

Writing Relationships What Really Happens In The Composition Class

Writing on the Edge - 2010

Collaborative Writing - Bruce W. Speck
1999-07-30

Collaborative writing has attracted much attention in the last 25 years, though it eludes clear definition. In its simplest sense, it is writing done by more than one person. But in a broader sense, even a work by one author involves collaboration. The author typically builds on the work of others and revises the writing in response to feedback. This feedback can come from a student's peers or teacher in a classroom setting, it can come from experts and editors who assess a scholar's writing, or it can come from colleagues and clients in the world of business. This bibliography is a guide to research on collaborative writing published from the early 1970s to 1997. Included are nearly 1000 annotated entries for books, articles, reports, bibliographies, and other materials. These entries are clustered in two broad parts, each of which contains numerous topical sections. The first part of the book is devoted to collaborative writing in academic settings and covers such topics as classroom issues, peer review and tutoring, the role of computers and technology, particular types of classes, and ethical and gender concerns. The second looks at collaborative writing in nonacademic settings. Included are works on corporate acculturation, group dynamics, policies and procedures, industry-university collaboration, and technical reports. Entries are arranged alphabetically in each section, and detailed author and subject indexes provide easy access to the material.

Journal of Teaching Writing - 2001

Teaching College English and English Education - H. Thomas McCracken 1998

In this collection of 32 narrative essays, scholars and teachers of English and English education share their excitement as they reflect on their

professional growth over the last 30 years. The firsthand stories in the collection represent "a study of theory and applied theory, grounded in personal experience and academic study over many years." The essays are: (1) "Facing Yourself" (J. Tompkins); (2) "Surprising Myself as a Teacher in Houghton, America" (A. Young); (3) "Becoming a College English Teacher--More by Accident than Design"" (D.C. Stewart); (4) "On (Not) Being Taken In" (H.T. McCracken); (5) "How Do the Electrons Get Across the Two Plates of the Capacitor?" (D. Bleich); (6) "Teaching as a Profession" (A.S. Bayer); (7) "Going Back" (S. Hudson-Ross); (8) "I Did It My Way...With a Little Help from My Friends" (P. Smagorinsky); (9) "Illiteracy at Oxford and Harvard" (P. Elbow); (10) "Disrupting the Transmission Cycle in College Teaching" (G.M. Pradl); (11) "Out and About in English Education" (R.E. Shafer); (12) "Beyond the Obvious" (V.R. Monseau); (13) "My English Education" (S. Hynds); (14) "From Reading to Writing, from Elementary to Graduate Students" (S. Stotsky); (15) "Living with Tension: Doing English, etc." (J. Milner); (16) "What's A Story?" (M.C. Savage); (17) "Two 'Women's Ways of Knowing' Teaching Writing" (R.C. Grego and N.S. Thompson); (18) "The Teaching and Learning of English in the College Classroom: Creating a Unified Whole" (B.M. Greene); (19) "On English Teaching as Poetry, 'or,' Samuel T., You'll Never Know What Organic Unity Did for Me" (M.L. Angelotti); (20) "Learning to Love Being a Second-Class Citizen" (W.R. Winterowd); (21) "Falling into Narrative" (P. Donahue); (22) "English in Education: An English Educationist at Work" (H.M. Foster); (23) "Downshifting to Fourth" (T. Fulwiler); (24) "Connecting the Teaching of Reading, Writing, and Speech in Programs for Developmental Students" (J. Entes); (25) "Reuniting Grammar and Composition" (J.L. Collins); (26) "Confessions of a Teacher Who Has Not Learned about

Teaching" (R.L. Larson); (27) "Teaching and Learning English: Two Views" (C. Moran and "College Writing" Students); (28) "The Way I Was/The Way I Am/And What I Learned in Between" (L.L. Meeks); (29) "Collaborative Computer Encounters: Teaching Ourselves, Teaching Our Students" (G.E. Hawisher and C.L. Selfe); (30) "Ideological Crosscurrents in English Studies and English Education: A Report of a National Survey of Professors' Beliefs and Practices" (C. Dilworth and N.M. McCracken); (31) "Interpreting the Reflective Stories: The Forces of Influence in Our Essayists' Lives" (R.L. Larson); and (32) "Interpreting Stories: Rebels in the Professoriate" (H.T. McCracken). (NKA)

A Sourcebook for Responding to Student Writing - Richard Straub 1999

A Sourcebook for Responding to Student Writing is a resource for writing teachers. It provides a range of teacher comments on a sampling of college student papers and an anthology of key statements on theory and practice of responding to student writing. Specifically, the book presents: twenty-five sets of responses, made on a sampling of five student papers, including expressive, explanatory, evaluative, and argumentative writing; comments by a variety of teachers both well-recognized composition scholars who have contributed to the research on teacher response and college English teachers whose primary area of study is outside composition; two additional essays without accompanying teacher comments, for further practice; a detailed bibliography on teacher response; a collection of noted articles on reading, evaluating, and responding to student writing[.] Free of analysis and apparatus, the book may be used by teachers in their own ways, according to their own assumptions, predilections and goals, to develop better ways of responding to student writing. --From cover.

Writing Relationships - Lad Tobin 1993

Writing Relationships goes beyond the idealized talk about what should happen in process teaching to examine what actually occurs.

Literacy Matters - Robert Yagelski 2000

Literacy can empower students, but it may also limit their understanding if taught without regard for the context of their lives. Using his encounters with students, in high school, college, and state prison classrooms, as well as

his own experience, Robert Yagelski looks at the sometimes ambiguous role of literacy in our lives and examines the mismatch between conventional approaches to teaching literacy and the literacy needs of students in a rapidly changing, increasingly technological world. He asserts that ultimately, the most important job of the English teacher is to reveal to students ways they can participate in the discourse that shapes their lives, and he offers a timely look at how technology has influenced the way we write and read. The scope of this fascinating book reaches beyond the classroom and offers insight about what it means to be "literate" in an economically driven, dynamic society. Addressing earlier works on the subject of literacy, as well as the ideas of theorists such as Foucault, this perceptive work has much to offer educators and anyone seeking to understand the nature of literacy itself.

Strategies for Teaching First-year Composition - Duane H. Roen 2002

This book presents 93 essays that offer guidance, reassurance, and commentary on the many activities leading up to and surrounding classroom instruction in first-year composition. Essays in the book are written by instructors who teach in community colleges, liberal arts colleges, state university systems, and research institutions. The 14 section titles and 2 representative essays from each section are: Section 1, Contexts for Teaching Writing, "The Departmental Perspective" (Roger Gilles) and "Composition, Community, and Curriculum: A Letter to New Composition Teachers" (Geoffrey Chase); Section 2, Seeing the Forest and the Trees of Curriculum, "Teaching in an Idealized Outcomes-Based First-Year Writing Program" (Irvin Peckham) and "Constructing Bridges between High School and College Writing" (Marguerite Helmers); Section 3, Constructing Syllabus Materials, "On Syllabi" (Victor Villanueva) and "Departmental Syllabus: Experience in Writing" (Gregory Clark); Section 4, Constructing Effective Writing Assignments, "Sequencing Writing Projects in Any Composition Class" (Penn State University Composition Program Handbook) and "Autobiography: The Rhetorical Efficacy of Self-Reflection/Articulation" (Bonnie Lenore Kyburz); Section 5, Guiding Students to Construct

Reflective Portfolios, "A Writing Portfolio Assignment" (Phyllis Mentzell Ryder) and "Portfolio Requirements for Writing and Discourse" (C. Beth Burch); Section 6, Strategies for Course Management, "Fostering Classroom Civility" (Lynn Langer Meeks, Joyce Kinhead, Keith VanBezooyen, and Erin Edwards) and "Course Management Guidelines" (Rebecca Moore Howard); Section 7, Teaching Invention, "Teaching Invention" (Sharon Crowley) and "Invention Activity" (Theresa Enos); Section 8, Orchestrating Peer-Response Activities, "Approaches to Productive Peer Review" (Fiona Paton) and "Reflection on Peer-Review Practices" (Lisa Cahill); Section 9, Responding to In-Process Work to Promote Revision, "Less Is More in Response to Student Writing" (Clyde Moneyhun) and "One Dimension of Response to Student Writing: How Students Construct Their Critics" (Carol Rutz); Section 10, Responding to and Evaluating Polished Writing, "Developing Rubrics for Instruction and Evaluation" (Chris M. Anson and Deanna P. Dannels) and "What Makes Writing 'Good'?/What Makes a 'Good' Writer?" (Ruth Overman Fischer); Section 11, Teaching Writing with Technology, "Overcoming the Unknown" (Adelheid Thieme) and "Asynchronous Online Teaching" (Donald Wolff); Section 12, Constructing a Teaching Portfolio, "Teaching-Portfolio Potential and Concerns: A Brief Review" (Camille Newton) and "Thinking about Your Teaching Portfolio" (C. Beth Burch); Section 13, Teaching Matters of Grammar, Usage, and Style, "A Cautionary Introduction" (Keith Rhodes) and "And the Question Is This-- 'What Lessons Can We, as Writers, Take from This Reading for Our Own Writing?'" (Elizabeth Hodges); and Section 14, Teaching Research Skills, "First-Year Composition as an Introduction to Academic Discourse" (M. J. Braun and Sarah Prineas) and "Teaching Research Skills in the First-Year Composition Class" (Mark Gellis). (Most papers contain references.) (RS)

Writing Relationships - Lad Tobin 1993

Writing Relationships goes beyond the idealized talk about what should happen in process teaching to examine what actually occurs.

On Writing Qualitative Research - Margaret Anzul 2003-12-16

Written for both new and experienced

researchers, this book is about creating research writing that is useful, believable and interesting.

The Performance of Self in Student Writing - Thomas Newkirk 1997

This book is both an analysis of and a tribute to the personal writing that young adults attempt.

What Does My Teacher Want Me to Do? - Carol Ann Rutz 1999

Power and Identity in the Creative Writing Classroom - Anna Leahy 2005

This book remaps theories and practices for teaching creative writing at university and college level. It critiques well-established approaches for teaching creative writing in all genres, builds a comprehensive and adaptable pedagogy based on issues of authority, power, and identity and shapes creative writing pedagogy for the 21st century.

Reading Student Writing - Lad Tobin 2004

Lad Tobin gets to the heart of teaching writing through a blend of humor, memoir, reflection, classroom examples, and student writing.

Crossing Borderlands - Andrea A. Lunsford 2004

Bringing postcolonial studies and composition pedagogy together for the first time, *Crossing Borderlands* focuses on those disciplines' mutual goal -- to empower the words and actions of people who have been marginalized. The contributors create a dialogue between theory and practice to expose the mechanisms of oppression that undercut students' agency in learning and practicing writing. They move beyond a Eurocentric view of postcolonialism and trace colonialist economies of power in America while always emphasizing the individuality of student voices and the liberatory potential of writing. Book jacket.

English Journal - 2002

Writing Groups Inside and Outside the Classroom - Beverly J. Moss 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.

Taking Stock - Lad Tobin 1994

Taking Stock reassesses the ways that the writing process has been taught, institutionalized, researched, and theorized.

Reader - 1995

Research on Composition - Peter Smagorinsky 2006

Covering the period between 1984 and 2003, this authoritative sequel picks up where the earlier volumes (Braddock et al., 1963, and Hillocks, 1986), now classics in the field, left off. It features a broader focus that goes beyond the classroom teaching of writing to include teacher research, second-language writing, rhetoric, home and community literacy, workplace literacy, and histories of writing. Each chapter is written by an expert in the area reviewed and covers both conventional written composition and multimodal forms of composition, including drawing, digital forms, and other relevant media. *Research on Composition* is an invaluable road map of composition research for the next decade, and required reading for anyone teaching or writing about composition today.

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