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He lists several examples across a span of four years (1982-86) to show the ways different researchers categorized the new paradigm in order to represent how it was unclear. However, many of these researchers

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lacked any sort of actual data, lingering in the realm of theory instead, where they responded to fellow researchers' ideas.

Lil Brannon's research works

C.H. Knoblauch and Lil Brannon, "Pedagogy for the Bamboozled" in *Writing with Elbow*, Eds. P. Belanoff, et al. Logan : Utah Universities Press, 2002, pp. 65-83 Lil Brannon and Stephen M. North. "The Use of the Margins."

On Students' Rights to Their Own Texts: A Model of Teacher ...

Brannon, Lil, and C.H. Knoblauch. "On Students' Right to Their Own Texts: A Model of Teacher Response." *College Composition and Communication*, 33.2 (1982), 157-166. In their article "On Students' Right to Their Own Texts: A Model of Teacher Response", Lil Brannon and C.H. Knoblauch discuss the problems with developing a writer's agency when the teacher,...

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Own it. It's yours. « Conceptualizing Writing

Knoblauch, C.H. and Lil Brannon. *Critical Teaching and the Idea of Literacy*. Portsmouth: Boynton/Cook, 1993. Knoblauch and Brannon use stories of critical literacy debates and teaching to illustrate what critical teaching of literacy at the high school and college level entails.

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Brannon, Lil; Knoblauch, C. H. College Composition and Communication, v33 n2 p157-66 May 1982. Examines how the relationship between teacher and student alters the connection between the writer's authority and the quality of the reader's attention. Discusses how teachers assess student writing from the perspective of an "ideal text," at the expense ...

Teacherly Musings | Learning to Teach Writing the Right ...

Knoblauch, C.H., and Lil Brannon. "Responding to Texts: Facilitating Revision in the Writing Workshop." Dialogue on Writing: Rethinking ESL, Basic Writing, and First-Year Composition. E...

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Responding to Student Writing - MATTHEW OVERSTREET

In "Responding to Student Writing", Nancy Sommers with Lil Brannon and Cyril Knoblauch test the widely used and the least understood method for student responding in writing. They made a conducts research on teachers at New York University and the University of Oklahoma, they found out that the teachers' comments on students are indistinct the...

Knoblauch and Brannon, Critical Teaching and the Idea of ...

Lil Brannon is an assistant professor at New York University, co-director of the Expository Writing Program, and coordinator of the Writing Center. She is completing a text entitled Writers Writing. C. H. Knoblauch, also an assistant professor at New York University, is co-director of the Expository Writing Program.

ERIC - EJ265669 - On Students' Right to Their Own Texts: A ...

College Composition and Communication, 33.2 (1982), 157-166. In their article "On Students' Right to Their Own Texts: A Model of Teacher Response", Lil Brannon and C.H. Knoblauch discuss the problems with developing a writer's agency when the teacher, as reader and grader, assumes control.

Knoblauch, C.H., and Lil Brannon. "Responding to Texts ...

I really connected and engaged with "On Student's Right to Their Own Text: A Model of Teacher Response" by Brannon and Knoblauch this week. from the start of this article, I immediately felt the authors advocating for student writers and arguing the fact that they should be given a bit more credit than normal in terms of their capabilities and competency when it comes to writing.

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A similar approach was recommended in Brannon and Knoblauch (1982), with students required to give a

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running commentary alongside their assignment to indicate what they were thinking or trying to do.

Lil Brannon and C.H. Knoblauch “On Students’ Rights to ...

Brannon And Knoblauch 1982 Wordpress Brannon And Knoblauch 1982 Wordpress College Composition and Communication, 33.2 (1982), 157-166. In their article “On Students’ Right to Their Own Texts: A Model of Teacher Response”, Lil Brannon and C.H. Knoblauch discuss the problems with developing a writer’s agency when the teacher, as reader and grader, assumes control. Lil Brannon and C.H. Knoblauch “On ...

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In his article, Peter Elbow offers reasons for attending to voice. Brannon and Knoblauch recognize that if teachers allow their Ideal Texts “to dictate choices that properly belong to writers” (159) control is taken from the student in a way that is detrimental to the student developing further voice, logic, and deeper thinking.

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Knoblauch, C.H. and Lil Brannon. Critical Teaching and the Idea of Literacy. Portsmouth: Boynton/Cook, 1993. Knoblauch and Brannon use stories of critical literacy debates and teaching to illustrate what critical teaching of literacy at the high school and college level entails. The aim of critical teaching is transformation, of teaching students to be self-reflexive about...

Lilian Brannon | Home

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MOVIES | The Promenade - trekollection.wordpress.com (see, for example, Brannon and Knoblauch 1982, Freedman 1984, Ziv 1984). That texts are viewed as fixed and final products is further corroborated by the overwhelming evidence that teachers attend to surface-level features in what should otherwise be considered first drafts (see, for example, Collins 1981, Moran 1981, Murray 1982, Sommers 1982).

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