Contents

Introduction

Part 1: Pedagogical Approaches

Chapter 1: Inclusivity Through Community: Designing Response Systems for “Mixed” Academic Writing Courses
  DANA R. FERRIS, University of California, Davis
  
Chapter 2: Increasing Student Metacognition and Transfer Through Reflective Writing
  GITA DasBENDER, Seton Hall University (New Jersey)
  
Chapter 3: Genre Play: Moving Students from Formulaic to Complex Academic Writing
  SUNNY HYON, California State University, San Bernardino
  
Chapter 4: Using Systemic-Functional Linguistic Analysis to Explain Expectations of Academic Discourse
  LUCIANA C. DE OLIVEIRA, University of Miami (Florida)
  
Chapter 5: Students as “Language Detectives”: Teaching Lexico-Grammatical Features of Academic Language
  MEGAN SICZEK, George Washington University (DC)
  GENA BENNETT, Independent Scholar, Kailua, Hawaii
  
Chapter 6: Screencasting: Incorporating Personalized Video Feedback in Hybrid Writing Classes
  ANNA GRIGORYAN, Pepperdine University (California)

Teaching U.S.-Educated Multilingual Writers: Pedagogical Practices from and for the Classroom
Mark Roberge, Kay M. Losey, Margi Wald
http://www.press.umich.edu/6127774/teaching_us_educaed_multilingual_writers
Michigan ELT 2015
Contents

Chapter 7: Digital Storytelling: Developing Academic Writing Skills Through Multimodal Texts
JOEL BLOCH, Independent Scholar, Columbus, Ohio

Chapter 8: In Their Own Voices: Validating Multilingual Identities Through Student Literacy Narratives
VANESSA COZZA, Washington State University, Tri-Cities

Part 2: Curricular Approaches

Chapter 9: “Seeing and Writing the World”: Exploring Personal Experience and Cultural Knowledge Through Academic Writing
KRISTI COSTELLO, Arkansas State University
PAUL SHOVLIN, Binghamton University, SUNY

Chapter 10: Critical Reading, Rhetorical Analysis, and Source-Based Writing
JOANNE BAIRD GIORDANO, University of Wisconsin–Marathon County
HOLLY HASSEL, University of Wisconsin–Marathon County

Chapter 11: World Englishes: Academic Explorations of Language, Culture, and Identity
SHAWNA SHAPIRO, Middlebury College (Vermont)

Chapter 12: “Active Editing” Workshops in the Writing Center: Modeling and Practicing Hands-On Strategies for Addressing Sentence-Level Concerns
KRISTIANE M. RIDGWAY, College of San Mateo (California)

Chapter 13: Learning from Each Other: Pairing Pre-Service Teachers with U.S.-Educated Multilingual Writers
CATHRYN CROSBY, University of Delaware
DEBBIE LAMB OUSEY, Penn State Brandywine
MYRA M. GOLDSCHMIDT, Penn State Brandywine

Index