# Doing Grammar By Max Morenberg

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doing grammar is a practical and lively guide to discovering how the english language works author max morenberg uses modern linguistic theories to build upon traditional frameworks and provide accessible explanations about the composition of sentences illustrating them at every step with diagrams and other visual models

doing grammar is a practical and lively guide to discovering how the english language works using strong visuals and an engaging style max morenberg builds upon traditional frameworks with modern linguistic theories and provides accessible explanations for the composition of sentences now in its fifth edition doing grammar includes up to date examples and features while retaining its unique voice

a new revised and expanded version of the book that became an underground classic in the world of composition the contributors report on significant research and theory in composition as well as methods of effectively teaching writing to the current generation of com position students included are essays by david bartho lomae ann berthoff patricia bizzell and bruce herzberg kenneth bruffee john clifford robert connors edward p j corbett donald daiker andrew kerek and max morenberg frank d angelo robert di yanni lester faigley donald freeman d g kehl james kinneavy richard larson elaine maimon louis milic ellen nold sondra perl and arthur egendorf sandra schor judith fishman summerfield and geoffrey summerfield joseph williams ross winterowd and richard young

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 shaugnessy award

recognizing an outstanding research publication on the teaching of english

this book offers teachers a convenient means of broadening their understanding of various kinds of composition theory and the steadily emerging field of teacher research by high school and college instructors the book is designed to arouse individual teachers interest in composition theory and encourage them to learn about and participate in teacher research the book covers the various branches of teacher research and the key ideas of its many proponents individual chapters include 1 the move toward theory in composition 2 theory and practice from a feminist perspective 3 the argument for teacher research 4 comprehension from within k 12 teacher research and the construction of knowledge 5 contextual constraints on knowledge making graduate student teacher research and 6 toward a teacher research approach to graduate studies an interview with national writing project teacher researchers along with a sample syllabus for a graduate course in composition theory are appended hb

designed for college writing teachers who are faced with teaching composition for the first time or re examining their teaching goals and methods the allyn bacon sourcebook for college writing teachers is a collection of writings on important theories and pedagogies in composition studies the selections discuss a range of theories and approaches to teaching writing and present readers with a number of options for instruction rather than a single way to teach written by some of today s foremost scholars and teachers the articles range from discussing how to integrate critical thinking and reading into writing instruction to methods for responding to and evaluating student writing to dealing with grammar and editing for those who teach writing

this volume aims to synthesize and situate the systematic study of discourse explicitly in the field of composition each chapter follows a common tri partite structure a description of an approach to discourse analysis a case study using that approach and a discussion of its value

in a style that combines scholarly care with remarkable readability north examines the development of the field of composition in a way it has not been examined before rather than focusing on what people claim to know about teaching writing he concerns himself primarily with how they claim to know it eight groups of knowledge makers are treated in separate chapters practitioners historians philosophers critics experimentalists clinicians formalists and ethnographers each of these chapters orients the reader by tracing the mode s first uses in the field and listing its best known and most important adherents then goes on to explain how the mode of inquiry works illustrating key points with painstaking analysis of well known studies in his final three chapters north turns from these individual modes to consider the field as a whole how have these different ways of making knowledge come together what is composition now and what is it likely to become

this sourcebook demonstrates the vigorous work being done in the field of technical and scientific communication collectively the essays offer researchers a basis from which to begin constructing the theoretical framework necessary for the study of technical communication the book begins with general concerns and progresses to particular applications the chapters comprising part i outline larger theoretical perspectives from which to examine techical communication humanistic approaches to technical communication the history of technical communication communication theory and technical writing and the teaching of technical writing part ii examines the relationship of technical communication to traditional rhetorical concerns such as invention audience modes of organization and style specific types of technical communication proposals reports and business correspondence among others are discussed in part iii the use of the computer oral presentations and specialized forms of technical communication are examined in part iv the appendixes offer guides to textbooks and style manuals and an overview of the technical writing profession

intended to guide writing teachers through the complexities of evaluation the essays in

this collection represent a variety of approaches to evaluation the essays display however some common beliefs about what is fundamentally important to writing teachers work specifically the need to distinguish between grading and evaluation to develop the ability to describe students writing to connect teaching and evaluation and to continually reexamine assumptions and practices that guide evaluation following an introduction by the editors the 17 essays and their authors are as follows 1 assessing thinking glimpsing a mind at work lee odell 2 what we know about genres and how it can help us assign and evaluate writing charles r cooper 3 audience considerations for evaluating writing phyllis mentzell ryder elizabeth vander lei and duane h roen 4 coaching writing development syntax revisited options explored william strong 5 cohesion and coherence martha kolln 6 assessing portfolios sandra murphy 7 how to read a science portfolio denise stavis levine 8 using writing to assess mathematics pedagogy and students understanding richard's millman 9 evaluating student writing about history kathleen medina 10 evaluating students response strategies in writing about literature richard w beach 11 evaluating the writing of culturally and linguistically diverse students the case of the african american vernacular english speaker arnetha f ball 12 latino esl students and the development of writing abilities guadalupe valdes and patricia anloff sanders 13 texts in contexts understanding chinese students english compositions guanjun cai 14 reflective reading developing thoughtful ways to respond to students writing chris m anson 15 creating a climate for portfolios sandra murphy and mary ann smith 16 integrating reading and writing in large scale assessment from claggett and 17 let them experiment accommodating diverse discourse practices in large scale writing assessment roxanne mountford nka

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