AUTHOR   Wynn, Evelyn Shepherd
TITLE   An Annotated Bibliography of Selected Research on
                Collaborative Writing.
PUB DATE   1999-00-00
NOTE   28p.
PUB TYPE   Guides - .Classroom - Teacher (052) -- Reference Materials -
                Bibliographies (131)
EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   College Freshmen; *Cooperation; Higher Education; Writing
                Achievement; *Writing (Composition); Writing Improvement;
                *Writing Instruction; *Writing Research; Writing Skills;
                *Writing Teachers
IDENTIFIERS   *Collaborative Writing

ABSTRACT
        This annotated bibliography is intended to help teachers of
composition improve writing quality of entering college students. The main
body of the report is preceded by a brief summary of sources for faculty
interested in examining the causes attributed to the decline in college
students' writing skills, including: "National Assessment and the Teaching of
English" (Mellon 1975); "The National Reform of Education" (Ornstein 1992);
"Score Decline" (Cameron and Guralnick 1997); and, "SAT Scores and Writing
Skills" (Gossage 1976). Sources for understanding theoretical and historical
underpinnings of collaborative learning include "The Good, the Bad, and the
Ugly: The Many Faces of Constructivism" (Phillips 1995); "Collaborative
Writing Interactions in One Ninth-Grade Classroom" (Dale 1994); "Strategies
of Collaborative Writing and Intellectual Enrichment" (Haber 1994); and
"Learning Together and Alone" (Johnson 1991). The major portion of the
bibliography, with almost 100 entries, includes sources that report research
findings on collaborative writing in the college classroom and cover
strategies, methods, and research related to the implementation of
collaborative writing. (CH)

An Annotated Bibliography of Selected Research on Collaborative Writing

Evelyn Shepherd Wynn, Ed.D.

English Instructor

Grambling State University

1999

An Annotated Bibliography of Selected Research on Collaborative Writing

Evelyn Shepherd Wynn, Ed.D.

English Instructor

Grambling State University

This annotated bibliography should prove useful to composition teachers in their effort to improve the writing quality of entering college students. It should also be useful to instructors who teach methods courses to prospective English teachers. The decline in college students' writing skills has engendered great concern among faculty in higher education institutions. Some evidence of the decline in students' writing skills is the continuous drop in the average scores on college entrance examinations, including the American College Test (ACT), the College Entrance Examination Boards (CEEB), and the Scholastic Aptitude Test (SAT). Sources for faculty interested in examining the causes attributed to the decline in college students' writing skills include John C. Mellon's *National Assessment and the Teaching of English: Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature--Implications for Teaching and Measurement in the English Language Arts* (1975), Ornstein's "The National Reform of Education: Overview and Outlook" (1992), Cameron and Guralnick's "Score Decline" (1977) and Gossage's "SAT Scores and Writing Skills: A Two-Headed Beast" (1976). Dietrerich's "The Decline in Students' Writing Skills: An ERIC/RCS Interview" (1977) is an especially helpful source because it discusses strategies that ivy league schools are using to address the decline in students' writing skills.

As a result of the decline in college students' writing skills, institutions of higher learning have begun to examine new approaches for teaching writing. During the examinations, collaborative writing surfaced as one of the most preferred methods of teaching writing for many instructors. The research literature suggests that the major

reason that collaborative writing is preferred by instructors is that it has proven to be an effective technique for improving college students' writing skills. Justifications for using collaborative writing as an instructional approach are broadly based. Therefore, the annotated bibliography includes selected sources which examine the theoretical and historical underpinnings of collaborative learning. An important article for understanding the theoretical background of collaborative learning is Phillips' "The Good, the Bad, and the Ugly: The Many Faces of Constructivism" (1995). Phillips provides an extensive discussion on constructivism, ranging from constructivist authors such as von Glaserfeld, Kant, Alcoff, Kuhn, Piaget, and Dewey along with a discussion on the various forms of constructivism based upon levels of complexity, including the individual psychology versus public discipline, humans the creators versus nature the instructor, and an active process. Meanwhile, Helen Dale's "Collaborative Writing Interactions in One Ninth-Grade Classroom" (1994) presents a brief overview of the theory and research on collaborative writing and reports on factors that contribute to successful co-authoring (collaborative writing). Marian Haber's "Strategies of Collaborative Writing and Intellectual Enrichment" (1994) traces the history of collaborative writing explaining the changing attitudes toward collaboration while David Johnson and Roger Johnson's *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning* (1991) provides a comprehensive overview of cooperative learning, focusing on the terms competitive and individualistic.

A major portion of the annotated bibliography includes sources that report research findings on collaborative writing in the college classroom. In Graves' *Research Update: A New Look at Writing Research* (1980), he reports that writing research was scant from 1955 to 1972, noting that eighty-four percent of all studies were conducted by dissertation. During this period many of the research studies were qualitative in nature.

However, Emig's study on the *Composing Process of Twelfth Grade Students* (1975) was in the vanguard of the movement toward more quantitative research. Cecelia A. McBride Robinson's *Peer and Traditional Instruction: A Comparison of the Effectiveness of Peer Tutoring/Editing and Traditional Instruction on the Writing Abilities of Freshman Composition Students* (1986) investigates the effectiveness of peer tutoring/editing and traditional instruction on the writing abilities of freshman composition students, based on the numerical scores made on a pretest and posttest writing sample. Mary Francine Danis' *Peer-Response Groups in a College Writing Workshop: Students' Suggestions for Revising Compositions* (1980) studies recorded discussions of peer-response groups in a writing workshop class in an attempt to fill a gap in research concerning students' revision strategies. Martha Boger Shrewsbury's *The Effects of Collaborative Learning on Writing Quality, Writing Apprehension, and Writing Attitude of College Students in a Developmental English Program* (1995) examines the effectiveness of collaborative learning on the writing quality, writing process, writing apprehension, and writing attitude of native and non-native college students in a writing program by focusing on their prewriting and revision strategies.

Finally, the annotated bibliography of selected sources should be useful for instructors interested in implementing collaborative writing assignments in the college classroom. In Margaret Fleming's "Getting Out of the Writing Vacuum" (1988), she recommends that collaborative writing assignments should occur during all stages of the writing process. Romana Hillebrand explores the roles of the instructor and the student in collaborative activities by providing a list of do's and don'ts in "Control and Cohesion: Collaborative Learning and Writing" (1994). Meanwhile, Dennis Adams and Mary E. Hamm's *Cooperative Learning: Critical Thinking and Collaboration across the*

Curriculum (1996) provides diverse strategies for teachers who wish to employ collaborative learning activities in the college classroom.

Overall, this annotated bibliography includes strategies, methods, and research related to the implementation of collaborative writing in the college classroom.

Adams, Dennis, and Mary E. Hamm. *Cooperative Learning: Critical Thinking & Collaboration across the Curriculum.* 2nd ed. Springfield, IL: Charles C. Thomas, 1996. Introduces teachers to various ways they can plan and employ collaborative learning activities in the classroom and addresses some of the concerns and trends concerning collaborative learning practices along with examples of specific content matter, including writing, reading, math, and science.

Aghbar, Ali Asghar and Mohammed Alam. *Teaching the Writing Process through Full Dyadic Writing.* Reports-Descriptive 141 ED 352808, FL020784, 1992: 19. Investigates co-authoring or full dyadic writing to ascertain how it affects individual students' writing and to identify and examine the procedures they used in co-authoring. Finds that the positive effects of co-authoring transferred to individual student writing and that the co-authored essays were more clearly focused and unified than the individually written essays.

Bakhtin, Mikhail. M. *The Dialogic Imagination.* Trans. Caryl Emerson and Michael Holquist. Austin: U of Texas P, 1981. Theorizes that collaborative learning is "dialogic." Emphasizes that language is fully interactional, emerging from various cultural contexts.

Bamberg, Betty. "Multiple-Choice and Holistic Essay Scores: What Are They Measuring?" *College Composition and Communication* 33.4 (1982): 404-406. Recommends that holistic writing is the best method for assessing the writing

skills of college freshman because it gives a more accurate assessment of students' overall writing quality.

Bishop, Arthur, ed. *The Concern for Writing. Focus 5.* Reports-Research 143 ED 159674, CS 204311, 1978: 18. Outlines factors that contribute to the decline in writing skills among first year college students. Offers a holistic approach for teachers to evaluate student writing.

Bishop, Wendy. "Co-authoring Changes the Writing Classroom: Students Authorizing the Self, Authoring Together." *Composition Studies Freshman English News* 23.1 (1995): 54-62. Defends the use of collaborative writing strategies in the writing classroom and discusses issues, including signs of the crisis, origin of the problem, evaluation, solutions, etc. regarding collaborative writing and its techniques. States holistic scoring is the answer to reducing cost of scoring essays.

Bleich, David. "Collaboration and the Pedagogy of Disclosure." *College English* 57.1 (1995): 43-61. Provides a critical analysis of collaboration in regards to teaching, learning and research and a discussion on a "pedagogy of disclosure."

Bosworth, Kris. "Developing Collaborative Skills in College Students." *Collaborative Learning: Underlying Processes and Effective Techniques.* Kris Bosworth and Sharon J. Hamilton, Eds. New Directions for Teaching and Learning, no. 59. San Francisco: Jossey-Bass, 1994, 25-31. Draws attention to some of the skills students need in order to participate in collaborative exercises.

Bosworth, Kris, and Sharon J. Hamilton, eds. *Collaborative Learning: Underlying Processes and Effective Techniques.* San Francisco: Jossey-Bass, 1994. Shows how collaborative learning techniques can improve students' performance and

their enjoyment of learning, placing special emphasis on the relationship between collaborative learning and critical thinking.

Braddock, Richard, Richard Lloyd-Jones, and Lowell Schoer. *Research in Written Composition*. Urbana, IL: National Council of Teachers of English, 1963. Presents a comprehensive overview of research in written composition, focusing on the different methods of research, the knowledgebase about teaching and learning, and the implications from selected research studies.

Braddock, Richard, Richard Lloyd-Jones, and Lowell Schoer. "Is Cooperation Un-American?" *Educational Leadership* 45.3 (1987): 3. Argues that our ancestors emphasized self-sufficiency and individuality but in order for America to move forward "cooperation" must be in schools, hospitals, military, industry, etc.

Bruffee, Kenneth A. "The Brooklyn Plan: Attaining Intellectual Growth Through Peer-Group Tutoring." *Liberal-Education* 64.4 (1978): 447-68. Uses peer response in a writing program at Brooklyn College to improve the writing quality of college students. Identifies characteristics of students who seek peer assistance.

---. "Collaborative Learning and the 'Conversation of Mankind.'" *College English* 46.7 (1984): 635-653. Discusses the importance of peer conversation as contexts for enculturating students into real worlds of readers and writers by enabling them to relate what they know and extend this knowledge through participation in "the conversation of mankind."

---. *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge*. 2nd ed. Boston: The Johns Hopkins UP, 1999. Explores collaborative learning in terms of the "community of learning." Recommends

that higher education institutions view themselves as institutions of reacculturation; that professors see themselves as agents of cultural change; and that higher education institutions consider revising their antiquated assumptions about the authority of knowledge.

---. "Collaborative Learning: Some Practical Models." *College English* 34.5 (1973): 634-43. Cites examples to show how collaborative learning is implemented throughout society. Draws upon personal failures and successes in using collaborative learning in the classroom and outlines seven collaborative learning rules which enable students to teach each other interdependence.

---. "Sharing Our Toys: Cooperative Learning Versus Collaborative Learning." *Change* 27.1 (1995): 12-18. Compares collaborative learning and cooperative learning, pointing out differences in regards to age, gender, background experiences, and levels of interdependence.

Bushman, John H. *The Teaching of Writing: A Practical Program to the Composing Process that Works.* Springfield, Illinois: Charles C. Thomas, 1984. Contends that working in groups may be the most effective learning strategy because students learn a great deal from each other. Provides a broad spectrum of classroom activities in prewriting, writing and revising.

Cameron, Robert G., and Elissa Guralnick. "Score Decline." *Journal of the National Association of College Admissions Counselors* 21.4 (1977): 7-12. Results from state and national testing programs indicate that the writing skills of high school students is a national trend. Suggests this provides teachers an opportunity to reemphasize writing in the classroom.

Clifford, John Patrick. *An Experimental Inquiry into the Effectiveness of Collaborative Learning as a Method for Improving the Experiential Writing Performance of College Freshmen in a Remedial Writing Class.* Diss. New York U, 1977. Ann Arbor: UMI, 1977. AAI7808455. Investigates the effectiveness of the collaborative learning method and the traditional method on the writing performance, mechanical performance, vocabulary knowledge and mechanical knowledge of college freshmen in a remedial composition class.

Cramer, Sharon Farago. "Assessing Effectiveness in the Collaborative Classroom." *Collaborative Learning: Underlying Processes and Effective Techniques.* Eds. Kris Bosworth and Sharon J. Hamilton. New Directions for Teaching and Learning, no. 59. San Francisco: Jossey-Bass, 1994. 69-81.

Dale, Helen. *Co-Authoring the Classroom: Creating an Environment for Effective Collaboration.* Theory and Research into Practice Series. Urbana, IL: National Council of Teachers of English, 1997. Reminds educators that co-authoring is a distinct mode of collaborative learning. Surveys theories and research supporting co-authoring, provides specific guidelines for employing co-authoring, and includes appendices with sample writing prompts.

---. "Collaborative Writing Interactions in One Ninth-Grade Classroom." *Journal of Educational Research* 87.6 (1994): 334-344. Presents a brief overview of the theory and research on collaborative writing and reports on a study using eight triads in one class to determine factors that contribute to successful co-authoring: amount and kinds of engagement during the writing process, level of cognitive conflict, and the kinds of social interactions.

Danis, Mary Francine. *Peer-Response Groups in a College Writing Workshop: Students' Suggestions for Revising Compositions.* Diss. Michigan State U, 1980.

Ann Arbor: UMI, 1980. AAI8112066. Examines recorded discussions of
peer-response groups in a writing workshop class in an attempt to fill a gap in
research concerning students' revision strategies. Finds that students'
self-confidence level about their writing increased.

Davis, Wesley K. *Educational Implications of a Study on Grammar and Basic
Writing Skills in Developmental English Course*. Reports-Research 143
ED 392 067, CS 215241, 1996: 15. Uses a presentational mode synergized with a
limited writing-process approach to discover differences in the writing of
developmental English students between their pretests and posttest on students'
overall writing quality and skills in grammar and writing mechanics on the
College Placement Exam (CPE). Presentational mode of instruction has
significant impact upon students' growth of writing and grammar skills.

Dewey, John. *Democracy in Education*. New York: Macmillan, 1944. Asserts that the
pedagogical and social ramifications suggest from the constructivist position
that the knower is participant rather than a spectator; therefore, advocating the use
of the activity method in the classroom.

Dietrerich, Daniel J. "The Decline in Students Writing Skills: An ERIC/RCS
Interview." *College English* 38.5 (1977): 466-472. Interviews William Lutz,
Director of Freshman English at Rutgers University and Edward M. White,
Director of the California State University and Colleges English Equivalency
Examination, concerning the decline in the writing quality of college students.

Ede, Lisa. "Writing as a Social Process: A Theoretical Foundation for Writing Centers."
Writing Center Journal 9.2 (1989): 3-13. Shares personal experiences of working
in a writing center and contends that collaborative learning should become a
major part of writing centers.

Ede, Lisa and Andrea Lunsford. "Let Them Write Together." *English Quarterly* 18.4 (1985): 119-127. Discusses the benefits of collaborative writing and makes suggestions for various ways to introduce collaborative writing in the classroom.

Elias, Kristina M. *Peer Interaction: A Method of Creating Voice in Writing*. Reports-Research 143 ED 216356, CS 206867, (1982): 33. Investigates peer interaction as methodology to improve students' writing quality and writing attitudes. Finds that peer interaction groups made fewer errors on final products.

Elbow, Peter. *Writing without Teachers*. New York: Oxford University P, 1973. Examines a program that can be used in writing classes or by individuals to improve their writing ability. Discusses the nature and importance of freewriting and collaborative learning exercises.

Emig, Janet. *Composing Process of Twelfth Grade Students*. Urbana, Illinois: National Council of Teachers of English, 1975. Conducts a case study on the composing process of twelfth-grade writers. Finds that there is a need to change the teaching pedagogues in high school composition classes and that the teaching of rigid rules differed from students' own experiences with writing and that students' fear of the instructor's critical comments tended to prevent them from sharing their real feelings.

Fleming, Margaret B. "Getting Out of the Writing Vacuum." NCTE Committee on Classroom Practices in Teaching English, *Focus on Collaborative Learning: Classroom Practices in Teaching English*. Urbana: NCTE, 1988. 77-104. Presents a strong argument for the use of collaborative writing in the college classroom. Recommends that collaborative assignments should occur during all stages of the writing process which should help to reduce student writing anxiety.

Ford, Bob Wayne. *The Effects of Peer Editing/Grading on the Grammar-Usage and Theme-Composition Ability of College Freshmen.* Diss. The U of Oklahoma, 1973. Ann Arbor: UMI, 1973. AI17315321. Examines the differences between freshman composition students' grammar improvement as a result of peer edited and instructor edited essays.

Franklin, Godfrey, Ray Griffin, and Nancy Perry. "Effects of Cooperative Tutoring on Academic Performance." *Journal of Educational Technology Systems* 23.1 (1994): 13-25. Explores the potential of a peer tutoring treatment to enhance the academic performance of college students. Finds that peer tutoring is an effective strategy in the classroom.

Freedman, Sarah Warshaver. "Outside-In and Inside-Out: Peer Response Groups in Two Ninth-Grade Classes." *Research in the Teaching of English* 26.1 (1992): 71-107. Examines how students interact during a peer-response group in two ninth-grade English classrooms.

Gere, Anne Ruggles, Brian F. Schuessler, and Robert D. Abbott. "Measuring Teachers' Attitudes toward Writing Instruction." Reports-Research 143, ED 199717, CS 206175, (1980): 22. Conducts a study to assess teacher attitudes toward the importance of standard English, of defining and evaluating writing tasks, of student self-expression, and of linguistic maturity in the instruction of writing. Gives a brief review on existing measures to assess teacher attitudes toward the teaching of writing.

Goldstein, Jone Rymer, and Elizabeth L. Malone. "Using Journals to Strengthen Collaborative Writing." *Bulletin of the Association for Business Communication* 48.3 (1985): 24-28. Discusses the concerns of professors regarding the implementation of collaborative writing and recommends using journals to

strengthen collaborative writing because they provide an opportunity for a professor to "facilitates groups by responding to individual journal entries."

Gossage, Russell. "SAT Scores and Writing Skills: A Two-Headed Beasts." *Journal of the National Association of College Admissions Counselors* 21.2 (1976): 17-19. Analyzes the causes of the decline in SAT scores of entering freshman. Recommends that teachers seek advice from NACAC members for ways to improve students' writing skills.

Graner, Michael H. "Revision Workshops: An Alternative to Peer Editing Groups." *English Journal* 76.3 (1987): 40-45. Recommends using revision workshops as approach to peer editing. Provides a checklist to use in revision workshops.

Graves, Donald H. *Research Update: A New Look at Writing Research* Language Arts 57.8 (1980): 913-18. Provides an extensive review of the literature on the research that has been conducted on teaching writing.

Haber, Marian Wynne. Strategies of Collaborative Writing and Intellectual Enrichment. *Journalism Educator* Winter (1994): 47-53. Traces the history of collaborative writing, highlighting its benefits, conflicts, criticisms and assessment system.

Hairston, Maxine. "The Winds of Change: Thomas Kuhun and the Revolution in Teaching Writing." *College Composition and Communication* 33.1 (1982): 76-88. Urges composition theorists and writing teachers to align themselves with Kuhn's theory of scientific revolution and use as an analogy to move toward a process-centered theory of teaching writing. Traces major influences on the paradigm shift from the product centered paradigm to a process-centered approach.

Harmin, Merrill. *Inspiring Active Learning: A Handbook for Teachers.* Alexandria, VA: Association for Supervision and Curriculum Development, 1994. Describes

and illustrates examples of successful collaborative learning strategies used by teachers. Groups strategies into five categories: instructing, raising student motivation, organizing class, handling homework, testing and grading, and producing meaningful learning.

Hart, Robert L. *An Investigation of the Effects of Collaborative Learning on the Writing Skills of Composition II Students at Gloucester County College: Applied Educational Research and Evaluation Seminar.* Investigates two groups of students to determine whether peer editing and critiquing techniques helped to improve their writing skills. Finds that there is a positive relationship between peer editing and the improvement of college students' writing skills. ED 341058, CS 213138, 1991: 47.

Hawkins, Thom. "Group Inquiry Techniques for Teaching Writing." *College English* 37.7 (1976): 637-646. Argues that "working in small groups" is a natural, enhancing environment for active, socially realistic learning" (637). Recommends a three step process for implementing writing workshops: the parceled classroom, peer criticism and task making.

Hillebrand, Romana P. "Control and Cohesion: Collaborative Learning and Writing." *English Journal* 83.1 (1994): 71-74. Shares unsatisfying results with collaborative writing in the classroom. Consequently, the author explores the roles of the instructor and the student in collaborative activities by providing a list of do's and don'ts.

Hillocks, George Jr. *Research on Written Composition: New Directions for Teaching.* Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills national Institute of Education, 1986. Provides an extensive overview of the changes in research on writing since 1963. Reviews studies on the composing process,

revision, writing apprehension, writer's repertoire, pedagogical approaches, methods of assessment, and other aspects of writing.

---. "What Works in Teaching Composition: A Meta-Analysis of Experimental Treatment Studies." *American Journal of Education* (1984): 133-170. Calls attention to a comprehensive meta-analysis of seventy-two studies on mode of instruction, duration of instruction, and focus of instruction as they relate to the effectiveness of writing instruction at elementary, secondary, and college levels from 1963 to 1982.

Horgan, Dianne D. and Loretta Barnett. *Peer Review: It Works.* Reports-Research 143 ED 334302, TM 016599, 1991: 11. Studies college students to determine whether peer review improved overall writing quality. Finds that peer review comments are helpful in improving students' writing quality and that papers received higher grades when feedback was appropriate.

Irwin, Martha, and Wilma Russell. *The Community Is the Classroom.* Midland, Michigan: Pendell, 1971. Outlines benefits of collaborative learning using the classroom as "community;" shares personal experiences to support effectiveness of community centered instructional programs.

Jacobs, Lucy Cheser. *Basic Academic Skills Expected of Entering Freshmen at Indiana Studies in Higher Education.* Number fifty Reports-Research 143 ED 208768, HE 016637, (1983): 29. Investigates the perceptions of professors at Indiana to determine how they view the basic reading, writing, mathematics and study skills of freshman college students.

Johnson, David W., and Roger T. Johnson. *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning.* (3rd ed.) Englewood Cliffs, N. J.: Prentice-Hall, 1991. Purveys a comprehensive overview of

cooperative learning, focusing on the terms competitive and individualistic. Also
discusses the advantages and disadvantages of cooperative learning along with a
critical analysis of the research.

Johnson, David. W., Roger T. Johnson, and E. Holubec. *Circles of Learning:
Cooperation in the Classroom* (2nd ed.). Edina. MN: Interaction Books, 1990.
Presents five components necessary for implementing collaborative learning in
the classroom: positive interdependence, face-to-face interaction, individual
accountability and personal responsibility, use of interpersonal and small-group
skills, and regular group self-evaluation.

Karegianes, Myra L., Ernest T. Pascarella, and Susanna W. Pflaum. "The Effects of Peer
Editing on the Writing Proficiency of Low-Achieving Tenth Grade Students. *The
Journal of Educational Research* 73.4 (1980): 203-207. Implements a study to
validate the reliability of a rating system for judging the quality of essays and to
determine the effects of peer versus teacher editing on writing achievement during
an intensive composition program. Finds that the use of peer editing can reduce
some of the burden of grading essays for teachers.

Kates, Jack. *Report on the Kates Survey of College Freshman Composition Writing
Skills: Sixteen First-Semester Freshman English Composition Classes From
Eleven Community Colleges and Universities*. Reports-Research 143 ED 077498,
JC 7730136, (1973): 68. Kates administers a pre-posttest survey to 16 classes of
freshmen between eight community colleges and three universities at the
beginning and end of the freshman composition course to develop a profile of
actual writing skills for entering freshman composition students.

Kuhn, Thomas S. *The Structure of Scientific Revolutions*. Chicago: U of Chicago P, 1962. Stresses the active role of scientific communities in knowledge-construction. Influences several of constructivist sects.

Lewes, Ulle Erika. (1981). *Peer-Evaluation in a Writing Seminar*. Reports-Research 143 ED 226355, CS 207359, 1981: 9. Studies the effectiveness of peer editing in workshop format in a college writing seminar. Highly recommends peer tutoring and peer conferencing but argues that they do not save the teacher time.

Lifschutz, Ellen St. Sure. (1982). *Special Sections of Freshman English-A Pragmatic Approach to Teaching University Students with Poor Writing Skills*. Reports-Descriptive 141 ED 247 574, CS 208412, (1982): 22. Describes the special sections of freshman English for underprepared students at the University of California at Berkeley. Finds that minority students completed the required freshman reading and composition courses in greater numbers and more quickly than control group students.

Lloyd-Jones, Richard. "Is There a Crisis in Writing Skills?" *Today's Education* 65.4 (1976): 69-70. Reviews factors that are attributed to the decline in students' writing skills. Author suggests lack of preparation in the teaching of writing, oversized classes leave little room for writing and students do not have models to follow.

Madden, Deirdre, and Laurence, Deanna. *An Examination of College Writing Skills: Have They Deteriorated?* Reports-Research 143 ED 364909, CS 214149, (1994):16. Provides an overview discussing the deterioration of students' writing skills. Explores the errors in college students' spelling, vocabulary, grammar, punctuation and style from old papers on file from a public university, a private university, and a private college from 1956, 1965 and 1978 and compares to

1993. Results revealed that there is a continuing decline in writing skills of college students.

Markman, Marsha Carow. *Teacher-Student Dialogue Writing in a College Composition Course: Effects Upon Writing Performance and Attitudes.* Diss. U of Maryland College Park, 1983. Ann Arbor: UMI, 1983. AAI8419524. Examines the impact a dialogue journal has on the writing attitudes and writing quality of college composition students and to identify methods in which dialogue writing is used to meet individual needs as well as course requirements.

Mason, Edwin. *Collaborative Learning.* New York: Agathon Press, Inc., 1972. Uses the term collaborative learning to refer to small group activities for high school students. Argues that the high school curriculum should be a kind of "interdisciplinary inquiry," emphasizing a collaborative rather than a competitive environment.

McBride Robinson, Cecelia A. *Peer and Traditional Instruction: A Comparison of the Effectiveness of Peer Tutoring/Editing and Traditional Instruction on the Writing Abilities of Freshman Composition Students.* Diss. U of Kansas, 1986. Ann Arbor: UMI, 1986. AAI8711191. Investigates the effectiveness of peer tutoring/editing and traditional instruction on the writing abilities of freshman composition students, based on the numerical scores made on a pretest and posttest writing sample.

Mellon, John C. *National Assessment and the Teaching of English: Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature—Implications for Teaching and Measurement in the English Language arts.* Urbana, IL: National Council of Teachers of English, Urbana, IL, 1975.

Summarizes in detail the findings of the initial writing, reading, and literature assessments and interprets the data from a number of perspectives.

Michaelsen, Larry K., and Robert H. Black. "Building Learning Teams: The Key to Harnessing the Power of Small Groups in Higher Education." *Growth Partners* (1994): 1-18. Discusses the four parts to the team learning model: course design, classroom management, student group composition, and performance evaluation. Also suggests activities that require individual and group testing on content matter.

Morgan, Meg, Nancy Allen, Teresa Moore, Dianne Atkinson, and Craig Snow. "Collaborative Writing in the Classroom." *Bulletin of the Association for Business Communication* 50.3 (1987): 20-26. Shares personal experiences and solutions to problems encountered while employing collaborative writing in the classroom. Authors also share various evaluation procedures for collaborative writing assignments.

Morganthau, Tom. "Demographics: The Face of the Future." *Newsweek* (1997): 58-60. Estimates that by the year 2050, the population of the United States could increase by more than 500 million, more than double the 1990 census. Collaborative learning interventions will be more prevalent because of the diverse student population.

Murau, Andrea M. (1993, Fall). Shared Writing: Students' Perceptions and Attitudes of Peer Review. *Working Papers in Educational Linguistics* 9.2 (1993): 71-79. Presents a brief review of literature on peer review. Surveys non-native English speakers about their perceptions on peer review and writing conferencing about whether peer review had an effect on students' writing anxiety.

Newkirk, Thomas R., Thomas D. Cameron, and Cynthia L. Selfe. "Why Johnny Can't

Write: A University View of Freshman Writing Ability." *English Journal* (1977):

65-69. Surveys freshman composition teachers at the University of Texas at

Austin to determine their perception of students' writing weaknesses.

Reveals five most frequently cited problems: poor organization, lack of

transitions, lack of revisions, failure to hear written sentences and the inability to

write for an audience.

Ney, James W. *Teacher-Student Cooperative Learning in the Freshman Writing*

Course. Reports-Research 143 ED 312659, CS 212152, (1989): 32. Conducts a

study on a freshman composition class using a cooperative learning model to

make a more accurate assessment of how students value the class. Finds that the

students' attitudes were more positive and students were more disciplined toward

the subject matter.

Ornstein, Allan C. "The National Reform of Education: Overview and Outlook."

NAASP: A Special Bulletin (1992): 89-101. Reports nine trends that contribute

to the decline in American education: elective courses replaced standard

academic courses, graduation requirements decreased, grade inflation increased,

SAT scores declined, international students ranked higher than American students

on academic tests, adults (39%) and 17-year-olds (13%) were functionally

illiterate, business industry spent more on remedial education, and student-teacher

ratio was seventh lowest in the world.

Phillips, Dennis. C. "The Good, the Bad, and the Ugly: The Many Faces of

Constructivism." *Educational Researcher* 24.7 (1995): 5-12. Provides an

extensive discussion on constructivism, ranging from constructivist authors such

as von Glasersfeld, Kant, Alcoff, Kuhn, Piaget, and Dewey to the various forms

of constructivism based upon levels of complexity, including the "individual

psychology versus public discipline," "humans the creators versus nature the

instructor," and "an active process."

Reagan, Sally Barr, Thomas Fox, and David Bleich, eds. *Writing With: New*

Directions in Collaborative Teaching, Learning, and Research. Albany N.Y.:

State U of New York P., 1994. Provides a comprehensive look at collaboration

from the perspectives of the teachers, students and researchers. Authors discuss

issues ranging form diversity and the political, social, and individual psychologies

of students, teachers and researchers to a myriad of collaborative models.

Reither, James A., and Douglas Vipond. "Writing as Collaboration." *College English* 51

(1989): 855-67. Discusses a course designed to help students function as a

research team in order to co-author a writing assignment. Offers suggestions for

implementing such a collaborative project, including strategies for

implementation and evaluation procedures.

Rothstein-Vandergriff, Joan and Gilson, Joan Tedrow. *Collaboration with Basic Writers*

in the Composition Classroom. Reports-Research 143, ED 294220, CS211205,

1988: 16. Investigates the process of collaborative learning by observing and

analyzing freshman basic and experienced composition students' dialogue and

interactions. Finds that both basic writers and some experienced writers were

deficient in critical reading skills; therefore, they were unable to read their peers'

essays critically. However, because of the experienced writers reflective

dialogue, they were able to provide more advanced logical writing than the basic

writers.

Sailor, Susan Harde. *The Effect of Peer Response Groups on Writing Apprehension,*

Writing, Achievement, and Revision Decisions of Adult Community College

Composition Students. Diss.?????? Explores the impact that peer response groups has on freshmen composition students' writing apprehension, writing achievement and revision decisions. Findings reveal that writing apprehension and writing achievement are closely correlated and that freshmen students revise primarily at the surface level.

Samuelson, William G. "The Use of Group Investigation in Higher Education." Harvey C. Foyle, Ed. *Interactive Learning in the Higher Education Classroom: Cooperative, Collaborative, and Active Learning Strategies.* Washington, D.C.: National Education Association, 1995. Discusses various group skills, strategies for formulating and planning group investigation. Also provides six stages of implementation of group investigation for professors in higher education.

Schmuck, Richard, A., and Patricia A. Schmuck. *Group Process in the Classroom.* 7th ed. Brown & Benchmark, 1997. Provides an extensive discussion on various group activities and the planning and implementation of cooperative groups.

Scott, A. M. Collaborative Projects Technical Communication classes: A Survey of Student Attitudes and Perceptions. *Journal of Technical Writing and Communication* 25.2 1995: 181-200. Administers a survey to students enrolled in seven universities in five states to assess their attitudes toward peer assisted writing and peer tutoring. Finds that the means of the five items on peer assisted writing were generally higher than those of the group writing section.

Shea, Christopher. "What's Happened to Writing Skills?" *The Chronicle of Higher Education* 3 Feb. 1993: A33-A35. Discusses contradictory views concerning the causes of the decline in college students' writing skills.

Shepherd-Wynn, Evelyn G. *The Effects of Collaborative Learning on English Composition Students' Writing Anxiety, Apprehension, Attitude and Writing Quality.* Diss. Grambling State U, 1999. Investigates the effects of three paired collaborative approaches (peer tutoring, peer editing, and co-authoring) on college students' writing anxiety, apprehension, attitude and writing quality. Findings suggest students preferred peer tutoring, co-authoring and peer editing, respectively. Combined collaborative writing approaches were as effective as individual collaborative writing approaches in reducing English composition students' writing anxiety and writing apprehension, with both marginal effect on writing attitude.

Shepherd Wynn, Evelyn G., and Lorraine Page Cadet. (1997). Developing a Perspective for a Culturally Responsive Collaborative Writing Model. *Research in Developmental Education* 14.3 (1997): 1-4. Provides a brief literature review on collaborative writing and makes recommendation for a model to address needs of culturally diverse students.

Shrewsbury, Martha Boger. *The Effects of Collaborative Learning on Writing Quality, Writing Apprehension, and Writing Attitude of College Students in a Developmental English Program.* Diss. West Virginia U, 1995. Ann Arbor: UMI, 1995. AAI9543878. Examines the effectiveness of collaborative learning on the writing quality, writing process, writing apprehension, and writing attitude of native and non-native college students in a developmental writing program by focusing on their prewriting and revision strategies.

Slavin, Robert E. *Cooperative Learning: Theory, Research and Practice.* Boston: Allyn and Bacon, 1995. Provides theoretical background and surveys the research on collaborative learning.

---. "Research on Cooperative Learning and Achievement: What We Know, What We Need to Know." *Contemporary Educational Psychology* 21 (1996): 43-79. Provides a synthesis of the research on the theoretical underpinning for cooperative learning.

Smith, Barbara. L., and Jean T. MacGregor. "What Is Collaborative Learning?" In Anne S. Goodsell, Michelle R. Maher, Vincent Tinto, Barbara L. Smith, and Jean T. MacGregor, Eds., (9-22). *Collaborative Learning: A Sourcebook for Higher Education*. National Center on Postsecondary Teaching, Learning and Assessment (NCTLA), 1992. One of several essays on diverse aspects of collaborative learning that shows instructors how to teach college level students using collaborative learning activities. Discusses collaborative learning from various definitive perspectives and explains several problem-centered instructional approaches: guided design, case studies, medical oriented, simulation and others.

Stent, Angela. "When Writing Well Isn't Good Enough." *Change* 8.10 (1976): 40-1. Reports that in 1972 Harvard University reorganized its freshman expository writing program to establish a University Writing Center to assist students who wanted to improve their "freshman education in writing" (40).

Strang, Ruth. *Group Work in Education*. 2nd. New York: Harper and Brothers, 1958. Provides an indepth discussion on the nature, value, and dynamics of group learning in the classroom along with administrative, supervisory helpful hints. Contains a generous amount of practical to theoretical content.

Swift, Patricia Worrell. *The Effects of Peer Review with Self-Evaluation on Freshman Writing Performance, Retention, and Attitude at Broward Community College (Florida)*. Diss. Florida Atlantic U, 1986. Ann Arbor: UMI, 1986.

AAI8702377. Directs an investigation to identify whether writing attitudes, writing performance, and retention improved using the combined techniques of peer review and self-evaluation in teaching freshman composition students. Maintains that the combined techniques of peer review with self-evaluation had a modest effect in improving writing performance while experimental techniques had a significant effect on students' writing performance.

Temperly, Deborah S. "Cooperative Learning in the Community College Classroom." *JCST* Nov. (1994): 94-97. Discusses the Jigsaw II Classroom method, characteristics and benefits.

Thompson, Richard F. "Peer Grading: Some Promising Advantages for Composition Research and the Classroom." *Research in the Teaching of English* 15.2 (1981): 172-74. Employs a study to examine the peer evaluation of nine different groups of freshman composition students. Finds that students trained in peer editing wrote significantly better essays than those students who did not participate in the training sessions.

Tompkins, Jane. "Pedagogy of the Distressed." *College English* 52.6 (1990): 653-60. Emphasizes the transition that teachers must make from the performance model to the collaborative model in order to be effective in the classroom.

Topping, Keith J. "The Effectiveness of Peer Tutoring in Further and Higher Education: A Typology and Review of the Literature." *Higher Education* 32.3 (1996): 321-25. Provides a comprehensive survey of the different types of peer tutoring, including cross-year and small-group, individualized, supplemental, dyadic, reciprocal, fixed-role, writing process, and distance learning.

Trimbur, John. "Consensus and Difference in Collaborative Learning." *College English* 51 (1989): 602-16. Examines two important criticisms concerning collaborative

learning in order to explore "consensus." Argues that consensus should be modified because it is way for students to identify systems of authority.

Ventimiglia, Laura M. "Cooperative Learning at the College Level." Harvey C. Foyle, Ed. *Interactive Learning in the Higher Education Classroom: Cooperative, Collaborative, and Active Learning Strategies.* Washington, D.C.: National Education Association, 1994. Summarizes the different models of education, the banking model and the performance model, along with introducing the collaborative model. Calls attention to group composition and student assessment.

Vygotsky, Lev S. (1986). *Thought and Language.* Trans. and Ed. Alex Kozulin. Cambridge, MA: MIT P. Theorizes that the educational setting should be a "dialogical character of learning." Argues that the progress in concept formation by a child achieved in cooperation with an adult would be a much more sensitive gauge of the child's intellectual abilities.

Walker, Laurence. "Freshman Writing Skills and the Demise of Grammar." *English Quarterly* 9.3 (1976): 31-41. Discusses various reasons for the decline in writing skills.

Weaver, Margaret E. "Using Peer Response in the Classroom: Students' Perspectives." Research in the Teaching of Developmental English 12.1 (1995): 31-37. Explains assumptions regarding peer response and suggests that students should have an opportunity to decide if they want to participate in peer response activities. Finds that students who participated in peer response had a higher degree of success than students who did not receive peer response.

Whipple, William R. "Collaborative Learning: Recognizing It When We See It." *AAHE Bulletin* 40.2 (1987): 3-5. Summarizes some of the pedagogical techniques and classroom techniques for implementing collaborative learning.

Wiener, Harvey S. "Collaborative Learning in the Classroom: A Guide to Evaluation." *College English* 48.1 (1986): 52-61. Recognizes that a criteria must be established to evaluate the effectiveness of collaborative learning activities in the college classroom. Suggests that the teacher's role as task-setter, classroom manager and synthesizer are key to the evaluation process.

Yancy, Kathleen Blake, and Michael Spooner. "A Single Good Mind: Collaboration, Cooperation, and the Writing Self." *College Composition and Communication* 49.1 (1998): 45-62. Calls attention to varied opinions concerning collaborative writing and its "indefinite definitions." Uses different type-faces to illustrate the varied opinions.

Yaronczyk, Andrew Francis. *An Experimental Study of Writing Collaboration at a Middle School: Its Effects on Overall Writing Quality, Performance, Apprehension, Concepts, and Attitudes.* Diss. Indiana U of Pennsylvania, 1981. Ann Arbor: UMI, 1981. AAI8917213. Investigates the effects of collaborative writing and traditional instruction on seventh graders' writing quality over a ten week period.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I.   DOCUMENT IDENTIFICATION:

Title:
An Annotated Bibliography of Selected Research on Collaborative Writing

Author(s): Evelyn Shepherd Wynn	
Corporate Source: Grambling State University	Publication Date:

II.   REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

☒

Check here

Permitting microfiche (4"x 6" film), paper copy, electronic, and optical media reproduction

← Sample sticker to be affixed to document

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

_____ *Sample* _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 1

Sample sticker to be affixed to document →

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

_____ *Sample* _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 2

☐

or here

Permitting reproduction in other than paper copy.

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature:	Position: Instructor, English Department
Printed Name: Evelyn Shepherd Wynn	Organization: Grambling State University
Address: 531 Central School Road Dubberly, LA 71024	Telephone Number: (318) 377-7351
	Date: December 12, 1999

OVER

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC , or, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor:	
Address:	
Price Per Copy:	Quantity Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:

Name:

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Higher Education (HE)
The George Washington University
One Dupont Circle NW, Suite 630
Washington, DC   20036-1183

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to:

ERIC Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Telephone: (301) 258-5500