

## Doing Grammar By Max Morenberg

Doing Grammar, Third Edition, International Edition  
Doing Grammar  
Doing Grammar 2e Answer Key  
Creative Approaches to Sentence Combining  
Linguistics, Stylistics, and the Teaching of Composition  
The Practice of Theory  
The Territory of Language  
A Primer for Writing Teachers  
Writing with Passion  
A Sourcebook for Responding to Student Writing  
Evaluating Writing  
English Journal  
Students, Teachers and Writing  
Style  
Language Arts  
Curriculum Review  
Coaching Writing  
Crafting Authentic Voice  
Syntactic Maturity in Schoolchildren and Adults  
Academic Discourse and Critical Consciousness  
Max Morenberg  
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William Strong  
Donald McQuade  
Ruth E. Ray  
Donald McQuade  
David Foster  
Tom Romano  
Richard Straub  
Charles Raymond  
Cooper  
Claire Ann Woods-Elliott  
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Kellogg W. Hunt  
Patricia Bizzell

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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

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

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

essential reading for teachers interested in the methods and problems of composition but unfamiliar with its current theoretical backgrounds

romano encourages teachers to help students explore their world through language

a sourcebook for responding to student writing is a resource for writing teachers it provides a range of teacher comments on a sampling of college student papers and an anthology of key statements on theory and practice of responding to student writing specifically the book presents twenty five sets of responses made on a sampling of five student papers including expressive explanatory evaluative and argumentative writing comments by a variety of teachers both well recognized composition scholars who have contributed to the research on teacher response and college english teachers whose primary area of study is outside composition two additional essays without accompanying teacher comments for further practice a detailed bibliography on teacher response a collection of noted articles on reading evaluating and responding to student writing free of analysis and apparatus the book may be used by teachers in their own ways according to their own assumptions predilections and goals to develop better ways of responding to student writing from cover

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 fran claggett and 17 let them experiment accommodating diverse discourse practices in large scale writing assessment roxanne mountford nka

this book presents a coaching approach to instruction in written language

in a compelling and manageable text the author makes the case for giving special time and attention to voice as a means to get students involved and improve their writing

this collection of essays traces the attempts of one writing teacher to understand theoretically and to respond pedagogically to what happens when students from diverse backgrounds learn to use language in college bizzell begins from the assumption that democratic education requires us to attempt to educate all students including those whose social or ethnic backgrounds may have offered them little experience with academic discourse over the ten year period chronicled in these essays she has seen herself primarily as an advocate for such students sometimes called basic writers bizzell s views on education for critical consciousness widely discussed in the writing field are represented in most of the essays in this volume but in the last few chapters and in the intellectual autobiography written as the introduction to the volume she calls her previous work into question on the grounds that her self appointment as an advocate for basic writers may have been presumptuous and her hopes for the politically liberating effects of academic discourse misplaced she concludes by calling for a theory of discourse that acknowledges the need to argue for values and pedagogy that can assist these arguments to proceed more inclusively than ever before the essays in this volume constitute the main body of work in which bizzell developed her influential and often cited ideas organized chronologically they present a picture of how she has grappled with major issues in composition studies over the past decade in the process she sketches a trajectory for the development of composition studies as an academic discipline

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