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006      m   o d s
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040      WAU ‡b eng ‡e rda ‡e pn ‡c WAU ‡d OCLCO ‡d OCLCF ‡d OCLCQ ‡d OCLCO ‡d WAU ‡d
         OCLCO ‡d OCLCA ‡d OCLCL ‡d OCLCQ ‡d WAU ‡d OCLCO
090      ‡b
049      WAUW
100  1   Alvarez, Leonard, ‡e author. ‡1 http://www.wikidata.org/entity/Q130760021
245  1 0 Writing assignments and student responses : ‡b uptake in a fifth-grade class / ‡c Leonard Alvarez.
264    1 [Seattle] : ‡b [University of Washington Libraries], ‡c [2016]
264    4 ‡c ©2017
300      1 online resource (x, 218 pages) : ‡b color illustrations
336      text ‡b txt ‡2 rdacontent
337      computer ‡b c ‡2 rdamedia
338      online resource ‡b cr ‡2 rdacarrier
347      text file ‡b PDF ‡2 rda
502      ‡b Ph. D. ‡c University of Washington ‡d 2016
504      Includes bibliographical references (pages 136-143).
520  3   Young students' genre knowledge and learning have been of interest to literacy researchers for some time. How
         students learn and recognize genres, how they deploy them, how they learn the circumstances under which to
         deploy particular genres are key concerns for literacy educators and researchers. While the field of Composition
         Studies has long theorized and studied genres and genre learning, literacy research for the elementary grades has
         less frequently done so. This dissertation study draws on theories from Rhetorical Genre Studies, specifically the
         concept of uptake, in order to better reveal the complexities of genre learning and teaching. Uptake is drawn on to
         illuminate the relationship between genres as these are positioned relative to each other, in this case the writing
         assignments and student responses in two subject areas, social studies and science, in a fifth-grade setting.
         Employing qualitative case study methdology, this study made use of the data collection methods of extensive
         observations, participant interviews, and artifact collection as the basis for analyis. Findings revealed that the two
         subject area teachers, one in social studies and another in science, presented a wide range of cues for students to
         select from, and at time these cues were in tension with each other. Focal students were drawn to a wide range of
         these cues, but their writing seemed to gravitate toward cues related to evaluative criteria, even when they had
         responded to their prompts in much richer ways in their discussions. These findings suggest implications for future
         research trajectories regarding genre knowledge and learning for young students. The field of literacy research for
         elementary grade students has much to gain from exploring the range of theories thus far elaborated in the field of
         Composition Studies. As regards writing specifically at this grade level range, studies of uptake hold great possibility
         to shed light on the multiple factors involved in how students make sense of and respond to writing tasks.
588  0   Online resource; title from PDF title page (ResearchWorks Archive, viewed June 2, 2017).
650    0 Written communication ‡x Study and teaching (Elementary)
650    0 Fifth grade (Education) ‡z United States ‡x Case studies.
650    0 Literacy ‡z United States ‡x Case studies.
650    6 Communication écrite ‡0 (CaQQLa)201-0114366 ‡x Étude et enseignement (Primaire) ‡0 (CaQQLa)201-
         0374484
653  0   Fifth grade
653  0   Literacy
653  0   Subject Areas
653  0   Uptake
653  0   Writing
653  0   Writing Assignments
653  0   Education
653  0   Elementary education
653  0   Rhetoric
653  0   Education - Seattle
655    2 Academic Dissertation ‡0 (DNLM)D019478
655    4 Theses ‡x Education - Seattle.
655    7 dissertations. ‡2 aat ‡0 (CStmoGRI)aatgf300028029
655    7 Academic theses ‡2 fast ‡0 (OCoLC)fst01726453
655    7 Academic theses. ‡2 lcgft
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655 7 Thèses et écrits académiques. ‡2 rvmgf ‡0 (CaQQLa)RVMGF-000001173
700 1 <u>Valencia, Sheila,</u> ‡e degree supervisor. ‡1 <u>http://www.wikidata.org/entity/Q126836644</u>
758   ‡i has work: ‡a Writing assignments and student responses (Text) ‡1 https://id.oclc.org/worldcat/entity/
       E39PCFQ3wWjPyTQ77Hbm7TCpmq ‡4 https://id.oclc.org/worldcat/ontology/hasWork
856 4 0 ‡u <u>http://hdl.handle.net/1773/38612</u>

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