

THE ALLYN AND BACON
— GUIDE TO —

PEER TUTORING



PAULA GILLESPIE
NEAL LERNER

Allyn And Bacon Guide To Peer Tutoring

James A. Inman



Allyn And Bacon Guide To Peer Tutoring:

The Allyn and Bacon Guide to Peer Tutoring Paula Gillespie, Neal Lerner, 2000 Grounded in current writing center theory and practice The Allyn Bacon Guide to Peer Tutoring provides students with a comprehensive introduction to effective tutoring Throughout the text readers hear the voices of tutors and writers in first person peer tutor accounts reflective essays and transcripts from actual sessions Within each chapter techniques models and exercises provide instruction appropriate for any level of tutoring

The Writing Center Director's Resource Book Christina Murphy, Byron Stay, 2012-11-12 The Writing Center Director's Resource Book has been developed to serve as a guide to writing center professionals in carrying out their various roles duties and responsibilities It is a resource for those whose jobs not only encompass a wide range of tasks but also require a broad knowledge of multiple issues The volume provides information on the most significant areas of writing center work that writing center professionals both new and seasoned are likely to encounter It is structured for use in diverse institutional settings providing both current knowledge as well as case studies of specific settings that represent the types of challenges and possible outcomes writing center professionals may experience This blend of theory with actual practice provides a multi dimensional view of writing center work In the end this book serves not only as a resource but also as a guide to future directions for the writing center which will continue to evolve in response to a myriad of new challenges that will lie ahead

A Guide to Creating Student-staffed Writing Centers, Grades 6-12 Richard Kent, 2006 Writing centers are places where writers work with each other in an effort to develop ideas discover a thesis overcome procrastination create an outline or revise a draft Ultimately writing centers help students become more effective writers Visit any college or university in the United States and chances are there is a writing center available to students staff and community members A Guide to Creating Student Staffed Writing Centers Grades 6 12 is a how to and ultimately a why to book for middle school and high school educators as well as for English language arts teacher candidates and their methods instructors Writing centers support students and their busy teachers while emphasizing and supporting writing across the curriculum

The Longman Guide to Peer Tutoring Paula Gillespie, Neal Lerner, 2008 Why we tutor The writing process The tutoring process Examining expectations Observing in the writing center Tutoring practice Reflecting on the first session Reading in the writing center Working with ESL writers Writing center research Writing centers historical and theoretical contexts Interdisciplinary and on line tutoring What if

Resources in Education, 2001-04

Computers and Writing James A. Inman, 2004-04-13 In this book James A Inman explores the landscape of the contemporary computers and writing community Its six chapters engage critical issues including redefining the community's generally accepted history connecting its contemporary innovators with its long standing spirit of innovation advocating for increased access and diversity and more Between chapters readers will find Community Voices sections which provide a snapshot of the contemporary computers and writing community and introduce in a non hierarchical form more than 100 of

its members from around the world in their own voices Computers and Writing The Cyborg Era features a simultaneous emphasis on individuals communities and contexts they share a creative rethinking of the character and values of the computers and writing community a holistic exploration of meaning making and an activist approach to pedagogy It is a must read book for anyone interested in rhetoric technology and pedagogy including faculty graduate students and colleagues in professions outside the academy

Everyday Writing Center Anne Ellen Geller, Michele Eodice, Frankie Condon, Meg Carroll, Elizabeth H. Boquet, 2007-04-01 The Everyday Writing Center challenges some of the most comfortable traditions in its field and it does so with a commitment and persuasiveness that one seldom sees in scholarly discussion The book at its core is an argument for a new writing center consciousness one that makes the most of the writing center's unique and uniquely fluid identity Writing center specialists live with a liminality that has been acknowledged but not fully explored in the literature Their disciplinary identity is with the English department but their mission is cross disciplinary their research is pedagogical but they often report to central administration Their education is in humanities but their administrative role demands constant number crunching This fluid identity explains why Trickster an icon of spontaneity shape shifting and the creative potential of chaos has come to be a favorite cultural figure for the authors of this book Adapting Lewis Hyde and others these authors use Trickster to develop a theme of ordinary disruptions the everyday as a source of provocative learning moments that can liberate both student writers and writing center staff At the same time the authors parlay Etienne Wenger's concept of community of practice into an ethos for a dynamic learner centered pedagogy that is especially well suited to the peculiar teaching situation of the writing center Through Trickster they question not only accepted approaches to writing center pedagogy but conventional approaches to race time leadership and collaboration as well They encourage their field to exploit the creative potential in ordinary events that are normally seen as disruptive or defeating and they challenge traditions in the field that tend to isolate a writing center director from the department and campus Yet all is not random for the authors anchor this high risk high yield approach in their commitment to a version of Wenger's community of practice Conceiving of themselves their colleagues student writers and student tutors as co learners engaged together in a dynamic life of learning the authors find a way to ground the excess and randomness of the everyday while advancing an ethic of mutual respect and self challenge Committed to testing a region beyond the edge of convention the authors of The Everyday Writing Center constantly push themselves and their field toward deeper more significant research and more reflective dynamic teaching

Writing Centres in Higher Education Sherran Clarence, 2017-10-11 This collection of essays reflects on the ways in which writing centres in South Africa are working in and across disciplines Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored The chapters speak to the global move in higher education to reconsider how knowledge is made who makes it and how support and development opportunities for students and lecturers should be created and sustained across

the disciplines This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in South Africa It builds on the work of the first collection of such essays Changing Spaces Writing Centres and Access to Higher Education Eds A Archer and R Richards 2011 SUN PReSS to understand why working within the disciplines is so critical for writing development in a South African context Writing Groups Inside and Outside the Classroom Beverly J. Moss,Nels P. Highberg,Melissa Nicolas,2014-04-04 This unique collection considers the nature of writing groups inside and outside the academic environment Exploring writing groups as contextual literacy events editors Beverly J Moss Nels P Highberg and Melissa Nicolas bring together contributors to document and reflect on the various types of collaborations that occur in writing groups in a wide range of settings both within and outside the academy The chapters in this volume respond to a variety of questions about writing groups including What is the impact of gender race and socioeconomic class on power dynamics in writing groups When is a writing group a community and are all writing groups communities How does the local community of a writing group impact the participation of group members in other local or global communities How does the local community of a writing group impact the participation of group members in other local or global communities What actions contribute to a strong community of writers and what actions contribute to the breakdown of community When and for whom are writing groups ineffective What is it about belonging to a community of writers that makes writing groups appealing to so many within and beyond the academy Each chapter highlights how writing groups whether or not they are labeled as such function in various spaces and locations and how collaboration works when writers from a variety of backgrounds with diverse interests come together Writing Groups Inside and Outside the Classroom illustrates that writing groups outside of the academy are worthy of study and serve as important sites of writing and literacy instruction Offering significant insights into the roles of writing groups in literacy and writing practice this volume is appropriate for scholars and teachers of writing rhetoric composition and literacy for writing center administrators and staff and for writing group participants Writing Center Research Paula Gillespie,Alice Gillam,Lady Falls Brown,Byron Stay,2001-12-01 There are writing centers at almost every college and university in the United States and there is an emerging body of professional discourse research and writing about them The goal of this book is to open formalize and further the dialogue about research in and about writing centers The original essays in this volume all written by writing center researchers directly address current concerns in several ways they encourage studies data collection and publication by offering detailed reflective accounts of research they encourage a diversity of approaches by demonstrating a range of methodologies e g ethnography longitudinal case study rhetorical analysis teacher research available to both veteran and novice writing center professionals they advance an ongoing conversation about writing center research by explicitly addressing epistemological and ethical issues The book aims to encourage and guide other researchers while at the same time offering new knowledge that has resulted from the studies it analyzes **The Allyn and Bacon Guide to Writing**

Center Robert W. Barnett, Jacob S. Blumner, 2001 The Allyn Bacon Guide to Writing Center Theory and Practice offers in unparalleled breadth and depth the major scholarship on writing centers This up to date resource for students instructors and scholars anthologizes essays on all major areas of interest to writing center theorists and practitioners Seven sections provide a comprehensive view of writing centers history progress theorizing the writing center defining the writing center s place writing across the curriculum the practice of tutoring cultural issues and technology

The Promise and Perils of Writing Program Administration Theresa Enos, Shane Borrowman, 2008-01-26 Combining formal quantitative research with narrative based scholarship THE PROMISE AND PERILS OF WRITING PROGRAM ADMINISTRATION represents multiple voices from faculty balancing between the demands of teaching writing and administering writing programs in professional ethical ways often under circumstances that can be defined at best as difficult In these pages junior faculty tell their stories of triumph and trauma while more firmly established composition scholars reflect upon the changing and challenging profession we all share

Art Appreciation Workbook scott trent, *Changing Spaces* Arlene Archer, Rose Richards, 2011-07-01 Changing Spaces makes a forceful and credible case for the role of writing centres in engaging with students staff and institutional structures in understanding issues of access from a social perspective This is a specialist book for those working in writing centres and for academics of all disciplines It is based on research and provides an important set of theoretical arguments developed through reflection on writing centre practices about student writing and the work of the university Professor Sioux McKenna Centre for Higher Education Research Teaching and Learning Rhodes University How do we select and train tutors How do we work with faculty How do we combat the image that we are remedial a fix it shop How do we prove our worth How do we show that we improve retention Changing Spaces demonstrates the flexibility of writing centers and the unique roles they play in South Africa Writing centers everywhere represent institutional responses to the learning needs of their students and they do so because writing centers adapt easily to different contexts and situations They meet students where they are as a group and individually Professor Leigh Ryan Writing Center Director University of Maryland USA

Finding Peace in Iraq: Joint Field Research on New Approaches to Peacebuilding in the Kurdistan Region Thomas Hill, Talia Hagerty, 2013 Scholars at the University of Duhok in the Kurdistan Region of Iraq have spent the past decade exploring peace and conflict studies and have established the field s only degree granting program in Iraq In 2012 2013 students and professors from the University of Duhok and New York University met to design and conduct peace research in the KRI Finding Peace in Iraq is one result of their work These collaborative studies offer valuable knowledge related to peacebuilding in different dimensions economics resource management minority and gender inclusion education and religion This research represents an important step in reframing relationships between a generation of Americans and Iraqis who have known nothing but isolation and separation from each other

Educational Practices D. B. Rao, 2004 Contents How Children Learn Motivation to Learn Academic and Social Emotional Learning Preventing

Behaviour Problems What Workers Parents and Learning Improving Student Achievement in Mathematics Teaching Tutoring Teaching Reading Teaching Additional Languages Effective Educational Practices Preventing HIV AIDS in Schools Assessing Learning Performance *Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching*
 Hodges, Tracey S.,2022-05-27 Writing is a critical component for teaching children about advocacy and empowering student voice as well as an essential tool for learning in many disciplines Yet writing instruction in schools often focuses on traditional methods such as the composition of five paragraph essays or the adherence to proper grammatical conventions While these are two components of writing instruction and preparation in education they only provide a small glimpse into the depth and breadth of writing As such writing instruction is increasingly complex and requires multiple perspectives and levels of skill among teachers The Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching serves as a comprehensive reference of issues related to writing instruction and leading research about perspectives methods and approaches for equitable and effective writing instruction It includes practices beyond K 12 including best writing practices at the college level as well as the development of future teachers Providing unique coverage on culturally relevant writing socio and racio linguistic justice and urgent writing pedagogies this major reference work is an indispensable resource for administrators and educators of both K 12 and higher education pre service teachers teacher educators libraries government officials researchers and academicians **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 **Space and Organizational Considerations in Academic Library Partnerships and Collaborations** Doherty, Brian,2016-04-25 A vital component of any academic institution libraries are held to and expected to maintain certain standards In order to meet these standards and better accommodate the student and faculty body they serve many libraries are recognizing the benefit of forging relationships with other professional and academic entities Space and Organizational Considerations in Academic Library Partnerships and Collaborations is a pivotal reference source for the latest scholarly research on and methods for utilizing existing spaces within libraries to facilitate collection development in addition to discussions on how on campus and off campus partnerships can assist in this endeavor Focusing on issues related to faculty and researcher collaborations collection management and professional development this book is ideally designed

for administrators librarians academicians MLIS students and information professionals **Proofreading and Editing in Student and Research Publication Contexts** Nigel Harwood, 2024-03-19 This book explores proofreading and editing from a variety of research and practitioner led perspectives to describe debate and interrogate roles and policies within the student and research publication context Chapters feature a wide range of empirical research findings gathered from an internationally diverse set of experts in the field from Australia Canada Finland Hong Kong the UK and the USA The book progresses debates surrounding the legitimacy and necessity of copyeditors and proofreaders drawing upon a range of theory and practice Contributing to further research and dialogue in the area the book addresses the ethicality and educative benefits of proofreading from various perspectives Ultimately the book offers vital discussions about the ethics and boundaries of proofreading and editing with experts sharing their experiences and recommendations for next steps This book will be of relevance to postgraduate students researchers and academics in the fields of literary studies higher education language arts and applied linguistics Teaching and learning professionals policymakers proofreaders and editors can also benefit from the volume

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