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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.

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concepts and demonstrate the ways they have informed practical work.

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In this paper I attempt to locate the study of academic writing in the broader field of Literacies as Social Practice. I begin with a brief summary of recent theories of Literacies as Social Practice and then recount some of the ethnographic methods for studying these.

Academic Writing: Theory and Practice

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Theory and practice of writing: an applied linguistics perspective. Grabe, William; Kaplan, Robert B. Adopting a broad interdisciplinary approach, this book discusses the main issues in the theory and practice of writing. It aims to provide a general framework in order to consider the complex nature of the subject, including cross-cultural aspects

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Theory and Practice of Writing: An Applied Linguistic ...

Examining the potential of creative writing as a therapeutic tool, particularly in terms of its influence on the self and personal development, *The Self on the Page* is divided into two parts. In Part One representative practitioners provide an overview of current work in the field, based on their experience of conducting courses, workshops and research projects with creative writing students ...

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 Longman 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.

Presents a panoply of views, arguments, and perspectives on what means to talk about ethics in the writing classroom.

Explores grading strategies for English composition teachers that are consistent with modern discourse and pedagogical theories.

Providing a foundation in which researchers may build future research and theory and in which teachers may design more effective classroom practice, this book presents 12 essays that bring together the contributions of researchers and teacher-scholars to present the significant theory and research related to the writing process. The book is divided into 5 sections: Part One focuses on the development of writing; Part Two addresses the relationship of writing to reading and the ways to which readers effectively respond to informational prose; Part Three discusses the need for development of vocabulary and the technical aspects of writing; Part Four describes the research and theory that inform classroom instruction; and Part Five examines three aspects of a portfolio approach to writing assessment. Essays in the book are: (1) "A New Framework for Understanding Cognition and Affect in Writing" (John R. Hayes); (2) "Writing and the Sea of Voices: Oral Language in, around, and about Writing" (Anne Haas Dyson); (3) "Emergent Writing: A Discussion of the Sources of Our Knowledge" (Judith A. Schickedanz); (4) "Alternative Models of Writing Development" (Arthur N. Applebee); (5) "Writing and Reading Relationships: Constructive Tasks" (Judith A. Langer and Sheila Flihan); (6) "Responding to Informative Prose" (Bonnie B. Armbruster); (7) "Just the Right Word: Vocabulary and Writing" (Dale D. Johnson); (8) "Mental Processes and the Conventions of Writing: Spelling, Punctuation, Handwriting" (Richard E. Hodges); (9) "Writing across the Curriculum" (Richard T. Vacca and Jo Anne L. Vacca); (10) "Teaching Writing in Urban Schools: Cognitive Processes, Curriculum Resources, and the Missing Links--Management and Grouping" (James Flood and Diane Lapp); (11) "Writing and Communication Technologies" (Colette Daiute); and (12) "Writing Portfolios: Activity, Assessment, Authenticity" (Robert C. Calfee). Appendixes contain "Rhetoric and Research on Class Size" (Edmund J. Farrell and Juli.

Discipline-Specific Writing provides an introduction and guide to the teaching of this topic for students and trainee teachers. This book highlights the importance of discipline-specific writing as a critical area of competence for students, and covers both the theory and practice of teaching this crucial topic. With chapters from practitioners and researchers working across a wide range of contexts around the world, Discipline-Specific Writing: Explores teaching strategies in a variety of specific areas including science and technology, social science and business; Discusses curriculum development, course design and assessment, providing a framework for the reader; Analyses the teaching of language features including grammar and vocabulary for academic writing; Demonstrates the use of genre analysis, annotated bibliographies and corpora as tools for teaching; Provides practical suggestions for use in the classroom, questions for discussion and additional activities with each chapter. Discipline-Specific Writing is key reading for students taking courses in English for Specific Purposes, Applied Linguistics, TESOL, TEFL and CELTA.

Writing Using Sources for Academic Purposes: Theory, Research and Practice provides research-based information about key components of source-based writing, and the challenges it presents for novices. Proficiency in source-based writing is an essential and challenging goal for all inexperienced academic writers, from both L1 and L2 backgrounds. This comprehensive book presents an innovative, integrated approach for graduate students, teaching faculty, and practice-oriented researchers in ESP/EAP around the world. Each chapter includes suggestions and sample tasks for self-study or classroom use. Incorporating reviews of research and scholarly knowledge as well as information about likely challenges for novices, the book examines: (1) Changing views on the origins of novices' difficulties (2) Pre-writing tasks that writers need to work through, from locating and evaluating sources to proficient reading-to-write and summarizing strategies (3) Citing types and purposes (4) The more sophisticated abilities of conveying an appropriate stance and engaging with readers (5) Disciplinary citing practices This book will be of interest to undergraduate and postgraduate writers from a variety of backgrounds, as well as their teachers and supervisors. It will be relevant to the growing number of researchers from non-English speaking backgrounds who are obliged to publish their work in English language international journals, and scholars who may be interested in carrying out research related to source-based writing.

A form of critical ethnography introduced to the social sciences in the late 1990s, institutional ethnography uncovers how things happen within institutional sites, providing a new and flexible tool for the study of how "work" is co-constituted within sites of writing and writing instruction. The study of work and work processes reveals how institutional discourse, social relations, and norms of professional practice coordinate what people do across time and sites of writing. Adoption of IE offers finely grained understandings of how our participation in the work of writing, writing instruction, and sites of writing gives material face to the institutions that govern the social world. In this book, Michelle LaFrance introduces the theories, rhetorical frames, and methods that ground and animate institutional ethnography. Three case studies illustrate key aspects of the methodology in action, tracing the work of writing assignment design in a linked gateway course, the ways annual reviews coordinate the work of faculty and writing center administrators and staff, and how the key term "information literacy" socially organizes teaching in a first-year English program. Through these explorations of the practice of ethnography within sites of writing and writing instruction, LaFrance

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shows that IE is a methodology keenly attuned to the material relations and conditions of work in twenty-first-century writing studies contexts, ideal for both practiced and novice ethnographers who seek to understand the actualities of social organization and lived experience in the sites they study. Institutional Ethnography expands the field's repertoire of research methodologies and offers the grounding necessary for work with the IE framework. It will be invaluable to writing researchers and students and scholars of writing studies across the spectrum—composition and rhetoric, literacy studies, and education—as well as those working in fields such as sociology and cultural studies.

What makes good writing good? Can anyone learn to write well? How does language work? The Common Writer explores questions such as these, suggesting ways in which writers can best express what they want to say and communicate it to their readers. Invoking the experience (and words) of many famous writers, it acknowledges the complexities of meaning, and examines the gap between words and the things they refer to. From that gap emerge ideas about metaphor, irony, and subjectivity - things that the capable writer learns to control and put to work. The book clarifies vexed issues like correctness, ambiguity and point of view and analyses the writing process in the light of the fascinating story of how our language and alphabet have developed. The final chapter summarizes some of the latest developments in the teaching of writing. An appendix of practical exercises is included.

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.

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