



Computers And Writing

Michalene Lanoue



Computers And Writing:

Computers and Writing Patrik O'Brian Holt, Noel Williams, 2012-12-06 Patrik O Brian Holt Heriot Watt University After speech writing is the most common form of human communication and represents the cornerstone of our ability to preserve and record information Writing by its very definition requires artifacts in the form of tools to write with and a medium to write on Through history these artifacts have ranged from sticks and clay tablets feather and leather crude pens and paper sophisticated pens and paper typewriters and paper and electronic devices with or without paper The development of writing tools has straightforward objectives to make writing easier and more effective and assist in distributing written communication fast and efficiently Both the crudest and most sophisticated forms of writing tools act as mediators of human written communication for the purpose of producing distributing and conserving written language In the modern world the computer is arguably the most sophisticated form of mediation the implications of which are not yet fully understood The use of computers a writing artifact which mediates communication for the production and editing of text is almost as old as computers themselves Early computers involved the use of crude text editors and a writer had to insert commands resembling a programming language to format and print a document For example to underline a word the writer had to do the following This is an example of how to ul underline a single word in order to produce This is an example of how to underline a single word

Computers and Writing M. Sharples, 2013-03-11 This book grew out of the Fourth Conference on Computers and the Writing Process held at the University of Sussex in March 1991 The conference brought together a wide variety of people interested in most aspects of computers and the writing process including computers and writing education computer supported fiction computers and technical writing evaluation of computer based writing and hypertext Fifteen papers were selected from the twenty five delivered at the conference The authors were asked to develop them into articles incorporating any insights they had gained from their conference presentations This book offers a survey of the wide area of Computers and Writing and describes current work in the design and use of computer based tools for writing University of Sussex M S October 1991 Note from Publisher This collection of articles is being published simultaneously as a special issue Volume 21 1 3 of Instructional Science An International Journal of Learning and Cognition Instructional Science 21 1 4 1992 1 Kluwer Academic Publishers Dordrecht Introduction MIKE SHARPLES School of Cognitive and Computing Sciences University of Sussex Falmer Brighton BN1 9QH United Kingdom

Computers and Writing Noel Williams, Patrik Holt, 1989 Includes papers which chart a flow of topics on computers and writing beginning with models of how people write and how software can be developed to facilitate the various aspects of that process and moving on to considerations in producing hypertext and computer generated story writing

Computers and the Teaching of Writing in American Higher Education, 1979-1994 Gail E. Hawisher, 1996 This book is a history composed of histories Its particular focus is the way in which computers entered and changed the field of composition studies a field that defines itself both as a research

community and as a community of teachers This may have a somewhat sinister suggestion that technology alone has agency but this history made of histories is not principally about computers It is about people the teachers and scholars who have adapted the computer to their personal and professional purposes From the authors perspectives change in technology drives changes in the ways we live and work and we agents to a degree in control of our own lives use technology to achieve our human purposes REVIEW This book reminds those of us now using computers to teach writing where we have been and it brings those who are just entering the field up to date More important it will inform administrators curriculum specialists and others responsible for implementing the future uses of technology in writing instruction Computers and Composition

Writing On-line James L. Collins, Elizabeth A. Sommers, 1985 Integrating composing and computing Elizabeth A Sommers A writing teacher s guide to computerese James L Collins A writer and teacher of writing confronts word processing Peter R Stillman Selecting word processing software Michael Spitzer Word processing and the integration of reading and writing instruction Linda L Bickel Word processing in high school writing classes Shirlee Lindemann and Jeanette Willert The electronic pen computers and the composing process Cynthia L Slefe Prewriting and computing James Strickland Revising and computing Gail G Womble Teaching literature using word processing John F Evans Error correction and computing Glynda A Hull and William L Smith Realities of computer analysis of compositions Donald Ross Looking in depth at writers computers as writing medium and research tool Lillian Bridwell and Ann Duin *Computers & Composing* Jeanne W. Halpern, Sarah Liggett, 1984 Intended to 1 acquaint teachers with the potential of computers 2 show them what changes writers may have to make in their composing habits and 3 inform teachers of the changes they may have to make in course syllabi to prepare students for the demands of the electronic world this book examines the impact of technology on composition instruction The first chapter discusses the capabilities and rapidly growing use in the business and professional world of such electronic technology as telecommunication systems and audio and electronic mail systems The second chapter distills information about dictation and word processing systems from an extensive review of research literature and from interviews with computer users and trainers at various business sites across the country Based on this the third chapter outlines the curricula required to enable students to be effective composers at the computer The fourth chapter contains forecasts of the kinds of research still needed for teachers to develop fruitful programs and strategies in the composition classroom Appendixes include materials from the interviews and information on audio mail systems and dictation processes HTH

Computers and Writing James A. Inman, 2004-04-13 In this book James A Inman explores the landscape of the contemporary computers and writing community Its six chapters engage critical issues including redefining the community s generally accepted history connecting its contemporary innovators with its long standing spirit of innovation advocating for increased access and diversity and more Between chapters readers will find Community Voices sections which provide a snapshot of the contemporary computers and writing community and introduce in a non hierarchical form more than 100 of

its members from around the world in their own voices Computers and Writing The Cyborg Era features a simultaneous emphasis on individuals communities and contexts they share a creative rethinking of the character and values of the computers and writing community a holistic exploration of meaning making and an activist approach to pedagogy It is a must read book for anyone interested in rhetoric technology and pedagogy including faculty graduate students and colleagues in professions outside the academy

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From Disk to Hard Copy James Strickland,1997 From Disk to Hard Copy is written for all middle secondary and postsecondary teachers whatever their level of experience with computers It offers direct simple advice a multitude of suggested strategies and applications and a prospective from which teachers can generate their own ideas and applications

Writing Space Jay David Bolter,2001 This completely updated volume continues the work of the first edition showing how hypertext and other forms of electronic writing remediate forms genres of print For students in composition technology information studies

The Effects of Using Computers on Writing Skills of Middle School Students Michalene Lanoue,1998

The Computer, the Writer and the Learner Noel Williams,2012-12-06 Computers are gradually infiltrating all stages of the writing process Increasingly teachers writers students software developers technical authors and computer scientists need to learn more about the effective use of computers for writing This book discusses how computers can help support writing It explores the issues associated with using computers to train and help writers concentrating on computational and user aspects and reviewing practical economic and institutional issues Noel Williams balances theoretical and practical concerns to meet the needs of researchers and practising trainers of writing There is also a brief evaluation available software products together with advice about the major considerations and pitfalls of working on custom made software The book is based on five years of research by the Communication and Information Research Group CIRG at Sheffield City Polytechnic into the value of computer based approaches to training and helping writers The work was funded and supported by the Training Agency IBM AT T Rolls Royce NAB and GEC The Computer the Writer and the Learner is for people who are using or are thinking of using

computers to teach or support writing and for designers of computer based writing systems Many such people are unaware of the nature and use of existing systems and of the possibilities they offer Developers often lack detailed knowledge of other projects and of the range of users needs Although the bias of the book is towards the teacher trainer and student most of the content deals with issues that developers will want to know about

Computers, Cognition, and Writing Instruction Marjorie Montague, 1990-01-01 Annotation Presents both the philosophical and theoretical background for research in computer assisted composition and a review and synthesis of the efficacy research in this area The focus is on effective writing instruction for elementary secondary and special needs students A paper edition is available 0336 X 14 95 Annotation copyrighted by Book News Inc Portland OR

Computing as Writing Daniel Punday, 2015-12-15 This book examines the common metaphor that equates computing and writing tracing it from the naming of devices notebook computers through the design of user interfaces the desktop to how we describe the work of programmers writing code Computing as Writing ponders both the implications and contradictions of the metaphor During the past decade analysis of digital media honed its focus on particular hardware and software platforms Daniel Punday argues that scholars should instead embrace both the power and the fuzziness of the writing metaphor as it relates to computing which isn't simply a set of techniques or a collection of technologies but also an idea that resonates throughout contemporary culture He addresses a wide array of subjects including film representations of computing Desk Set The Social Network Neal Stephenson's famous open source manifesto J K Rowling's legal battle with a fan site the sorting of digital libraries subscription services like Netflix and the Apple versus Google debate over openness in computing Punday shows how contemporary authors are caught between traditional notions of writerly authority and computing's emphasis on doing things with writing What does it mean to be a writer today Is writing code for an app equivalent to writing a novel Should we change how we teach writing Punday's answers to these questions and others are original and refreshing and push the study of digital media in productive new directions

How to Write Papers and Reports about Computer Technology Charles H. Sides, 1984 This book shows anyone who works with computer technology from hardware and software engineers to technical writers how to write papers and report which do not fail Preface

Teaching Process Writing with Computers Randy Boone, 1989 This collection of articles focuses on the use of word processing software programs as instructional tools for students learning writing composition Section 1 discusses the use of word processors as a composition tools within the process model of writing instruction and includes articles entitled Should Students Use Spelling Checkers A Recipe to Encourage Revision Six Directions for Computer Analysis of Student Writing Desktop Publishing More Than Meets the Eye and Writing with Word Processors for Remedial Students Section 2 focuses on lesson ideas providing detailed practical applications for using computers in the context of the process approach to teaching writing Articles include The Computer as a Writing Tool Creating Writing Lessons with a Word Processor A Family Writing Project Writing Skills with Write On and Reading and

Writing Interactive Stories The three articles in section 3 discuss whether and how keyboarding skills should be taught Section 4 provides reviews of 15 software packages and two articles Creating Software for Classroom Specific Needs and Computer Use in the IBM Writing to Read Project Section 5 contains two additional articles that are suggested reading for those interested in computers and writing instruction A 101 item bibliography concludes the notebook DB

Computers and Writing Elizabeth A. Carter,1985 *Writing and Computers* Colette Daiute,1985 **Computers and Writing** Deborah H. Holdstein,1990-01-01 *The Application of Computers in Writing Classes* ,2003 The application of computers in writing classes is a relatively new paradigm in education The adoption of computers in writing classes is gaining ground in many universities especially in the United States There were numerous issues that were addressed when conducting computer assisted courses However there were not many studies conducted to assess students2 reactions perceptions attitude and development in such courses A qualitative quantitative study was designed at a large campus at a Midwestern University to highlight details about students2 attitude and development by using multiple sources of data Both qualitative and quantitative data were collected during the academic year 2002 Data sources include surveys and questionnaires e mail messages between the students and the instructor students2 visits and responses to the Blackboard based course web page and students2 portfolios that include all the students2 acts of writing over a time span of an academic quarter Qualitative data were analyzed using grounded theory principles Content analysis was applied to find out the type of electronic and hard copy response interaction between the students and the instructor and the students themselves This study employed grounded theory that could reside within the constructivist belief system As for quantitative data a Repeated Measure Multivariate Analysis with ANOVA was applied to find out the statistical differences between the groups of this study that uses the same population Eleven students who were enrolled in a Preparatory Composition course at the University College in a Midwestern University participate in this study The study focused on the student2 experience with this computer assisted course as taught via Blackboard To attain a deeper understanding of the students2 learning experience in this course the study looked at how students respond to the instructions delivered by the instructor through the 1Blackboard2 platform the computer assisted learning environment created by the instructor the learning materials or feedbacks provided online or offline the nature of interactions sources of motivation and the students2 cognitive development throughout the course The findings indicated that computer assisted learning helps students become independent learners They also indicated that students2 individual differences and learning styles affected the students2 performance in the course Some of the findings aligned with other research studies These include a readiness of resources b students2 transition to the web based learning c course and time flexibility was a very positive aspect Copyright 2003 Yusuf Shudooh All Rights Reserved

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Computers And Writing Introduction

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