

## **The Application of Collaborative Writing Strategy in Teaching Composition in a Public Junior High School**

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### *ABSTRACT*

The qualitative descriptive method was used by the researcher in this study. The term "qualitative descriptive research" refers to a survey study that determined and described the use of a collaborative writing strategy in teaching composition. The study's objectives are to learn how the teacher uses the collaborative writing strategy in teaching composition in a public junior high school, as well as the students' reactions to the strategies used by the teacher in teaching writing in a public junior high school. The teachers and students of UPT SMP Negeri 6 Makassar's ninth grade were the study's subjects. As a result, the researcher chose one of the two teachers at this school who could use Microsoft 365 and two classes, 8.2 and 9. A, as the subjects of the study. According to the findings, the English teacher at UPT SMP Negeri 6 Makassar frequently

# Collaborative Writing In Composition Studies

**Gesa Kirsch, Patricia A. Sullivan**



## **Collaborative Writing In Composition Studies:**

*Collaborative Writing in Composition Studies* Sheryl I. Fontaine, Susan Hunter, 2006 Gain a historical theoretical and practical context for your studies in composition and the teaching of writing with COLLABORATIVE WRITING IN COMPOSITION STUDIES Designed to help you digest and synthesize theory history and practice this English text provide the historical knowledge and terminology that beginning students in the field need to understand Singular Texts/plural Authors Lisa S. Ede, Andrea A. Lunsford, 1992 Why write together the authors ask They answer that question here in the first book to combine theoretical and historical explorations with actual research on collaborative and group writing Lisa Ede and Andrea Lunsford challenge the assumption that writing is a solitary act That challenge is grounded in their own personal experience as long term collaborators and in their extensive research including a three stage study of collaborative writing supported by the Fund for the Improvement of Post Secondary Education The authors urge a fundamental change in our institutions to accommodate collaboration by radically resituating power in the classroom and by instituting rewards for collaborative work that equal rewards for single authored work They conclude with the injunction Today and in the twenty first century our data suggest writers must be able to work together They must in short be able to collaborate **Research on Composition** Peter Smagorinsky, 2006 Covering the period between 1984 and 2003 this authoritative sequel picks up where the earlier volumes Braddock et al 1963 and Hillocks 1986 now classics in the field left off It features a broader focus that goes beyond the classroom teaching of writing to include teacher research second language writing rhetoric home and community literacy workplace literacy and histories of writing Each chapter is written by an expert in the area reviewed and covers both conventional written composition and multimodal forms of composition including drawing digital forms and other relevant media Research on Composition is an invaluable road map of composition research for the next decade and required reading for anyone teaching or writing about composition today **Beyond Conversation** William Duffy, 2021-01-04 Collaboration was an important area of study in writing for many years but interest faded as scholars began to assume that those working within writing studies already got it In Beyond Conversation William Duffy revives the topic and connects it to the growing interest in collaboration within digital and materialist rhetoric to demonstrate that not only do the theory pedagogy and practice of collaboration need more study but there is also much to be learned from the doing of collaboration While interrogating the institutional politics that circulate around debates about collaboration this book offers a concise history of collaborative writing theory while proposing a new set of commonplaces for understanding the labor of coauthorship Specifically Beyond Conversation outlines an interactionist theory that explains collaboration as the rhetorical capacity that manifests in the discursive engagements coauthors enter into with the objects of their writing Drawing on new materialist philosophies post qualitative inquiry and interactionist rhetorical theory Beyond Conversation challenges writing and literacy educators to recognize the pedagogical benefits of collaborative writing in the work they do both as writers and

as teachers of writing The book will reinvigorate how teachers scholars and administrators advocate for the importance of collaborative writing in their work **A Guide to Composition Pedagogies** Gary Tate,Amy Rupiper-Taggart,Kurt Schick,Brooke Hessler,2014-02 This is a bibliographic guide written for newcomers to the field The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration **Digital Reading and Writing in Composition Studies** Mary R. Lamb,Jennifer M. Parrott,2019-03-13 As digital reading has become more productive and active the lines between reading and writing become more blurred This book offers both an exploration of collaborative reading and pedagogical strategies for teaching reading and writing that reflect the realities of digital literacies This edited scholarly collection offers strategies for teaching reading and writing that highlight the possibilities opportunities and complexities of digital literacies Part 1 explores reading and writing that happen digitally and offers frameworks for thinking about this process Part 2 focuses on strategies for the classroom by applying reading theories design principles and rhetorical concepts to instruction Part 3 introduces various disciplinary implications for this blended approach to writing instruction What is emerging is new theories and practices of reading in both print and digital spaces theories that account for how diverse student readers encounter and engage digital texts This collection contributes to this work by offering strategies for sustaining reading and cultivating writing in this landscape of changing digital literacies The book is essential for the professional development of beginning teachers who will appreciate the historical and bibliographic overview as well as classroom strategies and for busy veteran teachers who will gain updated knowledge and a renewed commitment to teaching an array of literacy skills It will be ideal for graduate seminars in composition theory and pedagogy both undergraduate and graduate and teacher education courses and will be key reading for scholars in rhetoric and composition interested in composition history assessment communication studies and literature pedagogy **Process This** Nancy DeJoy,2004-10 Nancy DeJoy argues that the modern process movement made great strides toward centering student discourses in composition classrooms but the places for student discourses in the field of composition studies were left largely unexplored Even recent revisions to composition studies cultural studies service learning and social process movements continue to position composition students and teachers as mere consumers of the discipline This means that the subjects methodologies and theory practice relationships that define the field are often absent in composition classrooms In **Process This** DeJoy creates a pedagogy and a plan for faculty development that revisions the prewrite write rewrite triad to open spaces for participation and contribution to all members of first year writing classrooms Ultimately this book will help students and teachers of first year writing challenge their positions as the consumers of composition studies and move toward more active roles as participants in and contributors to the field **Situating Composition** Ede, Lisa,2004 Responding to a growing pedagogical paralysis in debates over the nature and status of composition studies as an academic discipline Lisa Ede offers a provocative inquiry into the politics of composition s place in

the academy The result is a timely and engaging reflection on the rhetoric ideology and ethics of scholarship and instruction in composition studies today *Writing Groups* Anne Ruggles Gere,1987-04-10 Drawing on previously unpublished archival materials as well as historical accounts of American education and the self help tradition of education in the United States this book examines the origins theoretical bases and implications of writing groups Following an introduction that points out the varied circumstances under which writing groups develop the book looks into writing groups from three points of view The first section deals with history and contains chapters on writing groups inside academic institutions such as college literary societies like Harvard s Spy Club and Hasty Pudding Club and groups outside of academic institutions which started out mainly as mutual improvement groups and are still prevalent In the second section which covers writing group theory are chapters on collaborative learning as opposed to the common image of writing in isolation and theories of language development mainly Marxist and structuralist Implications of writing groups are the focus of the third section which includes a chapter of suggestions for writing group formation and activities and a chapter on theories of literacy that concentrates on its social aspects Two extensive bibliographies are included the first is an annotated list of primary sources which is organized by year while the second is an alphabetical listing of works consulted SKC

**Methods and Methodology in Composition Research** Gesa Kirsch,Patricia A. Sullivan,1992 In original essays fourteen nationally known scholars examine the practical philosophical and epistemological implications of a variety of research traditions Included are discussions of historical theoretical and feminist scholarship case study and ethnographic research text and conversation analysis and cognitive experimental and descriptive research Issues that cross methodological boundaries such as the nature of collaborative research and writing methodological pluralism the classification and coding of research data and the politics of composition research are also examined Contributors reflect on their own research practices and so reflect the current state of composition research itself

**Collaborative Learning and Writing** Kathleen M. Hunzer,2014-01-10 Although most writing instructors know the benefits of collaborative learning and writing in college writing classes many remain unsure how to implement collaborative techniques successfully in the classroom This collection provides a diversity of voices that address the how tos of collaborative learning and writing by addressing key concerns about the process Fresh essays consider the importance of collaborative work and peer review the best ways to select groups in classes integration of collaborative learning techniques into electronic environments whether group learning and writing are appropriate for all writing classes and ways special populations can benefit from collaborative activities Despite its challenges collaborative learning can prove remarkably effective and this study provides the advice to make it work smoothly and successfully

**Authorship in Composition Studies** Tracy Hamler Carrick,Rebecca Moore Howard,2006 Gain a historical theoretical and practical context for your studies in composition with AUTHORSHIP IN COMPOSITION STUDIES Designed to help you digest and synthesize theory history and practice this English text provide the historical knowledge and terminology that

beginning students in the field need to understand With coverage of concrete advice talking points for class discussion and suggested exercises and writing assignments you will develop your understanding of contemporary composition instruction

**Concepts in Composition** Irene L. Clark, 2011-09-01 Concepts in Composition Theory and Practice in the Teaching of Writing is designed to foster reflection on how theory impacts practice enabling prospective teachers to develop their own comprehensive and coherent conception of what writing is or should be and to consider how people learn to write This approach allows readers to assume the dual role of both teacher and student as they enter the conversation of the discipline and become familiar with some of the critical issues New to this second edition are up to date primary source readings a focus on collaborative writing practices and collaborative learning additional assignments and classroom activities an emphasis on new media and information literacy and their impact on the teaching of writing These new directions will inform the content of this revision reflecting significant advancements in the field Each chapter addresses a particular theoretical concept relevant to classroom teaching and includes activities to help readers establish the connection between theoretical concepts and classroom lessons Online resources include overviews classroom handouts exercises a sample syllabus and PowerPoint presentations Bringing together scholars with expertise in particular areas of composition this text will serve as an effective primer for students and educators in the field of composition theory *Collaborative Writing Playbook* Joe Moses, Jason Tham, 2021-02-27 Collaborative Writing Playbook An Instructor's Guide to Designing Writing Projects for Student Teams supports writing across the curriculum by helping instructors overcome a key obstacle to assigning writing the workload The Playbook is for instructors who would assign more writing in their courses if they could create meaningful assignments that complement course goals The Playbook is for instructors who would assign collaborative writing if they could account for individual contributions to collaboratively written content and use assessment criteria consistent with course learning objectives Instructors can overcome the workload obstacles by identifying five learning objectives that writing and course content have in common discipline specific objectives for critical thinking research synthesis genre structure and editing peer review By aligning writing objectives with course learning objectives instructors can design writing projects tasks and peer review roles that support rather than distract from course content Including collaborative writing throughout a course makes meaningful collaboration much easier to achieve than making collaboration a temporary activity which can disrupt everyone's productivity Joe Moses and Jason Tham present ideas for small and large activities that help instructors introduce collaboration at a pace that makes sense for them and sustains meaningful learning throughout a course Designed to support instructors who want to include writing to learn opportunities for their students COLLABORATIVE WRITING PLAYBOOK has several unique features Practical tools for planning and promoting productive teamwork Roles for collaborative writing teammates that complement course specific learning objectives Structured activities designed specifically to support teammate interdependence and accountability Templates for team charters team

planning goal setting and task coordination A versatile five part structure defined by instructors according to their preferences for designing and evaluating team projects *Creative Composition* Danita Berg, Lori A. May, 2015 This book brings together contemporary authors and well respected creative writing instructors and theorists to explore ways creativity in composition may be encouraged in student writers The question in this anthology is not Can writing be taught but How can we inspire students to embrace the creative process no matter what they write **Keywords in Composition Studies** Paul Heilker, Peter Vandenberg, 1996 *Keywords in Composition Studies* is the first systematic inquiry into the vocabulary of writing teachers and theorists In brief yet heavily researched essays contributors explore the development of and interconnections among fifty five of the most consequential words in the field It is with these critical terms that the contemporary field of composition has been composed and in this sense *Keywords in Composition Studies* is an introduction to the principal ideas and ideals of compositionists Yet this book is neither a dictionary nor an encyclopedia it does not attempt to capture the established knowledge of a unified discipline through its vocabulary but rather explores the multiple layers of meaning inhabiting the words writing teachers and theorists have depended and continue to depend on most Each essay begins with the assumption that its central term is important precisely because its meaning is open overdetermined The purpose of each essay is to foreground a range of meaning signified by its central term rather than to pinpoint a meaning In this sense *Keywords in Composition Studies* is a practical model for reading the texts of an expanding and unsettled field

*The Changing Horizon of Composition Studies* Gary H. Wilson, 2011 *Explanation Points* John R Gallagher, Dànielle Nicole DeVoss, 2019-09-06 *Explanation Points* is a curated collection of disciplinary knowledge and advice for publishing in rhetoric and composition Covering a variety of topics in an approachable conversational tone the book demonstrates how writing faculty from diverse career trajectories and institutions produce prepare edit revise and publish scholarship Rhetoric and composition is a uniquely democratic field made of a group of scholars who rather than competing with one another lift each other up and work together to move the field forward This lively engaging story anchored book offers advice from a range of authors including emeritus faculty prolific authors and early career researchers Organized by various stages in the writing and publishing process *Explanation Points* presents the advice shared between colleagues passed along from professor to student or offered online in abbreviated tweets and updates The best advice book on writing and publishing in the field *Explanation Points* is a useful resource for rhetoric and composition scholars including faculty graduate students and advanced undergraduate students writing center administrators staff and consultants graduate practica and seminars writing workshop classes and editors associate editors assistant editors and other academic journal staff Contributors Tim Amidon Chris Anson Nancy G Barron Ellen Barton Michael Baumann Steve Bernhardt Kristine L Blair David Blakesley Lynn Z Bloom Marcia Bost James Brown Amber Buck Rebecca Burnett Joyce Carter Kate Comer Janice Cools Marilyn Cooper Craig Cotich Ellen Cushman Gabriel Cutrufello Courtney Danforth Sid Dobrin William Duffy Norbert Elliot Jessica Enoch Doug

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*Rewriting Success in Rhetoric and Composition Careers* Amy Goodburn, Donna LeCourt, 2012-09-15 *Rewriting Success in Rhetoric and Composition Careers* presents alternative narratives of what constitutes success in the field of rhetoric and composition from those who occupy traditionally undervalued positions in the academy tribal college community colleges postdoctoral tracks those who have used their PhDs outside of the academy a law firm a textbook publisher a community center and those who have engaged in professionalization opportunities not typical in the field research center a nonprofit humanities organization

**Methods and Methodology in Composition Research** Gesa Kirsch, Patricia A. Sullivan, 1992 In original essays fourteen nationally known scholars examine the practical philosophical and epistemological implications of a variety of research traditions Included are discussions of historical theoretical and feminist scholarship case study and ethnographic research text and conversation analysis and cognitive experimental and descriptive research Issues that cross methodological boundaries such as the nature of collaborative research and writing methodological pluralism the classification and coding of research data and the politics of composition research are also examined Contributors reflect on their own research practices and so reflect the current state of composition research itself

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