

READ WHAT WORKS IN WRITING INSTRUCTION RESEARCH AND PRACTICES

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What Works In Writing Instruction Research And Practices Introduction

What Works in Writing Instruction

"Using teacher-friendly language and classroom examples, Deborah Dean helps answer the frequently asked questions high school teachers have about teaching writing, sifting through the most recent and reliable research and providing accessible recommendations"--

What Works in Writing Instruction

"What works?" As teachers, it's a question we often ask ourselves about teaching writing, and it often summarizes other, more specific questions we have: What contributes to an effective climate for writing? What practices and structures best support effective writing instruction? What classroom content helps writers develop? What tasks are most beneficial for writers learning to write? What choices should I make as a teacher to best help my students? Using teacher-friendly language and classroom examples, Deborah Dean helps answer these questions; she looks closely at instructional practices supported by a broad range of research and weaves them together into accessible recommendations that can inspire teachers to find what works for their own classrooms and students. Initially based on the Carnegie Institute's influential Writing Next report, this second edition of What Works in Writing Instruction looks at more types of research that have been conducted in the decade since the publication of that first research report. The new research rounds out its list of recommended practices and is designed to help teachers apply the findings to their unique classroom environments. We all must find the right mix of practices and tasks for our own students, and this book offers the best of what is currently known about effective writing instruction to help teachers help students develop as writers.

Best Practices in Writing Instruction, Third Edition

Well established as a definitive text--and now revised and updated with eight new chapters--this book translates cutting-edge research into effective guidelines for teaching writing in grades K–12. Illustrated with vivid classroom examples, the book identifies the components of a complete, high-quality writing program. Leading experts provide strategies for teaching narrative and argumentative writing; using digital tools; helping students improve specific skills, from handwriting and spelling to sentence construction; teaching evaluation and revision; connecting reading and writing instruction; teaching vulnerable populations; using assessment to inform instruction; and more. **New to This Edition** *Chapters on new topics: setting up the writing classroom and writing from informational source material. *New chapters on core topics: narrative writing, handwriting and spelling, planning, assessment, special-needs learners, and English learners. *Increased attention to reading–writing connections and using digital tools. *Incorporates the latest research and instructional procedures. See also *Handbook of Writing Research, Second Edition*, edited by Charles A. MacArthur, Steve Graham, and Jill Fitzgerald, which provides a comprehensive overview of writing research that informs good practice.

Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching

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.

Writing Instruction That Works

Backed by solid research, Writing Instruction That Works answers the following question: What is writing instruction today and what can it be tomorrow? This up-to-date, comprehensive book identifies areas of concern for the ways that writing is being taught in today's secondary schools. The authors offer far-reaching direction for improving writing instruction that assist both student literacy and subject learning. They provide many examples of successful writing practices in each of the four core academic subjects (English, mathematics, science, and social studies/history), along with guidance for meeting the Common Core standards. The text also includes sections on Technology and the Teaching of Writing and English Language Learners.

Best Practices in Writing Instruction, Second Edition

This book has been replaced by Best Practices in Writing Instruction, Third Edition, ISBN 978-1-4625-3796-9.

Best Practices in Writing Instruction

Highly practical and accessible, this indispensable book provides clear-cut strategies for improving K-12 writing instruction. The contributors are leading authorities who demonstrate proven ways to teach different aspects of writing, with chapters on planning, revision, sentence construction, handwriting, spelling, and motivation. The use of the Internet in instruction is addressed, and exemplary approaches to teaching English-language learners and students with special needs are discussed. The book also offers best-practice guidelines for designing an effective writing program. Focusing on everyday applications of current scientific research, the book features many illustrative case examples and vignettes.

Handbook of Research on Teacher Practices for Diverse Writing Instruction

The art and practice of writing is complex and multidimensional; students often apply unique writing styles. As such, educators must apply focused teaching methods to nurture these unique forms of writing. Educators must stay up to date with the practices for diverse writing instruction in order to best engage with a diverse classroom. However, resources related to writing typically do not focus on the depth and breadth of writing, and there is a need for a resource that offers a comprehensive look at diverse writing instruction research. The Handbook of Research on Teacher Practices for Diverse Writing Instruction provides a rich discussion

of the issues, perspectives, and methods for writing instruction currently in use, with an added lens focusing on diversity and equity. It provides unique coverage on the topic of writing instruction for practical implementation within the classroom setting. Covering topics such as student motivation, curriculum development, and content area instruction, this major reference work is an essential resource for preservice teachers, faculty and administration of K-12 and higher education, academic libraries, government officials, school boards, researchers, and academicians.

Preparing To Teach Writing

Preparing to Teach Writing: Research, Theory, and Practice, Third Edition is a comprehensive survey of theories, research, and methods associated with teaching composition successfully. The primary goal is to provide practicing and prospective teachers with the knowledge they need to be effective teachers of writing and to prepare them for the many challenges they will face in the classroom. Overall, the third edition of *Preparing to Teach Writing* is clearer and more comprehensive than the previous editions. It combines the best of the old with new information and features. The discussions and references to foundational studies that helped define the field of rhetoric and composition are preserved in this edition. Also preserved is most of the pedagogical apparatus that characterized the first two editions; research and theory are examined with the aim of informing teaching. New in the Third Edition: *a more thorough discussion of the history of rhetoric, from its earliest days in ancient Greece to the first American composition courses offered at Harvard University in 1874; *a major revision of the examination of major approaches to teaching writing--current-traditional rhetoric, new rhetoric, romantic rhetoric, writing across the curriculum, social-theoretic rhetoric, postmodern rhetoric, and post-postmodern rhetoric--considering their strengths and weaknesses; *an extension of the discussion of strengths and weaknesses of major approaches to its logical conclusion--Williams advocates an epistemic approach to writing instruction that demonstrably leads to improved writing instruction when implemented effectively; *a more detailed account of the phonics--whole language debate that continues to puzzle many teachers and parents; *a new focus on why grammar instruction alone does not lead to better writing, the difference between grammar and usage, and how to teach grammar and usage effectively; *an expanded section on Chicano English that now includes a discussion of Spanglish; *more information on outcome objectives; the Council of Writing Program Administrators' statement of learning outcomes for first-year composition courses has been included to help high school teachers better understand how to prepare high school students for college writing, and to help those in graduate programs prepare for teaching assistantships in first-year composition courses; and *a more comprehensive analysis of assessment that considers such important factors as the validity, reliability, predictability, cost, fairness, and politics of assessment and the effects on teaching of state-mandated testing, and also provides an expanded section on portfolios.

Handbook of Writing Research, Second Edition

The definitive reference in the field, this volume synthesizes current knowledge on writing development and instruction at all grade levels. Prominent scholars examine numerous facets of writing from sociocultural, cognitive, linguistic, neuroscience, and new literacy/technological perspectives. The volume reviews the evidence base for widely used instructional approaches, including those targeting particular components of writing. Issues in teaching specific populations--including students with disabilities and English learners--are addressed. Innovative research methods and analytic tools are clearly explained, and key directions for future investigation identified. New to This Edition *Chapters on genre instruction, evaluation and revision, argumentative writing, computer-based instruction, and professional development. *Chapters on new literacies, out-of-school writing, translation, and self-regulation. *Many new topics and authors, including more international perspectives. *Multiple chapters connect research findings to the Common Core writing standards. See also the editors' *Best Practices in Writing Instruction, Second Edition*, an accessible course text and practitioner's guide.

Putting Writing Research into Practice

What are the most effective methods for teaching writing across grade levels and student populations? What kind of training do teachers need to put research-validated methods into practice? This unique volume combines the latest writing research with clear-cut recommendations for designing high-quality professional development efforts. Prominent authorities describe ways to help teachers succeed by using peer coaching, cross-disciplinary collaboration, lesson study, and other professional development models. All aspects of instruction and assessment are addressed, including high-stakes writing assessments, applications of technology, motivational issues, writing in different genres and subject areas, and teaching struggling writers.

Writing for Pleasure

This book explores what writing for pleasure means, and how it can be realised as a much-needed pedagogy whose aim is to develop children, young people, and their teachers as extraordinary and life-long writers. The approach described is grounded in what global research has long been telling us are the most effective ways of teaching writing and contains a description of the authors' own research project into what exceptional teachers of writing do that makes the difference. The authors describe ways of building communities of committed and successful writers who write with purpose, power, and pleasure, and they underline the importance of the affective aspects of writing teaching, including promoting in apprentice writers a sense of self-efficacy, agency, self-regulation, volition, motivation, and writer-identity. They define and discuss 14 research-informed principles which constitute a Writing for Pleasure pedagogy and show how they are applied by teachers in classroom practice. Case studies of outstanding teachers across the globe further illustrate what world-class writing teaching is. This ground-breaking text is essential reading for anyone who is concerned about the current status and nature of writing teaching in schools. The rich Writing for Pleasure pedagogy presented here is a radical new conception of what it means to teach young writers effectively today.

What Works in Grammar Instruction

As most teachers of English now know, research shows that teaching grammar in the traditional way--through worksheets, memorizing definitions, and diagramming sentences--doesn't work, and that teaching grammar in the context of reading and writing is a better approach. In this friendly and practical book, veteran teacher educator Deborah Dean provides vignettes of classroom conversations to show what teaching in context can look like in action; supplements the vignettes with descriptions of classroom practices to help teachers try out the ideas with their own students; and addresses issues such as helping English language learners and native speakers navigate formal, academic English, especially in the context of testing. Dean's straightforward approach uncomplicates the task of teaching grammar in context, allowing her--and us--to share the excitement and wonder to be found in the study of language.

Strategic Writing

For this revised edition, Dean worked with high school teachers to refine, reorganize, and update the material to better support classroom teachers dedicated to teaching not just the process of writing but also the strategies that help students learn to write effectively throughout their lives. Deborah Dean is back with a significantly reenvisioned and revised edition of her popular *Strategic Writing*. After working with high school teachers who implemented the approach detailed in the first edition, Dean has refined, reorganized, and updated the material to better support classroom teachers dedicated to teaching not just the process of writing but also the strategies of writing that help students develop the ability to write effectively throughout their lives. Most of the changes were prompted by the desire to help teachers better understand an overall strategic approach that can counter the testing climate that pervades many schools. This approach works within a workshop model and uses the writing process as an umbrella framework. In addition to providing engaging and practical classroom activities, this new edition offers (1) explicit strategy talk, with lesson plans

that differentiate between strategy, activity, and mini-lesson to further demonstrate how all three function in a strategic approach; (2) a focus on digital tools and genres, which have proliferated in the last ten years; (3) a more accessible organization, with the conceptual material in early, short chapters and the teaching ideas, examples of student work, and lesson plans in appendixes; and (4) grouping by types of strategies for better alignment with process than with rhetoric. As always, Dean considers students' out-of-school as well as in-school writing tasks, preparing them for a world in which writing is a critical skill, whether for school, work, information, or self-expression.

Methodologies for Effective Writing Instruction in EFL and ESL Classrooms

Educators continue to strive for advanced teaching methods to bridge the gap between native and non-native English speaking students. Lessons on written forms of communication continue to be a challenge recognized by educators who wish to improve student comprehension and overall ability to write clearly and expressively. *Methodologies for Effective Writing Instruction in EFL and ESL Classrooms* brings together research and practices for successful written communication teaching among students of diverse linguistic backgrounds. With technological advancements and resources, educators are able to implement new tools into their lesson plans for the benefit of their students. This publication is an essential reference source for professionals, educators, and researchers interested in techniques and practices for written communication in English language teaching geared towards non-native English speaking students.

Learning to Write, Writing to Learn

Presents a comprehensive guide to understanding the basic principles of good writing instruction, and contains samples of student work and more.

Instruction and Assessment for Struggling Writers

This unique book focuses on how to provide effective instruction to K-12 students who find writing challenging, including English language learners and those with learning disabilities or language impairments. Prominent experts illuminate the nature of writing difficulties and offer practical suggestions for building students' skills at the word, sentence, and text levels. Topics include writing workshop instruction; strategies to support the writing process, motivation, and self-regulation; composing in the content areas; classroom technologies; spelling instruction for diverse learners; and assessment approaches. Every chapter is grounded in research and geared to the real-world needs of inservice and preservice teachers in general and special education settings.

Creative Composition

For decades theorists have opined that the lines between creative writing and composition need to be lifted, yet little has been written about the pedagogical methods that allow a cohesive approach between the disciplines. This book brings together contemporary authors and well-respected creative writing instructors and theorists to explore ways creativity in composition may be encouraged in student writers. The question in this anthology is not 'Can writing be taught?' but 'How can we inspire students to embrace the creative process no matter what they write?' This book offers multiple strategies to merge the best practices of teaching writing, regardless of the genre.

Transforming Writing Instruction in the Digital Age

An innovative, practical guide for middle and high school teachers, this book is packed with specific ways that technology can help serve the goals of effective writing instruction. It provides ready-to-implement strategies for teaching students to compose and edit written work electronically; conduct Internet inquiry;

create blogs, websites, and podcasts; and use text messaging and Twitter productively. The book is grounded in state-of-the-art research on the writing process and the role of writing in content-area learning. Teacher-friendly features include vivid classroom examples, differentiation tips, links to online resources, and reproducible worksheets and forms. The large-size format facilitates photocopying.

Foundational Practices of Online Writing Instruction

Foundational Practices in Online Writing Instruction addresses administrators' and instructors' questions for developing online writing programs and courses. Written by experts in the field, this book uniquely attends to issues of inclusive and accessible online writing instruction in technology-enhanced settings, as well as teaching with mobile technologies and multimodal compositions.

Teach Writing Well

Ask great writers what the key to writing well is and they will tell you revision. Author Ruth Culham, both a successful writer and writing teacher, understands the challenges elementary teachers face when teaching writing and revision and now shares her knowledge in *Teach Writing Well: How to Assess Writing, Invigorate Instruction, and Rethink Revision*. Divided into two parts, Culham's book provides ways to teach that are both accessible to the teacher and student. You will find techniques to assess writing that are practical, and results driven. Inside you'll discover: Culham's "traits of writing" and how to use them to read and assess student work Ways to guide revision decisions using these traits as common language How to address challenges students may face within the different modes of writing (narrative, expository, and persuasive) Strategic lessons to teach the writer that scaffold students towards making their own craft decisions A chapter on mentor texts which can be used to model traits and key qualities for your students *Teach Writing Well* pulls best practices together and shows writing with fresh eyes.

Writing Instruction to Support Literacy Success

This volume will feature prominent researchers sharing evidence-based successes partnering with teachers in K-12 classrooms. It will have 3 sub-sections according to grade level appropriate instruction: K-3, 4-8, 9-12. As a result the book will have wide readership amongst educators in the early childhood, elementary, middle, and high school years.

Handbook of Research on Digital Tools for Writing Instruction in K-12 Settings

More emphasis is being placed on writing instruction in K-12 schools than ever before. With the growing number of digital tools in the classroom, it is important that K-12 teachers learn how to use these tools to effectively teach writing in all content areas. The *Handbook of Research on Digital Tools for Writing Instruction in K-12 Settings* will provide research about how students use digital tools to write, both in and out of school settings, as well as discuss issues and concerns related to the use of these learning methods. This publication is beneficial to educators, professionals, and researchers working in the field of K-12 and teacher education.

Teaching Writing in the Content Areas

This book examines nearly 30 years of research to identify how teachers can incorporate writing instruction that helps students master the course content and improve their overall achievement. Building on the recommendations of the National Commission on Writing, authors Vicki Urquhart and Monette McIver introduce four critical issues teachers should address when they include writing in their content courses: Creating a positive environment for the feedback and guidance students need at various stages, including prewriting, drafting, revising, and editing; Monitoring and assessing how much students are learning through

their writing; Choosing computer programs that best enhance the writing process; Strengthening their knowledge of course content and their own writing skills.

Handbook of Writing Research

Presents a collection of essays discussing the theories and models of writing research.

Exploring Technology for Writing and Writing Instruction

As digital technologies continue to develop and evolve, an understanding of what it means to be technologically literate must also be redefined. Students regularly make use of digital technologies to construct written text both in and out of the classroom, and for modern writing instruction to be successful, educators must adapt to meet this new dichotomy. *Exploring Technology for Writing and Writing Instruction* examines the use of writing technologies in early childhood, elementary, secondary, and post-secondary classrooms, as well as in professional development contexts. This book provides researchers, scholars, students, educators, and professionals around the world with access to the latest knowledge on writing technology and methods for its use in the classroom.

Assessing Disciplinary Writing in Both Research and Practice

Assessing Disciplinary Writing in Both Research and Practice tackles the challenge of measuring writing skills in specific content areas, which is crucial for preparing students to communicate as field experts and for their future careers. Edited by Katherine Wright, Associate Professor of Literacy and Language at Boise State University, and Tracey Hodges, Founder and Lead Consultant of The Empowering Advocate, this book provides solutions by bringing together validated measures and practical assessment strategies that can be used in both research and instruction. The book's theoretical foundations cover multimodal disciplinary writing, assessing disciplinary writing versus content-area writing, and using assessment as a tool for disciplinary writing instruction. Practical methods for assessing writing in social studies, science, mathematics, English and language arts, and other genres at the elementary, middle, and high school levels are included, as well as assessment strategies for specific populations of students such as undergraduate students, English learners, gifted and talented students, special needs students, and incarcerated students. This highly valued reference is essential for academic scholars, K12 teachers, and educational researchers who want to improve writing instruction and research in content- and discipline-specific areas. By providing validated measures and methods for assessing disciplinary writing, this edited book helps bridge the gap between research and practice and enables practitioners to better measure student growth and improve writing instruction. This publication is the first step towards advancing research and improving writing instruction in content- and discipline-specific areas.

Instructional Leadership Efforts and Evidence-Based Practices to Improve Writing Instruction

Writing is a critical skill for academic and professional success, yet it is often neglected in schools. According to achievement data, only a quarter of students in the United States are proficient writers, indicating a significant need for improvement in writing instruction. One contributing factor to this problem is the lack of school and district leadership in writing instruction. School improvement efforts are often concentrated on reading and math, leaving writing instruction overlooked. Additionally, issues related to writer identities, self-efficacy in writing, and educator training can also impact the effectiveness of instructional leadership in this critical subject. *Instructional Leadership Efforts and Evidence-Based Practices to Improve Writing Instruction*, edited by Jennifer VanSlander of Columbus State University, provides within this peer-reviewed book an exploration of evidence-based practices aimed at developing instructional leaders and enhancing student achievement in writing. It covers a broad range of topics related to writing instruction,

including learning theories, conceptual models, and the latest empirical research associated with the supervision, organization, implementation, and monitoring of writing programs and instructional approaches. With its emphasis on writer identities, self-efficacy, equitable and inclusive practices, curriculum planning and implementation, assessment, instructional frameworks, and managing instructional change, this book provides educators with a comprehensive guide to improving writing instruction. It is an essential resource for educators who seek to increase the effectiveness of instructional leadership and writing instruction at the classroom, school, or district level.

Foreign Language Writing Instruction

Fourteen chapters researched and authored by scholars working in nine different countries and regions explore the contexts of foreign language writing pedagogy, the diversity of national and regional approaches, the role of universities, departments, and programs in pedagogy, and the cognitive and classroom dimensions of teaching and learning.

Classroom Spaces and Writing Instruction

This work calls attention to the ways that teachers of writing must attend to the idea of the classroom, must be conscious of the spaces in which they meet students and must be aware of the physical, material conditions that constrain or affect the teaching of writing.

Teaching Writing in Middle and Secondary Schools

Handbook for English language arts teachers of students in grades 6-12.

Teaching Beginning Writers

An essential "how-to" primer, this book examines the process of learning to write and shares evidence-based instructional strategies for the primary grades. With an emphasis on explicit instruction and scaffolding students' learning, the authors explain when and how to teach handwriting, spelling, foundational skills such as sentence formation and editing, and composition in specific genres. They present clear-cut techniques for assessment, differentiation, and supporting struggling writers. The Common Core State Standards (CCSS) for Writing are used as a framework for setting instructional goals. Reproducible assessment forms, checklists, and rubrics are provided; purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2" x 11" size.

Teaching Writing in Diverse Classrooms, K-8

This exciting new writing resource offers a contemporary look at teaching writing strategies to 21st century students. The wealth of writing strategies are linked to research and theory and continually ask teachers to use problem solving and creative thinking to respond to the challenges of teaching writing in a global, computer-mediated society. The best practices offered in this book will make it easy for teachers to help their students flourish as creative and proficient writers. Two distinct characteristics make this resource unique. First, the author shares experiences in successful writing with students from a wide range of cultural and linguistic backgrounds. Second, the author emphasizes the use of technology to facilitate all stages of writing and to help students access, retrieve, interpret and apply information to enhance what they write. In the words of Linda Gambrell, former President of the International Reading Association, "this text is a pleasure to read and it is filled with valuable ideas for improving writing instruction. It will provide teachers, administrators, staff developers, and teacher educators with a very practical and powerful, research-based instructional model that will help to empower both teachers and their students."

Reinventing Curriculum

In this book, Linda Laidlaw explores the questions: What happens when children begin to write? Why is it that the teaching and practice of writing seems at times to be difficult in schools? How might teachers work differently to create more inviting spaces for developing literacy? The premise is that written texts and literacy processes are developed within a complex "weave" of particular contexts, or ecologies, and the unique particularity of the learner's experiences, histories, memories and interpretations. Laidlaw offers new information about writing and literacy pedagogy linked to current research in the complexity sciences and cognition, and considers the possibilities that might emerge for pedagogy when alternative metaphors, images, and structures are considered for writing and curriculum. The volume includes qualitative and narrative description of writing and literacy situations, events, and pedagogy, and elaborates the historical, theoretical, and curricular background in which such instruction exists within contemporary schooling.

Reinventing Curriculum: A Complex-Perspective on Literacy and Writing: *addresses literacy through a focus on writing rather than on reading; *develops an approach to literacy and writing pedagogy that incorporates recent theories and research on learning and the complexity sciences; *examines perspectives on writing from both a teaching perspective and that of the work of writers; *makes connections between the acquisition of literacy to research in other domains; *examines both the benefits and the "costs" of literacy; and *challenges "commonsense" understandings within instruction, for example, that literacy teaching and learning can occur apart from other aspects of children's learning, context, and subjectivity, or that learning occurs individually rather than collectively. This book is important reading for researchers, professionals, teacher educators, and students involved in literacy education and writing instruction, and an excellent text for courses in these areas.

Understanding Young People's Writing Development

This collection offers an inclusive, multifaceted look at individual students' patterns of writing trajectories, as well as their development of an identity as a writer. Building on rare longitudinal research, this translated text explores how adolescents learn subjects through writing and learn writing through subjects. Contributors consider issues relating to different forms of writing and grapple with students' ambivalence or resistance to this at school, together offering an examination of how the education system can rise to the challenge of offering today's students meaningful and appropriate writing instruction. Bringing knowledge from writing researchers and educational researchers together, *Understanding Young People's Writing Development* explores: Young adults' complicated experiences with the school writing project Practices, purposes, and identification in student note writing Knowledge construction in writing as experience and educational aim The pedagogical challenges and perspectives of writing and writer development Creativity as experience and potential in writing development The impact of digital technologies and media on student writing Using students' work to aid the understanding of practice, this book will help highlight the importance of viewing individual writer developments from a social, institutional, and societal context, and raise questions that will advance writing pedagogy and the teaching and learning of school subjects.

Perspectives on Writing

This book brings together the contributions of a group of distinguished researchers & teacher-scholars to present the significant theory & research related to the writing process, the implications of this knowledge for practice, & the directions future research

Changing Practices for the L2 Writing Classroom

This volume was written to make the case for changes in second language writing practices away from the five-paragraph essay and toward purposeful, meaningful writing instruction. As the volume editors say, "If you have already rejected the five-paragraph essay, we offer validation and classroom-tested alternatives. If you are new to teaching L2 writing, we introduce critical issues you will need to consider as you plan your

lessons and as you consider/review the textbooks and handbooks that continue to promote the teaching of the five-paragraph essay. If you need ammunition to present to colleagues and administrators, we present theory, research, and pedagogy that will benefit students from elementary to graduate school. If you are skeptical about our claims, we invite you to review the research presented here and consider what your students could do beyond writing a five-paragraph essay if you enacted these changes in practice.” Part 1 discusses what the five-paragraph essay is not: it is not a very old, established form of writing; it is not a genre; and it is not universal. Part 2 looks at writing practices to show the essay’s ineffectiveness in elementary schools, secondary schools, first-year writing classes, university writing courses, undergraduate discipline courses, and graduate school. Part 3 looks beyond the classroom at testing. At the end of each chapter, the authors—all well-known in the field of second language writing—suggest changes to teaching practices based on their theoretical approach and classroom experience. The book closes by reviewing some of the major questions raised in the book, by exploring which questions have been left unanswered, and by offering suggestions for teachers who want to move away from the five-paragraph essay. An assignment sequence for genre-aware writing instruction is included.

The Writing Revolution

Why you need a writing revolution in your classroom and how to lead it The Writing Revolution (TWR) provides a clear method of instruction that you can use no matter what subject or grade level you teach. The model, also known as The Hochman Method, has demonstrated, over and over, that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback. Insurmountable as the challenges faced by many students may seem, The Writing Revolution can make a dramatic difference. And the method does more than improve writing skills. It also helps: Boost reading comprehension Improve organizational and study skills Enhance speaking abilities Develop analytical capabilities The Writing Revolution is as much a method of teaching content as it is a method of teaching writing. There's no separate writing block and no separate writing curriculum. Instead, teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction. But perhaps what's most revolutionary about the TWR method is that it takes the mystery out of learning to write well. It breaks the writing process down into manageable chunks and then has students practice the chunks they need, repeatedly, while also learning content.

Negotiating the Intersections of Writing and Writing Instruction

Expanding on their presentations at the 10th conference of the European Association for the Teaching of Academic Writing (EATAW), the contributors to this peer-reviewed edited collection explore and reflect on the conference theme Academic Writing at Intersections - Interdisciplinarity, Genre Hybridization, Multilingualism, Digitalization, and Interculturality. The chapters focus on the choices we face as teachers of academic writing and, indeed, as writers who seek publication as we stand at these critical intersections. Key issues explored in the collection involve the challenges posed by new and emerging technologies, the complexity of approaches to supervision, questions surrounding the scaffolding of writing processes, strategies for navigating complex administrative contexts and structures, and strategies for addressing the translingual contexts most EATAW members--and most teachers of writing--face. The collection concludes with reflections from researchers associated with EATAW and related organizations.

Applied Pedagogies

Teaching any subject in a digital venue must be more than simply an upload of the face-to-face classroom and requires more flexibility than the typical learning management system affords. Applied Pedagogies examines the pedagogical practices employed by successful writing instructors in digital classrooms at a variety of institutions and provides research-grounded approaches to online writing instruction. This is a practical text, providing ways to employ the best instructional strategies possible for today’s diverse and dynamic digital writing courses. Organized into three sections—Course Conceptualization and Support,

Fostering Student Engagement, and MOOCs—chapters explore principles of rhetorically savvy writing crossed with examples of effective digital teaching contexts and genres of digital text. Contributors consider not only pedagogy but also the demographics of online students and the special constraints of the online environments for common writing assignments. The scope of online learning and its place within higher education is continually evolving. Applied Pedagogies offers tools for the online writing classrooms of today and anticipates the needs of students in digital contexts yet to come. This book is a valuable resource for established and emerging writing instructors as they continue to transition to the digital learning environment. Contributors: Kristine L. Blair, Jessie C. Borgman, Mary-Lynn Chambers, Katherine Ericsson, Chris Friend, Tamara Girardi, Heidi Skurat Harris, Kimberley M. Holloway, Angela Laflen, Leni Marshall, Sean Michael Morris, Danielle Nielsen, Dani Nier-Weber, Daniel Ruefman, Abigail G. Scheg, Jesse Stommel

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