

### The SAGE Handbook of Writing Development

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This **Handbook** critically examines research and theoretical issues that impact writing development from the early years through to adulthood. It provides those researching or teaching literacy with one of the most academically authoritative and comprehensive works in the field. With expert contributors from across the world, the book represents a detailed and valuable overview of a complex area of study.



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#### **Editorial Review**

#### Review

'[This book] is a fascinating and varied collection of papers....and would be of interest to anyone who has any involvement with language and how written communication has developed, and how it is influenced by and has an influence on, other factors' - ESCalate

'This book is a great meeting point...between writing researchers of different disciplines and perspectives, between practitioners and researchers, between different stages of writing development, between fluency and difficulties and between history and future. Its broad range of overviews of different topics related to writing development illuminated from different perspectives makes it a fantastic tool for writing researchers, teachers and policy makers alike' - Åsa Wengelin, Lund University, Sweden

'The scope of the book is unprecedented, dealing with writing development from the early years through to secondary and beyond...written by key experts in the field...a wealth of thought-provoking material...In all, this volume represents the most comprehensive and authoritative overview to date of current research, theory and practice - as well as challenges - in the area of writing development' - Beverly Derewianka, Director, Centre for Research in Language and Literacy, University of Wollongong, Australia

#### About the Author

I taught in primary schools, a college of higher education and at Leeds University before becoming Professor of Primary Education at the Institute of Education, where I was Head of the Department of Early Childhood and Primary Education 2005-2010. My particular interests are literacy and teachereducation.

Jeni Riley is Head of School of Early Childhood and Primary Education at the Institute of Education, University of London.

Martin Nystrand (Ph.D., Northwestern University) is LOUISE DURHAM MEAD PROFESSOR OF ENGLISH at the University of Wisconsin-Madison. His research focuses on the dialogic organization of discourse in both writing and classroom discourse. His writing research examines how writing-reader interaction shapes the writer's writing process and development: The Structure of Written Communication: Studies in Reciprocity Between Writers and Readers (Academic Press, 1986). His classroom discourse research, in collaboration with Adam Gamoran, probes the role of classroom interaction in student learning and was the first empirical study to document the role of open classroom discussion in student learning: Opening Dialogue: Understanding the Dynamics of Language and Learning in the English Classroom (Teachers College Press, 1997). His study, "Questions in Time: Investigating the Structure and Dynamics of Unfolding Classroom Discourse" (with L. Wu, A. Gamoran, S. Zeiser, D. Long, Discourse Processes, 35 (2003), 135-196) is the first-ever use of event-history analysis to investigate classroom discourse. Nystrand is a former director of the National Research Center on English Learning & Achievement (CELA), editor of Written Communication, and president of both the National Conference on Research in Language and Literacy (NCRLL) and the American Education Research Association (AERA) Special Interest Group (SIG) for Writing Research. At Wisconsin, he has also been a Vilas Associate and, since 1994, a member of the Teaching Academy. He teaches undergraduate courses in composition and English education and graduate courses and seminars in Composition and Rhetoric, a program he chairs. His most recent book, coedited with John Duffy, is Towards a Rhetoric of Everyday Life: New Directions in Research on Writing, Text, and Discourse (University of Wisconsin Press, 2003). He is currently working on The Semiotics of Influence, a sociocultural history of composition studies investigating the history and social context of empirical writing research as it unfolded in North America during the 1970s & '80s.

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