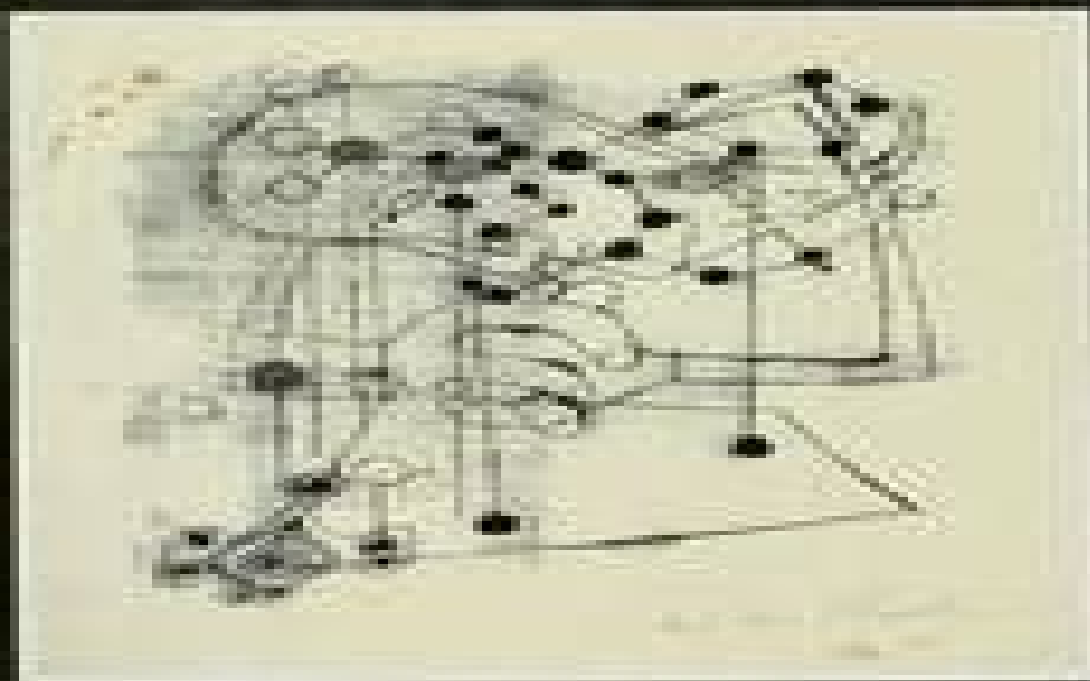


# G O O D W R I T I N G



*A Guide and  
Sourcebook for Writing  
Across the Curriculum*

L I N D A S I M O N

# Good Writing A Guide And Sourcebook For Writing Across The Curriculum

**L Cohen**



## **Good Writing A Guide And Sourcebook For Writing Across The Curriculum:**

Good Writing Linda Simon,1988-01-01

**Creative Writing Across the Curriculum** Justin Nicholes,2022-11-02

Situated among fields applied linguistics creative writing studies writing studies this book empirically explores the language of writers in contexts of learning externalized in literary genres At its core this book features linguistic and thematic analysis of the writing and reflections of adults who experienced what they usually described as meaningful CW in university coursework sometimes in science and research focused courses where they might not have expected to compose a literary genre In addition to synthesizing empirical studies that in total included more than 3 500 participants chapters present new research involving about 400 more This book is meant to be substantial in its goal of systematically organizing what is known about CW s relationship to writers in terms of feelings of engagement gains in content knowledge and revelations about oneself and others

WPA, Writing Program Administration ,1988

**Reference Guide to Writing Across the**

**Curriculum** Charles Bazerman,2005 This reference guide traces the Writing Across the Curriculum movement from its origins in British secondary education through its flourishing in American higher education and extension to American primary and secondary education

**The Longman Sourcebook for Writing Program Administrators** Irene

Ward,William James Carpenter,2008 The Longman Sourcebook for Writing Program Administrators serves as a reference work and handbook for those charged with administering writing programs at colleges and universities Both English Department Chairpersons and Directors of Writing Programs will find this an essential resource The book is also intended for graduate level courses in writing program administration serving as an introduction to the theory issues and practical problems of writing program administration

Writing Centers in Context Joyce A. Kinkead,Jeanette Harris,Jeanette

Gregory Harris,1993 This book profiles 12 writing centers that function effectively on their college and university campuses Following an introduction that provides an overview and suggests ways the book can be used the centers are examined in detail in the following chapters 1 A Multiservice Writing Lab in a Multiversity The Purdue University Writing Lab Muriel Harris 2 The Writing Center at Medgar Evers College Responding to the Winds of Change Brenda M Greene 3 The Writing Centers at the University of Toledo An Experiment in Collaboration Joan A Mullin and Luanne Momenee 4 The Lehigh University Writing Center Creating a Community of Writers Edward Lotto 5 The Writing Center at the University of Southern California Couches Carrels Computers and Conversation Irene L Clark 6 The Writing Center at Harvard University A Student Centered Resource Linda Simon 7 The Writing Center at the University of Puget Sound The Center of Academic Life Julie Neff 8 Establishing a Writing Center for the Community Johnson County Community College Ellen Mohr 9 Redefining Authority Multicultural Students and Tutors at the Educational Opportunity Program Writing Center at the University of Washington Gail Y Okawa 10 The Land Grant Context Utah State University s Writing Center Joyce A Kinkead 11 Taking Tutoring on the Road Utah State University s Rhetoric Associates Program Joyce A Kinkead and 12 Moving toward an

Electronic Writing Center at Colorado State University Dawn Rodrigues and Kathleen Kiefer The book concludes with two items by Joyce A Kinkead an epilogue and an additional article The Scholarly Context A Look at Themes which offers information on some of the uses of writing labs NKA *Resources in Education* ,2001-10 *The Allyn & Bacon Sourcebook for Writing Program Administrators* Irene Ward,William James Carpenter,2002 The Allyn Bacon Sourcebook for Writing Program Administrators offers essential advice for the novice the experienced or the returning Writing Program Administrator Provides eleven original works by nationally known writing program directors plus reprints of ground breaking articles from journals like ADE Bulletin College English and WPA Writing Program Administrator Many of the chapters have extensive bibliographies and help with such issues as teacher training and professional development curriculum and assessment and promotion and professional issues Other chapters are focused on advice for planning a career and flourishing as an administrator An extensive section of appendices collects the major professional statements pertaining to writing program administration including statements about standards for teaching working conditions and much more For anyone interested in writing program administration **Localizing Global English** Hikyoung Lee,Bernard Spolsky,2020-09-29 English is the most widely taught and learned language in the world and is used for communication among speakers from different language backgrounds How it can be effectively taught and learned what English means to and how it can be owned by non native speakers of English in Asia and elsewhere are all issues that warrant contemplation This edited collection addresses these issues and more by looking at a wide range of topics that are relevant and timely in contexts where English is taught as a foreign language The authors offer novel perspectives gleaned from theory and actual practice that can inform English language teaching in Asia and beyond This book will be of interest to researchers policymakers curriculum developers and practitioners in the field of English teaching and learning **South Atlantic Review** ,1987 Teaching L2 Composition Dana R. Ferris,John Hedgcock,2014 This popular comprehensive theory to practice text is designed to help teachers understand the task of writing L2 writers the different pedagogical models used in current composition teaching and reading writing connections Moving from general themes to specific pedagogical concerns it includes practice oriented chapters on the role of genre task construction course and lesson design writing assessment feedback error treatment and classroom language grammar vocabulary style instruction Although all topics are firmly grounded in relevant research a distinguishing feature of the text is the array of hands on practical examples materials and tasks that pre and in service teachers can use to develop the complex skills involved in teaching second language writing Each chapter includes Questions for Reflection Further Reading and Resources Reflection and Review and Application Activities An ideal text for L2 teacher preparation courses courses that include both L1 and L2 students and workshops for instructors of L2 writers in academic secondary and postsecondary settings the accessible synthesis of theory and research enables readers to see the relevance of the field s knowledge base to their own present or future classroom settings and student writers Introducing Writing

Across the Curriculum into China Dan Wu, 2012-09-19 Dr Wu Dan's *Introducing Writing Across the Curriculum into China* is an important and provocative research study that is broadly international in scope. Of particular significance for education in China, this book provides a historical analysis of writing instruction in China and an original application of activity theory used to analyze problems and possibilities for Writing Across the Curriculum (WAC) in higher education. Through an examination of important aspects of WAC as it has developed in the United States, Dr Wu Dan brings together various perspectives in support of developing and sustaining WAC programs in China and by analogy throughout the world. Her work opens new avenues for research in writing and for the teaching of courses throughout the curriculum using a writing in the disciplines approach. A major contribution to international WAC scholarship. *Introducing Writing Across the Curriculum into China* will be invaluable to English faculty and to all readers interested in educational innovations in China. *Books in Print*, 1993-09 V 1 Authors A-D v 2 Authors E-K v 3 Authors L-R v 4 S-Z v 5 Titles A-D v 6 Titles E-K v 7 Titles L-Q v 8 Titles R-Z v 9 Out of print out of stock indefinitely v 10 Publishers CCCC Bibliography of Composition and Rhetoric 1995 Gail Stygall, Kathleen Murphy, 1999-08 Published for the Conference on College Composition and Communication this bibliography provides an annual listing of scholarship on written English and teaching at the college level. Entries appear under six major categories: Bibliographies and Checklists; Theory and Research; Teacher Education; Administration and Social Roles; Curriculum; Testing, Measurement, and Evaluation; Listservs; Electronic Resources; and WWW Sites. This volume lists and annotates nearly two thousand articles, books, dissertations, and papers that with few exceptions appeared in 1995. It includes an index of authors and editors, a subject index, and entries cross-referenced according to subject matter. As usual, the CCCC Bibliography of Composition and Rhetoric draws on a large group of experts in the field. Annotations, which accompany every entry in this volume, describe a publication's contents and are intended to help users determine the entry's usefulness. Annotations are brief and are not meant to be descriptive or evaluative; they explain what an entry is about but leave readers free to judge for themselves the work's merits. Some of the main topics are self-explanatory, while others require some explanation. Bibliographies and Checklists are clear enough, but Theory and Research may not be. These entries discuss concepts or hypotheses, explain how people learn, describe fields or methodologies, examine historical developments, review previous explanations of a subject, or advance conclusions drawn from empirical evidence. Teacher Education, Administration, and Social Roles obviously covers the education of teachers and administrative and personnel policies; this topic also deals with services supporting classroom instruction and relations between educational institutions and the larger society. Listservs, Electronic Resources, and WWW Sites deals with the Internet's electronic discussion groups interested in theory and practice in composition and rhetoric. *What the Writing Tutor Needs to Know* Margot Soven, 2006 Master the essentials of peer tutoring with *WHAT THE WRITING TUTOR NEEDS TO KNOW*. With study questions, questions for research projects, and exercises at the end of each chapter, this English text prepares you for the challenges you will face in the tutoring.

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