



ScholarWorks

Search articles, posters, and other scholar works...

Exploring the Dynamics of Cross-Cultural Collaboration in Writing Classrooms

[Login \(/login\)](#)

- [IUPUI ScholarWorks Repository](#)
- →
- [School of Liberal Arts](#)
- →
- [Department of English](#)
- →
- [Department of English Works](#)
- →
- [English Works](#)
- →
- [View Item](#)

Exploring the Dynamics of Cross-Cultural Collaboration in Writing Classrooms

[Allaei, Sara Kurtz ; Connor, Ulla, 1948-](#)



Name: Connor_Exploring_ ...

Size: 9.739Mb

Format: PDF

Description: Main article

[View/Open](#)

Permanent Link: <http://hdl.handle.net/1805/2659>

Date: 1990

Keywords: [Cross-cultural](#); [English](#); [Oral](#); [Rhetoric](#); [Writing](#)

LC Subjects: [Second language writing](#)

Cite As: Allaei, Sara Kurtz and Ulla Connor "Exploring the Dynamics of Cross-Cultural Collaboration in Writing Classrooms". The Writing Instructor 10, no. 1 (1990): 19-28.

Allaei, Sara Kurtz and Ulla Connor "Exploring the Dynamics of Cross-Cultural Collaboration in Writing Classrooms". August 30, 2011. Available from IUPUI ScholarWorks.

<http://hdl.handle.net/1805/2659>.

ISSN: 0277-7789

Found At:

Publisher of the original article: TWI Publications. Copyright © 1990, TWI Publications. From the publisher's web site: "We are committed to the open access publishing model."

Abstract:

As teachers of writing have adopted the idea that writing should be taught as a process ,from the generation of ideas to the fine-tuning of the final editing, much interest has been focused on the use of peer collaboration at various stages of the writing process, particularly in guiding students in responding to the writing of peers. Bruffee ("Conversation"), an early advocate of the use of peer collaboration, argues that "collaborative learning provides the kind of social context in which normal discourse occurs: a community of knowledgeable peers". In this context, "students can practice and master the normal discourse exercised in established communities in the academic world and in business , government and the professions" (644). Of course, students are not yet members of these established knowledge communities, but Gere argues that they can negotiate their way toward acceptable discourse: many of the comments they make as they respond to each other's writing begin with the phrase, "I don't know..." or "I don't think...". Student writers comment on and question their own work: they ask, "Does this example make sense here?", or "I'm trying to show why Joe is so alienated from his family. Does this idea come through clearly?" (70)

Description:

This article submitted to IUPUI ScholarWorks as part of the OASIS Project. Article reproduced with permission of the copyright owner. Permission granted through posted policies on copyright owner's website or through direct contact with copyright owner.

This item appears in the following Collection(s)

- [English Works \(/handle/1805/4014\)](/handle/1805/4014)



[Show Statistical Information \(#\)](#)

My Account

- [Login](#)
- [Register](#)

Statistics

- [Most Popular Items](#)
- [Statistics by Country](#)
- [Most Popular Authors](#)

[About Us \(/page/about\)](/page/about) | [Contact Us \(/contact\)](/contact) | [Send Feedback \(/feedback\)](/feedback)

[_\(/htmlmap\)](/htmlmap)

FULFILLING *the* PROMISE

[Privacy Notice \(http://ulib.iupui.edu/privacy_notice\)](http://ulib.iupui.edu/privacy_notice)



Copyright (<http://www.iu.edu/copyright/index.shtml>) ©2015

The Trustees of Indiana University (<http://www.iu.edu/>),

Copyright Complaints (<http://www.iu.edu/copyright/complaints.shtml>)