



Writing Together Collaboration In The Classroom

**Beverly J. Moss,Nels P.
Highberg,Melissa Nicolas**

Writing Together Collaboration In The Classroom:

Writing Together Tori Haring-Smith, 1994 Facilitating Students' Collaborative Writing: Issues and Recommendations
Bruce W. Speck, 2002-05-07 Collaboration is interwoven in the writing process in both obvious and subtle ways from a writer using the language that he or she inherited to referring to the works of other writers both explicitly and implicitly to writing together with a colleague In this book the author explains that collaborative writing can be a useful pedagogical tool professors can use to help students actively learn about the subject matter and about themselves **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 **Writing Together** Andrea A. Lunsford, Lisa Ede, 2011-09-07 *Friends since graduate school* Andrea A Lunsford and Lisa Ede have spent much of their careers writing together Along the way they have laid important theoretical groundwork for plural authorship in the humanities *Writing Together* features their ground breaking scholarship on collaboration audience rhetorics and feminisms and writing centers Five new pieces written especially for this collection reflect on thirty years of co authorship while looking forward to the changing face of writing and collaboration in the age of participatory media **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 **Writing Together, Writing Apart** Linda K. Karell,2002-01-01 In this study of collaborative writing in western American literature Linda K Karell asks broad and fruitful questions about how writing in general is produced By examining collaboration both as a process and as a product she challenges the definition of an author as an individual genius who creates original works of art in isolation From a collaborative view what was a fairly direct cause and effect scenario individual author inspiration original literary masterpiece becomes something much less clear An individual is always located within a shifting context of texts from which he or she draws to produce often with substantial and varied support from other writers editors spouses or partners and institutions a work that will be termed original Collaboration insists on recognizing this oft hidden contribution of others as an important component of meaning something our traditional understanding of the author persists in ignoring or displacing Karell provides a close analysis of the various means by which writers work with others to produce their final literary products Methods include traditional joint writing practices such as ghostwriting or edited texts as in the case of Mourning Dove and ethnographer Lucullus McWhorter the incorporation of existing diaries or letters from other writers for example Wallace Stegner s Angle of Repose with Mary Hallock Foote and dual authored texts such as those produced by Louise Erdrich and Michael Dorris By challenging the seductive myth of the solitary writer within the context of the myth of the independent westerner Karell makes the compelling argument that collaboration is an inescapable part of writing *Collaborative Learning and Writing* Kathleen M. Hunzer,2014-01-10 Although most writing instructors know the benefits of collaborative learning and writing in college writing classes many remain unsure how to implement collaborative techniques successfully in the classroom This collection provides a diversity of voices that address the how tos of collaborative learning and writing by addressing key concerns about the process Fresh essays consider the importance of collaborative work and peer review the best ways to select groups in classes integration of collaborative learning techniques into electronic environments whether group learning and writing are appropriate for all writing classes and ways special populations can benefit from collaborative activities Despite its challenges collaborative learning can prove remarkably effective and this study provides the advice to make it work smoothly and successfully **Singular Texts/plural Authors** Lisa S. Ede,Andrea A. Lunsford,1990 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 **Reading and Writing Together** Nancy Steineke,2002 Nancy moves students through a series of lessons that refine their skills while deepening their interests in reading writing and listening to the opinions of others

Collaborative Writing Bruce W. Speck,1999-07-30 Covers theoretical and practical developments in collaborative writing in academic and nonacademic settings from the early 1970s to 1997 *Collaboration and Writing* Morag

Styles,1989 Reading and Writing Together Timothy Shanahan,1990 **Co-authoring in the Classroom** Helen Dale,1997 ETHS alumna class of 1962 *Learning Together* Elizabeth A. McAllister,1995 **Engaging Language**

Learners through Technology Integration: Theory, Applications, and Outcomes Li, Shuai,Swanson, Peter,2014-06-30

This book provides empirical studies on theoretical issues and outcomes in regards to the integration of innovative technology into language teaching and learning discussing empirical findings and innovative research using software and applications that engage learners and promote successful learning Provided by publisher *Scenarios for Writing: Issues,*

Analysis, and Response Gregory Glau,Craig Jacobsen,2001 This exciting new rhetoric reader presents six scenarios rooted in contemporary controversies that dramatize rhetorical issues and engage students in conversations informed by competing

points of view **21st Century Education: A Reference Handbook** Thomas L Good,2008-10-02 Via 100 entries or mini chapters the SAGE 21st Century Reference Series volumes on Education will highlight the most important topics issues

questions and debates any student obtaining a degree in the field of education ought to have mastered for effectiveness in the 21st Century **The Digital Writing Workshop** Troy Hicks,2009 Where others have talked about new technologies

and how they change writing Troy Hicks shows how to use new technologies to enhance writing instruction Chapters are organized around the familiar principles of the writing workshop student choice active revision craft publication beyond the

classroom and assessment of product and process You ll learn to expand and improve your teaching by smartly incorporating new technologies like wikis blogs and other forms of multimedia Throughout you ll find reference to resources readily

available to you and your class online Weaving Knowledge Together Carol Peterson Haviland, Maria Notarangelo, Lene Whitley-Putz, Thia Wolf,2021-12-16 First published in 1998 In a 1996 review article in *College English* Elizabeth Rankin

contrasted the method and epistemology of two recent books on writing pedagogy describing one as grounded in the experience of student writers and teachers and the other as academic Rankin s labels highlight one of the leading sources of

tension in composition research the tension between practice and theory a tension that echoes in writing center research and publications This collection of chapters seeks to build on the inherent collaborativeness of writing centers capturing the

voices of the student writers and tutors who are at the core of writing center work **Collaboration Through Writing and Reading** Anne Haas Dyson,1989 This book a series of essays developed at a working conference on the integration of

reading and writing surveys the historical cultural situational and social forces that keep the teaching of writing separate skew the curriculum to favor reading over writing and discourage development of pedagogies that integrate the language

arts examines the cognitive processes and strategies writers and readers use outside of school to develop and express their ideas and discusses the challenge teachers face to help students develop skills for reading and writing without isolating those skills from meaningful tasks and letting students forget the reasons for these activities The book contains the following chapters Chapter 1 On Collaboration Anne Haas Dyson Chapter 2 Introduction James Moffett and A Sisyphean Task Historical Perspectives on Writing and Reading Instruction Geraldine Joncich Clifford Chapter 3 Introduction Guadalupe Valdes and Writing and Reading in the Community Robert Gundlach and others Chapter 4 Introduction Sandra Murphy and The Problem Solving Processes of Writers and Readers Ann S Rosebery and others Chapter 5 Introduction Wallace Chafe and Writing and Reading Working Together Robert J Tierney and others Chapter 6 Introduction Mary K Healy and Writing and Reading in the Classroom James Britton and Chapter 7 The Writing Reading Connection Taking Off the Handcuffs Art Peterson MS

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