

# SHARING WRITING



PEER RESPONSE  
GROUPS IN  
ENGLISH CLASSES  
KAREN SPEAR

# Sharing Writing Peer Response Groups In English Classes

**Alice Horning, Anne Becker**



## **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 *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 **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

**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

*Peer Response Groups in Action* Karen I. Spear, 1993 *Peer Response Groups in Action* extends the work begun in Karen Spear s *Sharing Writing* Boynton Cook 1988 The book explores classroom applications of collaborative writing and learning at the secondary school level with each chapter detailing a start to finish collaborative learning project designed to apply to numerous classroom settings Rooted in the conviction that writing teachers need more than theories if they are to make meaningful changes in their teaching *Peer Response Groups in Action* presents the stories of eleven English teachers grades 7 through 12 and their efforts to create communities of writers by making collaboration central A concluding section focuses on response groups in college writing courses Secondary teachers and instructors of college writing will find a rich palette of techniques and insights into how to foster and maintain effective writing groups The contributors are veteran secondary English teachers who have drawn on their experiences in the National Writing Project to cultivate a spirit of reflective artistry toward their teaching Chapters include the uses of response groups in a variety of English courses from literature to the research paper and in a variety of settings from the conventional classroom to the computer lab The chapters are illustrated with drafts and revisions of student

writing case studies transcripts and analyses of students in response groups as well as writing assignments that help students develop the skills and attitudes that make response groups work Teaching writing as a collaborative process moves instruction to the edge of what we know about composing to the edge of what is familiar and comfortable to teachers and to the edge of conventionally sanctioned expectations among colleagues students parents and administrators Peer Response Groups in Action is a series of explorations of what it means to teach and learn in this most challenging yet rewarding type of writing classroom

*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

**Feedback in Second Language Writing** Ken Hyland, Fiona Hyland, 2006-08-14 This collection of scholarly articles by leading researchers offers empirical data and analysis of complex issues related to providing feedback during the writing process

*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* gives readers space to consider who they are as a writer their personal process as a writer and who they might become as a writer

*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 in your discipline Use time saving strategies for coaching the writing process and handling the paper load including alternatives to traditional grading such as portfolio assessment and contract grading Help students use self assessment and peer response to improve their

work Develop better ways than the traditional research paper to teach undergraduate reading and research Integrate social media multimodal genres and digital technology into the classroom to promote active learning This book demonstrates how writing can easily be integrated with other critical thinking activities such as inquiry discussions simulation games classroom debates and interactive lectures The reward of this book is watching students come to class better prepared more vested in the questions your course investigates more apt to study purposefully and more likely to submit high quality work Perfect for higher education faculty and curriculum designers across all disciplines Engaging Ideas will also earn a place in the libraries of graduate students in higher education     **Negotiating the Personal in Creative Writing** Carl

Vandermeulen,2011-08-19 This book describes an alternative way to teach Creative Writing one that replaces the silent writer taking criticism and advice from the teacher led workshop with an active writer who reflects upon and publically questions the work in progress in order to solicit response from a writers group as well as from the teacher Both accompany the writer first as readers and fellow writers only later as critics Because writers ask they listen and dialogues with responders become an inner dialogue that guides later writing and revision But when teachers accompany writers teaching CW becomes even more a negotiation of the personal because this teacher who is listener and mentor is also a model for some students of the writer and even the person they would like to become and still the Authority who gives the grades

**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     *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 Contributors Rosemary J Coombe Margreta de Grazia Marvin D Lugo John Feather N N Feltes Ann Ruggles Gere Peter Jaszi Gerhard Joseph Peter Lindenbaum Andrea A Lunsford and Lisa Ede Jeffrey A Masten Thomas Pfau Monroe E Price and Malla Pollack Mark Rose Marlon B Ross David Sanjek Thomas Streeter Jim Swan Max W Thomas Martha Woodmansee Alfred C Yen

*Teaching Language Arts in Middle Schools* Sharon Kingen,2000-02 Primary text for middle school language arts methods courses Presents balanced attention to various teaching strategies processes and content demonstrating how all of these connect to improve students abilities to communicate **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 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 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



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