouraging a sense of ethical, social, and public responsibility. Beta Gamma Sigma Beta Gamma Sigma is the national scholastic honor society in the field of business administration. We participate in service projects in the Gainesville community, a high need area, that may be overlooked for broader issues. Members can also explore their passions and interests through the variety of events we offer. Scholarships are awarded every semester to dedicated volunteers. We are always looking for new ideas and new faces. Enactus Enactus is an international organization that mobilizes university students around the world to make a difference in their communities while developing the skills to become socially responsible business leaders. UF Enactus strives to inspire entrepreneurial spirit in UF students to improve the quality of life in our community. International Programs Student Ambassador The Heavener International Programs Student Ambassadors IPSA are undergraduates who have studied abroad and now wish to inform, encourage, and inspire their peers to have their own transformational experience abroad. The Student Ambassador program provides its members with the opportunity to enhance individual skills in interpersonal communication, public relations, advertising, public speaking, and writing. Students develop meaningful relationships within the program, enabling a close team approach to IPSA activities and outreach. Microfinance Foundation The Microfinance Foundation at the University of Florida gives students the unique ability to use knowledge from their academic pursuits to effectuate real change in the world. We are dedicated to promoting sustainable development projects in some of the poorest nations on the planet. We offer students a variety of ways to get involved. These include multi-disciplinary research forums on the field of Microfinance, advocating and sponsoring courses on Microfinance, hands on work with partners around the world, and fundraising to increase the loan portfolios of our partner organizations. Microfinance, or the lending of microloans, has proven to be one of the most effective ways to stimulate local economies and pull individuals out of poverty. Come join us and be on the cutting edge of the fight against poverty. Warrington Diplomats The Warrington Diplomats are a highly motivated and committed group of students who are selected through a competitive application process by the Heavener School of Business in the Warrington College of Business. To be considered for a Diplomat position, students must have attained junior or senior status with a minimum 3.

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Chapter 5 : Computers and Composition - Journal - Elsevier

Pittsburgh series in composition, Composition's ethic of service, the universal requirement, and the discourse of student need.

He rarely left his hometown of Copenhagen, and travelled abroad only five times—four times to Berlin and once to Sweden. His prime recreational activities were attending the theatre, walking the streets of Copenhagen to chat with ordinary people, and taking brief carriage jaunts into the surrounding countryside. His teachers at the university included F. Martensen also had a profound effect on Kierkegaard, but largely in a negative manner. Kierkegaard regarded Martensen as one of his chief intellectual rivals. Martensen was only five years his senior, but was already lecturing at Copenhagen University when Kierkegaard was a student there. Heiberg, more than any other person, was responsible for introducing Hegelianism into Denmark. Kierkegaard spent a good deal of energy trying to break into the Heiberg literary circle, but desisted once he had found his own voice in *The Concept of Irony*. Much of the thrust of his critique of Hegelianism is that its system of thought is abstracted from the everyday lives of its proponents. This existential critique consists in demonstrating how the life and work of a philosopher contradict one another. Kierkegaard derived this form of critique from the Greek notion of judging philosophers by their lives rather than simply by their intellectual artefacts. Because of his existentialist orientation, most of his interventions in contemporary theory do double duty as means of working through events from his own life. His mother does not rate a direct mention in his published works, or in his diaries—not even on the day she died. However, for a writer who places so much emphasis on indirect communication, and on the semiotics of invisibility, we should regard this absence as significant. Kierkegaard was deeply enamoured of the Danish language and worked throughout his writings to assert the strengths of his mother-tongue over the invasive, imperialistic influences of Latin and German. With respect to the former, Kierkegaard had to petition the king to be allowed to write his philosophy dissertation *On the Concept of Irony with constant reference to Socrates in Danish*. Even though permission was granted he was still required to defend his dissertation publicly in Latin. Latin had been the pan-European language of science and scholarship. In *Repetition*, the character and pseudonymous author Constantin Constantius congratulates the Danish language on providing the word for an important new philosophical concept, viz. This may explain the sense of urgency that drove Kierkegaard to write so prolifically in the years leading up to his 34th birthday. The breaking of the engagement allowed Kierkegaard to devote himself monastically to his religious purpose, as well as to establish his outsider status outside the norm of married bourgeois life. It also freed him from close personal entanglements with women, thereby leading him to objectify them as ideal creatures, and to reproduce the patriarchal values of his church and father. The latter included viewing women in terms of their traditional social roles, particularly as mothers and wives, but also in their traditional spiritual roles as epitomes of devotion and self-sacrifice. This problem was compounded by the fact that Denmark had recently and very rapidly been transformed from a feudal society into a capitalist society. Given this problematic in this social context Kierkegaard perceived a need to invent a form of communication which would not produce stereotyped identities. On the contrary, he needed a form of rhetoric which would force people back onto their own resources, to take responsibility for their own existential choices, and to become who they are beyond their socially imposed identities. In this undertaking Kierkegaard was inspired by the figure of Socrates, whose incessant irony undermined all knowledge claims that were taken for granted or unreflectively inherited from traditional culture. In his dissertation *On the Concept of Irony with constant reference to Socrates* Kierkegaard argued that the historical Socrates used his irony in order to facilitate the birth of subjectivity in his interlocutors. Kierkegaard sought to provide a similar service for his own contemporaries. He used irony, parody, satire, humor, and deconstructive techniques in order to make conventionally accepted forms of knowledge and value untenable. He was a gadfly—constantly irritating his contemporaries with discomfiting thoughts. He was also a midwife—assisting at the birth of individual

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subjectivity by forcing his contemporaries to develop an inner life through critical self-reflection. Hegelianism promised to make absolute knowledge available by virtue of a science of logic. Kierkegaard thought this to be the hubristic attempt to build a new tower of Babel, or a scala paradisi—a dialectical ladder by which humans can climb with ease up to heaven. Instead of seeing scientific knowledge as the means of human redemption, he regarded it as the greatest obstacle to redemption. Instead of seeking to give people more knowledge he sought to take away what passed for knowledge. Instead of seeking to make God and Christian faith perfectly intelligible he sought to emphasize the absolute transcendence by God of all human categories. Instead of setting himself up as a religious authority, Kierkegaard used a vast array of textual devices to undermine his authority as an author and to place responsibility for the existential significance to be derived from his texts squarely on the reader. Kierkegaard distanced himself from his texts by a variety of devices which served to problematize the authorial voice for the reader. He used pseudonyms in many of his works both overtly aesthetic ones and overtly religious ones. He partitioned the texts into prefaces, forewords, interludes, postscripts, appendices. Sometimes Kierkegaard appended his name as author, sometimes as the person responsible for publication, sometimes not at all. Sometimes Kierkegaard would publish more than one book on the same day. These simultaneous books embodied strikingly contrasting perspectives. He also published whole series of works simultaneously, viz. All of this play with narrative point of view, with contrasting works, and with contrasting internal partitions within individual works leaves the reader very disoriented. Christian faith, for Kierkegaard, is not a matter of learning dogma by rote. This belief is offensive to reason, since it only exists in the face of the absurd the paradox of the eternal, immortal, infinite God being incarnated in time as a finite mortal. These works fall into three genres: The point of indirect communication is to position the reader to relate to the truth with appropriate passion, rather than to communicate the truth as such. It draws on irony, the comic and is high-spirited, in order to get thoughts into motion prior to action. A deliberation is a weighing-up, as a propaedeutic to action. It seeks to build up the faith that it presupposes. Kierkegaard published many of his Edifying Discourses in short collections to accompany particular pseudonymous texts, then later published them again in larger collections. These are particularly intimate addresses to the sincere Christian, who strives to deepen the subjective passion of faith through confession and through acceptance of divine forgiveness. This was aimed at subverting our focus on worldly goals in order to refocus on other-worldly goals. Our struggle to accept divine forgiveness can become mired in despair, including the second-order despair over the impossibility of forgiveness of our sins and the demonic despair of defiance in which we refuse to accept forgiveness. The first is the aesthetic, which gives way to the ethical, which gives way to the religious. The aesthetic stage of existence is characterized by the following: The figure of the aesthete in *Either-Or* Part One is an ironic portrayal of German romanticism, but it also draws on medieval characters as diverse as Don Juan, Ahasuerus, and Faust. Johannes the seducer is a reflective aesthete, who gains sensuous delight not so much from the act of seduction but from engineering the possibility of seduction. His real aim is the manipulation of people and situations in ways which generate interesting reflections in his own voyeuristic mind. The aesthetic perspective transforms quotidian dullness into a richly poetic world by whatever means it can. That is, the aesthete uses artifice, arbitrariness, irony, and wilful imagination to recreate the world in his own image. The prime motivation for the aesthete is the transformation of the boring into the interesting. This type of aestheticism is criticized from the point of view of ethics. It is seen to be emptily self-serving and escapist. It is a despairing means of avoiding commitment and responsibility. And it is self-deceiving insofar as it substitutes fantasies for actual states of affairs. But Kierkegaard did not want to abandon aesthetics altogether in favor of the ethical and the religious. As far as the aesthetic stage of existence is concerned what is preserved in the higher religious stage is the sense of infinite possibility made available through the imagination. But this no longer excludes what is actual. Nor is it employed for egotistic ends. Aesthetic irony is transformed into religious humor, and the aesthetic transfiguration of the actual world into the ideal is transformed into the religious transubstantiation of the finite world into an actual reconciliation with the infinite. Language and all other media of representation

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belong to the realm of the ideal. No matter how eloquent or evocative language is it can never be the actual. Therefore, any representation of faith is always suspended in the realm of ideality and can never be actual faith. In fact Johannes Climacus acknowledges this implicitly when at the end of Concluding Unscientific Postscript he revokes everything he has said, with the important rider that to say something then to revoke it is not the same as never having said it in the first place. His presentation of religious faith in an aesthetic medium at least provides an opportunity for his readers to make their own leap of faith, by appropriating with inward passion the paradoxical religion of Christianity into their own lives. These works include those by Anti-Climacus, who represents the Christian point of view par excellence, beyond where Kierkegaard placed himself. Kierkegaard also used many biblical figures and stories with poignant and striking effect in the religious writings he published under his own name. As a poet of the religious Kierkegaard was always preoccupied with aesthetics. In fact, contrary to popular misconceptions of Kierkegaard which represent him as becoming increasingly hostile to poetry, he increasingly referred to himself as a poet in his later years all but one of over ninety references to himself as a poet in his journals date from after Kierkegaard never claimed to write with religious authority, as an apostle. His works represent both less religiously enlightened and more religiously enlightened positions than he thought he had attained in his own existence. Such representations were only possible in an aesthetic medium of imagined possibilities like poetry. It is used to denote both: These social norms are used as reasons to make sense of, or justify, an action within a community. Even human sacrifice is justified in terms of how it serves the community, so that when Agamemnon sacrifices his daughter Iphigenia he is regarded as a tragic hero since his community understands that the sacrifice is required by the gods for the success of the Greek expedition to Troy Fear and Trembling. Kierkegaard, however, recognizes duties that cannot be justified in terms of social norms. That is, Abraham recognizes a duty to something higher than both his social duty not to kill an innocent person and his personal commitment to his beloved son, viz. However, he cannot give an intelligible ethical justification of his act to the community in terms of social norms, but must simply obey the divine command. In order to raise oneself beyond the merely aesthetic life, which is a life of drifting in imagination, possibility and sensation, one needs to make a commitment. That is, the aesthete needs to choose the ethical, which entails a commitment to communication and decision procedures. The metaethics or normative ethics are cognitivist, laying down various necessary conditions for ethically correct action. The choice of metaethics, however, is noncognitive. There is no adequate proof of the truth of metaethics. The choice of normative ethics is motivated, but in a noncognitive way. The Judge seeks to motivate the choice of his normative ethics through the avoidance of despair.

Chapter 6 : Current Undergraduate Programs | Criminal Justice & Criminology | Georgia Southern University

Composition in the University examines the required introductory course in composition within American colleges and universities. Crowley argues that due to its association with literary studies in English departments, composition instruction has been inappropriately influenced by humanist pedagogy and that modern humanism is not a satisfactory rationale for the study of writing.

Chapter 7 : Composition, Rhetoric, and Digital Media | Nova Southeastern University

Composition in the University concludes with a pair of essays that argue against maintenance of the universal requirement. In the last of these, Crowley envisions possible nonhumanist rationales that could be developed for vertical curricula in writing instruction, were the universal requirement not in place.

Chapter 8 : Student Organizations | Heavener Current Students

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Reinventing First-Year Composition at the First Land-Grant University: A Cautionary Tale. Composition's Ethic of Service, the Universal Requirement, and the Discourse of Student Need.

Chapter 9 : Cass County Today – A Service of KAQC TV

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