Eight Approaches To Teaching Composition

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Contemporary Composition Studies - Edith H. Babin - 1999

Eight Approaches to Teaching Composition - Timothy R. Donovan - 1980

Evaluating College Writing Programs - Stephen Paul Witt - 1983

Practical Ideas for Teaching Writing as a Process - Carol R. Olson - 1996-02

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The last 25 years have witnessed extraordinary growth in the field variously known as composition studies or as rhetoric and composition. What was noticeable about the field in its infancy was a preoccupation with practice, a lack of emphasis on theory, and an exclusive reliance on writing as a process. As its disciplinary status has grown, composition studies has expanded its focus, reconceptualized the writing process, and embraced a wide range of contemporary critical perspectives. This reference guide is a guide to the numerous theories that now form the foundation for composition studies.

Teching Writing - Cynthia Caywood - 1987-01-01

This anthology explores the relationship between feminism and writing theory. The chapters cover the major issues: basic pedagogical theory and philosophical approaches to the teaching of writing, studies of problems encountered by female writers and writing instructors, and useful how-to essays on classroom technique. The anthology is divided into two parts. Part one, which focuses on general themes, includes essays on the nature of power and women, the issue of equity, which the editors define: (Equity does not mean to us the abolition of differences among individuals, nor does it imply a blanket imposition of an Orwellian homogeneity. It does not mean stifling some voices so that others may be heard; it does not condone the compromising of academic standards in the name of equity. However, it is clear that standards which are imposed arbitrarily in order to ensure an equitable treatment of students, including women students, may be detrimental to their overall learning and research in the classroom, and may be injurious to their own confidence in their abilities as students. The editors define the concept of equity in a way that is specific to the classroom, and that is based on certain academic standards. Its purpose is to foster equity and fairness in the classroom, and the classroom setting is then defined as the setting for these standards. The definition of equity is at the heart of this anthology, and our attempts as teachers to model our pedagogy on this principle provided the impetus for assembling it.) from the Introduction.

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Composition studies is a rapidly growing and constantly changing field. At present, however, graduate students and writing teachers have little choice of current reference works that define key terms in the field and provide information about the scholars and researchers who have shaped and are shaping the discipline. This volume provides alphabetically arranged entries for 108 scholars and 128 terms and concepts central to composition studies. The entries for individuals chronicle the history of their contributions to the field, while the entries for terms record term development over time. The book includes generous bibliographical information and an appendix of scholars from other disciplines who have contributed to composition studies.
and assessing student writing. The dual emphasis on theory and practice makes this text appropriate as a primary or supplementary text in courses focusing on second language writing theory, as well as pre-service and in-service teacher training programs. The text is designed to engage students in reflective reading and writing, and to move from generalities to specific case studies in order to develop pedagogical dispositions. The book's second edition is more comprehensive in its approach to the existing knowledge base of composition research and practice, and it includes revised material from the first edition as well as new research and teaching materials. It is organized around the history of composition studies, the current state of composition research itself, and the future of the field.

First-Year Composition - Deborah Corwin-Taappe - 2014-05-01
First-Year Composition: From Theory to Practice's combination of theory and practice provides readers an opportunity to bear in mind the teaching and learning activities of the first-year composition course. This book is used as a text in courses focusing on second language writing theory, as well as pre-service and in-service teacher training programs. The text is designed to engage students in reflective reading and writing, and to move from generalities to specific case studies in order to develop pedagogical dispositions. The book's second edition is more comprehensive in its approach to the existing knowledge base of composition research and practice, and it includes revised material from the first edition as well as new research and teaching materials. It is organized around the history of composition studies, the current state of composition research itself, and the future of the field.

Teaching ESL Composition - Diane R. Harris - 2004-09-15
In the second edition of Teaching ESL Composition, the contributors discuss the ways in which teaching ESL composition has evolved over time, focusing on the development of new approaches to the field, the role of technology in the classroom, and the impact of cultural and linguistic diversity on teaching practices. The second edition also includes new chapters on such topics as the role of technology in language teaching, the use of multimodal texts in the classroom, and the challenges of teaching ESL composition in a diverse classroom. The book also features new case studies and exercises that help instructors to apply the theoretical concepts to their own teaching contexts.

Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students - Hanco-Aziring, Eda Baskar - 2020-12-11
In this book, the authors present a range of perspectives on teaching writing to second language students, covering topics such as the role of technology in the classroom, the importance of cultural and linguistic diversity in language teaching, and the challenges of teaching ESL composition in a diverse classroom. The book also features new case studies and exercises that help instructors to apply the theoretical concepts to their own teaching contexts.

Generation 1.5 Meets College Composition - Lisa Harkaw - 1999-05-01
This book is about the writing of students who are not primary language writers but who have characteristics and needs distinct from the international students who have been the subject of most research and literature on ESL writing. Furthermore, in many situations they are middle-class students who have received little or no ESL instruction. The authors argue that these students are not a homogenous group and that their needs must be considered in the design of ESL writing instruction. The book provides a variety of strategies for teaching ESL composition to this group of students, including a focus on individualized instruction, the use of technology in the classroom, and the development of writing portfolios.

Linguistic Rhetoric and Composition - Diane H. Rees - 2013-09-05
Linguistic Rhetoric and Composition is a comprehensive introduction to the study of rhetoric and composition. The book covers a wide range of topics, including the history of rhetoric, the role of language in society, the nature of written and oral communication, and the principles of effective writing. The book also includes an extensive list of sources for further reading and a variety of exercises and activities to help students develop their own writing skills.

Response To Student Writing - Diane R. Harris - 2003-02-26
Response To Student Writing is a comprehensive guide to the process of responding to student writing. The book covers a wide range of topics, including the principles of effective feedback, the role of the instructor in the writing process, and the use of technology in the classroom. The book also includes an extensive list of sources for further reading and a variety of exercises and activities to help instructors develop their own skills in responding to student writing.
research projects at different stages and across institution types—from pilot to multi-site, from community college to research university—focusing on the methods and artifacts employed. A rich mosaic of research about research, Points of Departure advances knowledge about student writing and serves as a guide for both new and experienced researchers in writing studies. Contributors: Crystal Benford, Kati Blackwell-Starrs, Lee-Anm Kartman Breith, Kristi Murray Costello, Amos Diskena, Rebecca Goedeker, Peter M. Hilsenrath, Brian K. Larsen, Karen J. Lumford, M. Whitney Oman, Tricia Serviss, Janice R. Walker.

Points of Departure - Tricia Serviss - 2018-03-08

Points of Departure encourages a return to empirical research about writing, presenting a web of transparent, reproducible studies of student sources. The volume shows how to develop methods for coding and characterizing student texts, their choice of source material, and the resources used to teach information literacy. In so doing, the contributors apply the theory-to-practice test and bring methods, principles, and suggestions for research that move beyond decontextualized guides to grappling with the messiness of research-in-process, as well as design, development, and expansion. Serviss and Jamieson’s new book offers an innovative model of RAD writing studies research, which is based on hybridized or mixed methods, and is constructed upon an agenda for further research and discussion, but also to suggest paths toward linguistic and cultural sensitivity in any writing classroom. It is thought-provoking reading for college administrators, writing teachers, and scholars and students of first- and second-language composition.

Teaching L2 Composition - Dana R. Ferris - 2013-10-01

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Rhetoric and Composition - Steven Lynn - 2010-09-30

Rhetoric and composition is an academic discipline that informs all other fields in teaching students how to communicate their ideas and construct their arguments. It has grown dramatically to become a cornerstone of many undergraduate courses and curricula, and it is a particularly dynamic field for scholarly research. This book offers an accessible introduction to teaching and studying rhetorical and composition. By combining the history of rhetoric, explorations of its underlying theories, and a writing of current and practical rhetoric and composition for further study in the field. Readers will find useful information on how students have been taught to invent and organize materials, to express themselves correctly and effectively, and how the ancient study of memory and delivery illuminate discourses and pedagogy today. This concise book thus provides a starting point for learning about the disciplines that engages writing, thinking, and argument.


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Landmark Essays on Writing Process - Sonoda Per - 1994
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Resources in Education - 1987

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Assessment in the Second Language Writing Classroom - Deborah Cruss - 2010-07-01
Assessment in the Second Language Writing Classroom is a teacher and prospective teacher-friendly book, uncomplicated by the language of statistics. The book is for those who teach and assess second language writing in several different contexts: the IEP, the developmental writing classroom, and the sheltered classroom composition. In addition, teachers who experience a mixed population or teach cross-cultural composition will find the book a valuable resource. Other books have thoroughly covered the theoretical aspects of writing assessment, but none have focused as forcibly as this book on pragmatic classroom aspects of writing assessment. Further, no book to date has included an in-depth examination of the machine scoring of writing and its effects on second language writers. Cruss not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so. Her highly accessible, thought-provoking presentation of the conceptual and practical dimensions of writing assessment, both for the classroom and on a larger scale, promises to engage readers who have previously found the technical detail of other works on assessment off-putting, as well as those who have had no previous exposure to the study of assessment at all.

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The book addresses the complexities of writing in a second or foreign language and presents chapters that address major issues. This book provides a series of questions about second language writing, presenting chapters that address major issues. The book is designed to provide foundation statements for second language education and to provide a framework for understanding the role of second language writing in the field. In addition to helping train new teachers, the book will serve as an updated reference book for practicing teachers and scholars to consult.

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Carroll and Wilson have included chapters and exercises that have been updated to reflect the changes in content and practice. The new edition includes a discussion of teaching academic writing to non-native speakers. The 13 chapters have yet to be discussed. This collection of essays draws together the different philosophical viewpoints on the matter.

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This book undertakes a general framework within which to consider the complex nature of the writing task in English, both as a first, and as a second language. The volume explores varieties of writing, different purposes for learning to write extended text, and cross-cultural variation among second-language writers. The volume overviews textlinguistic research, explores process approaches to writing, discusses writing for professional purposes, and contrastive rhetoric. It proposes a model for text construction as well as a framework for a more general theory of writing. Later chapters, organized around seventy-five themes for writing instruction are devoted to the teaching of writing at the beginning, intermediate, and advanced levels. Writing assessment and other means for responding to writing are also discussed.

William Grabe and Robert Kaplan summarise various theoretical strands that have been recently explored by applied linguists and other writing researchers, and draw these strands together into a coherent overview of the nature of written text. Finally they suggest methods for the teaching of writing consistent with the nature, processes and social context of writing.