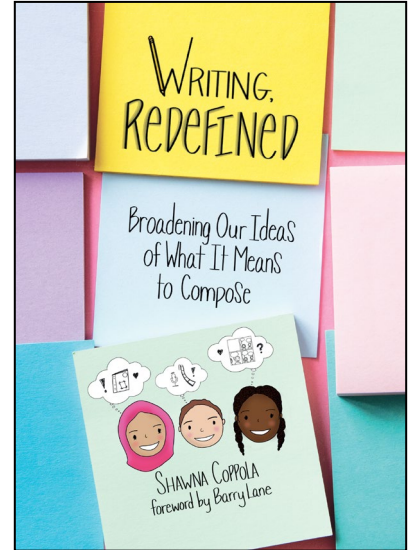


Writing, redefined

Broadening our ideas of what it means to compose

Shawna Coppola

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Summary

When most of us think of writing we think of pen to paper, or fingers to keyboard. Shawna Coppola would challenge us, however, to expand our thinking of writing to go beyond strictly alphabetic and consider alternative forms of composition when assigning writing to students.

Writing, redefined gives teachers the power to change what 'counts' as writing in schools and classrooms, opening the doorway to students who may not consider themselves to be writers, but should and can. Coppola offers alternative, engaging writing assignments that are *visual*, *aural* and *multimodal* that will involve all students, but specifically those:

- who prefer to compose using a wider array of forms and modalities
- for whom so-called 'standard' English is not the norm
- who've been identified as dyslexic
- whose cultural traditions lean heavily toward more aural forms of composition
- who are typically considered 'struggling' writers.

Broadening our definition of writing opens up an enormous range of possibilities for composing for *all* students. Even teachers who might feel unprepared to embrace such a new approach will find Coppola's specific suggestions and examples intriguing, perhaps irresistible.

Other resources

- *Writing power: Engaging thinking through writing* (PBP9976)
- *Nonfiction writing power: Teaching information writing with intent and purpose* (PBP6364)
- *Teach writing well: How to assess writing, invigorate instruction, and rethink revision* (SHP8580)
- *The write genre: Classroom activities and mini-lessons that promote writing with clarity, style and flashes of brilliance* (PBP6760)