

for teaching

5 BASIC ESSAYS TO BEGINNERS

# **Basic Writing Essays For Teachers Researchers And Administrators**

**Shannon Carter** 

#### **Basic Writing Essays For Teachers Researchers And Administrators:**

Basic Writing, Essays for Teachers, Researchers, and Administrators Lawrence N. Kasden, Daniel R. Hoeber, 1980 The 12 essays in this collection address the concerns of basic writing teachers and those who teach basic writing teachers The first essay discusses the characteristics of the low achieving college students who require basic writing instruction and argues for basic writing courses that are based upon a thorough understanding of students nature and needs while the second essay focuses on the composing process used by some basic writers and on the differences between this process and the composing process of more skilled writers The following four essays contain descriptions of a basic writing program at a community college the programs designed for use by the member schools of the Western North Carolina Consortium a writing laboratory and an interdisciplinary writing program at Boston University The seventh essay discusses writing assessment and recommends the use of a carefully constructed objective test of students knowledge of writing skills while the eighth essay reviews the types of tests basic writing teachers and administrators may use and the purposes of each The ninth essay discusses the training of teachers of basic writing and the tenth addresses staffing and operating peer tutoring writing centers The eleventh essay reviews research in the area of writing and the final essay provides a selected bibliography of composition and basic writing FL Basic Writing George Otte, Rebecca Williams Mlynarczyk, 2010-03-15 Framed by historic developments from the Open Admissions movement of the 1960s and 1970s to the attacks on remediation that intensified in the 1990s and beyond Basic Writing traces the arc of these large social and cultural forces as they have shaped Resources in Education ,1998-07 and reshaped the field Basic Skills Resource Guide ,1981 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 Automated Essay Scoring Mark D. Shermis, Jill C. Burstein, 2003-01-30 This new volume is the first to focus entirely on automated essay scoring and evaluation It is intended to provide a comprehensive overview of the evolution and state of the art of automated essay scoring and evaluation technology across several disciplines including education testing and measurement cognitive science computer science and computational linguistics The development of this technology has led to many questions and concerns Automated Essay Scoring attempts to address some of these questions including How can automated scoring and evaluation supplement classroom instruction How does the technology actually work Can it improve students writing How reliable is the technology How can these computing methods be used to develop evaluation tools What are the state of the art essay evaluation technologies and automated scoring systems Divided into four parts the first part reviews the teaching of writing and how computers can contribute to it Part II analyzes actual automated essay scorers including e raterTM Intellimetric and the Intelligent Essay Assessor The third part analyzes related psychometric issues and the final part reviews innovations in the field This book is ideal for researchers and advanced students interested in automated essay scoring from the fields of testing and measurement education cognitive science language and computational linguistics Theory and Practice in the Teaching of Writing Lee Odell, 1993 Responding to recent powerful arguments that theory has only a limited role in the field teachers of composition suggest to their colleagues how they can and why they should teach from a theoretical stance developed from their own experience The ten essays focus on the process of knowing the historical and social context and mechanisms of teaching Paper edition 1947 0 19 95 Annotation copyright by Book News Inc Portland OR Literacy Lives Shannon Carter, 2009-01-01 Working from the premise that literacy is a social process rather than an autonomous practice The Way Literacy Lives offers a curricular response to the political material social and ideological constraints placed on literacy education Shannon Carter argues that fostering in students an awareness of the ways in which an autonomous model deconstructs itself when applied to real life literacy contexts empowers them to work against this system in ways critical theorists advocate She builds upon a theoretical framework provided by new literacy studies activity theory and critical literacies to construct a new model for basic writing instruction one that trains writers to effectively read understand manipulate and negotiate the cultural and linguistic codes of a new community of practice based on a relatively accurate assessment of another more familiar one **Concepts in Composition** Irene L. Clark, 2011-09 A textbook for composition pedagogy courses It focuses on scholarship in rhetoric and composition that has influenced classroom teaching Evaluating College in order to foster reflection on how theory impacts practice Educational Research Quarterly ,1984 Writing Programs Stephen Paul Witte, Lester Faigley, 1983 Noting that present evaluation systems are so limited that they are neither reliable nor valid this monograph critically reviews studies designed to evaluate composition programs at four major universities. The book offers theoretical and practical guidance through discussion of generalities from the four studies and

pertinent questions and guidance to evaluators of composition programs The first chapter looks at the state of the art of evaluating writing programs discussing the need for such evaluation and at two dominant approaches to writing program evaluation The second chapter discusses a quantitative model of writing program evaluation in terms of four university studies giving an overview of the dominant quantitative approach Chapter 3 discusses a framework for evaluating college writing programs including five components of writing program evaluation and the final chapter discusses accommodating context and change in writing program evaluation HTH **Handbook of Automated Essay Evaluation** Mark D. Shermis, Jill Burstein, 2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly expanded follow up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout the book Highlights of the book s coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E rater the Intelligent Essay Assessor the IntellimetricTM Engine c raterTM and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E rater the Intelligent Essay Assessor the IntellimetricTM engine c raterTM and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology Journal of Research and Development in Education ,1984 **Assessment in the Second Language Writing Classroom** Deborah Crusan, 2010-07 Assessment in the Second Language Writing Classroom is a

teacher and prospective teacher friendly book uncomplicated by the language of statistics The book is for those who teach and assess second language writing in several different contexts the IEP the developmental writing classroom and the sheltered composition classroom In addition teachers who experience a mixed population or teach cross cultural composition will find the book a valuable resource Other books have thoroughly covered the theoretical aspects of writing assessment but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment Further no book to date has included an in depth examination of the machine scoring of writing and its effects on second language writers Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so Her highly accessible thought provoking presentation of the conceptual and practical dimensions of writing assessment both for the classroom and on a larger scale promises to engage readers who have previously found the technical detail of other works on assessment off putting as well as those who have had no previous exposure to the study of assessment at all

Generation Vet Sue Doe, Lisa Langstraat, 2014-11-15 Institutions of higher education are experiencing the largest influx of enrolled veterans since World War II and these student veterans are transforming post secondary classroom dynamics While many campus divisions like admissions and student services are actively moving to accommodate the rise in this demographic little research about this population and their educational needs is available and academic departments have been slower to adjust In Generation Vet fifteen chapters offer well researched pedagogically savvy recommendations for curricular and programmatic responses to student veterans for English and writing studies departments In work with veterans in writing intensive courses and community contexts questions of citizenship disability activism community campus relationships and retention come to the fore Moreover writing intensive courses can be sites of significant cultural exchanges even clashes as veterans bring military values rhetorical traditions and communication styles that may challenge the values beliefs and assumptions of traditional college students and faculty This classroom oriented text addresses a wide range of issues concerning veterans pedagogy rhetoric and writing program administration Written by diverse scholar teachers and written in diverse genres the essays in this collection promise to enhance our understanding of student veterans composition pedagogy and administration and the post 9 11 university Reading in the Composition Classroom Joan Carson, Ilona Leki,1993 Writing Center Research Paula Gillespie, Alice Gillam, Lady Falls Brown, Byron Stay, 2001-12 Original essays by writing center researchers directly address current concerns about writing ctr research through detailed accounts of research and use of diversity of research methodologies available to both veteran novice writing ctr professionals **Primer for Writing Teachers** David Foster, 1983 Essential reading for teachers interested in the methods and problems of composition but unfamiliar with its current theoretical backgrounds Keywords in Composition Studies Paul Heilker, Peter Vandenberg, 1996 Keywords in Composition Studies is the first systematic inquiry into the vocabulary of writing teachers and theorists In brief yet heavily researched essays contributors explore the development of and interconnections

among fifty five of the most consequential words in the field It is with these critical terms that the contemporary field of composition has been composed and in this sense Keywords in Composition Studies is an introduction to the principal ideas and ideals of compositionists Yet this book is neither a dictionary nor an encyclopedia it does not attempt to capture the established knowledge of a unified discipline through its vocabulary but rather explores the multiple layers of meaning inhabiting the words writing teachers and theorists have depended and continue to depend on most Each essay begins with the assumption that its central term is important precisely because its meaning is open overdetermined The purpose of each essay is to foreground a range of meaning signified by its central term rather than to pinpoint a meaning In this sense Keywords in Composition Studies is a practical model for reading the texts of an expanding and unsettled field The Territory of Language Donald McQuade, 1986 A new revised and expanded version of the book that became an underground classic in the world of composition The contributors report on significant research and theory in composition as well as methods of effectively teaching writing to the current generation of composition students Included are essays by David Bartho lomae Ann Berthoff Patricia Bizzell and Bruce Herzberg Kenneth Bruffee John Clifford Robert Connors Edward P J Corbett Donald Daiker Andrew Kerek and Max Morenberg Frank D Angelo Robert Di Yanni Lester Faigley Donald Freeman D G Kehl James Kinneavy Richard Larson Elaine Maimon Louis Milic Ellen Nold Sondra Perl and Arthur Egendorf Sandra Schor Judith Fishman Summerfield and Geoffrey Summerfield Joseph Williams Ross Winterowd and Richard Young

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