

# Errors & Expectations

A GUIDE  
FOR THE  
TEACHER  
OF BASIC  
WRITING

MINA P.  
SHAUGHNESSY

# Errors And Expectations A Guide For The Teacher Of Basic Writing

**Pytash, Kristine E.**



## **Errors And Expectations A Guide For The Teacher Of Basic Writing:**

*Errors and Expectations* Mina P. Shaughnessy, 1977 This book is mainly an attempt to be precise about the types of difficulties to be found in basic writing papers and beyond that to demonstrate how the sources of those difficulties can be explained without recourse to such empty terms as handicapped or disadvantaged This book is divided into sections of difficulty such as handwriting and punctuation syntax common errors spelling vocabulary and beyond the sentence 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 and reshaped the field *Rethinking Basic Writing* Laura Gray-Rosendale, 1999-12-01 This book surveys the history of basic writing scholarship suggesting that we cannot adequately theorize the situations of basic writers unless we examine how they construct their own conceptions of their identities their constructions of their relationships to social forces and their representations of their relationships to written work Using a cross disciplinary analytic model Gray Rosendale offers a detailed examination of the oral conversations that take place within one basic writing peer revision group She explains the ways in which the students own conversational structures impact and shape their written products Gray Rosendale then draws out the potentials of her work for basic writing administrators curricula builders and teachers *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 **Encyclopedia of Rhetoric and Composition** Theresa Enos, 2011-04-06 This reference guide surveys the field covering rhetoric s principles concepts applications practical tools and major thinkers Drawing on the

scholarship and expertise of 288 contributors the Encyclopedia presents a long needed overview of rhetoric and its role in contemporary education and communications discusses rhetoric s contributions to various fields surveys the applications of this versatile discipline to the teaching of English and language arts and illustrates its usefulness in all kinds of discourse argument and exchange of ideas

**Writing on the Margins** D. Bartholomae, 2016-05-24 A collection of twenty one essays by David Bartholomae Writing on the Margins includes selections that have helped shape the discipline of composition studies With a wide ranging introduction and three retrospective postscripts to set the essays in context it serves as a valuable reference and as a powerful introduction to crucial issues in the field This book has been awarded the MLA s Mina P Shaughnessy Award recognizing an outstanding research publication on the teaching of English Revision: History, Theory, and Practice , 2006

**Teaching Composition** Gary Tate, 1987 *Teacher Research for Better Schools* Marian M. Mohr, 2004 This book is about a group of experienced K 12 teachers who took teacher research to another level Their story is not only about teacher working together to improve their own teaching but also about how their research reverberated throughout their school system and influenced how their schools were run *Exploring Technology for Writing and Writing Instruction* Pytash, Kristine E., 2013-07-31 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

**Dialects in Schools and Communities** Carolyn Temple Adger, Walt Wolfram, Donna Christian, 2014-05-22 This book describes dialect differences in American English and their impact on education and everyday life It explores some of the major issues that confront educational practitioners and suggests what practitioners can do to recognize students language abilities support their language development and expand their knowledge about dialects Topics addressed include popular concerns about the nature of language variation characteristic structures of different dialects various interactive patterns characteristic of social groups the school impacts of dialect differences in speaking writing and reading including questions about teaching Standard English and the value of dialect education in schools to enable students to understand dialects as natural and normal language phenomena Changes in the Second Edition In this edition the authors reconsider and expand their discussion of many of the issues addressed in the first edition and in other of their earlier works taking into account especially the research on dialects and publications for audiences beyond linguistics that have appeared since the first edition This edition is offered as an updated report on the state of language variation and education in the United States Dialects in Schools and

Communities is rooted in questions that have arisen in workshops surveys classes discussion groups and conversations with practitioners and teacher educators It is thus intended to address important needs in a range of educational and related service fields As an overview of current empirical research it synthesizes current understandings and provides key references in this sense it is a kind of translation and interpretation in which the authors goal is to bring together the practical concerns of educators and the vantage point of sociolinguistics No background in linguistics or sociolinguistics is assumed on the part of the reader This volume is intended for teacher interns and practicing teachers in elementary and secondary schools early childhood specialists specialists in reading and writing speech language pathologists special education teachers and students in various language specialties

**Teaching Adult Literacy: A Teacher Education Handbook** Hughes, Nora, Schwab, Irene, 2010-02-01 Offers guidance on how to work with adult learners to develop literacy skills and includes case studies of real student experiences and practical suggestions for teaching planning and assessment *EBOOK: Teaching Adult Literacy: A Teacher Education Handbook* Nora Hughes, Irene Schwab, 2010-02-16 Are you teaching or training to teach literacy to adult learners Do you want to update and deepen your practice Yes Then this is the essential book for you In this book the authors offer friendly guidance on how to work with adult learners to develop their literacy skills and practices They challenge the negative view of adult literacy learners as social problems often described in terms of their deficits They promote an alternative view of people who have rich resources and skills in many areas of their lives which they can bring to the learning process The contributing authors have a wealth of experience as practitioners and researchers in the field They pull together a wide range of current theory and research on adult literacy offering new perspectives on theory and applications to everyday practice Key features include Case studies of real student experiences Samples of learners writing with commentary and analysis Application of linguistic theory to literacy teaching Practical suggestions for teaching planning and assessment Guidance on supporting learners with dyslexia and global learning difficulties Reflective tasks encouraging readers to develop and apply their knowledge This book is an invaluable resource for trainee teachers studying on literacy specialist courses leading to teaching qualifications as well as for experienced practitioners wishing to update and deepen their practice

Assessing Writing to Support Learning Sandra Murphy, Peggy O'Neill, 2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and

assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education When Challenge Brings Change Sandra Murphy, Mary Ann Smith, 2023 These narratives share teacher breakthroughs the ways teachers have successfully and courageously turned a corner

**Writing Program Administration** Susan H. McLeod, 2007-03-16 This reference guide provides a comprehensive review of the literature on all the issues responsibilities and opportunities that writing program administrators need to understand manage and enact including budgets personnel curriculum assessment teacher training and supervision and more Writing Program Administration also provides the first comprehensive history of writing program administration in U S higher education Writing Program Administration includes a helpful glossary of terms and an annotated bibliography for further reading *Education Statistics Quarterly*, 1999 *Handbook of Research on Integrating Digital Technology With Literacy Pedagogies* Sullivan, Pamela M., Lantz, Jessica L., Sullivan, Brian A., 2019-11-22 The allure and marketplace power of digital technologies continues to hold sway over the field of education with billions spent annually on technology in the United States alone Literacy instruction at all levels is influenced by these evolving and ever changing tools While this opens the door to innovations in literacy curricula it also adds a pedagogical responsibility to operate within a well developed conceptual framework to ensure instruction is complemented or augmented by technology and does not become secondary to it The Handbook of Research on Integrating Digital Technology With Literacy Pedagogies is a comprehensive research publication that considers the integration of digital technologies in all levels of literacy instruction and prepares the reader for inevitable technological advancements and changes Covering a wide range of topics such as augmented reality literacy and online games this book is essential for educators administrators IT specialists curriculum developers instructional designers teaching professionals academicians researchers education stakeholders and students

**A Teaching Subject** Joseph Harris, 2012-01-01 In this classic text Joseph Harris traces the evolution of college writing instruction since the Dartmouth Seminar of 1966 A Teaching Subject offers a brilliant interpretive history of the first decades during which writing studies came to be imagined as a discipline separable from its partners in English studies Postscripts to each chapter in this new edition bring the history of composition up to the present Reviewing the development of the field through five key ideas Harris unfolds a set of issues and tensions that continue to shape the teaching of writing

today Ultimately he builds a case now deeply influential in its own right that composition defines itself through its interest and investment in the literacy work that students and teachers do together Unique among English studies fields composition is Harris contends a teaching subject      **Talking Back** Norbert Elliot, Alice S. Horning, 2020-05-01 In Talking Back a veritable Who's Who of writing studies scholars deliberate on intellectual traditions current practices and important directions for the future In response junior and mid career scholars reflect on each chapter with thoughtful and measured moves forward into the contemporary environment of research teaching and service Each of the prestigious chapter authors in the volume has three common traits a sense of responsibility for advancing the profession a passion for programs of research dedicated to advancing opportunities for others and a reflective sense of their work accompanied by humility for their contributions As a documentary Talking Back is the first history of writing studies in autobiography Contributors Jo Allen Ann N Amicucci Akua Duku Anokye Paige Davis Arrington Doug Baldwin John C Brereton Judy Buchanan Hugh Burns Leasa Burton Ellen C Carillo William Condon Dylan B Dryer Michelle F Eble Jennifer Enoch Joan Feinberg Patricia Friedrich Cinthia Gannett Eli Goldblatt Shenika Hankerson Janis Haswell Richard Haswell Eric Heltzel Douglas Hesse Bruce Horner Alice S Horning Asao B Inoue Ruth Ray Karpen Suzanne Lane Min Zhan Lu Donald McQuade Elisabeth L Miller Rebecca Williams Mlynarczyk Sean Molloy Les Perelman Louise Wetherbee Phelps Stacey Pigg Sherry Rankins Robertson Jessica Restaino J Michael Rifenburg Eliana Schonberg Geneva Smitherman Richard Sterling Katherine E Tirabassi Devon Tomasulo Martha A Townsend Mike Truong Victor Villanueva Edward M White Anne Elrod Whitney Kathleen Blake Yancey

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