

**Handout for “Building a Culture of Writing”**  
6-12 Writing Genres  
Session 3

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***An Annotated Bibliography for the Research Cited in Our  
PowerPoint Presentation***

**Almossawi, A. (2013). *An Illustrated Book of Bad Arguments*. New York: JasperCollins Publishers. Available at: <https://bookofbadarguments.com>**

“This book is aimed at newcomers to the field of logical reasoning. The author selected a small set of common errors in reasoning and visualized them using memorable illustrations that are supplemented with lots of examples. The hope is that the reader will learn from these pages some of the most common pitfalls in arguments and be able to identify and avoid them in practice.”

**Callahan, M., & Low, B.E. (2004). "At the crossroads of expertise: The risky business of teaching popular culture." *English Journal*, 93(3), 52-57.**

Pairing popular culture with traditional literary instruction provides what Meg Callahan and Bronwen Low call "a meeting place where students and teachers can share their expertise" (p. 52). Through their extensive research with secondary students, Callahan and Low conclude that "many students identified the use of popular culture in the classroom as a catalyst for complex thinking" (p. 57). <http://www.goo.gl/2tIL9Q>

**Dartmouth Institute for Writing and Rhetoric. (2016). *Collaborative learning/Learning with peers*. Available at: <http://writing-speech.dartmouth.edu/teaching/first-year-writing-pedagogies-methods-design/collaborative-learninglearning-peers>**

Collaborative writing encourages active learning. This report shows how students meet standards by *becoming* writers. Collaborative writing provides an opportunity for students to *deliberately practice writing* by “encouraging them to share their work with other writers to get feedback” (from *The Write Practice*, 2016).

**Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor texts*. Stenhouse Publishers. Available as a Google book at: <http://www.goo.gl/N0DSNI>**

High school English teacher, Kelly Gallagher, author of *Write Like This*, has classroom research data to support his central thesis: “If students are to grow as writers, they need to read good writing, they need to study good writing, and most important, they need to emulate good writers. “

**Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools. A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.**

This comprehensive review of the literature on effective writing strategies identifies collaborative writing as one element of “writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning” (p. 4,16). They emphasized the quality of writing.

**Kallus, M. C. (2003). Three case studies of “at-risk” middle level learners in a summer school context. [Dissertation]. Lubbock, TX: Texas Tech Univ. Available as a pdf at: <https://ttu-ir.tdl.org/ttu-ir/discover>**

The author’s research provided evidence that when middle grades students make intertextual connections, they are able “to relate to the characters in the stories they read” (p. 214).

**McWilliams, J., Hickey, D.T., Hines, M.B., Conner, J.M., & Bishop, S.C. (2010). Using collaborative writing tools for literary analysis: Twitter, fan fiction and *The Crucible* in the secondary English classroom. *Journal of Media Literacy Education*, 2(3). Available at: <http://digitalcommons.uri.edu/jmle/vol2/iss3/5>**

McWilliams et al. found that “motivation to participate increases when everybody’s participation is essential” (p. 244) in their study using collaborative (digital) writing tools.

**Olsen, C. (2016). Argumentative writing helps students. [Blog] Available at: [http://blogs.edweek.org/teachers/teaching\\_ahead/2016/07/writing\\_arguments.html](http://blogs.edweek.org/teachers/teaching_ahead/2016/07/writing_arguments.html)**

The author worked with leaders of the NWP to develop the College-Ready Writers Program (CRWP) teaches students the relationship between claims and evidence, and they come to appreciate differing perspectives. A recent study of CRWP's implementation showed the program "...had a positive, statistically significant effect on the four attributes of student argument writing—content, structure, stance, and conventions... In particular, CRWP students demonstrated greater proficiency in the quality of reasoning and use of evidence in their writing."

**Skinner, E. (2007). Writing workshop meets critical media literacy: Using magazines and movies as mentor texts. *Voices from the Middle*, 15(2), 30-39.** Available as a pdf at: <https://www.goo.gl/pgxeGR>

Emily Skinner's research demonstrates how using mentor texts increased students' fluency in constructing realistic short stories."

**Sophie Novack's Blog.** "A mentor text for motivating genre writing." Available at: <http://thewritepractice.com/intertextuality-as-a-literary-device/>

**Weinstein, S. (2006/2007). A love for the thing: The pleasures of rap as a literate practice. *Journal of Adolescent & Adult Literacy*, 50(4), 270-281.** Available as a pdf at: [https://resources.oncourse.iu.edu/access/content/user/mikuleck/Filemanager\\_Public\\_Files/L567/Music/Weinstein%202006%20%20Rap%20as%20literate%20practice.pdf](https://resources.oncourse.iu.edu/access/content/user/mikuleck/Filemanager_Public_Files/L567/Music/Weinstein%202006%20%20Rap%20as%20literate%20practice.pdf)

Weinstein's research found evidence for why "focusing on the intricacies of rap, a genre that gives so many young people so much pleasure, and in which they participate so enthusiastically, can enrich our understandings of how and why engagements with literacy develop" (p. 281).

**Wilcox, K.C., & Jeffery, J.V. (2014). Adolescents' writing in the content areas: National study results. *Research in the Teaching of English*, 49(2), 169-176.**

These two researchers reported on a national study of writing that found English learners (L1 and L2) can benefit from collaborative writing instruction embedded in content area classes