



# Shared Territory

**Understanding Children's Writing as Works**

**Margaret Himley**

# Shared Territory Understanding Childrens Writing As Works

**Carol J. Fisher, C. Ann Terry**



## **Shared Territory Understanding Childrens Writing As Works:**

**Shared Territory** Margaret Himley,1991-11-14 This book brings together Patricia F Carini s concept of the developing child as a maker of works and M M Bakhtin s theory of language as hero to re examine how we have defined and researched early written language development Through a collection of five essays and a documentary account of one young writer Himley explores fundamental questions about development language use and learning and phenomenological reading or description as a possible interpretive methodology in education and research She demonstrates how to understand writing as the complex semiotic authoring of self and culture enacted through actual moments of concrete language use **From**

**Another Angle** Margaret Himley,Patricia F. Carini,2000-03 This volume represents the first effort to present and teach the descriptive processes philosophy and values developed at the Prospect Archives and Center for Education and Research in North Bennington Vermont Through story and essay it introduces a disciplined collaborative method for understanding children as thinkers and learners called the descriptive review of the child Developed through the Prospect Center under the leadership of Patricia F Carini the descriptive review is a mode of inquiry that draws on the rich detailed knowledge teachers and parents have of children and on their ability to describe those children in full and balanced ways so that they become visible as complex persons with particular strengths interests and capacities In an educational climate that calls increasingly for standardization this book is a timely resource for educators parents and administrators who value individual human capacity *Developing Engaged Readers in School and Home Communities* Linda Baker,Peter Afflerbach,David

Reinking,2012-12-06 This book comprises a synthesis of current directions in reading research theory and practice unified by what has been referred to as the engagement perspective of reading This perspective guides the research agenda of the National Reading Research Center NRRC a consortium of the University of Georgia University of Maryland and affiliated scholars A major goal of the book is to introduce reading researchers to the engagement perspective as defined by the NRRC and to illustrate its potential to integrate the cognitive social and motivational dimensions of reading and reading instruction Engaged readers are viewed as motivated strategic knowledgeable and socially interactive They read widely for a variety of purposes and capitalize on situations having potential to extend literacy The book is organized into four sections representing key components of the NRRC research agenda and the engagement perspective This perspective emphasizes contexts that influence engaged reading Accordingly the first section of the volume focuses on the social and cultural contexts of literacy development with chapters devoted to examining home influences home school connections and the special challenges facing ethnic minorities The engagement perspective also implies greater attention to the role of motivational and affective dimensions in reading development than traditional views of reading Therefore the second section examines motivational theory and its implications for reading engagement with special attention to characteristics of classroom contexts that promote motivation in reading The engagement perspective embraces innovative instructional contexts that address the

cognitive social and motivational aspects of reading Thus the third section includes chapters on current directions in promoting children s learning from text on the value of an integrated curriculum in promoting reading engagement and on the challenges of assessing students development as engaged readers Finally the broader conception of reading implied by the engagement perspective requires an expanded array of research approaches sensitive to the complex and interacting contexts in which children develop literacy The concluding section focuses on these important contemporary issues in literacy research and educational research with chapters examining the variety of alternative modes of inquiry gaining prominence in literacy research teacher inquiry and ethical issues of collaboration between university and teacher researchers Intended for university based researchers graduate students and classroom teachers this volume brings together researchers who think about students and their literacy development in school and home communities in distinctly different ways The cooperative and collaborative inquiry presented contributes to a richer understanding of the many factors influencing engaged reading

*The Theory and Practice of Grading Writing* Frances Zak, Christopher C. Weaver, 1998-02-05  
CHOICE 1998 Outstanding Academic Books Grading is one of the thorniest issues writing teachers must deal with yet surprisingly little has been written on this topic As writing teachers move increasingly toward practices that focus on writing as a process they face a growing need to reconsider their systems of grading to determine whether or not these systems support their pedagogies The authors interrogate the grading of individual papers as well as portfolios and the assigning of end of term grades This collection explores the issues and problems that have emerged as conventional grading practices have lagged behind and been challenged by new theories of language While the book will be of interest to theorists Zak and Weaver have also made the book relevant and useful to teachers whose primary interest is the practical consequences of theory in their classrooms Where theoretical discussion takes place the language is clear and accessible Many of the authors write directly from personal experience telling stories of the classroom or writing of new techniques and approaches they have tried They speak with the voices of teachers and the tone and content of their words convey a sense of the immediacy of the topic

Transforming Literacy Curriculum Genres Christine C. Pappas, Liliana Zecker, 2005-05-18 In this volume university researchers and urban elementary teacher researchers coauthor chapters on the teachers year long inquiries on a range of literacy topics that they conducted as part of a collaborative school university action research project Central to this project was the teacher researchers attempts to transform their teaching practices to meet the needs of students from diverse ethnic and linguistic backgrounds and their finding that their inquiry efforts resulted in developing more collaborative styles of teaching Because the everyday interactions between teachers and students are realized by the social talk in the classroom the university and teacher researchers analyzed classroom discourse to study and document the teachers efforts to make changes in the locus of power in literacy teaching and learning The chapters include many classroom discourse examples to illustrate the critical points or incidents of these teachers inquiries They show the successes

and the struggles involved in shedding teacher controlled patterns of talk This book explores the process of urban teachers journeys to create dialogically organized literacy instruction in particular literacy routines called in this book curriculum genres The book is organized in terms of these curriculum genres such as writing curriculum genres reading aloud curriculum genres drama curriculum genres and so forth Teacher inquiries were conducted in various elementary grade levels from kindergarten through grade eight Three occurred in bilingual classrooms and one in a special education classroom The first and last chapters written by the editors provide the background theoretical and methodological underpinnings of the project

*Children And Their Curriculum* Ann Filer, Andrew Pollard, Dennis Thiessen, 2002-11-01 First Published in 2004 This volume is a collection of papers from the participants and delegates at the Pupil Perspectives and the Curriculum symposium at the European Conference on Educational Research held at the University of Bath UK in September 1995 One of the aims of the symposium was to raise the profile of this under researched area and for dissemination and exchange at an international level

*Inside/outside* Marilyn Cochran-Smith, Susan Landy Lytle, 1993-06-15 Provides a thoughtful conceptual frame work for reading and understanding teacher research exploring its history potential and relationship to university based research In the second half the voices of teacher researchers contrast engage and combine as contributors explore the meaning and significance of their approaches and findings These authors enter into the national conversation about school reform teacher professionalism multicultural curriculum and pedagogy and language and literacy education

*Bulletin of the Center for Children's Books* , 1991

Thinking Through Theory James Thomas Zebroski, 1994 Thinking Through Theory tracks one teacher s encounter with theory for over a decade It investigates theory arising out of a Russian and eastern European tradition of language study

*Writing in the Workplace* Rachel Spilka, 1993 Rachel Spilka brings together nineteen previously unpublished essays concerned with ways in which recent research on workplace writing can contribute to the future direction of the discipline of technical and professional writing Hers is the first anthology on the social perspective in professional writing to feature focused discussions of research advances and future research directions The workplace as defined by this volume is a widely diverse area that encompasses small companies and large corporations public agencies and private firms and a varied population of writers engineers managers nurses social workers government employees and others Because much research has been conducted on the relationship between workplace writing and social contexts since the ground breaking 1985 publication of Odell and Goswami s *Writing in Nonacademic Settings* Spilka contends that this is an appropriate time for the professional writing community to consider what it has learned to date and where it should be heading next in light of these recent discoveries She argues that now professional writers should try to ask better questions and to define new directions Spilka breaks the anthology into two parts Part 1 is a collection of ten essays presenting textual and qualitative studies conducted by the authors in the late 1980s on workplace writing Spilka has chosen these studies as representative of the finest research being conducted in professional writing that can serve as

models for current and future researchers in the field Barbara Couture Jone Rymer and Barbara Mirel report on surveys they conducted relying on the social perspective both to design survey instruments and to analyze survey data Jamie MacKinnon assesses a qualitative study describing what workplace professionals might need to learn about social contexts and workplace writing Susan Kleimann and editor Rachel Spilka discuss multiple case studies they conducted that help explain the value during the composing process of social interaction among the participants of a rhetorical situation Judy Z Segal explores the negotiation between the character of Western medicine and the nature of its professional discourse Jennie Dautermann describes a qualitative study in which a group of nurses claimed the authority to restructure their own procedural information system Anthony Par finds in a case study of social workers that writing can be constrained heavily by socially imposed limitations and restrictions Graham Smart describes a study of discourse conventions in a financial institution Geoffrey A Cross reports on a case study of the interrelation of genre context and process in the group production of an executive letter and report Part 2 includes nine essays that assess the implications of recent research on workplace writing on theory pedagogy and practice and future research directions Mary Beth Debs considers research implications for the notion of authorship Jack Selzer explores the idea of intertextuality Leslie A Olson reviews the literature central to the concept of a discourse community James A Reither suggests that writing as collaboration in the classroom focuses more on the production of texts to be evaluated than on ways in which texts arise out of other texts Rachel Spilka continues Reither's discussion of how writing pedagogy in academia might be revised with regard to the social perspective Patricia Sullivan and James E Porter respond to the debate about the authority of theory versus that of practice on researchers notions of methodology Mary Beth Debs considers which methods used in fields related to writing hold promise for research in workplace writing Stephen Doheny Farina discusses how some writing researchers are questioning the underlying assumptions of traditional ethnography Finally Tyler Bouldin and Lee Odell suggest future directions for the research of workplace writing

*Bibliographic Index*, 1992    **Migrant Student Voices** Nancy Fredricka Zimmet, 1997    **Teachers Thinking, Teachers Knowing** National Conference on Research in English, 1994

- 2 Producing and Assessing Knowledge Beginning to Understand Teachers Knowledge through the Work of Four Theorists Anthony Petrosky
- 3 Teacher as Learner Working in a Community of Teachers Judy Buchanan
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- 11 The Role of Universities in the Professional Development of Practicing Teachers James Marshall
- 12 What Followed for Me Michael W

**Decentring Dancing Texts** Janet Lansdale, 2008-07-24 In

this book eleven authors analyze recent dance practices in the theatre in club culture and on film addressing dance in interdisciplinary relationship with music painting and play texts This text attempts to fill a gap with an up to date account of exciting and challenging new work illuminated by fascinating new theoretical frameworks *Choice* ,1991 **Review of Research in Education** ,1999 Writing Through Children's and Young Adult Literature, Grades 4-8 Mary Strong,Mimi Neamen,1993 Teaches the writing process using published works as the basis for writing experiences Authors lead the way to authorship The book includes literature based writing ideas and suggestions for expanding students creative abilities

**Children's Language and the Language Arts** Carol J. Fisher,C. Ann Terry,1982 Grade level 1 2 3 4 5 6 7 e p i t

**Teaching Children Mathematics** ,2008-08 **Considering Children's Art** Brenda S. Engel,1995

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