



THE
BASIC
WRITER'S
BOOK

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Third Edition

Anne Scrivener Agee
Carolyn E. Phanstiel

Basic Writers

Maureen M. Hourigan



Basic Writers:

Understanding Basic Writers Debbie L. Martin, 1997 *Mainstreaming Basic Writers* Gerri McNenny, Sallyanne H. Fitzgerald, 2001-06 Explores the many facets of the mainstreaming movement in college level basic writing that are currently being debated Examines the theoretical political pedagogical concerns that arise as pressures push colleges to eliminate basic writing programs

Research in Basic Writing Martin Jacobi, Michael G. Moran, 1990-02-15 This reference handbook surveys research on the central issue associated with the teaching of unprepared writers Though basic writing has only been recognized as a distinct area of teaching and research since 1975 the existing bibliographic texts already seem limited due to their age or lack of annotation This volume provides current and extensive bibliographic essays and will help to define this new field of study for teachers and researchers Following an introduction that summarizes the origins and significant texts in basic writing the book is divided into three sections Social Science Perspectives Linguistic Perspectives and Pedagogical Perspectives The first section which contains three essays views the field through the lens of social psychological and political issues The second section also containing three essays examines contributions made from studies of grammar dialects and second language acquisition The third section in its four essays focuses on the design development administration and evaluation of basic writing courses the use of computers in basic writing classrooms the role of the writing lab and the preparation of basic writing teachers An appendix that reviews current textbooks for basic writing courses is also included as well as an index This book will be a valuable resource for teachers of basic writing in education courses and workshops that train teachers and tutors and in fields such as linguistics technical writing and Teaching English as a Second Language It will also be an important addition to public and university libraries and many education programs

Creative Writing Pedagogies for the Twenty-First Century Alexandria Peary, Tom C Hunley, 2015-05-22 The creative writing workshop has long been entrenched as the primary pedagogy of creative writing classes This book offers twelve different approaches to the teaching of creative writing to supplement or replace traditional workshop pedagogy Contributors are from both creative writing and composition studies a discipline rich with a wide range of established pedagogies

Literacy as Social Exchange Maureen M. Hourigan, 1994-09-27 Literacy as Social Exchange examines the intersection of culture and literacy education In particular it explores the roles that class race ethnicity and gender play in students learning to negotiate the conventions of academic discourse It argues that recent literacy scholarship has tended to isolate class gender and culture as discrete marginalizing factors but such isolation may unintentionally silence voices from non Western non mainstream cultures Writing program administrators and writing teachers who are interested in constructing programs that address the needs of all students in increasingly multicultural classrooms will need to examine how cultural factors influence the way students learn to read write and think critically The author points out that some of the most influential scholars writing about the plight of underprivileged writers teach at some of the most exclusive institutions

in the nation These basic writers are not nearly so disadvantaged as many of the student writers most writing teachers encounter every day The author explores enrollment trends in higher education that indicate conclusively that writing classrooms will soon be filled with students from non Western non mainstream cultures Because these students rhetorical and literacy traditions will be unlike both those of their teachers and of the basic writers upon which so much literacy scholarship focuses educators and literacy scholars need to increasingly conceptualize literacy in its larger political social and economic contexts

Retention, Persistence, and Writing Programs Todd Ruecker, Dawn Shepherd, Heidi Estrem, Beth Brunk-Chavez, 2017-04-01 From scholars working in a variety of institutional and geographic contexts and with a wide range of student populations Retention Persistence and Writing Programs offers perspectives on how writing programs can support or hinder students transitions to college The contributors present individual and program case studies student surveys a wealth of institutional retention data and critical policy analysis Rates of student retention in higher education are a widely acknowledged problem although approximately 66 percent of high school graduates begin college of those who attend public four year institutions only about 80 percent return the following year with 58 percent graduating within six years At public two year institutions only 60 percent of students return and fewer than a third graduate within three years Less commonly known is the crucial effect of writing courses on these statistics First year writing is a course that virtually all students have to take thus writing programs are well positioned to contribute to larger institutional conversations regarding retention and persistence and should offer themselves as much needed sites for advocacy research and curricular innovation Retention Persistence and Writing Programs is a timely resource for writing program administrators as well as for new writing teachers advisors administrators and state boards of education Contributors Matthew Bridgewater Cristine Busser Beth Buyserie Polina Chemishanova Michael Day Bruce Feinstein Patricia Freitag Ericsson Nathan Garrett Joanne Baird Giordano Tawanda Gipson Sarah E Harris Mark Hartlaub Holly Hassel Jennifer Heinert Ashley J Holmes Rita Malenczyk Christopher P Parker Cassandra Phillips Anna Plemons Pegeen Reichert Powell Marc Scott Robin Snead Sarah Elizabeth Snyder Sara Webb Sunderhaus Susan Wolff Murphy

On Location Candace Spigelman, Laurie Grobman, 2005-02-01 Classroom based writing tutoring is a distinct form of writing support a hybrid instructional method that engages multiple voices and texts within the college classroom Tutors work on location in the thick of writing instruction and writing activity On Location is the first volume to discuss this emerging practice in a methodical way The essays in this collection integrate theory and practice to highlight the alliances and connections on location tutoring offers while suggesting strategies for resolving its conflicts Contributors examine classroom based tutoring programs located in composition courses as well as in writing intensive courses across the disciplines

Stepping Stones Nora Eisenberg, Harvey S. Wiener, 1985

Current Index to Journals in Education, 1998

WPA, Writing Program Administration, 2001

A System of medicine, by many writers v. 1, 1905/11 Sir Thomas Clifford Allbutt, 1905

Handbook for Basic Writers Michael Sheehan, Nancy Sheehan, 1991-01-01 The iron and steel maker, by various practical writers, ed. by F. Joynson Iron and steel maker, 1892 **California. Court of Appeal (2nd Appellate District). Records and Briefs** California (State)., *Dictionary of Medicine by Various Writers* Sir Richard Quain (bart.), 1902

Basic Writers Sheehan, Michael Sheehan, 1991-07-01 *Global Voices* Joseph O'Beirne Milner, Carol Ann Pope, 1994

This book presents essays that reflect the dialogue and the spirit of conversation of the 1990 International Federation for the Teaching of English IFTE Conference in Auckland New Zealand The book begins with some of the impressions of the IFTE conference held by the classroom teachers school administrators writers and scholars who attended it Language diversity in the classroom is the focus of several essays in the second part of the book Each essay in the second part of the book is followed by a response The pairing of essays continues in the third section of the book where issues such as who controls curricula and who sets the standards for curricula are addressed The third part of the book also discusses national curriculum movements in New Zealand and the United Kingdom English as a Second Language pedagogies and international underpinnings of the whole language movement The initial essay in each set is a response to a paper presented at the conference the second is the original presenter's reply to the author of the first essay The fourth part of the book presents essays about the history and future of IFTE conferences looking forward especially to the 1995 conference to be held in New York City RS **The Writer's Digest** ,1924 Writers at Work Jill Singleton, 2009 A beginning low intermediate text providing step by step practice in intensive academic writing **Developing Writers Work** Martin M. McKoski, Lynne C. Hahn, 1989

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