

SHARING WRITING



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ENGLISH CLASSES
KAREN SPEAR

Sharing Writing Peer Response Groups In English Classes

Candace Spigelman, Laurie Grobman



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 edited volume explores the nature of writing groups inside and outside the academic environment For writing instructors writing center directors scholars researching writing groups *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 **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 **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 *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 *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 *Engaging Ideas* John C. Bean, Dan Melzer, 2021-06-09 Use your course s big ideas to accelerate students growth as writers and critical thinkers The newly revised third edition of Engaging Ideas delivers a step by step guide for designing writing assignments and critical thinking activities that engage students with important subject matter questions This new edition of the celebrated book now written by the co author team of Bean and Melzer uses leading and current research and theory to help you link active learning pedagogy to your courses subject matter You ll learn how to Design formal and informal writing assignments that guide students toward thinking like experts

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of Difference challenges the Eurocentric perspective from which the field of rhetoric is traditionally viewed. Taking a step beyond the creation of alternative rhetorics that maintain the centrality of the European and Greco Roman tradition, this volume argues on behalf of pluriversal rhetorics that coexist as equally important on their own terms. A timely addition to the respected Landmark Essays series, it will be invaluable to students of history of rhetoric, literacy, composition, and writing studies.

The Construction of Authorship Martha Woodmansee, Peter Jaszi, 1994. What is an author? What is a text? At a time when the definition of text is expanding and the technology whereby texts are produced and disseminated is changing at an explosive rate, the ways authorship is defined and rights conferred upon authors must also be reconsidered. This volume argues that contemporary copyright law, rooted as it is in a nineteenth-century Romantic understanding of the author as a solitary creative genius, may be inapposite to the realities of cultural production. Drawing together distinguished scholars from literature, law, and the social sciences, the volume explores the social and cultural construction of authorship as a step toward redefining notions of authorship and copyright for today's world. These essays, illustrating cultural studies in action, are aggressively interdisciplinary and wide-ranging in topic and approach. Questions of collective and collaborative authorship in both contemporary and early modern contexts are addressed. Other topics include moral theory and authorship, copyright and the balance between competing interests of authors and the public, problems of international copyright, musical sampling and its impact on fair use doctrine, cinematic authorship, quotation and libel, alternative views of authorship as exemplified by nineteenth-century women's clubs and by the Renaissance commonplace book, authorship in relation to broadcast media, and to the teaching of writing and the material dimension of authorship as demonstrated by Milton's publishing contract.

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Developing Writers in Higher Education Anne Ruggles Gere, 2019-01-02. For undergraduates following any course of study, it is essential to develop the ability to write effectively. Yet the processes by which students become more capable and ready to meet the challenges of writing for employers, the wider public, and their own purposes remain largely invisible. *Developing Writers in Higher Education* shows how learning to write for various purposes in multiple disciplines leads college students to new levels of competence. This volume draws on an in-depth study of the writing and experiences of 169 University of Michigan undergraduates using statistical analysis of 322 surveys, qualitative analysis of 131 interviews, use of corpus linguistics on 94 electronic portfolios, and 2,406 pieces of student writing, and case studies of individual students to trace the multiple paths taken by student writers. Topics include student writers' interaction with feedback, perceptions of genre, the role of disciplinary writing, generality and certainty in student writing, students' concepts of voice and style, students' understanding of multimodal and digital writing, high school's influence on

college writers and writing development after college The digital edition offers samples of student writing electronic portfolios produced by student writers transcripts of interviews with students and explanations of some of the analysis conducted by the contributors This is an important book for researchers and graduate students in multiple fields Those in writing studies get an overview of other longitudinal studies as well as key questions currently circulating For linguists it demonstrates how corpus linguistics can inform writing studies Scholars in higher education will gain a new perspective on college student development The book also adds to current understandings of sociocultural theories of literacy and offers prospective teachers insights into how students learn to write Finally for high school teachers this volume will answer questions about college writing Companion Website Click here to access the Developing Writers project and its findings at the interactive companion website Project Data Access the data from the project through this tutorial

Online Education
 Kelli Cargile Cook, Keith Grant-Davis, 2020-04-27 In Online Education Global Questions Local Answers 24 college educators focus on the most important questions to be addressed by all scholar teachers and administrators committed to developing high quality online education programs We describe these questions as global because they transcend the particular situations of individual institutions They are questions that everyone involved in online education needs to address What are the issues to consider when first developing and then sustaining an online education program How do we create interactive pedagogically sound online courses and classroom communities How should we monitor and assess the quality of online courses and programs And how should recent developments and innovations in online education cause us to reexamine our roles and responsibilities as educators in technical communication While these global questions affect all of us in one way or another they demand different local answers such as those presented by the contributors to this text Readers will need to consider which of these local answers might apply to their own situations and how these answers might need to be adapted to reflect the particular needs of their own institutions

Becoming a Teacher of Writing in Elementary Classrooms Donna Kalmbach Phillips, Mindy Legard Larson, 2015-12-22 *Becoming a Teacher of Writing in Elementary Classrooms* nurtures teachers identities as writers connects to the realities of writing instruction in real and diverse classrooms and encourages critical and creative thinking This text is about writing instruction as a journey teachers and students embark on together The focus is on learning how to teach writing through specific teaching and learning structures found in the Writing Studio mini lessons teacher and peer conferencing guided writing and sharing celebrating and broadcasting writing Pedagogical features include teaching structures and strategies Problematising Practice classroom scenarios assessment resources and a Companion Website Because a teacher who views him or herself as a writer is best positioned to implement the Writing Studio a parallel text *Becoming a Teacher of Writing in Elementary Classrooms* give readers space to consider who they are as a writer their personal process as a writer and who they might become as a writer

Strategies & Resources for Teaching Writing with the Simon & Schuster Quick Access Reference for Writers 4/E Linda Julian, Patricia Kelvin, Scott A. Leonard, Laurel Black, Cindi

Myers, Edgar V. Roberts, 2004 Revision Alice Horning, Anne Becker, 2006-05-22 Explores the wide range of scholarship on revision while bringing new light to bear on enduring questions in composition and rhetoric **Digital Writing**

Technologies in Higher Education Otto Kruse, Christian Rapp, Chris M. Anson, Kalliopi Benetos, Elena Cotos, Ann Devitt, Antonette Shibani, 2023-09-14 This open access book serves as a comprehensive guide to digital writing technology featuring contributions from over 20 renowned researchers from various disciplines around the world The book is designed to provide a state of the art synthesis of the developments in digital writing in higher education making it an essential resource for anyone interested in this rapidly evolving field In the first part of the book the authors offer an overview of the impact that digitalization has had on writing covering more than 25 key technological innovations and their implications for writing practices and pedagogical uses Drawing on these chapters the second part of the book explores the theoretical underpinnings of digital writing technology such as writing and learning writing quality formulation support writing and thinking and writing processes The authors provide insightful analysis on the impact of these developments and offer valuable insights into the future of writing Overall this book provides a cohesive and consistent theoretical view of the new realities of digital writing complementing existing literature on the digitalization of writing It is an essential resource for scholars educators and practitioners interested in the intersection of technology and writing

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