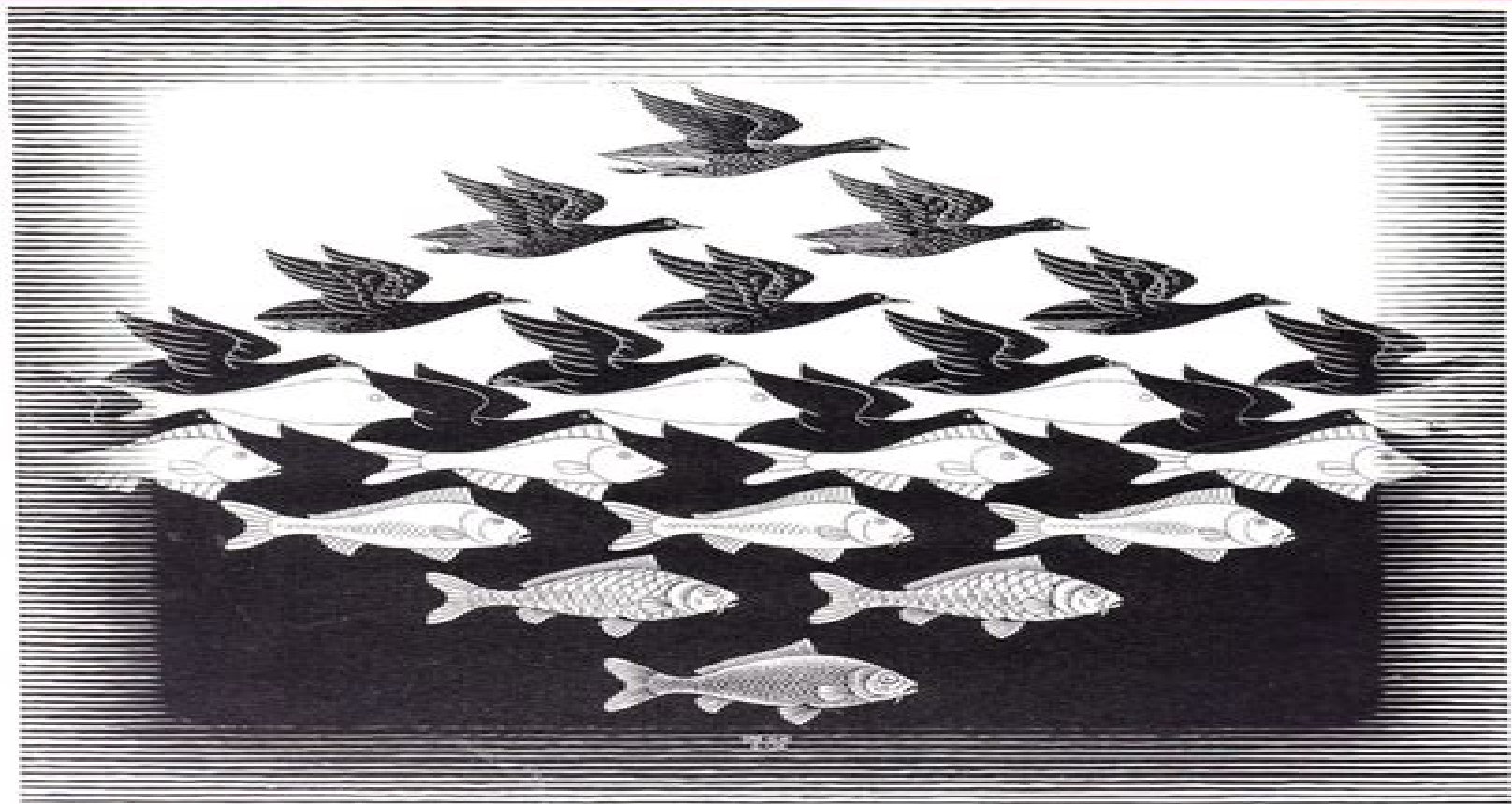


MAKING THINKING VISIBLE

WRITING, COLLABORATIVE PLANNING, AND CLASSROOM INQUIRY



**Edited by Linda Flower, David L. Wallace,
Linda Norris, & Rebecca E. Burnett**

Making Thinking Visible Writing Collaborative Planning And Classroom Inquiry

**Stephen Paul Witte, Neil
Nakadate, Roger Dennis Cherry**



Making Thinking Visible Writing Collaborative Planning And Classroom Inquiry:

Making Thinking Visible Linda Flower, 1994 Surveying a project that was conducted through the Center for the Study of Writing at Carnegie Mellon University this book details the classroom inquiries conducted during the 4 year project 1988 1992 by 33 teacher researchers from secondary and postsecondary classrooms The articles and their authors are 1 Teachers as Theory Builders Linda Flower 2 Creating a Context for Collaboration A Thumbnail History of the Making Thinking Visible Project Linda Norris and Linda Flower 3 Writers Planning Snapshots from Research Linda Flower 4 Teaching Collaborative Planning Creating A Social Context for Writing David L Wallace 5 Interactions of Engaged Supporters Rebecca E Burnett 6 Transcripts as a Compass to Discovery Leslie Byrd Evans 7 Using Information for Rhetorical Purposes Two Case Studies of Collaborative Planning David L Wallace 8 Experiencing the Role of the Supporter for the First Time Leonard R Donaldson 9 Collaborative Planning and the Senior Research Paper Text Conventions and Other Monsters Karen W Gist 10 Note Taking An Important Support for Productive Collaborative Planning Andrea S Martine 11 Exploring Planner s Options A Collaborative Tool for Inexperienced Writers Thomas Hajduk 12 Rewriting Collaborative Planning Linda Flower 13 Measuring Students Attitudes about Collaborative Planning David L Wallace 14 Using the Writing Attitude Survey James Brozick 15 Questioning Strategies and Students Reflecting on Planning Tapes Theresa Marshall 16 Initial Expectations Problems and What Is Success Marlene Bowen 17 Transferring Talk to Text Jane Zachary Gargaro 18 Collaborative Planning and the Classroom Context Tracking Banking and Transformations Jean A Aston 19 Supporting Students Intentions for Writing David L Wallace 20 Learning about Reflection Lois Rubin 21 Do Supporters Make a Difference Linda Flower 22 Productive and Unproductive Conflict in Collaboration Rebecca E Burnett 23 Representation and Reflection A Preservice Teacher s Understanding of Collaborative Planning Linda Flower 24 Collaborative Planning A Context for Defining Relationships Michael A Benedict 25 The Community Literacy Center Bridging Community and School Based Literate Practices Wayne C Peck 26 Reflecting on HELP at the Pittsburgh Community Literacy Center Philip Flynn and Rana s Reflections and Some of My Own Writing at the Community Literacy Center Elenore Long Contains approximately 90 references to works cited and an annotated bibliography of 12 items NKA *Linguistic perspectives from the classroom* ,2004 Solving Problems in Technical Communication Johndan Johnson-Eilola, Stuart A. Selber, 2024-05-31 The field of technical communication is rapidly expanding in both the academic world and the private sector yet a problematic divide remains between theory and practice Here Stuart A Selber and Johndan Johnson Eilola both respected scholars and teachers of technical communication effectively bridge that gap Solving Problems in Technical Communication collects the latest research and theory in the field and applies it to real world problems faced by practitioners problems involving ethics intercultural communication new media and other areas that determine the boundaries of the discipline The book is structured in four parts offering an overview of the field situating it historically and culturally reviewing various theoretical

approaches to technical communication and examining how the field can be advanced by drawing on diverse perspectives Timely informed and practical Solving Problems in Technical Communication will be an essential tool for undergraduates and graduate students as they begin the transition from classroom to career Hearing Ourselves Think Ann M.

Penrose, Barbara M. Sitko, 1993 In Hearing Ourselves Think cognitive process research moves from the laboratory to the college classroom where its rich research tradition continues and an important new set of instructional approaches emerges Each chapter moves from research results to classroom action providing a direct and important link between research theory and practice The book develops the concept of the research based classroom in which students actively examine the processes and contexts of reading and writing and then turn their observations into principles for practice Hearing Ourselves Think contributes to a lively new tradition of socio cognitive research in writing and reading exploring the dynamics of cognitive processes as they interact with dimensions of the academic context *Nonacademic Writing* Ann Hill Duin, Craig J. Hansen, 2013-11-05 In this volume methodological cultural technological and political boundaries felt by writers are analyzed translated and challenged in a way that will appeal to researchers theorists graduate students instructors and managerial audiences Instead of extracting rules from previous research the contributors working from multidisciplinary perspectives describe and analyze the social and technological contexts surrounding nonacademic writing Their essays present a formative rather than summative outlook toward future research on nonacademic writing Collectively these chapters articulate a unique perspective toward nonacademic writing that considers The centrality of emerging communications technologies in nonacademic writing research and the need for a socio technological perspective New technologies reshape the concept of text and significantly impact the writing process and written products in nonacademic settings The relationship between the academy and the workplace A number of chapters challenge us sometimes from opposing perspectives to scrutinize our role as writing educators in preparing students for the workplace Should we support the interests of corporate employers or should we resist those interests Should we enculturate students in workplace writing practices by placing them in these environments or should we examine the tacit knowledge gained by workplace professionals and deliver this via classroom instruction New theory new research agendas Contributors from diverse fields offer new theoretical lenses or use established lenses in innovative ways expanding the agenda for nonacademic writing research This volume represents the vision the social landscape demands for research and pedagogy in nonacademic writing

Reflexivity in Language and Intercultural Education Julie S. Byrd Clark, Fred Dervin, 2014-04-03 With the impact of accelerated globalization digital technologies mobility and migration the fields of Applied Linguistics Language and Intercultural Education have been shifting One shift in need of further exploration is that of systematic and coherent reflexivity in researching language and culture This unique and timely book thus examines the significance of reflexivity as an integral process particularly when researching the multifaceted notions of multilingualism and interculturality in

education It also contributes to current critical approaches to representations of languages and cultures in identity politics As such the authors offer innovative ways of engaging with reflexivity in teaching learning and research through multimodal and complex ways The chapters span a diverse range of educational settings in Asia Australia Europe and North America

Metacognition in Educational Theory and Practice Douglas J. Hacker, John Dunlosky, Arthur C. Graesser, 1998-03

Examines the ways in which metacognition has made the shift from theory to practice in education Work Motivation Andrzej Z. Włodarczyk, 2011-06-09 THE BULK OF EXISTANT MANAGEMENT LITERATURE presents work motivation from a predominantly closed system mindset with internal operations and efficiency comprising its focal interest The advent of globalization and progressively heterogeneous workforce call for increasingly ingenious solutions to ever more convoluted problems of managing modern organizations That reality spawned the demand to counterpose this principally linear cause and effect view of organizational dynamics By engrafting its content in an open system paradigm the book commences its exploration of work motivation with individual level dissection of the phenomenon and by transitioning through the group analysis concludes the process with the broader environmental perspective thus pushing the debate on work motivation beyond the organizational context This conceptual expansion synthesizes the existing knowledge and permits a novel outlook on work motivation through ancillary lenses of individual and team dynamics entrenched in cross cultural mosaic of globally diverse labor With the intent of applying the most seminal disciplinary research in explicitly defined circumstances that managers address on a diurnal basis the book provides a practical and salutary guide on a path to managerial excellence

Approaches to Teaching the Works of David Foster Wallace Stephen J. Burn, Mary K. Holland, 2019-08-01 Offers pedagogical techniques for teaching the works of David Foster Wallace's novels short stories and essays Includes considerations of Wallace's literary techniques philosophy and literary ethics Gives syllabus suggestions for undergraduate and graduate courses in American literature surveys first year composition courses world literature surveys and high school courses **Composition in the Twenty-first Century** Lynn Z. Bloom, Donald A. Daiker, Edward Michael White, 1997 The essays in this book stemming from a national conference of the same name focus on the single subject required of nearly all college students composition Despite its pervasiveness and its significance composition has an unstable status within the curriculum Writing programs and writing faculty are besieged by academic political and financial concerns that have not been well understood or addressed At many institutions composition functions paradoxically as both the gateway to academic success and as the gatekeeper reducing access to academic work and opportunity for those with limited facility in English Although writing programs are expected to provide services that range from instruction in correct grammar to assisting or resisting political correctness expanding programs and shrinking faculty get caught in the crossfire The bottom line becomes the firing line as forces outside the classroom determine funding and seek to define what composition should do In search of that definition the contributors ask and answer a series of specific and salient questions What implications intellectual

political and institutional will forces outside the classroom have on the quality and delivery of composition in the twenty first century How will faculty and administrators identify and address these issues What policies and practices ought we propose for the century to come This book features sixteen position papers by distinguished scholars and researchers in composition and rhetoric most of the papers are followed by invited responses by other notable compositionists In all twenty five contributors approach composition from a wide variety of contemporary perspectives rhetorical historical social cultural political intellectual economic structural administrative and developmental They propose solutions applicable to pedagogy research graduate training of composition teachers academic administration and public and social policy In a very real sense then this is the only book to offer a map to the future of composition

Automated Essay Scoring Mark D. Shermis, Jill C. Burstein, 2003-01-30 This new volume is the first to focus entirely on automated essay scoring and evaluation It is intended to provide a comprehensive overview of the evolution and state of the art of automated essay scoring and evaluation technology across several disciplines including education testing and measurement cognitive science computer science and computational linguistics The development of this technology has led to many questions and concerns Automated Essay Scoring attempts to address some of these questions including How can automated scoring and evaluation supplement classroom instruction How does the technology actually work Can it improve students writing How reliable is the technology How can these computing methods be used to develop evaluation tools What are the state of the art essay evaluation technologies and automated scoring systems Divided into four parts the first part reviews the teaching of writing and how computers can contribute to it Part II analyzes actual automated essay scorers including e raterTM Intellimetric and the Intelligent Essay Assessor The third part analyzes related psychometric issues and the final part reviews innovations in the field This book is ideal for researchers and advanced students interested in automated essay scoring from the fields of testing and measurement education cognitive science language and computational linguistics

The Epistemic Music of Rhetoric Steven B. Katz, 1996 Katz English North Carolina State U examines the correlation between Reader Response Criticism and the philosophy of science engendered by the Copenhagen School of New Physics and assesses the scientific empiricism that controls the parameters of reading and writing theory to look at the possibility of teaching reading and writing as rhetorical music He reinterprets Cicero s rhetorical theory in light of recent revisionist scholarship and sketches a temporal model of affective response in reading and writing Annotation copyright by Book News Inc Portland OR

Unpacking the Loaded Teacher Matrix sj Miller, Linda Norris, 2007 What issues in English teacher education are sidestepped because they are too loaded to address What aren t we talking about when we discuss classroom management censorship standardized tests media literacy social justice issues the standards and technology What really matters to novices entering the profession The authors in this book wrestle with the disparities between preservice English teacher instruction and secondary school space as the two collide and describe the tools that preservice English teachers need to negotiate and navigate between theory and

practice This book answers these questions and offers groundbreaking insights about liberatory pedagogy for how teacher educators can mentor preservice teachers on touchy issues providing them with tools to reach today's students The Construction of Negotiated Meaning Linda Flower, 1994 Based on five years of close observation of students writing and collaborative planning the practice in which student writers take the roles of planner and supporter to help each other develop a more rhetorically sophisticated writing plan foremost cognitive composition researcher Linda Flower redefines writing in terms of an interactive social and cognitive process and proposes a convincing and compelling theory of the construction of negotiated meaning Flower seeks to describe how writers construct meaning Supported by the emerging body of social and cognitive research in rhetoric education and psychology she portrays meaning making as a literate act and a constructive process She challenges traditional definitions of literacy adding to that concept the elements of social literate practices and personal literate acts In Flower's view this social cognitive process is a source of tension and conflict among the multiple forces that shape meaning the social and cultural context the demands of discourse and the writer's own goals and knowledge Flower outlines a generative theory of conflict With this conflict central to her theory of the construction of negotiated meaning she examines negotiation as an alternative to the metaphors of reproduction and conversation It is through negotiation Flower argues that social expectations discourse conventions and the writer's personal goals and knowledge become inner voices The tension among these forces often creates the hidden logic behind student writing In response to these conflicting voices writers sometimes rise to the active negotiation of meaning creating meaning in the interplay of alternatives opportunities and constraints **IT for Learning Enhancement** Moira Monteith, 1998-01-01 This volume considers the ways in which IT promotes learning and examines how research can perform a useful function by encouraging reflection on the part of teachers and the development and sharing of good practice Examples of current research are included Statement, 1994 *Ease Seminar* Frances Luttikhuisen, 2000 **A Rhetoric of Doing** Stephen Paul Witte, Neil Nakadate, Roger Dennis Cherry, 1992 Concerned with both the nature and the practice of discourse the eighteen essays collected here treat rhetoric as a dynamic enterprise of inquiry exploration and application and in doing so reflect James L Kinneavy's firm belief in the vital relationship between theory and practice his commitment to a spirit of accommodation and assimilation that promotes the development of ever more powerful theories and ever more useful practices A thorough introduction provides the reader with clear summaries of the essays by leading edge theorists researchers and teachers of writing and rhetoric A field context for the ideas presented in this book is provided through the division of the various chapters into four major sections that focus on classical rhetoric and rhetorical theory in historical contexts on dimensions of discourse theory aspects of discourse communities and the sorts of knowledge people access and use in producing written texts on writing in school related contexts and on several dimensions of nonacademic writing A fifth section contains a bibliographic survey and an appreciation of James Kinneavy's work The exceptional range of these essays

makes A Rhetoric of Doing an ecumenical examination of the current state of mind in rhetoric and written communication a survey and description of what discourse and those in the field of discourse are in fact doing **Envisioning Collaboration** Geoffrey Cross, Charles Sides, 2017-03-02 The dissemination of desktop publishing and web authoring software has allowed nearly everyone in industrialized countries to combine verbal and visual symbols into text Serious multimodal projects often demand extensive teamwork especially in the workplace But how can collaboration engaging such different traditions of expression be conducted effectively To address this question Envisioning Collaboration traces the composing processes of expert graphic artists and writers preparing advertising campaigns to retain a vital national account It examines the influences on individual and dyadic composing processes of what Csikszentmihalyi terms the domain in this case the disciplinary knowledge of advertising and the field in this case the surrounding economic conditions and client vendor customer and agency executive gatekeepers Based on a 460 hour participant observation and intensive computerized data analysis Envisioning Collaboration is the first book to meticulously examine collaborative creative processes at an award winning advertising agency including audience analysis branding collaborative moves power and conflict management uses of humor degree of mindfulness and effectiveness The findings indicate the role of concepts in generating common texts by artists and writers the role of the visual in individuals composing verbal visual rhetorical elements in processes and products and which verbal visual techniques were most generative Findings are related to pertinent research in technical and business writing rhetoric and composition and some key research in visual design communication advertising neurolinguistics management and psychology The book concludes with a pedagogical training unit incorporating gateway activities for effective verbal visual composition and collaboration *Writing Portfolios in the Classroom* Robert Calfee, Pamela Perfumo, 2012-10-12 This volume presents chapters by researchers practitioners and policymakers who study the impact of classroom portfolios in the assessment of writing achievement by elementary and middle grade students The focus throughout the volume is on the tension between classroom assessment and externally mandated testing It presents the efforts of researchers practitioners and policymakers to understand the impact of classroom portfolios for the assessment of writing achievement by elementary and middle grade students Under the auspices of the Center for the Study of Writing the editors conducted a national survey of exemplary portfolio projects arranged for a series of video visits and held several working conferences The result of this work is a broad ranging tale the aspirations of teachers and administrators to move the machinery of schooling in the direction of more authentic and engaging tasks the puzzlement of students when they realize that the assignments are real and that the teacher may not have a right answer in mind and the tensions between ivory tower ideas and everyday classroom practice Divided into four sections this research volume provides a historical perspective develops the conceptual framework that serves as a background for many activities described throughout and discusses numerous practical issues that confront today s researchers and practitioners views the phenomenon of writing

portfolios through a variety of broadview lenses such as teacher enthusiasm student reflection assessment tension the portfolio as metaphor and the locus of control conveys important conceptual issues with a balance toward pragmatics and offers unique insights from the perspective of one individual who serves as scholar researcher and teacher

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