

Chapter 1 : The Student Writer

*The Student Writer [Barbara Fine Clouse] on www.nxgvision.com *FREE* shipping on qualifying offers. The Student Writer: Editor and Critic strengthens the text's commitment to helping students become better writers by helping them develop their own successful writing processes and by helping them become reliable critics and editors of their own texts.*

How can I help students become better writers in the discipline when I am not a writing teacher? There are a variety of things you can do that do not require expertise as a writing teacher, as well as ways of creating assignments and assessments that will aid students in this academic endeavor. Share Useful Strategies with Students. Many of the writing strategies we take for granted e. And yet, these issues arise so frequently that there are resources available for us to share with our students. For example, the library offers workshops on various topics such as conducting literature searches and evaluating sources that can be scheduled during class time so students all get the chance to learn these basic skills before they need to be applied in writing assignments. In addition, there are several sources of information on the web that we can share with our students on basic writing tips and strategies: For a checklist to help students edit their own writing for grammatical errors, see University of Wisconsin at Madison. Use examples of good student writing to discuss with your students what makes these pieces of writing effective. This helps students identify the elements of good work for particular assignments within particular disciplinary domains that, in turn, helps them become conscious of these elements in their own work. Diverse models of student work also illustrate that there are different ways to approach the same assignment, thus offering students some sense of creative scope. It may also be helpful for you to share with students your process in approaching writing tasks. For example, you can tell students: What questions you ask yourself before you begin you might, for example, ask: Who is my audience? What am I trying to convince them of? What do I want to say, and what evidence can I use to back it up? How you go about writing Do you sketch out ideas on scrap paper? How you go about diagnosing problems and making revisions in your writing pdf. Do you ask a friend to read and comment on your work? Do you step away from the paper for a day and return to it with fresh eyes? This is not always easy: However, illuminating the complex steps involved in writing and revising to both you and your students is a useful exercise. Of course, one of the best ways for students to become better writers is through practice. However, as our learning principle on practice and feedback shows, not all practice is equally effective. See more information on designing effective writing assignments and on responding to student writing. It is also helpful to include milestones into an assignment so that students submit either preliminary drafts so they can incorporate feedback in their subsequent revisions or components of a larger paper so they avoid leaving the entire assignment to the last minute. Few people are able to turn out high-quality writing in first drafts. For most people, good writing requires rereading, rethinking, and sometimes fairly extensive revising. Many students leave writing assignments to the last minute, expecting to be able to sit down and rapidly turn out a good paper. Thus, they may not give themselves enough time to re-examine premises, adjust the organizational scheme, refine their arguments, etc. Requiring drafts forces students to build in appropriate time frames for their work. A detailed scoring guide or performance rubric helps students to recognize the component parts of a writing task and understand how their competence will be assessed in each of these areas. A good rubric helps students to see what comprises high quality writing and to identify the skills they will need to perform well. You might want to provide your rubric to students along with the assignment so they know what the criteria are in advance and can plan appropriately. Besides the differences between skilled and unskilled writers, there are cultural differences that often manifest themselves in the written work of non-native speakers of English. For example, Arabic speakers may develop their arguments by restating their position rather than stating rationales. Japanese speakers are inclined to argue both for and against an issue, and to be more tentative in their conclusions. Some non-native speakers generally provide lengthier treatments of historical context, minimizing their own arguments. Be explicit with students about the behaviors of skilled writers. Understanding the behavioral differences between skilled and unskilled writers can help us work more

effectively with students, even to "warn" them in advance of potential pitfalls to be avoided. Conceive the writing problem narrowly, primarily in terms of topic. Shape writing to the needs of the audience. Have little concept of audience. Are committed to the writing. Care little about the writing. Are less easily satisfied with first drafts. Think of revision as finding the line of argument. Revise extensively at the level of structure and content. Are more easily satisfied with the first draft. Think of revision as changing words or crossing out and throwing away. Revise only at the level of single word or sentence. Are able to pay selective attention to various aspects of the writing task, depending on the stage of the writing process. Often tried to do everything perfectly on the first draft. Get stuck on single word choices or on punctuation, even at early stages. Sharing this information with students in advance of writing assignments can aid them in the writing process.

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The Student Writer, 9th Edition by Barbara Fine Clouse () Preview the textbook, purchase or get a FREE instructor-only desk copy.

Additional resources Assigning writing Whether or not you have developed the writing, students will be more successful if the assignment contains the following information: What is the goal of the assignment? Why are students being asked to write it? Who are students writing to? Include a summary of the criteria you will use to grade the writing. What have students encountered in their readings or lectures that illustrates the kind of thinking and writing you expect? Are there any special requirements? Place this information prominently on the assignment sheet Taking students through the writing process Other ways to help students be more successful with their writing are to encourage drafts and peer response groups and to offer writing conferences. Not only do students benefit from this process, you will also benefit by receiving final papers that are easier to read and grade. Drafts Encouraging or requiring students to write drafts of papers one to two weeks before they are due helps students avoid writing the paper the night before and often results in better final papers. If there is time, you can review drafts but students can also be referred to peer response groups or to writing centers. For more information about using peer response, contact CTL. Writing centers Many departments have writing centers. If you send students to the center in your department, be sure to provide the center staff with copies of your assignment. Writing conferences When there is time, one-to-one or small group writing conferences are valuable for helping students move from the draft to the revision. Using writing to encourage active learning There are many ways to take advantage of the role writing plays in learning. Below is a list of some roles writing can play in teaching and learning and how to facilitate them. To stimulate class or small group discussion To focus attention in small group discussion To focus attention or encourage reflection in lecture To direct reading Assign five to ten-minute writing exercises These exercises can range from lists showing what information students have grasped to paragraphs in which students compare and analyze different positions or take a position and defend it. Sharing these written responses can enable both you and your students to discover what they know, what they still need to find out and how they are thinking. You do not need to grade this writing. Grading writing If you have make clear to yourself and your students your criteria for grading a writing assignment, you will have a focused, objective way of responding and your students will have a greater chance of meeting your expectations. Develop grading criteria Referring to the assignment, ask yourself what you expect students to do on the assignment. Your answer might result in a list of points reflecting the specific things you expect to see and how you expect to see them. Organize your list to reflect your priorities for the assignment; then think about what elements would be necessary for an A paper, a B paper, a C paper. This process should help you develop criteria specific to the particular assignment. This will help students to identify the strengths and weakness in their work, which may assist in future improvement. Be consistent If you are teaching more than one section of a course, be consistent in your grading and commentary across the sections. Whenever possible, make your comments text-specific by referring to particular places in the paper where students are successful or where problems occur. Choose three areas that you will focus on in your end comments. Limit sentence level comments. Student writing Work with your supervising faculty member to create a grading criteria. Communicate this criteria to the students. Be consistent across sections. If TAs in charge of other sections are reading the same assignment, work together to develop, test and use grading criteria. Encourage students to come and see you during office hours to discuss their writing.

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The Student Writer: Editor and Critic strengthens the text's commitment to helping students become better writers by helping them develop their own successful writing processes and by helping them become reliable critics and editors of their own texts.

Erin struggles to connect to her students and she experiences numerous fights between some students, who are in rival gangs. One night, Eva Benitez April L. Hernandez , her boyfriend, and a friend go to a convenience store. Sindy Jaclyn Ngan , a Cambodian refugee, frequents the same convenience store. Grant Rice Armand Jones , an African-American student at Woodrow Wilson, frustrated at losing an arcade game, demands a refund from the store owner. As a witness, Eva must testify at court; she intends to guard "her own" in her testimony. At school, Gruwell intercepts a racist drawing by one of her high school students and utilizes it to teach them about the Holocaust , most of whom have no knowledge of. She gradually begins to earn their trust and buys them composition books to record their diaries, in which they talk about their experiences of being abused, seeing their friends die, and being evicted. Determined to reform her high school students, Gruwell takes on two part-time jobs to pay for more books and spends a lot more time at school, much to the disappointment of her husband Patrick Dempsey. Her students start to behave with respect and discover a lot more. A transformation is specifically visible in one student, Marcus Jason Finn. Gruwell invites various Jewish Holocaust survivors to talk with her class about their experiences and requires the students to attend a field trip to the Museum of Tolerance. Meanwhile, her unique training methods are scorned by her colleagues and department chair Margaret Campbell Imelda Staunton. The following school year comes, and Gruwell teaches her class now sophomores again, making it the second year that she is their teacher. On the first day of semester, Gruwell makes her class do a "Toast for Change", allowing everyone to open up about their struggles and what they wish to change about themselves. Later on, the class makes enough money to have Miep Gies to arrive to the United States and tell her experience when she helped Anne Frank , her family, and the Van Pels hide from the Nazis ; she then also persuades the students that they are heroes and that they "within their own small ways, [can] turn on a small light in a dark room. On leaving the court, Eva is attacked and threatened but ultimately spared by members of her gang and ends up going to live with her aunt in order to keep herself safe. Meanwhile, Gruwell asks her students to write their diaries in book form. She compiles the entries and names it The Freedom Writers Diary. Her husband divorces her and Margaret tells her she cannot teach her kids for their junior year. Gruwell fights this decision, eventually convincing the superintendent to permit her to teach her kids during their junior and senior years, much to their elation. The film ends with a note that Gruwell successfully prepared numerous high school students to graduate high school and attend college, for many the first in their families to do so.

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The Political Science Student Writer's Manual is a practical guide to research and writing in political science. Designed to improve students' critical thinking and writing skills, this hands-on manual includes effective style and grammar guides alongside clear coverage of argumentation, research, and citation to explain and illustrate the.

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The sixth edition of The Student Writer offers new material on argumentation, on applying the patterns of organization, on writing about literature, on visual argument, on research writing, and on ethics in writing.

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Student Course Guide for The Writer's Odyssey, Diane Martin, Acceptable Book.

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