

Talking into Writing Exercises for Basic Writers

Authors Donald Rubin and William Dodd open this monograph by noting that remediation programs for basic writers "are remarkable for the persistence with which they adhere to instructional techniques of proven ineptness." Rubin and Dodd point out that it is the rhetorical demands of composition, rather than ignorance of writing conventions, that pose the greatest problem for basic writers. Many basic writers come from predominantly oral-based cultures whose style of discourse is radically different from the essayist style taught in the schools. However, talking itself, in the form of oral communication exercises, can promote writing proficiency in three ways: by serving as an accompaniment at stages in the writing process, as an adjunct to writing by providing a bridge between dialogue and written monologue, and as a calibrator for developing the cognitive processes underlying writing proficiency.

The Practice section of this monograph presents instructions and materials for four types of speech exercises designed to develop composition skill: role switching, peer questioning, topic sculpting, and forensic discussion. A final section discusses the use of these exercises across the curriculum.

Says one teacher, "This book does many things well. It provides a theoretical base supported by research and provides a variety of classroom experiences that should appeal to both students and teachers. The book will also appeal not only to college audiences but to junior high and secondary teachers as well."

References and a selected bibliography of both secondary and college texts are included.

Talking into Writing Exercises for Basic Writers

Donald L. Rubin
William M. Dodd

Talking Into Writing Exercises For Basic Writers

Yi-Tong Ma



Talking Into Writing Exercises For Basic Writers:

Talking Into Writing Donald L. Rubin, 1987 **Talking Into Writing**, 1987 *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 **Monthly Catalogue, United States Public Documents**, 1990-03

Rethinking Basic Writing Laura Gray-Rosendale, 1999-12 This book surveys the history of basic writing scholarship suggesting that we cannot adequately theorize the situations of basic writers unless we examine how they construct their own conceptions of their identities their constructions of their relationships to social forces and their representations of their relationships to written work Using a cross disciplinary analytic model Gray Rosendale offers a detailed examination of the oral conversations that take place within one basic writing peer revision group She explains the ways in which the students own conversational structures impact and shape their written products Gray Rosendale then draws out the potentials of her work for basic writing administrators curricula builders and teachers *Resources in Education*, 1997 Monthly Catalog of United States Government Publications, 1990 Teaching/Writing in Thirdspaces Rhonda C. Grego, Nancy S.

Thompson, 2008 Rhonda C Grego and Nancy S Thompson argue that because the studio is physically and institutionally outside but alongside both students other coursework and the hierarchy of the institution it represents a thirdspace a unique position in which to effect institutional change Teaching Writing in Thirdspaces provides an alternative approach to traditional basic writing courses that can be adopted in educational institutions of all types and at all levels **BOOK JACKET**

Writing on the Margins D. Bartholomae, 2016-05-24 A collection of twenty one essays by David Bartholomae Writing on the Margins includes selections that have helped shape the discipline of composition studies With a wide ranging

introduction and three retrospective postscripts to set the essays in context it serves as a valuable reference and as a powerful introduction to crucial issues in the field This book has been awarded the MLA's Mina P Shaughnessy Award recognizing an outstanding research publication on the teaching of English Harbrace College Handbook John C. Hodges, Mary E. Whitten, Winifred B. Horner, 1989-11 **Written Expression Disorders** N. Gregg, 2012-12-06 A critical review of the literature on written expression disorders of individuals with learning disabilities The purpose of the book is to shed light on issues concerning definition assessment and interaction for individuals with writing disorders The integrated model of written expression offered draws on the work of cognitive psychology neurolinguistics and sociolinguistics The model illustrates the interrelationship between cognitive and affective processing networks that influence the selection and use of linguistic and information structures in producing a written text Particularly noteworthy aspects of this book are the emphasis on the role of writing in developing higher mental functions other texts on writing disorders have placed greater emphasis on lower order aspects not only the addition and integration of the sociolinguistic dimension into the model of writing but also the inclusion of guidelines for assessing this dimension specification of needed research in which both populations and tasks have been carefully defined and finally notice of the importance of a continuum for defining assessing and treating each component of written expression This state of the art work on disorders of writing is of interest to both researchers and clinicians concerned with written expression disorders in children and or adults *Theory and Practice of Writing* William Grabe, Robert B. Kaplan, 2014-09-25 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 organised 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 The Oxford Guide for Writing Tutors Melissa Ianetta, Lauren Fitzgerald, 2016 The Oxford Guide for Writing Tutors introduces two conversations to the tutor's preparation one about the creation of knowledge in writing programs the other about tutor research This approach to tutor training provides several benefits First it allows tutors to test their theories of what might work in a writing center session and helps them to move professional conversation towards why such things happen They bridge the theory practice divide that often frustrates both novices and experienced tutors By conducting

research to answer such questions tutors can help themselves the writers with whom they work their fellow tutors and the writers with whom they work And further this approach gives the reader new methods for appreciating and critiquing scholarly work making it easier to understand the best ways to help writers and to move the field forward As writing tutoring programs take on a variety of forms and pursue a range of missions this book aims to create a flexible text whose contents can be easily rearranged to support a broad spectrum of reader needs Each chapter accordingly can be read independently the text does not rely on a sequential reading to create meaning The book also includes intra textual and extra textual references for the reader who wants to inquire further That is throughout the book are references to material in other chapters that might be of interest to the reader intrigued by the topic at hand So too in each chapter we include references to and citations of the scholarship that supports much of the common knowledge of the field including in the Handbook both previous tutor education textbooks and research from the field The aim is to aid the interested reader's inquiry into the scholarship of the field as well as to ground advice about practice in research that testifies to the effectiveness a range of tutoring practices Much of the scholarship cited throughout the book is authored by undergraduate tutor researchers as well as several former tutors who were graduate students when they published their articles This crucial aspect best models the ways in which tutors themselves can bring together practice and research in their day to day work and in their informed thinking about this work Including tutor voices is an important tradition of the tutor education textbook because these are voices that speak to the issues concerning tutors in a range of institutions and programs across the country

Journal of Developmental Education, 1996 **Speaking About Writing** Peter Smagorinsky, 1994-04-29 This is not a how to do book it is a why to do book What is powerful about these chapters is that they are theory driven and they thus allow us as researchers to understand when and why particular methodologies are appropriate for investigating particular problems in particular situations The book is therefore in an important sense a why you shouldn't book because the authors deliberate on how the motivating theory for research is tied to the theoretical grounds for choosing a methodology The authors grasp and reflect on the need for a researcher to fully understand a methodology's power and its limitations They urge researchers to consistently pose the questions Why should I use this method What does it yield What lens does it provide for the problem I am investigating What must I account for in employing it Speaking About Writing provides not only a range of methodologies to consider for the investigation of writing but situating them in the context of one another enables the reader to consider the relative merits of each Above all the authors stress that research is driven by problems rather than methods and that premise helps researchers consider what is potentially available through the tools provided by different methodologies William Smith University of Pittsburgh Used as a comprehensive text and research tool Speaking About Writing focuses on the issues involved in the collection analysis and interpretation of data The approach goes beyond mere quantitative qualitative differences to examine and critique the very underpinnings and assumptions of the distinct methodologies Distinguished

scholars discuss different writing methods stimulated recall think aloud analysis retrospective analysis and intervention analysis Contributors in discourse analysis look at the ways in which individuals interact with other members of the writing community during a more extended writing process problem discussion draft feedback and revision and teacher conferences Finally concluding chapters allow for responses from critics to earlier chapters in order to provide clarification and explanation Speaking About Writing is the perfect text for scholars and students in written communication composition and english communication research methods and psychology cognition Rhetoric and Writing Studies in the New Century Cheryl Glenn,Roxanne Mountford,2017-09-08 This collection investigates four major areas of research in rhetoric and writing studies authorship and audience the context and material conditions in which students compose the politics of the field and the value of a rhetorical education and contemporary trends in canon diversification *How English Teachers Get Taught* Peter Smagorinsky,Melissa E. Whiting,1995 This book is based on the premise that although many professional organizations and the public are concerned about how teachers are prepared for their profession this concern is not reflected in research about teaching methods classes By presenting findings about the educational experiences of preservice teachers the book aims to generate initial knowledge about methods courses to provide English educators with alternatives for preparing their undergraduate secondary English methods courses and to furnish the foundation for future discussions of how the methods course can be taught Based on deep analysis of nearly 100 syllabi syllabi were solicited from over 300 public universities of all sizes and types the book reports that the largest number of syllabi took a survey approach to teaching methods covering many issues and topics in a single semester The book discusses alternatives to the survey approach including workshop experience based theoretical and reflective approaches The book analyzes the strengths and weaknesses of the various approaches activities and assessments and theories and issues represented in secondary English methods course syllabi Three appendixes contain 1 examples of five syllabi 2 a list of colleges and universities contributing syllabi and 3 a survey of teachers of methods courses NKA **The Shorthand Writer** ,1907 **Speaking and Writing English** Bernard Matthew Sheridan,1917 **Overland Monthly** ,1906

Adopting the Tune of Term: An Emotional Symphony within **Talking Into Writing Exercises For Basic Writers**

In a global consumed by screens and the ceaseless chatter of immediate conversation, the melodic elegance and psychological symphony created by the written term often diminish into the backdrop, eclipsed by the persistent sound and disturbances that permeate our lives. However, set within the pages of **Talking Into Writing Exercises For Basic Writers** a wonderful literary prize full of natural emotions, lies an immersive symphony waiting to be embraced. Constructed by an elegant composer of language, this charming masterpiece conducts readers on a psychological journey, well unraveling the concealed songs and profound affect resonating within each cautiously crafted phrase. Within the depths of the poignant analysis, we shall examine the book is key harmonies, analyze their enthralling publishing type, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

https://archive.kdd.org/public/virtual-library/default.aspx/the_custer_syndrome_the_american_public_vs_the_police.pdf

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