

SHARING WRITING



PEER RESPONSE
GROUPS IN
ENGLISH CLASSES
KAREN SPEAR

Sharing Writing Peer Response Groups In English Classes

**Alice Johnston Myatt, Lynée Lewis
Gaillet**



Sharing Writing Peer Response Groups In English Classes:

Sharing Writing Karen I. Spear, 1988 Sharing Writing is for teachers who are serious about helping students learn to work in response groups

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

Virtual Peer Review Lee-Ann Kastman Breuch, 2012-02-01 In a reassessment of peer review practices Lee Ann Kastman Breuch explores how computer technology changes our understanding of this activity She defines virtual peer review as the use of computer technology to exchange and respond to one another's writing in order to improve it Arguing that peer review goes through a remediation when conducted in virtual environments the author suggests that virtual peer review highlights a unique intersection of social theories of language and technological literacy

Writing Program and Writing Center Collaborations Alice Johnston Myatt, Lynée Lewis Gaillet, 2016-10-27 This book demonstrates how to develop and engage in successful academic collaborations that are both practical and sustainable across campuses and within local communities Authored by experienced writing program administrators this edited collection includes a wide range of information addressing collaborative partnerships and projects theoretical explorations of collaborative praxis and strategies for sustaining collaborative initiatives Contributors offer case studies of writing program collaborations and honestly address both the challenges of academic collaboration and the hallmarks of successful partnerships

Handbook of Research on

Writing Instruction Practices for Equitable and Effective Teaching Hodges, Tracey S., 2022-05-27 Writing is a critical component for teaching children about advocacy and empowering student voice as well as an essential tool for learning in many disciplines Yet writing instruction in schools often focuses on traditional methods such as the composition of five paragraph essays or the adherence to proper grammatical conventions While these are two components of writing instruction and preparation in education they only provide a small glimpse into the depth and breadth of writing As such writing instruction is increasingly complex and requires multiple perspectives and levels of skill among teachers The Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching serves as a comprehensive reference of issues related to writing instruction and leading research about perspectives methods and approaches for equitable and effective writing instruction It includes practices beyond K 12 including best writing practices at the college level as well as the development of future teachers Providing unique coverage on culturally relevant writing socio and racio linguistic justice and urgent writing pedagogies this major reference work is an indispensable resource for administrators and educators of both K 12 and higher education pre service teachers teacher educators libraries government officials researchers and academicians

On Location Candace Spigelman, Laurie Grobman, 2005-02-01 Classroom based writing tutoring is a distinct form of writing support a hybrid instructional method that engages multiple voices and texts within the college classroom Tutors work on location in the thick of writing instruction and writing activity On Location is the first volume to discuss this emerging practice in a methodical way The essays in this collection integrate theory and practice to highlight the alliances and connections on location tutoring offers while suggesting strategies for resolving its conflicts Contributors examine classroom based tutoring programs located in composition courses as well as in writing intensive courses across the disciplines

Handbook of Research on Writing and Composing in the Age of MOOCs Monske, Elizabeth A., Blair, Kristine L., 2016-11-29 The development of online learning environments has enhanced the availability of educational opportunities for students By implementing effective curriculum strategies this ensures proper quality and instruction in online settings The Handbook of Research on Writing and Composing in the Age of MOOCs is a critical reference source that overviews the current state of larger scale online courses and the latest competencies for teaching writing online Featuring comprehensive coverage across a range of perspectives on teaching in virtual classrooms such as MOOC delivery models digital participation and user centered instructional design this book is ideal for educators professionals practitioners academics and researchers interested in the latest material on writing and composition strategies for online classrooms

[A Guide to Composition Pedagogies](#) Gary Tate, Amy Rupiper-Taggart, Kurt Schick, Brooke Hessler, 2014-02 This is a bibliographic guide written for newcomers to the field The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration

Why Johnny Can't Write Myra J. Linden, Arthur Whimbey, 2012-12-06 The authors of this book both experienced teachers examine the controversy

surrounding two popular methods for teaching writing the process approach and its offspring Writing Across the Curriculum Both have recently been called into question for their ineffectiveness An alternative lesser known procedure called sentence combining which has been proven successful in numerous studies over the past fifteen years finally is gaining the attention it deserves Using the sentence combining approach the authors present a rationale for re thinking and re tooling the English classroom and consequently making the entire educational system work more effectively This book is useful for teachers at any level especially those involved in writing instruction It is also worthwhile reading for those wishing to improve their writing skills Doing the sample exercises will strengthen writing skills and provide a solid foundation for a lifelong program of language growth

There's Room for Me Here Janet Allen, Kyle Gonzalez, 1998 What do you do with students who cannot or will not read and write This portrait of Kyle Gonzalez s classroom offers teachers theory based strategies for helping students become motivated and successful readers and writers You will see how one middle school teacher sets up her literacy classroom offers intervention and support for struggling students and assesses their progress Rich in description of Kyle s successes the book also looks honestly at why some practices were ineffective in her setting With Janet s and Kyle s practical and detailed suggestions for creating a literate environment you ll learn how to establish a literacy workshop choose and use effective resources implement effective informative record keeping help students establish goals and assess progress use read alouds as well as shared guided and independent reading and writing instill reading and writing practices that help students read content specific texts *There s Room for Me Here* includes record keeping forms extensive bibliographies of literature and professional materials resource information and samples of strategy lessons all embedded in this engaging story of a teacher s first three years building a literacy workshop in her classroom Kyle s students are middle school learners who struggle with literacy The strategies content area connections and management ideas however are applicable and appropriate for use by any 3 12 teacher

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