Researching And Writing Across The Curriculum

This thorough and complete guide is an essential reference in teaching research and writing in the humanities, sciences, social sciences and business. Presents comprehensive coverage of both primary and secondary research methods. In-depth outlines of model research projects in each discipline help readers see the similarities and differences between research in the four discipline areas. Details the latest MLA and APA documentation formats for electronic sources. Contains a complete listing of library resources by discipline, including computerized databases. Features in-chapter exercises and discussion questions. Features a new section on critical thinking, in Chapter 1, relating the inquiry process to critical thinking skills. For those interested in enhancing their research skills.

This book is about culture shock and the writing process. For a student, the relationship between writing and the challenge of living in a foreign culture may not be obvious. The purpose of Writing Across Culture is to aid the student in documenting and analyzing the connection. If culture can be broadly defined as the unwritten rules of everyday life, one effective method for learning these rules is to write about them as they are discovered. In this way, it is possible to see writing as a tool for cultural inquiry and comprehension, and, hence, an antidote for culture shock. Writing Across Culture encourages its readers to become writers engaged in a dialogue - between the individual and the new society - about everyday cultural differences.

Combining streamlined instruction in the writing process with outstanding accessibility, THE COLLEGE WRITER, BRIEF, is a fully updated three-in-one book - with a rhetoric, a reader, and a research guide - for users at any skill level. Throughout the book, numerous student and professional writing samples highlight important features of academic writing from voice to documentation and offer models for users' own papers. The fifth edition features a greater focus on writing across the curriculum, further supported within the research chapters by additional coverage of report writing, primary research, and avoiding plagiarism. Each student text is packaged with a free Cengage Essential Reference Card to the MLA HANDBOOK, Eighth Edition. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Writing development and pedagogy is a high priority area, particularly with standardised testing showing declines in writing across time and through the years of schooling. However, to date there are relatively few texts for teachers and teacher educators which detail how best to enable the children to become confident, autonomous and agentic writers of the future. Developing Writers Across the Primary and Secondary Years provides cumulative insights into how writing develops and how it can be taught across years of compulsory schooling. This edited collection is a timely and original contribution, addressing a significant literacy need for teachers of writing across three key stages of writing development, covering early (4-7 years old), primary (7-12 years old) and secondary years (12-16 years old) in Anglophone countries. Each section addresses two broader themes — becoming a writer with a child-oriented focus and writing pedagogy with a teacher-oriented focus. Together, the book brings to bear rigorous research and deep professional understanding of the writing classroom. It offers a novel approach conceiving of writing development as a dynamic and multidimensional concept. Such an integrated interdisciplinary understanding enables pedagogical thinking and development to address more holistically the complex act of writing.

This supplemental text supports Murray and DeSanctis' Legal Writing and Analysis and Legal Research Methods, covering objective writing, legal research, and adversarial writing in a process method. It provides samples of good and bad writing and teaches the TREAT method and explanatory synthesis that produce powerful and effective objective and adversarial writing. The course book is paired with an electronic, computer-based version of the text that adds links to online databases and Internet-based resources and supplements the text with audio and visual explanations and depictions, and PowerPoint introductions to and summaries of the material.

Academic Writing is emerging as a distinct subject for teaching and research in higher education in the UK and elsewhere. Teaching Academic Writing in UK Higher Education introduces this growing field and provides a resource for university teachers, researchers and administrators interested in developing students' writing.

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.

Researching Writing is an accessible, informative textbook that teaches undergraduates how to conduct ethical, authentic research in writing studies. The book introduces students to the research approaches used most often and offers a course framework for professors creating or teaching research courses themselves. Author Joyce Kinkead lays out the research process, including finding and defining questions, planning, and starting the research. Expository content introduces the language and methods of writing research, and specific methods are demonstrated in published examples, illustrating student work using student work and showing that it is possible for students to join the scholarly conversation in writing studies. Other features include student activities, instructor resources, student resources, and links to external content on journal websites, digital publications, YouTube, and similar work. The first-ever textbook for research methods in writing studies for undergraduates, Researching Writing takes a hands-on approach that excites and engages students in the depth and complexities of research and will influence the creation of courses in new writing majors as the field continues to grow.

Writing Across Distances and Disciplines addresses questions that cross borders between onsite, hybrid, and distributed learning environments, between higher education and the workplace, and between distance education and composition pedagogy. This groundbreaking volume raises critical issues, clarifies key terms, reviews history and theory, analyzes current research, reconsidered pedagogy, explores specific applications of WAC and WID in distributed environments, and considers what business and education might teach one another about writing and learning. Exploring the intersection of writing across the curriculum, composition studies, and distance learning, it provides an in-depth look at issues of importance to students, faculty, and administrators regarding the technological future of writing and learning in higher education.

We are working within an increasingly globalised knowledge economy, where researchers collaborate in cross-cultural teams, collect data in a variety of languages and share findings for international audiences who may be unfamiliar with the cultural context. Researching across Languages and Cultures is a guide for doctoral students and other researchers engaged in such multilingual and intercultural research, providing a framework for analysis and development of their experiences. Demonstrating the link between the theoretical approaches offered by the authors and the practical problems encountered by doctoral researchers, this ground-breaking book draws on research interviews with doctoral students from around the world. Students' written reflections on their experiences are presented as interludes between each chapter. A practical, hands-on guide to planning, conducting and writing up research, the book explores the crucial roles involved in interpreting data across cultures within doctoral research. Key topics include: The role of the interpreter and/or local research assistant in the research process and the ethics of translation. Constructing knowledge across cultures: addressing questions of audience, power and voice Academic literacy practices in multilingual settings. The doctoral student's role within the geopolitics of academic publishing and forms of research dissemination. The pragmatics of mediated communication (implicatures, intentions, dialogue) Researchers who come from and...
work in monolingual societies often forget that their context is unusual – most of the world live in multilingual contexts, where linguistic shifts and hybridities are the norm. Two authors with extensive experience, together with a number of their existing or former research students, share insights into these issues that surround language and culture in research. This book will be a useful guide for academic researchers, doctoral students, research supervisors and Masters students who carry out empirical research in multilingual or multicultural contexts and/or are writing about their research for a diverse readership across the world. The new edition of Ken Hyland’s text provides an authoritative guide to writing theory, research, and teaching. Emphasising the dynamic relationship between scholarship and pedagogy, it shows how research feeds into teaching practice. Teaching and Researching Writing introduces readers to key conceptual issues in the field today and reinforces their understanding with detailed cases, then offers tools for further investigating areas of interest. This is the essential resource for students of applied linguistics and language education to acquire and operationalise writing research theories, methods, findings, and practices—as well as for scholars and practitioners looking to learn more about writing and literacy. New to the fourth edition: Added or expanded coverage of important topics such as translanguaging, digital literacies and technologies, multimodal and social media writing, action research, teacher reflection, curriculum design, teaching young learners, and discipline-specific and profession-specific writing. Updated throughout—including revision to case studies and classroom practices—and discussion of Rhetorical Genre Studies, intercultural rhetoric, and expertise. Reorganised References and Resources section for ease of use for students, researchers, and teachers.

Addressing how composers transfer both knowledge about and practices of writing, Writing across Contexts explores the grounding theory behind a specific composition curriculum called Teaching for Transfer (TFT) and analyzes the efficacy of the approach. Finding that TFT courses aid students in transfer in ways that other kinds of composition courses do not, the authors demonstrate that the content of this curriculum, including its reflective practice, provides a unique set of resources for students to call on and repurpose for new writing tasks. The authors provide a brief historical review, give attention to current curricular efforts designed to promote such transfer, and develop new insights into the role of prior knowledge in students’ ability to transfer writing knowledge and practice, presenting three models of how students respond to and use new knowledge—assemblage, remix, and critical incident. A timely and significant contribution to the field, Writing across Contexts will be of interest to graduate students, composition scholars, WAC and writing-in-the-disciplines scholars, and writing program administrators.

Writing development is currently the focus of substantial international debate because it is the aspect of literacy education that has been least responsive to central government and state reforms. Teaching approaches in writing have been slower to change than those in teaching reading and pupil attainment in writing has increased at a much more modest rate than pupil attainment in reading. This handbook critically examines research and theoretical issues that impact on writing development from the early years through to adulthood. It provides those researching or teaching literacy with one of the most academically authoritative and comprehensive works in the field. With expert contributors from across the world, the book represents a detailed and valuable overview of a complex area of study.

Talk for Writing across the Curriculum takes a dynamic and creative look at how writing non-fiction can be taught across the curriculum.

Rhetoric, as a general teaching -- while preaching locality of action and guidelines for handling that locality -- has tended from the beginning to serve as a universality. It has offered a generalized techne with only limited categories, appropriate for all discursive situations, at least for those that were not excluded from the realm of rhetoric. Nonetheless, from its beginnings, rhetoric limited its interests to certain activity fields such as law, government, religion, and most important, the educators of leaders in these activity fields. This collection presents landmarks showing where the Writing-Across-the-Curriculum (WAC) and Writing in the Disciplines (WID) movements have gone. They have opened up a number of prospects that were impossible to see when rhetoric and composition confined their gaze to relatively few discursive activities. This suggests that the rhetorical landscape is becoming more complex and interesting, as well as more responsive to life in the complex, differentiated societies that have emerged in the last few centuries. This volume will reveal to scholars and researchers a range of possibilities for the study of disciplinary discourse and its teaching, and suggest to them new prospects for the future -- and for the better.

This book is an interdisciplinary research text that introduces you to research processes used in the science and technology, the social sciences, the humanities, and business. Whether it’s for a professional document, a school paper, an Internet blog, or something more personal, effective communication depends on clear, concise, and grammatically correct writing. Punctuation, spelling, and grammar rules can trip up anyone, while organization and word choice can make writing memorable—or banal. The Handy English Grammar Answer Book is an engaging guide to writing with clarity for all occasions. It offers fundamental principles, grammar rules, and punctuation advice, as well as insights on writing for different occasions and audiences. From a brief history of the English language to the deconstruction—and explanation—of the different parts of a sentence, and from showing how to punctuate correctly to how to organize a well-argued essay, this easy-to-use reference answers nearly 500 questions and offers fun facts on the English language and its usage, including How did English become a language spoken worldwide? What is a sentence fragment? When do I use “that” versus “which”? How do I use materials ethically on my own websites? How do I write an outline? Several appendices, including model papers and sample writing for every occasion, a glossary of commonly used terms, a bibliography, and an index add to the book’s usefulness.

This annotated bibliography is the first to trace the history of the Writing Across the Curriculum Movement and to assess the scholarship and pedagogy on the subject for researchers in diverse fields. Introduction to research writing. Research writing in language arts. Research writing in social sciences. research writing in natural sciences. MLA and APA Styles. Readers will learn to research and write papers in the social sciences with this thorough and complete guide to research in the social sciences. Part of a series on research writing across the curriculum, RESEARCHING AND WRITING IN...
THE SOCIAL SCIENCES provides discipline-specific guidance and sample papers that assist readers in preparing their own social science papers.

Mehrsprachige Schreibkompetenz rückt in den letzten Jahren aufgrund zunehmender Internationalisierung von Studium, Lehre und Forschung verstärkt in den Fokus. Dieser Band betrachtet akademisches Schreiben in verschiedenen Sprachen aus unterschiedlichen Perspektiven, um die Lehre wissenschaftlichen Schreibens in mehrsprachigen Umgebungen zu bereichern. Das Buch enthält Studien zur Schreibpraxis mehrsprachiger Schreibenden, sprachvergleichende Untersuchungen wissenschaftlicher Texte und diskutiert innovative Ansätze zur Lehre mehrsprachigen Schreibens an der Universität. Zusätzlich bietet der Band eine gute Übersicht zum aktuellen Stand mehrsprachiger wissenschaftlicher Schreibforschung an und diskutiert bestehende Anforderungen an zukünftige Forschung. Die Beiträge in diesem Band sind auf Deutsch, Englisch und Französisch. Multilingual writing skills have become increasingly important in recent years as a result of the growing internationalisation of education, teaching and research. This book investigates the question of academic writing in different languages ??from a variety of perspectives with the aim of shedding new light on the practice of teaching academic writing in multilingual environments. It analyses the writing practices of multilingual writers, provides comparative studies of academic texts and explores innovative approaches to teaching multilingual writing in a university setting. The volume also provides a comprehensive overview of the current state of academic research on multilingual academic writing and examines existing requirements for future research. The contributions in this volume are in German, English and French. Ces dernières années, les compétences rédactionnelles multilingues gagnent de plus en plus d’importance, en raison de l’internationalisation croissante des études, de l’étude et de la recherche. Cet ouvrage aborde l’écriture académique en différentes langues sous diverses perspectives, de manière à enrichir l’étude de la rédaction de textes scientifiques dans des environnements multilingues. Le livre fournit des études sur la pratique d’écriture d’écrivains multilingues, sur des comparaisons linguistiques de textes scientifiques et discute des approches innovantes dans l’enseignement de l’écriture multilingue à l’université. En outre, il offre un très bon aperçu de la situation actuelle de la recherche dans le domaine de l’écriture scientifique multilingue et parle des exigences actuelles auxquelles est confrontée la recherche future. Les contributions dans ce livre sont en allemand, en anglais et en français.

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.

Exploring College Writing: Reading, Writing and Researching across the Curriculum is a rhetoric for first-year and sophomore composition courses that uses a constructivist, ethnographic approach to introducing students to academic reading, writing, and researching. This text will be especially useful to composition instructors who wish to provide students with both a general overview of academic discourse and an introduction to the purposes, audiences, and genres of writing across disciplines. This textbook works from the premise that the best way to initiate students to academic discourse is to have them explore academic literacies using an ethnographic, fieldwork approach to their own institution. Students are cast in the role of researchers, exploring their own experiences as college writers and investigating writing in General Education and in their prospective majors. The book provides instructors and students sequences of engaging and exploratory Writing to Learn and Learn by Doing activities and formal, extended writing projects that ask students to interview professors, analyze writing assignments, and reflect on their own reading, writing, and researching processes and histories. These writing projects connect to students’ interests, experiences, and goals and provide them with a sense of purpose and audience for writing. The organization of Exploring College Writing across the Curriculum reflects the programmatic goals of WAC to create a broad introduction to academic reading, writing, and researching and introduces students to the rhetorical situations, genres, and common college thinking and writing strategies. Part I presents students with prompts that ask them to explore the similarities and differences between high school and college literacy and reflect on their own literacy histories. Part II asks students to think critically about their reading, writing, and researching processes and to explore strategies for college reading, writing, and researching processes. Part II includes prompts that ask students to explore college reading, writing, and researching processes and practice academic research and making academic arguments. Part III introduces students to writing across the curriculum and the idea of disciplines and discourse communities. Part IV asks students to investigate the reading, writing, and researching assigned in the General Education and major courses at their campus and to consider discipline-specific ways of writing and thinking. Unlike other textbooks Exploring College Writing uses authentic student and professional texts from across disciplines in a variety of genres such as lab reports, scholarly book reviews, ethnographies and case studies to guide and inspire the writing process.

Readers will learn to research and write papers in science and technology with this thorough and complete guide to research in the sciences. Part of a series on research writing across the curriculum, RESEARCHING AND WRITING IN SCIENCES AND TECHNOLOGY provides discipline-specific guidance and sample papers that assist readers in preparing their own science papers.

Researching and Writing Across the CurriculumAllyn & Bacon

Teaching Writing through the Immigrant Story explores the intersection between immigration and pedagogy via the narrative form. Embedded in the contexts of both student writing and student reading of literature chapters by scholars from four-year and two-year colleges and universities across the country, this book engages the topic of immigration within writing and literature courses as the site for extending, critiquing, and challenging assumptions about justice and equity while deepening students’ sense of ethics and humanity. Each of the chapters recognizes the prevalence of immigrant students in writing classrooms across the United States—including foreign-born, first- and second-generation Americans, and more—and the myriad opportunities and challenges those students present to their instructors. These contributors have seen the validity in the stories and experiences these students bring to the classroom—evidence of their lifetimes of complex learning in both academic and nonacademic settings. Like thousands of college-level instructors in the United States, they have immigrant stories of their own. The immigrant “narrative” offers a unique framework for knowledge production in which students and teachers may learn from each other, in which the ordinary power dynamic of teacher and students begins to shift, to enable empathy to emerge and to provide space for an authentic kind of pedagogy. By engaging writing and literature teachers within and outside the classroom, Teaching Writing through the Immigrant Story speaks to the immigrant narrative as a viable frame for teaching writing—an opportunity for building and
articulating knowledge through academic discourse. The book creates a platform for immigration as a writing and literary theme, a framework for critical thinking, and a foundation for significant social change and advocacy. Contributors: Tuli Chatterji, Katie Daily, Libby Garland, Silvia Giagnoni, Sibylle Gruber, John Havard, Timothy Henderson, Brennan Herring, Lilian Min, Rachel Pate, Emily Schnee, Elizabeth Stone

Presents a collection of essays discussing the theories and models of writing research.

Invention in Rhetoric and Composition examines issues that have surrounded historical and contemporary theories and pedagogies of rhetorical invention, citing a wide array of positions on these issues in both primary rhetorical texts and secondary interpretations. It presents theoretical disagreements over the nature, purpose, and epistemology of invention and pedagogical debates over such issues as the relative importance of art, talent, imitation, and practice in teaching discourse. After a discussion of treatments of invention from the Sophists to the nineteenth century, Invention in Rhetoric and Composition introduces a range of early twentieth-century multidisciplinary theories and calls for invention's awakening in the field of English studies. It then showcases inventional theories and pedagogies that have emerged in the field of Rhetoric and Composition over the last four decades, including the ensuing research, critiques, and implementations of this inventional work. As a reference guide, the text offers a glossary of terms, an annotated bibliography of selected texts, and an extensive bibliography. Janice M. Lauer is Professor of English, Emerita at Purdue University, where she was the Reece McGee Distinguished Professor of English. In 1998, she received the College Composition and Communication Conference's Exemplar Award. Her publications include Four Worlds of Writing: Inquiry and Action in Context, Composition Research: Empirical Designs, and New Perspectives on Rhetorical Invention, as well as essays on rhetorical invention, disciplinarity, writing as inquiry, composition pedagogy, historical rhetoric, and empirical research.

The definitive research paper guide. Lester combines a traditional and practical approach to the research process with the latest information on researching and writing online. Comprehensive, but not overwhelming, Lester provides students with step-by-step guidance through the research writing process from selecting and narrowing a topic, to formatting the finished document. And it backs up the instruction with the most complete array of samples of any research writing guide on the market. Another of the text's ongoing strengths is its extremely thorough and accurate coverage of citation styles for a wide variety of disciplines. This edition maintains Lester's successful approach while detailing the uses of new computer technologies that are changing the face of research. In addition, an all-new Interactive Edition CD-ROM offers the entire text in an electronic format for easy reference while writing and researching on a computer. Numerous multimedia features include: interactive research activities, weblinks, and resources. The CD is FREE when bundled with the text. Available at an unbelievably low price in two formats perfect and spiral-bound with tabs Lester's text is one that students will keep throughout their college careers.

Part of the highly-regarded Applied Linguistics in Action series. Teaching and Researching: Writing, offers a clear, comprehensive overview of writing research and teaching. Ken Hyland, a widely published and highly experienced teacher of both Applied Linguistics and EFL, brings together the latest research and teaching practices in the field of writing in a highly readable, wide-ranging volume. Provides clearly laid-out discussion of key topics using bullet points, boxes, and screen shots. Includes historical and conceptual background and current questions. Gives extensive examples of research issues and teaching approaches with case studies. Offers suggestions for small-scale, do-able research topics. Other features include extensive compendium of resources, recommended reading, and a glossary of key terms. Has dedicated website providing links, references and resources. Provides background information and practical suggestions to librarians and instructors involved with Writing-Across-the-Curriculum.

The journey to better grades starts here. Since writing and research is part of almost every college course, you need an accessible, easy-to-understand reference guide that can provide answers to the many grammar, writing, researching and documentation questions you'll have. The Longman Pocket Writer's Companion is an inexpensive, pocket-sized guide that answers all your writing questions and more. Offering a distinctive focus on writing for different audiences – academic, public, and workplace – this handbook enables you to communicate more effectively, while its superior support for writing across the curriculum and up-to-date documentation coverage will help you get better grades in all of your courses. Why You Need this New Edition A new Ten Serious Errors section helps you recognize and correct major errors that make it hard for readers to understand your writing, including fragments, run-ons, unnecessary commas, and more. A new chapter on Assessing Writing (Ch. 10) offers you strategies for seeing your own writing objectively as well as tips for anticipating how others might evaluate your work. A new chapter on Writing for General Education Courses (Ch. 8) helps you analyze your college assignments. You'll also find tips to help you with the most common writing tasks across the General Education curriculum (such as writing summaries, annotated bibliographies, and essay exams) helping you to write more effectively in all your courses. A new chapter on Writing in the Disciplines (Ch. 9) will help you write papers common in the majors (such as interpretations, textual and visual analyses, abstracts, lab reports, and researched reports) to set you up for success as your college career progresses. New documentation entries illustrate how to cite sources such as blogs and podcasts, genres so new that they aren't covered in many texts. New student sample pages in the CMS and CSE Style chapters (Chs 19, 20) ensure that you see sample student research writing in all four of the major academic documentation styles. New Source Samples in the MLA and APA Style chapters (Chs 17, 18) show you where in the original source you can find all the information you need for citation.

Researching and writing about contemporary art and artists present unique challenges for scholars, students, professional critics and creative practitioners alike. This collection of essays from across the arts disciplines—music, literature, dance, theatre and the visual arts—explores the challenges and complexities raised by engaging in researching and writing on living or recently deceased subjects and their output. Different sections explore critical perspectives and case studies in relation to innovative, distinctive or otherwise leading work, as well as offering innovative modes of discourse such as a visual essay and a music composition. Subjects addressed include recent scandals of Canadian literary celebrity, late-career output, the written element of music composition PhDs, and the boundaries between ethnography and hagiography, with case studies ranging from Howard Barker to Adrian Piper to Sylvie Guillem and Misty Copeland.

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on reading and writing activities for use in the high school science and math classroom. The 43 lesson plans in this book cover writing about science, reading about science, the vocabulary of science, short scientific writing assignments, long scientific writing assignments, and science and the imagination. The book includes an activities chart which indicates the focus and types of activities (such as small group activities, journal writing, poetry, vocabulary development, etc.) found in the various lessons. A 27-item annotated bibliography contains references to research and additional resources. (RS)