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The Lifespan Development of Writing

Charles Bazerman, Arthur N. Applebee, Virginia W. Berninger, Deborah Brandt, Steve Graham, Jill V. Jeffery, Paul Kei Matsuda, Sandra Murphy, Deborah Wells Rowe, Mary Schleppegrell, and Kristen Campbell Wilcox

Although writing begins early in life and can develop well into adulthood, we know too little about how writing develops before, during, and after schooling, as well as too little about how an individual’s writing experiences relate to one another developmentally across the lifespan. The Lifespan Development of Writing is a first step toward understanding how people develop as writers over their lifetimes.

The authors present the results of a four-year project to synthesize the research on writing development at different ages from multiple, cross-disciplinary perspectives, including psychological, linguistic, sociocultural, and curricular. First collectively offering the joint statement “Toward an Understanding of Writing Development across the Lifespan,” the authors then focus individually on specific periods of writing development, including early childhood, adolescence, and working adulthood, looked at from different angles. They conclude with a summative understanding of trajectories of writing development and implications for further research, teaching, and policy.
As more and more college writing instructors are asked to teach online courses, the need for practical, day-to-day advice about what to expect in these courses and how to conduct them has grown. Scott Warnock, an experienced writing instructor and online writing instruction mentor, hears the questions constantly:

- What do I do each week that specifically constitutes an online course?
- How do students participate and engage in an online writing course (OWC)?

This book narrates the experience of an asynchronous OWC through the dual perspective of the teacher, Scott, and a student, Diana Gasiewski. Both teacher and student describe their strategies, activities, approaches, thoughts, and responses as they move week by week through the experience of teaching and taking an OWC. This narrative approach to describing teaching a writing course in a digital environment includes details about specific assignments and teaching strategies, with the added bonus of the student view. Through the experience of the student author, OWC instructors will better understand how students perceive OWCs and navigate through them—and how students manage their lives in the context of distance education.
Restorative Justice in the English Language Arts Classroom

Maisha T. Winn, Hannah Graham, and Rita Renjitham Alfred

How do teachers educate responsibly in an age of mass incarceration? And why should English teachers in particular concern themselves with unequal treatment and opportunity and the school-to-prison pipeline?

The authors address these and other critical questions, examining the intersection of restorative justice (RJ) and education with a focus on RJ processes that promote inclusivity and ownership. This book is a beginning guide for ELA teachers to address harm and inequities in the classroom, school, community, and nation. Viewing adolescent literacy through the lens of restorative justice will help teachers recognize just how integral practicing empathy and justice is to developing adolescent literacy. The authors provide concrete, specific examples of how ELA teachers can think and plan curriculum using an RJ lens to address issues of student disconnection and alienation as well as inequity and racial justice through writing, reading, speaking, and action.

Grades 6–12

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