



# Computers In The Writing Classroom

**Gail E. Hawisher**



## **Computers In The Writing Classroom:**

**Computers in the Writing Classroom** Dave Moeller, 2002 For all students the ability to write to use a word processing program and to unite the two skills in a synergistic blend of form and content has become a key factor in achieving academic success This book presents teachers with a framework for helping them help students achieve this success Divided into two parts the book provides teachers with guidance for incorporating computers into the writing classroom and for making computers the essential tool for writing and writing instruction The first part of the book Theory and Research discusses the theoretical underpinnings of computer assisted writing instruction and the second part Practice features a compilation of practical suggestions for teaching writing with computers including a wide assortment of writing lessons specifically designed to exploit the more writer friendly features of the word processor Contains 70 references and 9 notes NKA

*Computers and Community* Carolyn Handa, 1990 These exciting and moving reports of a revolutionary composition pedagogy develop a common theme the most profound changes wrought by computers in the composition classroom are social political and pedagogical not technological

**Computers in the Writing Classroom** Writing and Technology Curriculum Improvement Project, Central Carolina Community College, North Carolina. Department of Community Colleges, North Carolina Community College System, 1991

Computers in the Writing Classroom Dave Moeller, 1998

Transitions Mike Palmquist, 1998-03-25 A discussion of teaching writing in both computer supported and traditional classrooms It addresses areas such as teaching and learning about writing classroom dynamics interaction and classroom design curriculum design and the technological complexities of computers and networks

**Computers & Composing** Jeanne W. Halpern, Sarah Liggett, 1984 Intended to 1 acquaint teachers with the potential of computers 2 show them what changes writers may have to make in their composing habits and 3 inform teachers of the changes they may have to make in course syllabi to prepare students for the demands of the electronic world this book examines the impact of technology on composition instruction The first chapter discusses the capabilities and rapidly growing use in the business and professional world of such electronic technology as telecommunication systems and audio and electronic mail systems The second chapter distills information about dictation and word processing systems from an extensive review of research literature and from interviews with computer users and trainers at various business sites across the country Based on this the third chapter outlines the curricula required to enable students to be effective composers at the computer The fourth chapter contains forecasts of the kinds of research still needed for teachers to develop fruitful programs and strategies in the composition classroom Appendixes include materials from the interviews and information on audio mail systems and dictation processes HTH

The Online Writing Classroom Susanmarie Harrington, Rebecca Rickly, Michael Day, 2000 This book is designed for writing teachers who teach in online environments primarily networked computer labs and the Internet and for writing teachers who would like to teach in such spaces All the contributors write from their own teaching research or administrative

experience and all tell their stories in a rich theoretical context that will allow readers to see the relationship between theory context and practice The chapters serve as descriptive guides to new teaching practices to help the reader find ways to use online activities to further their own pedagogical goals within their own specific contexts

**Writing Using Computers**  
Theodore Patrick Phillips,1994

**Approaches to Computer Writing Classrooms** Linda Myers,1993-01-01 This text provides a variety of practical and theoretical approaches to computer classroom design Pedagogical ethical and political issues are discussed as well as nuts and bolts construction adapting teaching styles to a CAI environment use of specific hardware and software and speculation regarding future electronic learning environments

*Computers in Second Language (L2) Composition Classrooms* Gloria Ester Ulloa-Caceres,2006 As education incorporated technology into classroom pedagogy second language writing instruction experimented with computers in the teaching of writing in English as a second language Though abundant the research has yet to address second language students perception of the use of computers in the writing instruction This descriptive study examines the views of 15 students who took Linguistics 101 a first semester composition course for second language learners at Southern Illinois University Carbondale Data was collected through pre and post diagnostic essays surveys and interviews At the beginning of the Fall 2006 semester students did not show much interest in the presence or use of computers in the writing classroom at the end of the academic term students not only had a positive attitude toward computers but also were able to perceive that the computer could benefit learners in the process of becoming better writers Furthermore the study presents pedagogical practices that can be used in the classroom to enhance the use of computers in the teaching of writing in the second language Chapter One introduces the research problem and the rationale for this type of study Chapter Two provides a historical background of the writing instruction and research in English as a second language as well as an overview of the impact computers have had on the teaching of L2 writing Chapter Three describes the methodology of the study Chapters Four and Five respectively provide the results and analysis of the study Chapter Six addresses the limitations and conclusions of this study plus offers recommendation for future research The appendices provide copies of the materials used to collect data of students pre and post diagnostic essays the scoring rubrics and a collection of activities for the computer classroom

Teaching Process Writing with Computers Randy Boone,1989 This collection of articles focuses on the use of word processing software programs as instructional tools for students learning writing composition Section 1 discusses the use of word processors as a composition tools within the process model of writing instruction and includes articles entitled Should Students Use Spelling Checkers A Recipe to Encourage Revision Six Directions for Computer Analysis of Student Writing Desktop Publishing More Than Meets the Eye and Writing with Word Processors for Remedial Students Section 2 focuses on lesson ideas providing detailed practical applications for using computers in the context of the process approach to teaching writing Articles include The Computer as a Writing Tool Creating Writing Lessons with a Word Processor A Family Writing Project Writing Skills with

Write On and Reading and Writing Interactive Stories The three articles in section 3 discuss whether and how keyboarding skills should be taught Section 4 provides reviews of 15 software packages and two articles Creating Software for Classroom Specific Needs and Computer Use in the IBM Writing to Read Project Section 5 contains two additional articles that are suggested reading for those interested in computers and writing instruction A 101 item bibliography concludes the notebook DB

**Computers in the Composition Classroom** Michelle Sidler, Elizabeth Overman Smith, Richard Morris, 2007-03-23 Computers in the Composition Classroom introduces new teachers and scholars to the best thinking and practices that inform sound computer assisted writing pedagogy Chapters focus on critical issues such as literacy and access identity and online writing practices composing online and the future of technology and writing Writing Teachers Writing Software Paul LeBlanc, 1993 Presenting a comprehensive look at and critical history of computer aided composition CAC this book focuses on faculty development of software for composition studies The book describes who is building these writing tools how they are doing so how their work is being received and what is likely to affect their efforts in the future Chapters in the book are 1 Introduction 2 Understanding Computer Software 3 The Who and How of CAC Software Development 4 Forces that Impact CAC Software Design and 5 CAC Software Design and the New Literacy A brief description of 13 software programs mentioned in the book and samples of program interfaces are appended Contains over 200 references RS

**Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing** Carl Whitthaus, 2005-04-27 This book takes on a daunting task How do writing teachers continue to work toward preparing students for academic and real world communication situations while faced with the increasing use of standardized high stakes testing Teachers need both the technical ability to deal with this reality and the ideological means to critique the information technologies and assessment methods that are transforming the writing classroom Teaching and Evaluating Writing in the Age of Computers and High Stakes Testing serves this dual need by offering a theoretical framework actual case studies and practical methods for evaluating student writing By examining issues in writing assessment ranging from the development of electronic portfolios to the impact of state wide standards based assessment methods on secondary and post secondary courses this book discovers four situated techniques of authentic assessment that are already in use at a number of locales throughout the United States These techniques stress interacting with students as communicators using synchronous and asynchronous environments describing the processes and products of student learning rather than enumerating deficits situating pedagogy and evaluation within systems that incorporate rather than exclude local variables and distributing assessment among diverse audiences By advocating for a flexible system of communication based assessment in computer mediated writing instruction this book validates teachers and students experiences with writing and also acknowledges the real world weight of the new writing components on the SAT and ACT as well as on state mandated standardized writing and proficiency exams

**Interactions in the Computer-supported Writing Classroom** Nancy S. Tucker, 1995 *Approaches to Computer*

*Writing Classrooms* Linda Myers, 1993-08-31 This text provides a variety of practical and theoretical approaches to computer classroom design Pedagogical ethical and political issues are discussed as well as nuts and bolts construction adapting teaching styles to a CAI environment use of specific hardware and software and speculation regarding future electronic learning environments Computers and the Teaching of Writing in American Higher Education, 1979-1994 Gail E. Hawisher, 1996 This book is a history composed of histories Its particular focus is the way in which computers entered and changed the field of composition studies a field that defines itself both as a research community and as a community of teachers This may have a somewhat sinister suggestion that technology alone has agency but this history made of histories is not principally about computers It is about people the teachers and scholars who have adapted the computer to their personal and professional purposes From the authors perspectives change in technology drives changes in the ways we live and work and we agents to a degree in control of our own lives use technology to achieve our human purposes REVIEW This book reminds those of us now using computers to teach writing where we have been and it brings those who are just entering the field up to date More important it will inform administrators curriculum specialists and others responsible for implementing the future uses of technology in writing instruction **Computers and Composition** **Computers in English and the Language Arts** Cynthia L. Selfe, Dawn Rodrigues, William Robert Oates, 1989 This handbook combines the experience and advice of pioneers in computer enhanced instruction in colleges and high schools across the United States and documents the scope of the problem of teacher access to training by describing the results of a survey of teacher educators conducted in November 1985 The first section of the book describes 12 existing programs the second suggests desirable models After an introduction by William Oates the book includes the following essays 1 A Computer Training Program for English Teachers Cuyahoga Community College and the Urban Initiatives Action Program David Humphreys 2 Integrating Computers into the Language Arts Curriculum at Lesley College Joan Dunfey 3 English Teachers and the Potential of Microcomputers as Instructional Resources at the State University of New York at Buffalo Elizabeth A Sommers and James L Collins 4 Interactive Computer Tools for Teachers of Writing at All Instructional levels at Columbia University s Teacher College Amy L Heebner 5 The Gateway Writing Project Staff Development and Computers in St Louis Jane Zeni Flinn and Chris Madigan 6 Linking Secondary School and College Writing Teachers CAI Staff Development That Works in Indianapolis Barbara L Cambridge and Ulla Connor 7 Captain Jacobsen and the Apple Jocks Computers and English Teachers at Glendora High School Sandra Hooven 8 Computers Catalysts for Change at Springfield High School W Edward Bureau 9 Adapting to a New Environment Word Processing and the Training of Writing Teachers at the University of Massachusetts at Amherst Paul LeBlanc and Charles Moran 10 Preparing Teacher for Computers and Writing Plans and Issues at Governors State University Deborah H Holdstein 11 Integrating Computers and Composition at Southern Illinois University Carbondale Stephen A Bernhardt and Bruce C Appleby 12 Faculty Development for Computer Literacy at the University of Wisconsin

Milwaukee Eleanor Berry and others 13 Developing and Implementing Computer Training Programs for English Teachers A Game Plan Dawn Rodrigues 14 Creating Writing Activities with the Word Processor Helen J Schwartz 15 Incorporating Prewriting Software into the Writing Program Michael Spitzer 16 Style Analysis Programs Teachers Using the Tools Kate Kiefer and others 17 Using Computers in the Literature Class Frank Madden 18 Databases for English Teachers Stephen Marcus 19 Teaching in Networked Classrooms Trent Batson 20 Computer Supported Writing Classes Lessons for Teachers Cynthia L Selfe and Billie J Wahlstrom and 21 Evaluation of Computer Writing Curriculum Projects Raymond J Rodrigues Two appendixes Survey of Computer Uses in English Education Programs William Wresch and Computer Access for English Classes Elizabeth Foster and others are attached MS

**Electronic Quills** Bertram C. Bruce, Andee Rubin, with contributi Barnhardt and Teachers, 2013-11-05 This volume centers on the words and experiences of teachers and students who used QUILL a software package developed by the authors to aid in writing instruction It looks in detail at the stories of these early users and considers questions relevant for other teachers students researchers and developers of educational innovations Questions posed include What does it mean to develop an environment for literacy in an actual classroom How can a teacher create an environment in which students work together toward meaningful goals How can a teacher promote the rich communication so necessary for developing language What is the role of technology in the practice and development of literacy The examination of the QUILL experiences provides a fuller and more revealing account of what it meant to use QUILL than would have been possible through standard evaluation techniques At the same time the focus on the particulars also finds analogues in analyses of similar pieces of open ended software or educational innovations in general

**Computers and the Writing Process** Keith Wetzel, 1992 Providing a way to organize and document third through sixth grade student writing through the use of writing folders and other organizing aids this book is for educators who believe that writing and word processing strategies and skills are best taught as students do real writing for a variety of readers The book includes mini lessons to introduce writing word processing and recordkeeping procedures Chapters in the book are 1 Writing Computers and Folders 2 Prewriting and Writing 3 Revising 4 Editing 5 Publishing and 6 Portfolio Assessment Forms on which to record writing topics writing skills and strategies pieces written by file title and date and word processing skills and strategies are attached RS

## Decoding **Computers In The Writing Classroom**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Computers In The Writing Classroom**," a mesmerizing literary creation penned by a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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