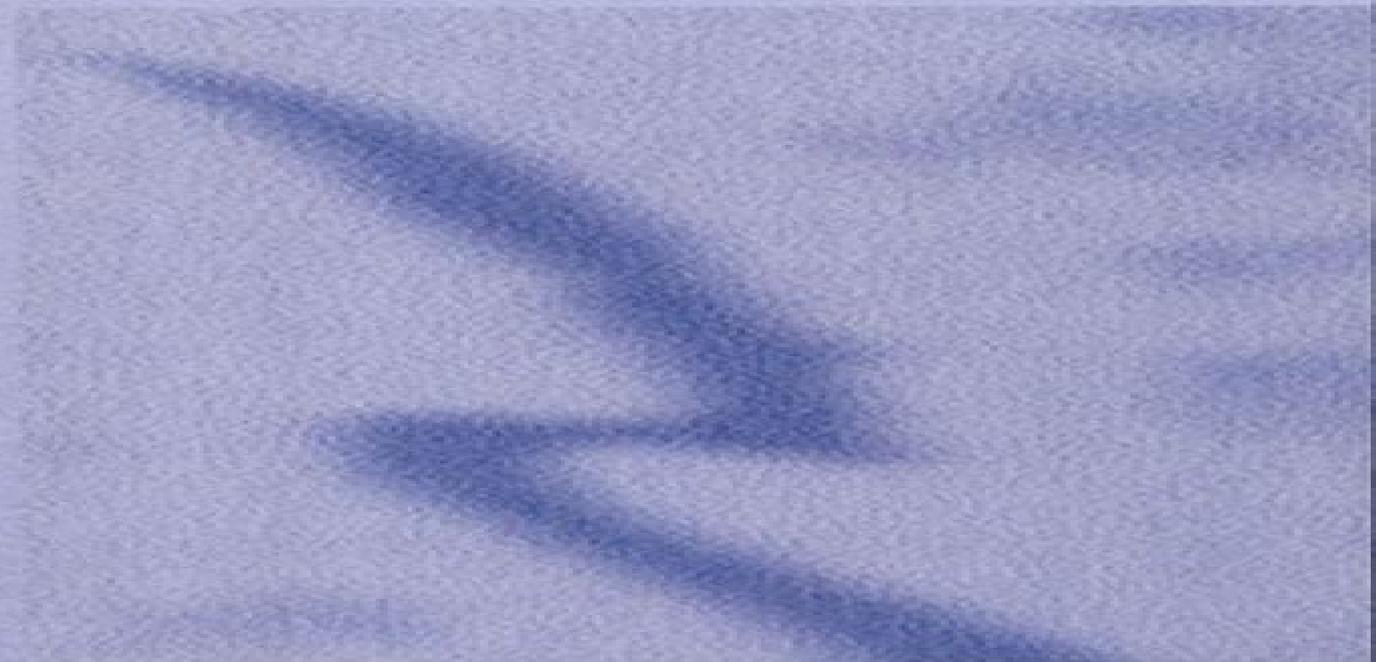


Student Writing

Access, Regulation, Desire

Theresa M. Lillis

Literacies



Student Writing Access Regulation Desire

Charles Bazerman



Student Writing Access Regulation Desire:

Student Writing Theresa M. Lillis, 2001 Lillis reflective study of academic writing practices challenges current discourse on writing as skill Containing detailed studies as well as theory and analysis from the UK and US the book has a strong international focus

Student Writing and Genre Fiona English, 2011-04-14 This book is about how genres affect the ways students understand and engage with their disciplines offering a fresh approach to genre by using affordances as a key aspect in exploring the work of first year undergraduates who were given the task of reworking an essay by using a different genre Working within a social semiotic frame of reference it uses the notion of genre as a clear articulated tool for discussing the relationship between knowledge and representation It provides pedagogical solutions to contentions around genres disciplines academic discourses and their relation to student learning identity and power showing that given the opportunity to work with different genres students develop new ways of understanding and engaging with their disciplines Providing a strong argument for why a wider repertoire of genres is desirable at university this study opens up new possibilities for student writing learning and assessment It will appeal to teachers subject specialists researchers and postgraduates interested in higher education studies academic literacies writing in the disciplines and applied linguistics

Handbook of Research on Writing Charles Bazerman, 2009-03-04 The Handbook of Research on Writing ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it How do people write How do they learn to write and develop as writers Under what conditions and for what purposes do people write What resources and technologies do we use to write How did our current forms and practices of writing emerge within social history What impacts has writing had on society and the individual What does it mean to be and to learn to be an active participant in contemporary systems of meaning This cornerstone volume advances the field by aggregating the broad ranging interdisciplinary multidimensional strands of writing research and bringing them together into a common intellectual space Endeavoring to synthesize what has been learned about writing in all nations in recent decades it reflects a wide scope of international research activity with attention to writing at all levels of schooling and in all life situations Chapter authors all eminent researchers come from disciplines as diverse as anthropology archeology typography communication studies linguistics journalism sociology rhetoric composition law medicine education history and literacy studies The Handbook's 37 chapters are organized in five sections The History of Writing Writing in Society Writing in Schooling Writing and the Individual Writing as Text This volume in summing up what is known about writing deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers It will be interesting and useful to scholars and researchers of writing to anyone who teaches writing in any context at any level and to all those who are just curious about writing

Chinese Students' Writing in English Maria Leedham, 2014-08-27 Chinese students are the largest international student group in UK universities today yet little is known about their

undergraduate writing and the challenges they face Drawing on the British Academic Written English corpus a large corpus of proficient undergraduate student writing collected in the UK in the early 2000s this study explores Chinese students written assignments in English in a range of university disciplines contrasting these with assignments from British students The study is supplemented by questionnaire and interview datasets with discipline lecturers writing tutors and students and provides a comprehensive picture of the Chinese student writer today Theoretically framed through work within academic literacies and lexical priming the author seeks to explore what we know about Chinese students writing and to extend these findings to undergraduate writing more generally In a globalized educational environment it is important for educators to understand differences in writing styles across the student body and to move from the widespread deficit model of student writing towards a descriptive model which embraces different ways of achieving success Chinese Students Writing in English will be of value to researchers EAP tutors and university lecturers teaching Chinese students in the UK China and other English or Chinese speaking countries

Writing Centres in Higher Education Laura Dison, Sherran Clarence, 2017-01-01

Writing Centres in South Africa and globally are now well established academic support centres within many universities Historically tasked with supporting students as they grapple with the demands of academic writing many centres are now moving beyond their own walls to work with academic tutors lecturers and departments to rethink the ways in which knowledge is transformed into different kinds of disciplinary writing This move raises pertinent questions for writing centre directors tutors consultants and for the universities that house them how does a centre tasked with supporting more general academic literacy development through writing pedagogies initiate students into a range of particularised discourse communities How do writing centre staff and disciplinary lecturers negotiate their shared and separate concerns for student learning through collaborative writing development projects How do writing centres work with assignments and forms of literacy that challenge them to reconfigure their own pedagogical practices and expand their conceptions of writing support How do writing centres maintain their core focus as they move flexibly beyond their own spaces to understand the nature of disciplinary writing 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

Teaching Academic Writing in European Higher Education Lennart Björk, Gerd Bräuer, L. Rienecker, Peter

Stray Jørgensen,2003-03-31 This volume describes in detail teaching philosophies curricular structures research approaches and organizational models used in European countries It offers concrete teaching strategies and examples from individual tutorials to large classes from face to face to web based teaching and addresses educational and cultural differences between writing instruction in Europe and the US **Southern African Linguistics and Applied Language Studies** ,2008

Literacies Across Educational Contexts Brian V. Street,2005 International scholars and practitioners apply the principles of the New Literacy Studies which views literacy as a social practice to diverse educational contexts Sixteen case studies explore what it means for students of all ages to learn and teachers to teach across diverse contexts Provided by the publisher place like home a teacher education perspective on literacies across educational contexts Jennifer Rowsell and Dorothy Rajaratnam **Deconstructing academic practices through self reflexive pedagogies** Penny Jane Burke and Monika Hermerschmidt **South African Journal of Higher Education** ,2008 **Personal Tutoring in Higher Education** Paula Hixenbaugh,2006 A great deal has changed since the last book on personal tutoring in higher education appeared a decade ago Mass higher education and resource constraints have put pressures on the traditional models of academic support just when increased student numbers and greater diversity has made the need for one to one and small group learning more urgent **Personal Tutoring in Higher Education** examines the pressures on traditional models of personal tutoring and sets this against the benefits of greater interaction and engagement to support students as they make the transition into higher education and progress through it successfully The contributors offer alternative ways of conceptualising personal tutoring and describe new and effective ways of implementing appropriate support systems at strategic and practical levels And they discuss the implications for training development and support needs of university staff in this changing environment The book is essential reading for all managers and tutors in higher education **Academic Futures** ,2009 This volume contains 15 contributed chapters thematically divided into three sections Keywords are provided to encourage the reader to dip into the book according to their research interests Wissenschaftliches Schreiben Abseits Des Englischen Mainstreams Ursula Doleschal,Helmut Gruber,2007 Papers presented at a conference held Oct 24 26 2004 Universiteit Klagenfurt FoL ,2005 **Who Owns This Text?** Carol Peterson Haviland,Joan A. Mullin,2009 Carol Haviland Joan Mullin and their collaborators report on a three year interdisciplinary interview project on the subject of plagiarism authorship and property and how these are conceived across different fields The study investigated seven different academic fields to discover disciplinary conceptions of what types of scholarly production count as owned Less a research report than a conversation the book offers a wide range of ideas and the chapters here will provoke discussion on scholarly practice relating to intellectual property plagiarism and authorship and to how these matters are conveyed to students Although these authors find a good deal of consensus in regard to the ethical issues of plagiarism they document a surprising variety of practice on the subject of what ownership looks like from one discipline to another And they discover

that students are not often instructed in the conventions of their major field **Life and Learning XII** University Faculty for Life. Conference,2003 **Encyclopedia of Language and Education** Nancy H. Hornberger,2007-11-20 In this second fully revised edition the 10 volume Encyclopedia of Language and Education offers the newest developments including two new volumes of research and scholarly content essential to the field of language teaching and learning in the age of globalization In the selection of topics and contributors the Encyclopedia reflects the depth of disciplinary knowledge breadth of interdisciplinary perspective and diversity of sociogeographic experience in the field Throughout there is an inclusion of contributions from non English speaking and non western parts of the world providing truly global coverage

Rethinking English in Schools Viv Ellis,Carol Fox,Brian Street,2007 This book suggests that English teaching has something both to reclaim and renew **Community College Review** ,2004 Journal of Linguistics ,2002 *Creativity, Competence and the International Dimension* Sabine Hotho,2009

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