



Creative Writing Pedagogies for the Twenty-First Century

By Alexandria Peary, Tom C Hunley

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The creative writing workshop: beloved by some, dreaded by others, and ubiquitous in writing programs across the nation. For decades, the workshop has been entrenched as the primary pedagogy of creative writing. While the field of creative writing studies has sometimes myopically focused on this single method, the related discipline of composition studies has made use of numerous pedagogical models. In *Creative Writing Pedagogies for the Twenty-First Century*, editors Alexandria Peary and Tom C. Hunley gather experts from both creative writing and composition studies to offer innovative alternatives to the traditional creative writing workshop.

Drawing primarily from the field of composition studies—a discipline rich with a wide range of established pedagogies—the contributors in this volume build on previous models to present fresh and inventive methods for the teaching of creative writing. Each chapter offers both a theoretical and a historical background for its respective pedagogical ideas, as well as practical applications for use in the classroom. This myriad of methods can be used either as a supplement to the customary workshop model or as stand-alone roadmaps to engage and reinvigorate the creative process for both students and teachers alike.

A fresh and inspiring collection of teaching methods, *Creative Writing Pedagogies for the Twenty-First Century* combines both conventional and cutting-edge techniques to expand the pedagogical possibilities in creative writing studies.

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Creative Writing Pedagogies for the Twenty-First Century By Alexandria Peary, Tom C Hunley Bibliography

- Sales Rank: #1043672 in Books
- Published on: 2015-05-22
- Original language: English
- Number of items: 1
- Dimensions: 9.00" h x .90" w x 6.00" l, .0 pounds
- Binding: Paperback
- 320 pages

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Editorial Review

Review

“*Creative Writing Pedagogies for the Twenty-First Century* is a *smart* collection that offers new ways of thinking about creative writing pedagogy and the field. Readers will appreciate the wide breadth of subject areas and knowledge presented by these writing teacher-scholars.”—Dianne Donnelly, author of *Establishing Creative Writing Studies as an Academic Discipline*

“The 12 essays survey various approaches to creative writing pedagogy as a means to reconsider and challenge the hegemony of the traditional workshop. Borrowing from established critical approaches—composition studies, rhetoric, critical literacy, writing center theory, basic writing, feminism—the compilation as a whole provides ample resources for creative writing instructors to reconsider the dynamics and aims of the creative writing classroom and its students. Each chapter describes or provides an appendix for specific activities and assignments that can be used as supplements in established courses; in addition, some of the contributors offer glimpses of radically transformed creative-writing learning spaces.”—CHOICE magazine

About the Author

Alexandria Peary is an associate professor and the first-year composition coordinator in the English Department at Salem State University and the author of three books of poetry, including *Lid to the Shadow*, which received the 2010 Slope Editions Book Prize, and *Control Bird Alt Delete*, which received the 2013 Iowa Poetry Prize. Her articles have appeared in *College Composition and Communication*, *Rhetoric Review*, *WAC Journal*, and *Pedagogy*.

Tom C. Hunley is a professor of English at Western Kentucky University. He is the author of *Teaching Poetry Writing: A Five-Canon Approach*; *The Poetry Gymnasium: 94 Proven Exercises to Shape Your Best Verse*, and four full-length poetry collections, most recently *Plunk*. His poems have been featured on *The Writer’s Almanac* with Garrison Keillor and *Verse Daily*.

Contributors include Sandra Giles, Tim Mayers, Patrick Bizzaro, Pamela Annas, Joyce Peseroff, Jen Webb, Andrew Melrose, Kate Kostelnik, Carey E. Smitherman, Stephanie Vanderslice, Steve Healey, Clyde Moneyhun, Bronwyn T. Williams, James Engelhardt, and Jeremy Schraffenberger.

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