
Collaborative Learning And Writing Essays On Using Small Groups In Teaching English And Composition

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A Short Course in Writing BRILL

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.

Collaborative Learning SIU Press

For over thirty-five years, A Short Course in Writing has helped students explore, explain, and defend their ideas through position papers, collaborative activities, and peer review. A Short Course in Writing features an emphasis on constructivist reading and writing, sequenced and formal writing exercises, and collaborative exercises designed for in-class use. John Trimbur and Harvey Kail author a new Foreword that situates the book in its historical context, explaining how the philosophy that informs the book developed and demonstrating how it continues to influence classroom pedagogy to this day.

Writer's Choice, Grade 9, Cooperative Learning Activities John Wiley & Sons

"This is a writing guide for someone who is prepared to sit down and read about the process of writing and who prefers the support of a sympathetic tutor rather than a source of reference or a compendium of rules. It's the sort of book which holds you by the hand and talks you gently through the issues." Roy Johnson, Mantex What is expected of you in university writing? What can you do to develop and build confidence in your writing? How can you address the variety of written assignments you will encounter in your studies? Writing at University is a student writing guide with a difference. It provides a deeper understanding of what writing at university is all about, with useful methods and approaches to give you more control over your academic writing. The book explores both traditional essay and other kinds of writing that you will need to do as part of your studies. You are encouraged to build upon your existing abilities as a writer through applying practical tasks to your own work. The second edition of this best-selling title has been completely updated with new coverage of report writing, learning journals, electronic writing and using the internet. This book is an essential tool for anyone who wants to improve their writing skills at university or FE colleges, including both undergraduates and postgraduate students. It is key reading for students in courses that require essay, report, or dissertation writing and for students returning to study. It is also an invaluable resource for academic staff who want to support students with their writing.

Brilliant Academic Writing Pearson Longman

With Writing without Teachers (OUP 1975) and Writing with Power (OUP 1995) Peter Elbow revolutionized the teaching of writing. His process method--and its now commonplace "free writing" techniques--liberated generations of students and teachers from the emphasis on formal principles of grammar that had dominated composition pedagogy. This new collection of essays brings together the best of Elbow's writing since the publication of Embracing Contraries in 1987. The volume includes sections on voice, the experience of writing, teaching, and evaluation. Implicit throughout is Elbow's commitment to humanizing the profession, and his continued emphasis on the importance of binary thinking and nonadversarial argument. The result is a compendium of a master teacher's thought on the relation between good pedagogy and good writing; it is sure to be of interest to all professional teachers of writing, and will be a valuable book for use in composition courses at all levels.

Facilitating Students' Collaborative Writing: Issues and Recommendations Greenwood

When most people think of wikis, the first--and usually the only--thing that comes to mind is Wikipedia. The editors of Wiki Writing: Collaborative Learning in the College Classroom, Robert E. Cummings and Matt Barton, have assembled a collection of essays that challenges this common misconception, providing an engaging and helpful array of perspectives on the many pressing theoretical and practical issues that wikis raise. Written in an engaging and accessible manner that will appeal to specialists and novices alike, Wiki Writing draws on a wealth of practical classroom

experiences with wikis to offer a series of richly detailed and concrete suggestions to help educators realize the potential of these new writing environments. Robert E. Cummings began work at Columbus State University in August 2006 as Assistant Professor of English and Director of First-Year Composition. Currently he also serves as the Writing Specialist for CSU's Quality Enhancement Plan, assisting teachers across campus in their efforts to maximize student writing in their curriculum. He recently concluded a three-year research study with the Inter/National Coalition for Electronic Portfolio Research and continues to research in the fields of computers and writing, writing across the curriculum, writing in the disciplines, and curricular reform in higher education. Matt Barton is Assistant Professor, St. Cloud State University, Department of English-Rhetoric and Applied Writing Program. His research interests are rhetoric, new media, and computers and writing. He is the author of *Dungeons and Desktops: A History of Computer Role-Playing Games* and has published in the journals *Text and Technology*, *Computers and Composition*, *Game Studies*, and *Kairos*. He is currently serving as Associate Editor of *Kairosnews* and Managing Editor of *Armchair Arcade*. "Wiki Writing will quickly become the standard resource for using wikis in the classroom." ---Jim Kalmbach, Illinois State University *digitalculturebooks* is an imprint of the University of Michigan Press and the Scholarly Publishing Office of the University of Michigan Library dedicated to publishing innovative and accessible work exploring new media and their impact on society, culture, and scholarly communication. Visit the website at www.digitalculture.org.

Writing as a Learning Activity Pearson Longman
ETHS alumna, class of 1962.

Everyone Can Write Addison-Wesley Longman

This unique collection considers the nature of writing groups inside and outside the academic environment. Exploring writing groups as contextual literacy events, editors Beverly J. Moss, Nels P. Highberg, and Melissa Nicolas bring together contributors to document and reflect on the various types of collaborations that occur in writing groups in a wide range of settings, both within and outside the academy. The chapters in this volume respond to a variety of questions about writing groups, including: *What is the impact of gender, race, and socioeconomic class on power dynamics in writing groups? *When is a writing group a community and are all writing groups communities? *How does the local community of a writing group impact the participation of group members in other local or global communities? *How does the local community of a writing group impact the participation of group members in other local or global communities? *What actions contribute to a strong community of writers and what actions contribute to the breakdown of community? *When and for whom are writing groups ineffective? *What is it about belonging to a community of writers that makes writing groups appealing to so many within and beyond the academy? Each chapter highlights how writing groups, whether or not they are labeled as such, function in various spaces and locations, and how collaboration works when writers from a variety of backgrounds with diverse interests come together. *Writing Groups Inside and Outside the Classroom* illustrates that writing groups outside of the academy are worthy of study and serve as important sites of writing and literacy instruction. Offering significant insights into the roles of writing groups in literacy and writing practice, this volume is appropriate for scholars and teachers of writing, rhetoric, composition, and literacy; for writing center administrators and staff; and for writing group participants.

Teaching Academic Writing Jossey-Bass

This collection of essays on diverse issues in collaborative work illuminates the next direction for the study and practice of collaboration in classrooms and research projects. The essays probe more deeply than any previous work into the political, social, and individual psychologies of students, teachers, and researchers working together. Beginning with a critique of the ideology of individualism, the authors treat classroom issues at all levels from middle school through graduate school. Advocating an affirmative philosophy of collaboration, the authors attempt to understand both its shortcomings and its successes, as illustrated in many examples of essays and comments written by students in collaborative projects.

Writing Together State University of New York Press

Learning and Teaching Writing Online: Strategies for Success takes a fresh look at the challenge of supporting writers online, and reports on research from around the world to offer a range of learning and teaching strategies. The main themes are feedback in online environments, collaboration through online environments, and course design for online environments. This book is designed for higher education practitioners who are interested in exploring pedagogic approaches for giving feedback and supporting collaborative writing online. It will also appeal to researchers of writing development and technology enhanced learning.

Peer Response Groups in Action BRILL

Gain a historical, theoretical, and practical context for your studies in composition and the teaching of writing with *COLLABORATIVE WRITING IN COMPOSITION STUDIES!* Designed to help you digest and synthesize theory, history, and practice, this English text provide the historical knowledge and terminology that beginning students in the field need to understand.

Writing as a Learning Tool Heinemann Educational Books

Proceedings of: CSCL 2002 meeting in Boulder, Colorado, January 7-11, 2002.

Writing Talk Open University Press

This text presents strategies and approaches to allow the reader to gain more control over his or her academic writing in a higher education environment. This edition includes more detailed consideration of plagiarism and careful use of source material.

Landmark Essays on Writing Centers Pearson UK

With a combined process and product approach, *Writing to Communicate* puts students on a fast track to clear and effective academic writing. *Writing to Communicate 2* guides students from writing simple paragraphs to composing well-organized essays in key rhetorical models. Features Theme-based chapters encourage students to explore ideas. Structure and Mechanics sections develop accuracy. New! Vocabulary Builder sections provide useful language for writing. Abundant and clear models give students solid support. Pair and group assignments promote collaborative learning. Graphic organizers, paragraph checklists, and peer-help worksheets enrich the writing process. New! Bring It All Together review sections provide opportunities for consolidation and assessment.

Engaging Ideas University of Michigan Press

Writing as a learning activity offers an account of the potentials of writing as a tool for learning. Four aspects of writing emerge particularly clearly through the chapters. First, writing to learn depends

on the cognitive strategies of the writer; instruction in such strategies contributes significantly to the ability to use writing as a learning tool. Secondly, strategies for writing and reasoning are largely specific to academic disciplines. Thirdly, writing is not, as traditionally conceived, only an individual ability, but also an activity that is social. It is a collaborative practice facilitated by representational tools-- books, computer, notes, schemata, drawings, etc. - by which knowledge is acquired, organized, and transformed at various levels of complexity. Fourthly, writing is a productive activity, exemplified by the varied and positive effects of writing on learning different subjects at various educational levels.

Everyone Can Write: Essays toward a Hopeful Theory of Writing and Teaching Writing Assoc of Cllge & Rsrch Libr

This collection examines the potential inherent in partnerships between libraries and writing centers and suggests that such partnerships might respond more effectively to student needs than separate efforts. The essays consist primarily of case studies of collaborations in institutions throughout the US. The concluding chapter reflects on the impl

Writing at University Heinle & Heinle Publishers

"The disciplines of English and composition seem particularly prone to crisis-driven proclamations: our kids don't read the great works or they don't read at all or they can't write. Crisis talk notwithstanding, educators are left to theorize and practice ways to teach reading and writing with intelligence, compassion, and integrity. However, it often seems that theoretical formulations do not sufficiently explain their practicable applications; and practicable discussions too rarely rise above the level of swapping recipes--sharing assignments that work well in one context but may not in another. Therefore, the editors of this volume submit this collection of essays that strives to harmonize the all-too-often discordant qualities of theory and practice. Each co-authored essay illustrates and analyzes various classroom-based strategies for productive collaboration between literature and composition. This collection envisions a reciprocal to composing literature--literaturing composition, which entails "living through" literature, as Louise Rosenblatt has it. This process regards the literary text as a medium for creative action, so that one reads not to criticize so much as to imagine new compositional possibilities. The eight essays in this collection are divided into four sections which span topics that include: textuality and critical pedagogy, argumentation and hybrid genres, student engagement and popular culture, and materiality and assessment."--Publisher's website.

Learning Together McGraw-Hill Education (UK)

"Why write together?" the authors ask. They answer that question here, in the first book to combine theoretical and historical explorations with actual research on collaborative and group writing. Lisa Ede and Andrea Lunsford challenge the assumption that writing is a solitary act. That challenge is grounded in their own personal experience as long-term collaborators and in their extensive research, including a three-stage study of collaborative writing supported by the Fund for the Improvement of Post-Secondary Education. The authors urge a fundamental change in our institutions to accommodate collaboration by radically resituating power in the classroom and by

instituting rewards for collaborative work that equal rewards for single-authored work. They conclude with the injunction: "Today and in the twenty-first century, our data suggest, writers must be able to work together. They must, in short, be able to collaborate."

Computer Support for Collaborative Learning Oxford University Press

With Writing without Teachers (OUP 1975) and Writing with Power (OUP 1995) Peter Elbow revolutionized the teaching of writing. His process method--and its now commonplace "free writing" techniques--liberated generations of students and teachers from the emphasis on formal principles of grammar that had dominated composition pedagogy. This new collection of essays brings together the best of Elbow's writing since the publication of Embracing Contraries in 1987. The volume includes sections on voice, the experience of writing, teaching, and evaluation. Implicit throughout is Elbow's commitment to humanizing the profession, and his continued emphasis on the importance of binary thinking and nonadversarial argument. The result is a compendium of a master teacher's thought on the relation between good pedagogy and good writing; it is sure to be of interest to all professional teachers of writing, and will be a valuable book for use in composition courses at all levels.

Writing At University: A Guide For Students Heinemann Educational Books

Collaborative writing has attracted much attention in the last 25 years, though it eludes clear definition. In its simplest sense, it is writing done by more than one person. But in a broader sense, even a work by one author involves collaboration. The author typically builds on the work of others and revises the writing in response to feedback. This feedback can come from a student's peers or teacher in a classroom setting, it can come from experts and editors who assess a scholar's writing, or it can come from colleagues and clients in the world of business. This bibliography is a guide to research on collaborative writing published from the early 1970s to 1997. Included are nearly 1000 annotated entries for books, articles, reports, bibliographies, and other materials. These entries are clustered in two broad parts, each of which contains numerous topical sections. The first part of the book is devoted to collaborative writing in academic settings and covers such topics as classroom issues, peer review and tutoring, the role of computers and technology, particular types of classes, and ethical and gender concerns. The second looks at collaborative writing in nonacademic settings. Included are works on corporate acculturation, group dynamics, policies and procedures, industry-university collaboration, and technical reports. Entries are arranged alphabetically in each section, and detailed author and subject indexes provide easy access to the material.

Writing With Prentice Hall

Keeping Teachers and Students Actively Involved by Writing Across the Curriculum -- Writing is an evolutionary process whereby the author revises his/her ideas, values and approaches, not just a mechanical act of placing words in a correct sequence with appropriate grammar. It is intensely personal and interactive with the subject matter, whether in the form of a brief One-Minute Paper at the end of class, a five-minute summary during class, an extended essay, or research paper. The purpose of this book is to provide a wide range of examples of writing across the curriculum (WAC) activities in order to encourage teachers to use writing in their classes regularly as a way of stimulating critical thinking in their students and providing variety in their teaching methods.