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| Autore | Penrod Diane |
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| ISBN | 1-282-32404-7 9786612324048 1-4106-1258-9 |
| Descrizione fisica | 1 online resource (217 p.) |
| Disciplina | 808/.042/0285 |
| Soggetti | English language - Rhetoric - Study and teaching English language - Rhetoric - Study and teaching - Technological innovations English language - Rhetoric - Study and teaching - Data processing Report writing - Study and teaching (Higher) - Technological innovations Report writing - Study and teaching (Higher) - Data processing Online data processing - Authorship - Study and teaching Grading and marking (Students) College prose - Evaluation Electronic books. |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
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| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references (p. 171-176) and index. |
| Nota di contenuto | Contents; Preface; About the Author; Introduction; 1 Moving Toward Internetworked Writing and Assessment; 2 Transforming Texts, Transforming Assessment; 3 Who Owns the Words in Electronic Texts?; 4 Rethinking Validity and Reliability in the Age of Convergence; 5 Hot and Cool Technologies in the Age of Convergence: Assessing the Writing in Room 25; 6 Access Before Assessment?; 7 Remediating Writing Assessment; References; Author Index; Subject Index |
| Sommario/riassunto | Composition in Convergence: The Impact of New Media on Writing Assessment considers how technological forms--such as computers and online courses--transform the assessment of writing, in addition to text classroom activity. Much has been written on how technology |

has affected writing, but assessment has had little attention. In this book, author Diane Penrod examines how, on the one hand, computer technology and interactive material create a disruption of conventional literacy practices (reading, writing, interpreting, and critique), while, on the other hand, the influence of computers
