

For Curious Minds Who Want to Know
(a few leads to research/reports on Blogging)
References

- Albers, P., & Harste, J. (2007). The Arts, New literacies, and Multimodality. *English Education*, 40(1), 6 - 20.
- Boiling, E. (2008). Learning from teachers' conceptions of technology integration: What do blogs, instant messages, and 3D chatrooms have to do with it. *Research in the Teaching of English*, 43(1), 74-100.
- Black, R. W. (2009). English Language Learners, Fan Communities, and 21st-Century Skills. *Journal of Adolescent & Adult Literacy*, 52(8), 688-697.
- Bloch, J. (2007). Abdullah's blogging: a generation 1.5 student enters the blogosphere. In *Language, Learning and Technology*, 11.2. June, pp.128-142.
- Brass, J. J. (2008). Local knowledge and digital move composing in an after-school literacy program. *Journal of Adolescent & Adult Literacy*, 51(6), 464-473.
- Brooke, C. (2008). *Lingua Fracta: Towards a Rhetoric of New Media*: Hampton Press.
- Nicholas C. Burbules (2002); "The Web as a rhetorical place." *Silicon Literacies*, Ilana Snyder, ed. (London: Routledge, 2002), 75- 84, read online: 10. September, 2008
- Chandler-Olcott, K. (2009). A Tale of two tasks: Editing in the era of digital literacies. *Journal of Adolescent & Adult Literacy*, 53(1), 71-74.
- Ciccoricco, D., & O'Steen, B. (2005). Digital Technology and English Pedagogy: From the Traditional Essays to Fabric of Digital Text. *Karolis: A Journal of Rhetoric, Technology, and Policy*, 13(1).
- Comstock, M., & Hocks, M. (2006). *Voice in the Cultural Soundscape: Sonic Literacy in Composition Studies*. CCOonline.
- Considine, D., Horton, J., & Moorman, G. (2009). Teaching and reaching the millennial generation through media literacy. *Journal of Adolescent & Adult Literacy*, 52(6), 471-481.
- Crandall, B. R. (2009). Senior Boards: Multimedia presentations from year-long research and community-based projects. In A. Herrington, K. Hogsdon & C. Moran (Eds.), *Teaching the New Writing: Technology, Change, and Assessment* (pp. 107-123). New York: Teachers College Press.
- Cripps, M.J; (date-you tell me): "FFFFFF, #000000, & #808080: Hypertext Theory and WebDev in the Composition Classroom"; from *Computers and Composition Online*; An international journal: Elsevier Publishing: <http://www.bgsu.edu/cconline/cripps/index.html>
- DeVoss, D.N., Eidman-Aadahl, E., Hicks, T., & The National Writing Project. (2010). *Because digital writing matters*. San Francisco: Jossey-Bass.
- Doering, A., Beach, R., & O'Brien, D. (2007). Infusing multimodal tools and digital literacies into an English Education program. *English Education*, 40(1), 41-60.

- Grabill, J. T., & Hicks, T. (2005). Multiliteracies meet methods: The case for digital writing in English Education. *English Education*, 37(4), 301-311.
- Hicks, T. (2009). *The Digital writing workshop*. Portsmouth, NH: Heinemann Press.
- Kaplan, Nancy (2006). "Literacy Beyond Books/Reading When All the World's a Web" in *The World Wide Web and Contemporary Cultural Theory*; New York: Routledge, Chapter 11
- Karchmer-Klein, R. (2007). Best practices in using the Internet to support writing. *Best Practices in Writing Instruction* (pp. 222-240). New York: The Guilford Press.
- Krause, S.D. "Broadcast Composition: Using Audio Files and Podcasts in an Online Writing Course"; Eastern Michigan University; <http://www.bgsu.edu/cconline/krause1/index.html>
- Lawrence, S. A., McNeal, K., & Yildiz, M. N. (2009). Summer program helps adolescents merge technology, popular culture, reading, and writing for academic purposes. *Journal of Adolescent & Adult Literacy*, 52(6), 483-494.
- Lenhart, A., Madden, M., & Hitlin, P. (2005). Teens and technology; Youth are leading the transition to a fully wired and mobile nation. In P. I. A. L. Project (Ed.). Washington, D.C.
- Luke, A. (2008). Pedagogy as gift. In A. L. J. Albright (Ed.), *Pierre Bourdieu and Literacy Educaiton*. New York: Routledge Taylor and Francis Group.
- Martindale, T. & Wiley, D.A. (2008). Using weblogs in scholarship and teaching. In *Tech Trends*, Volume 49, Number 2, pp.55-61.
- West, K. C. (2008). Weblogs and literary response: Socially situated identities and hybrid social languages in English class logs. *Journal of Adolescent & Adult Literacy*, 51(7), 588-298.
- WIDE (Writing in Digital Environments) Research Center Collaborative; 2005; "Why Teach Digital Writing?" from *KAIROS*, Volume 10, Issue 1, Fall, 2005
- Wiggins, G. (2009). Real-World Writing: Making Purpose and Audience Matter. *English Journal*, 98(5), 29-37.
- Williams, B. (2006). Girl Power in a Digital World: Considering the Complexity of Gender, literacy, and technology. *Journal of Adolescent & Adult Literacy*, 50(4), 300-308.
- Williams, B. T. (2005). Leading double lives: Literacy and technology in and out of school. *Journal of Adolescent & Adult Literacy*, 48(8), 702-706.
- Wysocki, A. F. (2004); "The Multiple Media of Texts: How Onscreen and Paper Texts Incorporate Words, Images, and Other Media" in *What Writing Does and How It Does It; An Introduction to Analyzing Texts and Textual Practices*, Ed. by Bazerman, C. and Prior, P.; New Jersey: Lawrence Erlbaum Associates.