

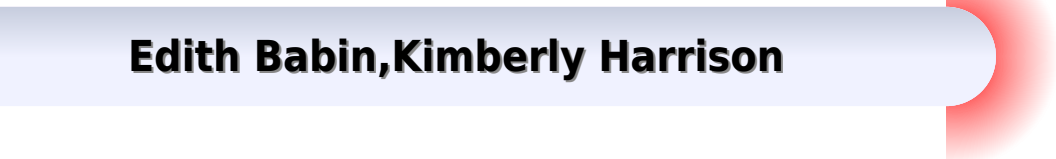
Research in Basic Writing

A BIBLIOGRAPHIC SOURCEBOOK

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Research In Basic Writing A Bibliographic Sourcebook

Edith Babin, Kimberly Harrison



Research In Basic Writing A Bibliographic Sourcebook:

Research in Basic Writing Martin Jacobi, Michael G. Moran, 1990-02-15 This reference handbook surveys research on the central issue associated with the teaching of unprepared writers Though basic writing has only been recognized as a distinct area of teaching and research since 1975 the existing bibliographic texts already seem limited due to their age or lack of annotation This volume provides current and extensive bibliographic essays and will help to define this new field of study for teachers and researchers Following an introduction that summarizes the origins and significant texts in basic writing the book is divided into three sections Social Science Perspectives Linguistic Perspectives and Pedagogical Perspectives The first section which contains three essays views the field through the lens of social psychological and political issues The second section also containing three essays examines contributions made from studies of grammar dialects and second language acquisition The third section in its four essays focuses on the design development administration and evaluation of basic writing courses the use of computers in basic writing classrooms the role of the writing lab and the preparation of basic writing teachers An appendix that reviews current textbooks for basic writing courses is also included as well as an index This book will be a valuable resource for teachers of basic writing in education courses and workshops that train teachers and tutors and in fields such as linguistics technical writing and Teaching English as a Second Language It will also be an important addition to public and university libraries and many education programs *Basic Writing* George Otte, Rebecca Williams Mlynarczyk, 2010-03-15 Framed by historic developments from the Open Admissions movement of the 1960s and 1970s to the attacks on remediation that intensified in the 1990s and beyond Basic Writing traces the arc of these large social and cultural forces as they have shaped and reshaped the field **Rethinking Basic Writing** Laura Gray-Rosendale, 1999-12 This book surveys the history of basic writing scholarship suggesting that we cannot adequately theorize the situations of basic writers unless we examine how they construct their own conceptions of their identities their constructions of their relationships to social forces and their representations of their relationships to written work Using a cross disciplinary analytic model Gray Rosendale offers a detailed examination of the oral conversations that take place within one basic writing peer revision group She explains the ways in which the students own conversational structures impact and shape their written products Gray Rosendale then draws out the potentials of her work for basic writing administrators curricula builders and teachers **Writing Program Administration at Small Liberal Arts Colleges** Jill M. Gladstein, Dara Rossman Regaignon, 2012-03-19 WRITING PROGRAM ADMINISTRATION AT SMALL LIBERAL ARTS COLLEGES presents an empirical study of the writing programs at one hundred small private liberal arts colleges Jill M Gladstein and Dara Rossman Regaignon provide detailed information about a type of writing program not often highlighted in the scholarly record and offer a model for such national multi institutional research **Handbook of Academic Learning** Gary D. Phye, 1997-01-08 The Handbook of Academic Learning provides a comprehensive resource for educational

and cognitive psychologists as well as educators themselves on the mechanisms and processes of academic learning Beginning with general themes that cross subject and age level the book discusses what motivates students to learn and how knowledge can be made personal for better learning and remembering Individual chapters identify proven effective teaching methods for the specific domains of math reading writing science and critical problem solving how students learn within those domains and how learning can be accurately assessed for given domains and age levels The Handbook takes a constructivist perspective to academic learning emphasizing the construction of personal knowledge of an academic nature Constructivism within the context of learning theory is viewed as involving an active learner that constructs an academic knowledge base through the development of cognitive strategies and metacognition The book discusses the development of basic literacy skills that provide the foundation for higher order thinking and problem solving Constructivism recognizes the social dimension of classroom learning and emphasizes the motivational elements of self regulation and volition as essential learner characteristics Written by authors who have first hand experience with both theory development and the development of authentic classroom instructional techniques the Handbook empowers educators to develop implement and field test authentic instructional practices at their school site The book provides a review of the literature theory research and skill techniques for effective teaching and learning Identifies effective teaching with specific techniques Covers elementary school through high school Discusses teaching methods for all main subject areas reading writing math science and critical thinking Identifies how students learn to learn Reviews theory research techniques and assessment Contains field tested examples for the educational professional at the school site Provides a resource for staff development

Positioning Basic Writers Kimberly Lynch,1999 **Learning to Design, Designing to Learn** Diane Pelkus Balestri,Stephen C. Ehrmann,David L. Ferguson,1992 Aims to emphasize the potential role technology can play in helping schools colleges transform teaching and learning through design based curricula Practical observations recommendations are made The thesis of the book is that technology can help Bibliographic Index ,2006 **Honored but Invisible** W. Norton Grubb,2002-06-01 Based on the most extensive research on community college teaching to date this book examines the nature of teaching and the institutional forces that shape it in a variety of course settings ranging from innovative approaches to complex subjects to conventional didactic instruction Drawing on observations of and interviews with over 300 instructors and administrators this book documents the idiosyncratic instructional practices of teachers who learn to teach primarily by trial and error It argues that in order to realize their enormous potential community colleges must take greater advantage of the many institutional influences on the quality of teaching such as personnel policies instructor training and the culture established by administrators only then will they be able to successfully carry out their many roles in both mainstream education and in workforce development

Teaching Composition Gary Tate,1987 **A Reference Guide for English Studies** Michael J. Marcuse,2023-11-15 **Basic Writing in America** Nicole Pepinster Greene,Patricia J.

McAlexander, 2008 *Basic Writing in America* published three decades after Mina Shaughnessy's *Errors and Expectations* presents the kind of educational stories envisioned by The City University of New York's Patricia Laurence. Each of these stories has its own unique setting, conflict, and outcome. Yet together they give a powerful and dramatic portrait of basic writing in four-year colleges and universities across the country. In the Introduction, the editors argue that basic writing programs involved a new concept of writing remediation. Receiving impetus from the American civil rights movement, these programs defined postsecondary education not in terms of an investment for society but as an individual right. Indeed, a major purpose of basic writing was to facilitate the integration of underrepresented groups into America's colleges and universities. The chapters describe the often hostile responses to basic writing and its students, the low status of basic writing programs within English departments and universities, clashes within the basic writing field itself, pedagogical developments in composition as applied to basic writing, and the professionalization of basic writing faculty. They also show, as years pass, the raising of college admission standards, the elimination or downsizing of basic writing programs, and the channeling of less qualified students to two-year colleges. But in a number of institutions, there are also innovations and successes, including the emergence of a new type of basic writing program, one that is more integrated with the college or university and that offers learning support to a wider range of students.

A Bibliography on Writing and Written Language Konrad Ehlich, Florian Coulmas, Gabriele Graefen, 2011-06-01. The bibliography offers information on research about writing and written language over the past 50 years. No comprehensive bibliography on this subject has been published since Sattler's 1935 handbook. With a selection of some 27,500 titles, it covers the most important literature in all scientific fields relating to writing. Emphasis has been placed on the interdisciplinary organization of the bibliography, creating many points of common interest for literacy experts, educationalists, psychologists, sociologists, linguists, cultural anthropologists, and historians. The bibliography is organized in such a way as to provide the specialist as well as the researcher in neighboring disciplines with access to the relevant literature on writing in a given field. While necessarily selective, it also offers information on more specialized bibliographies. In addition, an overview of norms and standards concerning script and writing will prove very useful for non-professional readers. It is therefore also of interest to the generally interested public as a reference work for the humanities.

The Harcourt Brace Guide to Teaching Writing with Computers Campbell, 1998. Contemporary Composition Studies Edith Babin, Kimberly Harrison, 1999-12-30. Composition studies is a rapidly growing and constantly changing field. At present, however, graduate students new to the field and writing teachers who want to make new connections between theory and practice have little choice of current reference works that define key terms in composition studies and provide information about the scholars and researchers who have shaped and are shaping the discipline. This book supplies this information in an easily accessible format and places both scholars and terms in the context of the field's development. Included are alphabetically arranged entries for 108 individuals who have developed the field and 128 terms central to the

discipline The first part of the book provides entries for leaders in composition studies Each entry identifies the areas in which the scholar has contributed most influentially to the field and provides both a chronological overview of the person s contributions and a bibliography of representative works The second part includes entries for terms that are problematic both for newcomers and for those already familiar with the discipline The entries for the terms show how the disciplinary context has shaped the ways in which they have been used The entries also indicate how established thinkers in composition studies and other disciplines have explained or defined the terms provide examples of the terms in context and list scholars often associated with them An appendix includes entries for scholars from other disciplines who have contributed to the field

Choice ,1990 *The South Carolina Review* ,1991 **The Best Books for Academic Libraries: General works, military & naval, library science** ,2002 **Bibliographic Guide to Education** ,1990 **Landmark Essays on Writing Program Administration** Kelly Ritter,MELISSA IANETTA,2024-11-01 Leading with the provocative observation that writing programs administration lacks an established set of texts that provides a baseline of shared knowledge in which to root our ongoing conversations and with which to welcome newcomers Landmark Essays on Writing Program Administration focuses on WPA identity to propose one such grouping of texts This Landmark volume is the cornerstone resource for new Writing Program Administrators and graduate students seeking an ever important overview of the literature on Writing Program Administration Drawing broadly across scholarship in writing programs and writing centers Ritter and Ianetta work to historicize theorize and problematize the ever shifting answers offered to the question Who or what is a WPA

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