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Autore	Lynne Patricia <1964->
Titolo	Coming to terms : theorizing writing assessment in composition studies // Patricia Lynne
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Descrizione fisica	1 online resource (201 p.)
Disciplina	808/.042/0712
Soggetti	English language - Composition and exercises - Evaluation English language - Composition and exercises - Study and teaching (Secondary) English language - Rhetoric - Evaluation Constructivism (Education)
Lingua di pubblicazione	Inglese
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [181]-189) and index.
Nota di contenuto	Large-scale writing assessment practices and the influence of objectivity -- Contemporary literacy scholarship and the value of context -- Wrestling with positivism -- Theory under construction -- The politics of theorizing -- Theorizing writing assessment -- Theory in practice.
Sommario/riassunto	In a provocative book-length essay, Patricia Lynne argues that most programmatic assessment of student writing in U.S. public and higher education is conceived in the terms of mid-20th century positivism. Since composition as a field had found its most compatible home in constructivism, she asks, why do compositionists import a conceptual frame for assessment that is incompatible with composition theory? By casting this as a clash of paradigms, Lynne is able to highlight the ways in which each theory can and cannot influence the shape of assessment within composition. She lament

